**TERMS AND CONDITIONS**
**OF CONTRACT**

**DATED: JULY 1, 2025**

**ISSUED BY**

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

**TO**

**PREPNET VIRTUAL ACADEMY**
**(A SCHOOL OF EXCELLENCE)**

**CONFIRMING THE STATUS OF**

**PREPNET VIRTUAL ACADEMY**

**AS A**

**SCHOOL OF EXCELLENCE**

**THAT IS A CYBER SCHOOL**

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# Contract to Charter A School Of Excellence

Pursuant to Part 6e of the Revised School Code ("Code"), being Sections 380.551 to 380.561 of the Michigan Compiled Laws, the Grand Valley State University Board of Trustees ("University Board") authorizes PrepNet Virtual Academy (the "Academy") to operate a School of Excellence, as defined below. 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 Schools of Excellence- including all rules, regulations, and orders promulgated thereunder.

d) **Applicant** means the person or entity that submitted the School of Excellence application to the University for the establishment of the Academy.

e) **Application** means the School of Excellence application and other documentation submitted to the University for the establishment of a School of Excellence.

f) **Authorizing Resolution** means the resolution(s) adopted by the University Board that, among other things, approves the issuing of a Contract to the Academy to operate a School of Excellence.

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 definition set forth in the Code, the Terms and Conditions and the Schedules.

l) **Cyber School** means a cyber school as defined in Part 6e of the Code.

m) **Educational Service Provider or "ESP"** means an educational management organization as defined under section 553c of the Code, MCL 380.553c, 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.

n) **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.

o) **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.

p) **Management Agreement or ESP Agreement** means an agreement as defined under section 553c of the Code, MCL 380.553c, that has been entered into between an ESP and the Academy Board for the 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.

q) **Master Calendar of Reporting Requirements (MCRR)** means the compliance certification duties required of the Academy by the University Board. The University Board may amend the MCRR each fiscal year or at such 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.

r) **Method of Selection Resolution** means the resolution adopted by the University Board providing for the method of selection, length of term, number of Academy Board members, qualification of Board Academy members and other pertinent provisions related to the Academy Board.

s) **Resolution** means any resolution adopted by the Grand Valley State University Board of Trustees.

t) **Schedules** mean the schedules incorporated into and part of the Terms and Conditions.

u) **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.

v) **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.

w) **Superintendent** means the Michigan Superintendent of Public Instruction.

x) **Terms and Conditions** means this document.

y) **University** means Grand Valley State University established pursuant to Article VIII, Sections 4 and 6 of the Michigan Constitution of 1963 and MCL 390.841 *et seq.*

z) **University Board** means the Grand Valley State University Board of Trustees.

aa) **University Charter Schools Hearing Panel** or **Hearing Panel** means such person(s) as designated by the University President.

bb) **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 School of Excellence applicants and Schools of Excellence 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.

cc) **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.

dd) **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 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 Restated 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 552.

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. 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 and MCRR incorporated into this Contract as Schedule 5. Additionally, the Academy shall be responsible for the following:

a) 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.

b) 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.

c) 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.

d) 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.

e) 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.

f) 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.

g) 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.

h) 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.

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 the 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 to issue a new contract. The University Board, at its sole discretion, may change its process and standards for issuance of a contract at anytime, 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 Restated 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 Revised 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 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, 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 of 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 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 a Kindergarten through Twelfth (K-12) grades School of Excellence. In addition to grade levels currently operated, the Academy shall work toward operating all of grades 9 to 12 within six (6) years after issuance of this Contract, unless the Academy has entered into a matriculation agreement with another public school that provides grades 9 to 12. The Academy may add additional 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 the Schedules. For purposes of this Contract, the Academy shall be in violation of the site requirements set forth in this Contract if the Academy operates at a site or sites without first obtaining the written authorization of the University Board. 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 copy of the agreement to the University Charter Schools Office for review and a final copy for 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 6E OF THE CODE AND OTHER LAWS

Section 8.1. Compliance with Part 6e of the Code. The Academy shall comply with Part 6e and other parts of the Code that apply to Schools of Excellence. With the exception of Part 6a of the Code, the Academy shall comply with other provisions of the Code applicable to public school academies.

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. 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. 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. 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 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 Schools of Excellence. 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 Schools of Excellence. 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 Restated 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 Restated Articles of Incorporation with the Michigan Department of Licensing and Regulatory Affairs, Corporate Division. 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 Restated Articles of Incorporation that violates or conflicts with this Contract, due to a change in law or for other reasons, after approval has been given, it shall notify the Academy Board in writing and the Academy Board shall amend the Restated 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 Revised Bylaws, and any subsequent or proposed changes to the Academy's Revised Bylaws, shall not violate or conflict with the Contract. If at any time the University identifies a provision in the Academy Board's Revised Bylaws that violates or conflicts with Applicable Law or this Contract, that provision of the Academy Board's Revised 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 Academy 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 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 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 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 fails to work toward operating all of grades 9 to 12 within 6 years after issuance of this Contract, and has not entered into a matriculation agreement with another public school that provides grades 9 to 12;

h) 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

i) 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 560 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 561 of the Code, MCL 380.561, 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 561 of the Code, MCL 380.561 ("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 SCHOOLS OF EXCELLENCE

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 agree and covenant 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 561 of the Code, MCL 380.561; or (ii) pursuant to a reconstitution by the University pursuant to Section 561 of the Code, MCL 380.561 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 owned 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. Initiative. 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 School of Excellence 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 561 of the Code, MCL 380.561; or (ii) to undergo a reconstitution pursuant to

Section 561 of the Code, MCL 380.561, 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 553c. 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 553c of the Code, MCL 380.553c, 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. Student Privacy. In order to protect the privacy of students enrolled at the Academy, the Academy board, subject to Section 11.28, 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 11.26. Disclosure of Information to Parents and Legal Guardians, Subject to Section 11.28.

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 with which the Academy 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 11.27. <u>List of Uses for Student Directory Information; Opt-Out Form; Notice to Student's Parent or Legal Guardian</u>.

a) Subject to Section 11.28, 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 the student, if 18 years of age, or 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, if 18 years of age, or 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 11.28. 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 11.29. 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 11.30. 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 11.31. 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 11.32. 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 11.33. 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 11.34. 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 11.35. 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 11.36. 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:

PrepNet Virtual Academy
Attn: Board President
3850 Broadmoor Ave SE
Grand Rapids, MI 49512

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 6e of the Code or actions taken by the University Board as an authorizing body under Part 6e 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 and in accordance with Part 6e of the Code.

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.

## ARTICLE XIII

## CYBER SCHOOL PROVISIONS

Section. 13.1. Specific Requirements for Cyber Schools. As a precondition to issuing this Contract, the Academy certifies and agrees that it meets or will meet all of the following conditions:

(a) Enrollment in the Academy is available to all pupils in this state;

(b) Offers some configuration of or all of grades kindergarten through twelve;

(c) The entity applying for the school of excellence that is a cyber school demonstrates experience in delivering a quality education program that improves pupil academic achievement. In determining whether this requirement has been met, the University Board has referred to the standards for quality online learning established by the national association of charter school authorizers or other similar nationally recognized standards for quality online learning, as determined necessary by the CSO Director;

(d) The Academy agrees to offer each pupil's family a computer and subsidizes the cost of internet access; and

(e) The enrollment in the Academy for this first year of operation shall not exceed 2,500 pupils.

Section 13.2. Fourth Year of Operation. With the prior approval of the CSO Director, the Academy may in the fourth year of operation expand its initial enrollment from 1,000 pupils to not more than 5,500 pupils if all of the following conditions are met:

(a) The Academy is in compliance with all the terms and conditions of this Contract, including the timely and accurate submission of documentation pursuant to the Master Calendar;

(b) By July 1, 2013, the Michigan Department of Education (Department) determined that the combined total statewide final audited membership for all pupils in membership in schools of excellence that are cyber schools for a state fiscal year does not exceed a number equal to 2% of the combined total statewide final audited membership for all pupils in membership in public schools for the 2011-2012 state fiscal year;

(c) By July 1, 2014, the Department determined that the combined total statewide financial and audited membership for all pupils in membership in schools of excellence that are cyber schools for a fiscal year does not exceed a number equal to 2% of the combined total statewide final audited membership for all pupils in membership in public schools for the 2011-2012 state fiscal year; and

(d) The Academy has the educational, financial, governance, and management resources and skills necessary for expanding educational offerings to a larger student population.

(e) If circumstances warrant the enrollment of more than 5,500 students, the CSO Director may approve enrollment of the additional students at his discretion.

Section 13.3. Fifth Year of Operation. With the prior approval of the CSO Director, the Academy may in the fifth year of operation expand its enrollment from 5,500 pupils to not more than 10,000 pupils, if all of the following conditions are met:

(a) The Academy is in compliance with the terms and conditions of this Contract, including the timely and accurate submission of documentation pursuant to the Master Calendar;

(b) By July 1, 2013, the Department determined that the combined total statewide final audited membership for all pupils in membership in schools of excellence that are cyber schools for a state fiscal year does not exceed a number equal to 2% of the combined total statewide final audited membership for all pupils in membership in public schools for the 2011-2012 state fiscal year;

(c) By July 1, 2014, the Department determined that the combined total statewide final audited membership for all pupils in membership in schools of excellence that are cyber schools for a state fiscal year does not exceed a number equal to 2% of the combined total statewide final

audited membership for all pupils in membership in public schools for the 2011-2012 state fiscal year;

(d) By July 1, 2015, the Department determined that the combined total statewide final audited membership for all pupils in membership in schools of excellence that are cyber schools for a state fiscal year does not exceed a number equal to 2% of the combined total statewide final audited membership for all pupils in membership in public schools for the 2011-2012 state fiscal year; and

(e) The Academy has the educational, financial, governance, and management resources and skills necessary for expanding educational offerings to a larger student population.

Section 13.4. Limitation on New Pupil Enrollment. Notwithstanding any other provision of this Article XIII, in the event that the Department determines on July 1, 2013, or on any subsequent July 1st of any other year during the term of this Contract, that the combined total statewide final audited membership for all pupils in membership in schools of excellence that are cyber schools for a state fiscal year exceeds a number equal to 2% of the combined total statewide final audited membership for all pupils in membership in public schools for the 2011-2012 state fiscal year, then the Academy may not enroll any new pupils in the Academy in a school year that begins after that determination is made.

Section 13.5. Responsibilities of Cyber School Teacher. The Academy shall ensure that a certificated teacher, whether employed or contracted for from an Educational Service Provider, is responsible for all of the following for each course in which a pupil is enrolled:

(a) Improving learning by planned instruction;

(b) Diagnosing the pupil's learning needs;

(c) Assessing learning, assigning grades, and determining advancement; and

(d) Reporting outcomes to Academy administrators and parents or legal guardians.

Section 13.6. Minimum Instructional Hours. The Academy shall make educational services available to pupils for a minimum of at least 1,098 hours during a school year, and shall ensure that each pupil participates in the educational program for at least 1,098 hours during a school year.

Section 13.7. Monthly On-Line Department Reports. The Academy Board agrees to submit a monthly report to the Department, in the form and manner prescribed by the Department, that reports the number of pupils enrolled in the Academy during the immediately preceding month. The Academy ensures that a copy of the on-line report shall be made available to the Center upon request.

Section 13.8. Pupil/Parent Orientation. During the term of this Contract, the Academy Board shall ensure that, when a pupil enrolls in the Academy, the pupil and his or her parent or legal guardian are provided with a parent-student orientation in a form and manner determined by

the Academy Board. If the pupil is at least age 18 or is an emancipated minor, the orientation may be provided to just the pupil.

[INTENTIONALLY LEFT BLANK]

As the designated representative of the Grand Valley State University Board of Trustees, I hereby authorize this issuance of a Contract to the Academy to operate a School of Excellence on the dates 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 this Contract.

PREPNET VIRTUAL ACADEMY

By: _____
Academy Board President

# SCHEDULE 1

## METHOD OF SELECTION RESOLUTION
## AUTHORIZING RESOLUTION

GRAND VALLEY STATE UNIVERSITY
www.gvsu.edu

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

Reauthorization of 6e Charter Contract – PrepNet Virtual Academy, Statewide Cyber (5 years)

WHEREAS, the Board of Trustees of Grand Valley State University, at its meeting on June 22, 2020, initially authorized the issuance of a contract to charter PrepNet Virtual Academy (the "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 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

GRAND VALLEY STATE UNIVERSITY
www.gvsu.edu

CERTIFIED COPY OF RESOLUTION ADOPTED BY THE BOARD OF TRUSTEES OF GRAND VALLEY STATE UNIVERSITY ON JUNE 22, 2020:

Authorization of Michigan Preparatory Virtual School, Statewide Cyber (5 years)

WHEREAS, the Michigan Legislature has provided for the establishment of a School of Excellence that is a Cyber School ("School of Excellence") as part of the Michigan public school system by enacting Act Nos. 201 through 205 of the Public Acts of 2009; and

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

WHEREAS, the Michigan Legislature has mandated that a School of Excellence contract be issued on a competitive basis taking into consideration the resources available for the proposed School of Excellence, the population to be served by the proposed School of Excellence, the educational goals to be achieved by the proposed School of Excellence, and the applicant's track record, if any, in operating public school academies or other public schools; and

WHEREAS, the University Board, having received applications for organizing a School of Excellence, and having examined the ability of the proposed performance standards, proposed academic program, financial viability of the applicant, and the ability of the proposed School of Excellence board of directors to meet the contract goals and objectives;

NOW, THEREFORE, BE IT RESOLVED:

1. That the application for Michigan Preparatory Virtual School ("Academy"), submitted under Part 6e of the Code, MCL 380.551 et seq. ("Part 6e"), meets the University Board's requirements and the requirements of applicable law and 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 School of Excellence Board Members:

a. Initial School of Excellence Board Member Nominations and Appointments: As part of the School of Excellence application, the 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 School of Excellence Academy ("Academy Board"). 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 School of Excellence 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 School of Excellence 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) |

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.

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:

| | |
|---|---|
| TBD | 1 year term expiring June 30, 2021 |
| TBD | 2 year term expiring June 30, 2022 |
| Kristin Beltzer | 2 year term expiring June 30, 2022 |
| Mark Johnson | 3 year term expiring June 30, 2023 |
| Margaret Lancaster | 3 year term expiring June 30, 2023 |

13. 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.

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 22nd day of June 2020.

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

# SCHEDULE 2

# ARTICLES OF INCORPORATION

LARA Corporations Online Filing System
Department of Licensing and Regulatory Affairs

Form Revision Date 07/2016

# CERTIFICATE OF AMENDMENT TO THE ARTICLES OF INCORPORATION

**For use by DOMESTIC NONPROFIT CORPORATION**

*Pursuant to the provisions of Act 162, Public Acts of 1982, the undersigned corporation executes the following Certificate:*

The identification number assigned by the Bureau is: 802471919

The name of the corporation is: MICHIGAN PREPARATORY VIRTUAL ACADEMY

The Articles of Incorporation is hereby amended to read as follows:

**Article I**

The name of the corporation as amended, is:

PREPNET VIRTUAL ACADEMY

2. The foregoing amendment to the Articles of Incorporation was duly adopted on: 05/27/2021 by the

directors at a meeting in accordance with Section 611(3) of the Act.

This document must be signed by an authorized officer or agent:

Signed this 27th Day of May, 2021 by:

| Signature | Title | Title if "Other" was selected |
|---|---|---|
| Kristin Beltzer | President | |

By selecting ACCEPT, I hereby acknowledge that this electronic document is being signed in accordance with the Act. I further certify that to the best of my knowledge the information provided is true, accurate, and in compliance with the Act.

Decline Accept

Filed by Corporations Division Administrator Filing Number: 221425778200 Date: 06/09/2021

# *MICHIGAN DEPARTMENT OF LICENSING AND REGULATORY AFFAIRS*

# *FILING ENDORSEMENT*

***This is to Certify that the*** CERTIFICATE OF AMENDMENT TO THE ARTICLES OF INCORPORATION

***for***

PREPNET VIRTUAL ACADEMY

***ID Number:*** 802471919

***received by electronic transmission on*** May 27, 2021 ***, is hereby endorsed.***

***Filed on*** June 09, 2021 ***, by the Administrator.***

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

***In testimony whereof, I have hereunto set my hand and affixed the Seal of the Department, in the City of Lansing, this 9th day of June, 2021.***

*Linda Clegg, Director*

*Corporations, Securities & Commercial Licensing Bureau*

BCS/CD-502 (Rev.10/08)

**MICHIGAN DEPARTMENT OF LABOR & ECONOMIC GROWTH**
**BUREAU OF COMMERCIAL SERVICES**

| Date Received | (FOR BUREAU USE ONLY) |
|---|---|
| | $70 MC 20062690833362 |
| JUN 30 2020 10:34 | This document is effective on the date filed, unless a subsequent effective date within 90 days after received date is stated in the document. |

**FILED**
**JUN 30 2020**
**ADMINISTRATOR**
**CORPORATIONS DIVISION**

Name:
Clark Hill, PLC c/o Joseph B. Urban

Address
151 S. Old Woodward Avenue, Suite 200

| City | State | Zip Code |
|---|---|---|
| Birmingham | MI | 48009 |

EFFECTIVE DATE:

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

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

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 Articles:

### ARTICLE I

The name of the corporation is: Michigan Preparatory Virtual 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.

AW

## 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. a. If organized on a nonstock basis, the description and value of its real property assets are: (if none, insert "none")

   Real Property: none

   b. The description and value of its personal property assets are: (if none, insert "none")

   Personal Property: none

   c. 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.

   d. The corporation is organized on a Directorship basis.

## ARTICLE IV

1. The name of the resident agent at the registered office: Joseph B. Urban

2. The address of the registered office is: 151 S. Old Woodward Avenue, Suite 200, Birmingham, MI 48009

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

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

## ARTICLE V

The name(s) and address(es) of the incorporator(s) is (are) as follows:

| **Name** | **Residence or Business Address** |
|---|---|
| Kristin Beltzer | 5945 Buttonwood Dr. Haslett, MI 48840 |

## ARTICLE VI

The corporation is a governmental entity.

## ARTICLE VII

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 VIII

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 IX

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 X

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 XI

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

## 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.

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 XIII

The corporation assumes the liability for all acts or omissions of a volunteer director, volunteer officer, or other volunteer if all of the following are met:

(i) The volunteer was acting or reasonably believed he or she was acting within the scope of his or her authority;

(ii) The volunteer was acting in good faith;

(iii) The volunteer's conduct did not amount to gross negligence or willful and wanton misconduct;

(iv) The volunteer's conduct was not an intentional tort; and

(v) The volunteer's conduct was not a tort arising out of the ownership, maintenance or use of a motor vehicle for which tort liability may be imposed under section 3135 of the insurance code of 1956, 1956 PA 218, MCL 500.3135.

This article 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.

## ARTICLE XIV

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.

## ARTICLE XV

The Articles of Incorporation shall become effective upon filing. However, the corporation shall not carry out the purposes set forth in Article II unless/or until the Board of Trustees issues to the Academy Board a contract to operate as a public school academy, and the contract is executed by both the Academy Board and the Board of Trustees.

I, the incorporator sign my name this 25th day of June, 2020.

Kristin Beltzer

Kristin Beltzer

# SCHEDULE 3

# BYLAWS

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# BYLAWS
# OF
# PREPNET VIRTUAL ACADEMY

## ARTICLE I
## NAME

This organization shall be called PrepNet Virtual Academy (The "Academy" or the "corporation").

## ARTICLE II
## FORM OF ACADEMY

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

## ARTICLE III
## OFFICES

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

Section 2. Registered Office. The registered office of the Academy shall be 151 S. Old Woodward Avenue, Suite 200. The registered agent is Joseph B. Urban, Clark Hill PLC. 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 of 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 depositors 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 be 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 Complied 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 27th day of May, 2021.

Margaret A.T. Lancaster

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 PrepNet Virtual 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

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# SCHEDULE 5

## MASTER CALENDAR OF REPORTING REQUIREMENTS

GRAND VALLEY STATE UNIVERSITY
CHARTER SCHOOLS OFFICE

# 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 | 4th 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 | 1st 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 | 2nd 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 | 3rd 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. *Meeting schedule should be available on academy website.* | CSO |
| 7 days prior to meeting | Board packet- including Agenda and all attachments. *Agenda should be available on academy website.* | 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. *Minutes should be available on academy website.* | 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 *Amended* 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**<br>*(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)* | **SUBMIT TO:** |
| **Board adopted Purchasing Policy** (date of approval or revision).<br>Reference: MCL 380.1267, MCL 380.1274 | CSO |
| **Use of Medications Policy** (date of approval or revision).<br>Reference: MCL 380.1178, 380.1178a, 380.1179 | CSO |
| **Harassment of Staff or Applicant Policy** (date of approval or revision).<br>**Harassment of Students Policy** (date of approval or revision)<br>Reference: MCL 380.1300a | CSO |
| **Search and Seizure Policy** (date of approval or revision).<br>Reference: MCL 380.1306 | CSO |
| **Emergency Removal, Suspension and Expulsion of Students Policy (**date of approval or revision).<br>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).<br>Reference: MCL 380.1137 | CSO |
| **Board Member Reimbursement of Expenses Policy** (date of approval or revision).<br>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).<br>Reference: MCL 324.8316, 380.1256 | CSO |

| | |
|---|---|
| **Nondiscrimination and Access to Equal Educational Opportunity Policy** (date of approval or revision).<br>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).<br>PA 105 of 1855, being MCL 21.146, Section 11.10 of the Charter Contract | CSO |
| **Parental Involvement Policy** (date of approval or revision).<br>Reference: MCL 380.1294 | CSO |
| **Wellness Policy** (date of approval or revision).<br>Reference: 42 USC §§ 1751, 1758, 1766; 42 USC § 1773 | CSO |
| **Corporal Punishment Policy** (date of approval or revision).<br>Reference: MCL 380.1312(8)&(9); | CSO |
| **Anti-Bullying Policy (Matt's Safe School Law)** (date of approval or revision).<br>Reference: MCL 380.1310b | CSO |
| **Cardiac Emergency Response Plan** (date of approval or revision).<br>Reference: MCL 29.19 | CSO |
| **Emergency Operations Plan** (date of approval or revision).<br>Reference: MCL 380.1308b | CSO |
| **Data Breach Response Plan** (date of approval or revision).<br>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 |
| 1st 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. |
| 2nd 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”

# SERVICES AGREEMENT

THIS SERVICES AGREEMENT ("**Agreement**") by and between National Heritage Academies, Inc., a Michigan corporation ("NHA"), and Michigan Preparatory Virtual School, a body corporate and public school academy (the "**School**") is effective the 1st day of July, 2025 (the "**Effective Date**"). For purposes of this Agreement, NHA and the School shall be referred to collectively as the "**Parties**."

## RECITALS

WHEREAS, the School was issued a Charter Contract by Grand Valley State University Board of Trustees (the "**Authorizer**") to operate a public school academy that is a cyber-school pursuant to the Michigan Revised School Code (the "**Authorizing Law**"); and

WHEREAS, the Parties desire to work together to promote educational excellence and innovation based on NHA's school design, comprehensive educational program and management principles; and

WHEREAS, the Parties desire to set forth the terms and conditions of such a relationship in this Agreement;

NOW, THEREFORE, for good and valuable consideration, including the mutual promises and benefits contained in this Agreement, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

## ARTICLE I

## CONTRACT RELATIONSHIP

A. Services. Subject to the terms and conditions of this Agreement, and as permitted by applicable law, the School hereby contracts with NHA for the provision of certain educational, business administration, facility, and management services, including without limitation, all labor, purchasing or procurement of equipment, technology, furniture, educational materials, and financing necessary for the provision of the same, as set forth herein (collectively, the "**Services**").

B. Charter Contract. This Agreement shall: (i) be subject to and comply with the terms and conditions of the Charter Contract and the School's Charter Application (collectively, the "**Charter**"); and (ii) not be construed to interfere with the constitutional, statutory, or fiduciary duties of the School's Board of Directors (the "**Board**"). NHA agrees to perform its duties and responsibilities under this Agreement in a manner that is consistent with the School's obligations under the Charter issued by the Authorizer. The provisions of the School's Charter shall supersede any competing or conflicting provisions contained in this Agreement.

C. Independent Contractor. NHA shall provide the Services as an independent contractor, and not as an employee, partner, agent, or associate of the School. This independent contractor relationship shall extend to the officers, directors, employees, and representatives of

NHA. Consistent with. the status of an independent contractor, NHA *reserves* to itself the right to designate the means and methods of accomplishing the objectives and purposes of this Agreement consistent with Board policy, applicable law and the Charter. NHA shall be be solely respomible for its acts and the acts of its agents, employees and subcontrnctors. The .relationship between the Parties is based soley on the terms and conditions of this Agreement, and the terms and conditions of any other written agreement between the Parties.

D. Designations and Appointments.

1. The Board shall by Board resolution appoint the Board Treasurer, or such other officer as determined by the Board, to serve as the chief administrative officer of the School (the "**CAO**") under the Uniform Budgeting and Accounting Act, MCL l414Jl *et seq. (*the "**Budgeting and Accounting Act**"). Notwithstanding any other provision of the Agreement to the contrary, the Board shall designate NHA's chief financial officer, or such other NHA officer or employee as is mutually agreed upon by NHA and the Board as the designated agent of the CAO to assist the CAO with the performance of the CAO's duties under the Budgeting and Accounting Act.

2. NHA, including .its directors, officers:, and employees are .hereby designated as "SchooI Officials" for purposes of the Family Educational Right and Privacy Act, and its implementing regulations, 20 U.S.C. §1232 *et seq.* (FERPA); 34 CFR. *§* 99.3l(a)(1)(i)(B). Additionally:

(a) NHA agrees that it shall observe Board policies and applicable law regarding the confidentiality of Covered Data and Information. Covered Data and Information **("CDI")** includes paper and electronic student education record information and includes, without limitation, "education records:" as defined under FERPA, 34 CFR § 99.l. CDI also includes any new records created and maintained by NHA under this Agreement using CDI.

(b) NHA shall not use or disclose CDI received from or on behalf of the School except as permitted or required by this Agreement and/or applicable law.

(c) Upon termination or other conclusion of this Agreement, NHA shall return all CDI to the School.

(d) NHA shall develop, implement, maintain and use appropriate administrative, technical and physical security measures: to preserve the confidentiality, integrity and availability of all CDI received from, or on behalf of, the School or its students. These measures will be extended by contract to include subcontractors used by NHA.

(e) NHA, within two business days of discovery, shall report to the Board any use or disclosure of CDI not authorized by this

Agreement. NHA's report shall identify: (i) the nature of the unauthorized use or disclosure, (ii) the CDI used or disclosed, (iii) who made the unauthorized use or received the unauthorized disclosure, (iv) what NHA has done or shall do to mitigate any deleterious effect of the unauthorized use or disclosure, and (v) what corrective action NHA has taken or shall take to prevent future similar unauthorized use or disclosure. NHA shall provide such other information, including a written report, as reasonably requested by the Board.

3. NHA, its directors, officers, and employees may be designated by the School for other purposes by a written resolution of the Board.

E. Certain Prohibitive Conduct Regarding Personally Identifiable Information. Except as permitted under the code, NHA shall not sell or otherwise provide to any entity any personally identifiable information that is part of an Academy Student's education records.

F. Certain Prohibitive Conduct Regarding Academy Student Records. If NHA receives information that is part of an Academy Student's education records, NHA shall not sell or otherwise provide the information to any other person except as permitted under the Code.

For purposes of Paragraphs E and F above, the terms "education records" and "personally identifiable information" shall have the same meaning as those terms in sections 1136 of the Code, MCL 380.1136.

## ARTICLE II
## TERM & TERMINATION

A. Term. This Agreement shall commence on the Effective Date, and unless terminated as set forth herein, shall continue until the revocation, termination or expiration of the Charter currently in effect (the "**Term**"). The first school year of this Agreement shall commence July 1, 2025 to June 30, 2026, and each school year thereafter shall commence on July 1 and end on June 30 of the following year.

B. Termination.

1. By NHA. NHA may terminate this Agreement prior to the end of the Term if the Board fails to remedy a material breach of this Agreement within thirty (30) days after receiving a notice from NHA of such breach. For purposes of this Subsection, a material breach (which for the sake of clarity is a default hereunder) includes, but is not limited to: (i) NHA's failure to timely receive any compensation or reimbursement required by this Agreement; or (ii) a suspension, termination, revocation, or non-renewal of the Charter.

2. By the School. The School may terminate this Agreement prior to the end of the Term if NHA fails to remedy a material breach of this Agreement within (30) days after receiving notice from the School of such breach. For purposes of this Subsection, a material breach

includes, but is not limited to: (i) NHA's failure to account for expenditures or pay operating costs pursuant to the Budget (as defined below); (ii) NHA's failure to follow policies, procedures, rules, regulations or curriculum adopted by the Board, provided they do not violate the Charter, applicable law, or this Agreement; (iii) a receipt by the Board of an unsatisfactory report from NHA or an independent education consultant retained by the Board regarding the Services or the School's performance, provided the unsatisfactory performance cannot be adequately corrected or explained; (iv) a determination that this Agreement or its implementation would serve as grounds for suspension, termination, revocation, or non-renewal of the Charter; (v) a determination that this Agreement or its implementation would jeopardize material tax exemptions of the School or its non-profit status; or (vi) any action or inaction by NHA that places the Charter in jeopardy of termination, suspension or revocation.

3. By Either Party. Either party may terminate this Agreement prior to the end of the Term, with or without cause, by providing the other party with at least ninety (90) days' prior written notice.

4. Revocation or Termination of Contract. If the School's Charter issued by the Grand Valley State University Board of Trustees is revoked or terminated, this Agreement shall automatically terminate on the same date as the Academy's Charter is revoked or terminated without further action of the parties.

5. 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 State School Reform/Redesign Officer under Section 561 of the Code, MCL 380.561; or (ii) to undergo a reconstitution pursuant to Section 561 of the Code, MCL 380.561, and of the Contract Terms and Conditions, 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 NHA shall have no recourse against the Academy or the University Board for implementing such site closure or reconstitution.

6. If this Agreement is terminated prior to the end of the Term other than as provided for in Article II(B)(4) of this Agreement, and unless otherwise agreed by the Parties, such termination will not become effective until the end of the then-current school year.

C. Effect of Termination. Upon the effective date of termination or expiration of this Agreement:

1. Subject to any provisions contained in a lease between the Parties, the Parties shall have the right to remove from the School any equipment or other assets owned or leased by the respective Party;

2. The School shall pay or reimburse NHA through the Fee (as defined below) for the prepaid portion of any expenses or liabilities incurred by NHA pursuant to the Budget as of the date of such termination or expiration, provided NHA supplies the School with documentation of all such expenses and liabilities; however, the Academy is not liable for any prepaid portions of any expenses or liabilities paid after the date of such termination or expiration

of this Agreement.

3. NHA may agree, in its sole discretion, to assist the School for a reasonable amount of time, not to exceed ninety (90) days, and for a reasonable fee, with the School's transition to another administrative, managerial, or services arrangement;

4. NHA shall, if applicable, reasonably assist the School in the execution of a closure and dissolution plan and cooperate in the closure and dissolution process, including without limitation, in any audits and court or other proceedings related thereto; and

5. The party to whom Confidential Information (as defined below) has been disclosed shall, upon request and at the direction of the disclosing party: (i) return such Confidential Information within thirty (30) days, including any copies thereof, and cease its use; or (ii) destroy such Confidential Information and certify such destruction to the disclosing party, except for a single copy thereof which may be retained for the sole purpose of determining the scope of any obligations incurred under this Agreement, and except where disclosure or retention is required by applicable law.

## ARTICLE III

## OBLIGATIONS OF NHA

A. Manager at Risk. NHA shall be responsible and accountable to the Board for providing the Services. During the Term, NHA shall provide the Services regardless of whether actual revenue meets the level projected in the Budget, and NHA hereby assumes the risk of funding shortfalls during the Term. Notwithstanding the foregoing, NHA is prohibited from expending any funds on Services in excess of the amount budgeted for Services as set forth in the Budget or Budget amendments approved by the Board.

B. Comprehensive Educational Program. The School has determined to adopt NHA's proprietary educational and academic programs and goals, as set forth in the Charter (the "**Educational Program**"). Subject to the oversight of the Board, NHA shall implement and administer the Educational Program. In the event that NHA reasonably determines that it is necessary or advisable to make material changes to the Educational Program, NHA shall inform the Board of the proposed changes and obtain the Board's approval before making such changes, as well as the Authorizer's approval if required by the Charter or applicable law. The Parties acknowledge and agree that an essential principle of the Educational Program is its flexibility, adaptability and capacity to change in the interest of continuous improvement and efficiency. Not less than annually or as reasonably requested by the Board, NHA shall provide the Board with a report detailing progress made on each of the educational goals set forth in the Educational Program. The school year calendar and the school day schedule shall be approved by the Board as required under the Charter.

C. All Children Welcome. NHA places a high value on diversity, and the School shall welcome students of all races, ethnicity, religion, gender and economic backgrounds.

D. Services to Students with Disabilities. NHA is responsible for providing services to students with disabilities at the School. NHA shall provide special education and related services, in conformity with the requirements of the Charter and applicable law, to students who attend the School.

E. Educational and Administrative Services. Subject to the oversight of the Board, NHA shall provide educational services and implement operational practices and procedures that are consistent with Board policies, the Charter and applicable law. Such practices and procedures shall include, but are not limited to:

1. Student recruitment and student admissions.

2. Student assessments, including testing, promotion, and retention.

3. The acquisition and delivery to the school of educational and instructional materials, equipment, furniture, technology, and supplies, and the administration of any and all extra-curricular and co-curricular activities and programs approved by the Board and NHA.

4. Employment of personnel working at the School and management of all personnel functions, as set forth herein.

5. All aspects of the School's business administration, including the sourcing and provision of insurance as required by the Charter.

6. The provision of facilities or learning centers, as well as, all aspects of the School's accounting operation, including general ledger management, financial reporting, payroll, employee benefits and payroll tax compliance.

7. Food service and transportation approved by the Board and NHA.

8. All aspects of facilities administration and maintenance.

9. Student behavior management and discipline.

F. Location of Services. Unless prohibited by the Charter or applicable law, NHA may provide the Services, including but not limited to, purchasing, professional development and administrative services, off-site.

G. Subcontracts. NHA reserves the right to subcontract any and all aspects of the Services. NHA shall not subcontract the oversight of the Educational Program, except as specifically permitted in this Agreement or with prior written approval of the Board. Notwithstanding the foregoing, the Board specifically acknowledges and agrees that from time to time NHA may use third parties or independent contractors to assist in the creation and development of Educational Materials (as defined below) that may be used as a part of the

Educational Program.

H. Student Performance Standards and Evaluation. Consistent with the Charter and applicable law, NHA shall implement student performance evaluations that permit evaluation of the academic progress of each School student. NHA shall be responsible and accountable to the Board for the academic performance of students who are enrolled at the School. NHA shall utilize assessment strategies required by the Charter and applicable law. The Board and NHA shall cooperate in good faith to identify academic goals and methods to assess such academic performance. NHA shall provide the Board with timely reports regarding student performance.

I. Unusual Events. NHA shall timely notify the Board and the Administrator (as defined below) of any anticipated or known material: (i) health or safety issues, including all mandatory reporting required by applicable law; (ii) labor, employee or funding issues; or (iii) other issues that may reasonably and adversely impact the School's ability to comply with the Charter, applicable law or this Agreement.

J. School Records. The financial and education records pertaining to the School (collectively, the "**School Records**"), are property of the School. Except as may be prohibited or limited by the Charter or applicable law, the School Records shall be available to the Board and the Authorizer for their review, and are subject to inspection and copying to the same extent that records of public schools are subject to inspection and copying pursuant to applicable law. All School Records shall be physically or electronically available at the School's physical facility upon request made by the Board or the Authorizer. NHA's place of business located at 3755 36th Street SE, Suite 250, Grand Rapids, Michigan 49512 is hereby designated as the School's physical facility for purposes of maintaining financial and education records pertaining to the School. NHA shall provide the Board on a timely basis all information that is required to be disclosed under section 22f of the State School Aid Act of 1979, MCL 388.1622f.

On an annual basis, NHA agrees to provide the Board 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 School's website homepage, in a form and manner prescribed by the Michigan Department of Education. The defined terms in section 553c of the Code, MCL 380.553c shall have the same meaning in this Agreement.

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

K. Facility. NHA shall use reasonable efforts to secure facilities or learning centers to be leased or otherwise provided to the School on terms mutually agreeable to NHA and the Board. Obligations of the Board created under the terms of such lease, if any, are to be fulfilled by NHA unless otherwise agreed to in writing by NHA and the Board. Such facilities shall comply with the requirements of the Charter and applicable law. NHA shall also use reasonable efforts to cause such facilities to be furnished with equipment and technology as is reasonably

necessary to implement the Educational Program.

L. Educational Assets. NHA shall use reasonable efforts to cause any facilities or learning centers to be furnished with furniture, equipment, Educational Materials and computers and other technology ("Educational Assets") as is reasonably necessary to implement the Educational Program. Educational Assets that are not (i) leased by NHA, (ii) NHA Materials as defined in Article V below, or (iii) subject to third party security interest, shall be property of and owned by the School when resold to, delivered to, and placed into service at the School.

M. Legal Compliance. NHA will implement and enforce rules, regulations and procedures applicable to the School as adopted by the Board., if NHA shall implement the Educational Program in accordance with the Charter, applicable law and Board policies, including without limitation, rules, regulations, and policies regarding non-discrimination, discipline, special education, confidentiality and access to records.

N. Rules and Procedures. NHA will recommend to the Board reasonable rules, regulations, policies and/or procedures applicable to the School. The Board hereby authorizes and directs NHA to enforce such rules, regulations and procedures adopted by the Board, and to make such rules, regulations and procedures available to the public upon request.

O. Assistance to the Board. NHA shall cooperate with the Board and, to the extent consistent with the Charter and applicable law, timely furnish the Board with all documents and information necessary for the Board to properly perform its responsibilities under this Agreement.

P. Compliance with Academy's Contract. NHA agrees to perform its duties and responsibilities under this Agreement in a manner that is consistent with the Academy's obligations under the Academy's Contract issued by the 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.

## ARTICLE IV
## OBLIGATIONS OF THE BOARD

A. Board Policies. The Board shall be responsible for the fiscal and academic policies of the School. The Board shall exercise good faith in considering the recommendations of NHA, including but not limited to, NHA's recommendations regarding policies, rules, regulations and the Budget (as defined below).

B. Academy Budget. The Board is responsible for establishing, approving and amending the Budget in accordance with the Budgeting and Accounting Act.

C. Governance Oversight. The Board shall provide leadership, governance and oversight of the School in accordance with the Charter and applicable law. The Board shall cooperate with NHA and, to the extent consistent with applicable law, timely furnish NHA all documents and information necessary for NHA to properly perform its responsibilities under

this Agreement.

D. Unusual Events. The Board shall timely notify NHA of any anticipated or known material: (i) health or safety issues; (ii) labor, employee or funding issues; or (iii) other issues that may reasonably and adversely impact NHA's ability to comply with the Charter, applicable law, or this Agreement.

E. Retained Authority. The Board shall retain the authority to adopt reasonable policies in accordance with applicable law relative to anything necessary for the proper establishment, maintenance, management, and operation of the School.

## ARTICLE V

## EDUCATIONAL AND INTELLECTUAL PROPERTY

A. Definitions.

1. "**Educational Materials**" means all curriculum, print and electronic textbooks, instructional materials, lesson plans, teacher guides, workbooks, tests, and other curriculum-related materials licensed, developed or otherwise owned by the School or NHA.

2. "**Confidential Information**" means any confidential and non-public trade, technical or business knowledge, information and materials regarding the School or NHA (or their respective affiliates), which is given by one party to the other, or any of their respective representatives, in any form, whether printed, written, oral, visual, electronic or in any other media or manner. Confidential Information includes, but is not limited to, research, operations and procedures, financial projections, pricing, sales, expansion plans and strategies, services data, trade secrets and other intellectual property, or the results of any mediation or private adjudication, as well as information with respect to each party's or its affiliates' plans for market expansion, except for information which a party can show by contemporaneous written records was developed or formulated independently of work or services performed for, or in connection with performance of, this Agreement. Notwithstanding the foregoing, the disclosure of the other party's Confidential Information as required to be disclosed by law, rule or regulation or by reason of subpoena, court order or government action shall not constitute a breach of this Agreement; however, in such event the party required to disclose such information will reasonably cooperate with the party whose information is required to be disclosed in order to obtain a protective order applicable to such disclosure. All Confidential Information will remain the sole property of the party disclosing such information or data.

B. School Materials. The School shall own all right, title and interest in and to Educational Materials that are: (i) licensed or owned by the School as of the Effective Date; or (ii) licensed, developed, characterized, conceived, derived, generated, identified, or otherwise made by the School during the Term, provided such materials do not reference the NHA Materials (as defined below), or incorporate any Confidential Information of NHA, and (iv) purchased Educational Materials provided to the School by NHA and relating to the delivery of the Educational Program, including all changes and derivatives thereof (collectively, the "**School**

**Materials**"). The School Materials shall include all intellectual property rights associated therewith.

C. NHA Materials. NHA shall own all right, title and interest in and to Educational Materials that are: (i) licensed or owned by NHA as of the Effective Date; (ii) licensed, developed, characterized, conceived, derived, generated, identified, or otherwise made by NHA during the Term, provided such materials do not reference School Materials or incorporate any Confidential Information of the School; and (iii) any and all Educational Materials and non-curriculum materials provided to the School by NHA relating to the Educational Program, including all changes and derivatives thereof (collectively, the "**NHA Materials**").

D. Derivative Works. The Parties acknowledge that to the extent any Educational Materials created by the School are derivative of the NHA Materials, use of such derivative materials during the Term is subject to the license granted herein, and the license to use such derivative materials shall cease as of the date of expiration or termination of this Agreement.

E. No Transfer or Sale. The School acknowledges and agrees that NHA is not transferring or selling, and the School is not receiving, purchasing or acquiring, any intellectual property or proprietary rights in or to the NHA Materials.

F. Licenses. NHA hereby grants the School a non-exclusive, non-transferable license (without the right to sublicense) to use the NHA Materials, and any Educational Materials created by the School which are derivative of the NHA Materials, solely in furtherance of the Educational Program during the Term, including without limitation, the right to reproduce, publicly display, distribute and create derivative works of the same, in hard copy format or electronically, within the United States. The School represents and warrants that during the Term, and following the expiration or termination of this Agreement, the School will not exploit or assist any third party to exploit any of the NHA Materials for commercial purposes. Subject to applicable law, the School grants NHA a non-exclusive, non-transferable license (without the right to sublicense) to use the School Materials, solely in furtherance of the Educational Program during the Term, including without limitation, the right to reproduce, publicly display, distribute and create derivative works of the same, in hard copy format or electronically, within the United States.

G. NHA Marks. During the Term, NHA grants the School a non-exclusive, revocable, non-transferable license (without the right to sublicense) to use NHA's tradename(s) and NHA's trademark(s) (the "**NHA Marks**") solely for the purposes of promoting and advertising the School. NHA shall have the opportunity to review and approve all artwork, copy or other materials utilizing the NHA Marks prior to any production or distribution thereof. All uses of the NHA Marks require NHA's prior written permission. The School shall acquire no rights in or to the NHA Marks, and all goodwill associated with the NHA Marks shall inure to the benefit of and remain with NHA. Upon expiration or termination of this Agreement, the School shall immediately discontinue use of the NHA Marks and shall remove the NHA Marks from its locations, vehicles, websites, telephone directory listings and all other written or electronic promotional materials.

H. Assignment. Each party shall, and hereby does assign to the other, with full title

guarantee and without additional compensation, such right, title and interest in and to any intellectual property as is necessary to fully affect the ownership provisions set out herein, and any accrued rights of action in respect thereof. Each party shall, if so requested by the other, execute all such documents and do all such other acts and things as may be reasonably required to comply with this Agreement to vest in the appropriate party all rights in the relevant intellectual property and shall procure execution by any named inventor of all such documents as may reasonably be required by the other party in connection with any related patent application.

## ARTICLE VI

## SOLICITATION AND USE OF PRIVATE FUNDS

NHA shall seek the Board's approval prior to soliciting any non-governmental grants, donations or contributions on behalf of the School. Any such funds received shall be used solely in accordance with the purpose for which they were solicited, applicable donor restrictions, or as otherwise approved by the Board. Subject to applicable donor restrictions, the Board shall determine the allocation of any such funds subject to this Article that remain unexpended following completion of the project or purpose for which they were originally designated.

## ARTICLE VII

## FINANCIAL ARRANGEMENTS

A. Revenues. Except as provided herein, all monies received by the School shall be deposited in the School's depository account within three (3) business days with a financial institution acceptable to the Board; provided, however, that upon receipt of a notice from NHA, the School shall pay all such funds owing under this Agreement directly to the account or party specified in such notice. The signatories on the School depository account shall solely be Board members. Interest income earned on the School's depository account shall accrue to the School. Except as specifically excluded by this Agreement, the term "**Revenues**" shall include all funds received by or on behalf of the School, including but not limited to:

1. Funding for public school students enrolled at the School.

2. Special education funding provided by the federal and/or state government that is directly allocable to special education students enrolled at the School.

3. Gifted and talented funding provided by the federal and/or state government that is directly allocable to gifted and talented students enrolled at the School.

4. At-risk funding provided by the federal and/or state government that is directly allocable to at-risk students enrolled at the School.

5. Funding provided by the federal and/or state government that is directly allocable to students enrolled at the School with limited English proficiency.

6. All other federal and/or state grant sources, including, but not limited to, Title I and any start-up funding allocable to the School.

7. Grants and donations received by the School to support or carry out programs at the School (except to the extent NHA is not required or involved in soliciting, administering or managing the contribution and/or donation, in which case such funds shall be deposited in the Board Spending Account (as defined below)).

8. Fees charged to students as permitted by law for extra services provided by NHA as approved by the Board.

The expenditure of any Revenues received from governmental entities shall be consistent with all applicable regulations and policies. The expenditure of any Revenues received from non-governmental grants, contributions and donations shall be made consistent with the provisions of Article VI.

B. Budget. NHA shall provide the Board with an annual proposed Budget prepared and maintained in accordance with the Charter, the Budgeting and Accounting Act, and applicable law (the "**Budget**"). The Budget shall include all of the School's projected revenues and expenses at the object level as described in the Michigan Department of Education's Michigan School Accounting Manual. The Budget shall be submitted to the Board prior to June 1 for the next school year.

C. Review and Approval of Budget. The Board shall be responsible for reviewing and approving the Budget in accordance with the Charter and applicable law. At the request or recommendation NHA, the Board may consider amendments to the Budget. The Budget shall be amended from time to time as approved by the Board.

D. Board Spending Account. Notwithstanding any other provision of this Agreement to the contrary, each school year during the Term, the Board shall retain in an account controlled by the Board an amount equal to the lesser of: (i) 2% of state per pupil aid reflected in the Budget for that respective school year, or (ii) $35,000 (the "**Board Spending Account**"). The aforesaid amount shall be transferred to the Board Spending Account pro-rata during the course of the School's school year as Revenues are received. All funds in the Board Spending Account are the property of the School and may be used by the School at the discretion of the Board. Funds in the Board Spending Account that are not spent by the School during the school year shall carryover annually. Items purchased by NHA for the School and paid for by the School with funds from the Board Spending Account, such as non-proprietary instructional and/or curriculum materials, books, supplies and equipment, shall be the property of the School. The property of the School excludes items leased, financed or purchased by NHA with the Fee (as defined below). NHA agrees not to add any fees or charges to the cost of equipment, materials or supplies purchased by NHA at the request of or on behalf of the School with funds from the Board Spending Account.

NHA, in making such purchases for the School pursuant to this subsection, shall comply with the Charter and applicable law, as if the School were making such purchases itself from a third party, and shall provide the Board, upon request, available documentation evidencing the costs associated with such purchases. NHA shall maintain a listing of all assets owned by the School and shall make the asset list available to the Board annually upon request.

E. Fee. NHA shall receive all Revenues as its services fee (the "**Fee**"), and shall apply the Revenues received from the School as follows: (i) to the Educational Asset Fee, from which NHA shall pay all obligations of the Educational Asset Payable until the obligations are fulfilled; (ii) to the rent obligation under the terms of the facility lease, if any, in accordance with Article III (K) herein; and (iii) to the Educational Services Fee from which it shall pay all operating costs of the School as detailed in the Budget. NHA and the Board acknowledge that operating costs includes an administrative fee payable to the Authorizer as set forth in the Charter. Payment of the Fee shall be made on the same frequency that the School receives its Revenues. NHA shall be entitled to retain as compensation for the Services the difference, if any, between the Fee and the amount actually expended by NHA in operation and/or management of the School during the School's fiscal year as reflected in the Budget approved by the Board. NHA agrees not to add any fees or charges to the cost of equipment, materials or supplies purchased by NHA and resold to the School at the request and on behalf of the School.

F. No Loans. NHA shall not make or extend loans to the Board that either bear interest or require the Board to repay any portion of the obligation with its own funds. The Educational Asset Payable (as defined below) is not a prohibited Loan under this Section.

G. Educational Asset Payable. The reselling of Educational Assets to the School by NHA shall create a non-interest bearing, non-recourse payable from the School to NHA ("**Educational Asset Payable**"). The Educational Asset Payable will be repaid by NHA from its Fee over the depreciable life of the underlying Educational Assets owned by the School. The Educational Asset Payable is not a Loan as prohibited by Section "F" of this section because neither the School nor the Board has any obligation to "repay" it from its funds. If the Services Agreement shall terminate for any reason, NHA shall be obligated to "forgive" the entire outstanding Educational Asset Payable balance as of the termination date.

H. Other Schools. The School acknowledges that NHA has entered into similar services agreements with other schools. NHA shall maintain separate accounts for expenses incurred in the operation of the School and other schools assisted by NHA, and shall reflect in the School's financial records only those expenses incurred in the operation of the School. If NHA incurs expenses that are for both the benefit of the School and other schools assisted by NHA, then NHA shall allocate, to the extent permitted by law, such expenses among all such affected schools, including the School, on a prorated basis based upon the number of enrolled students, the number of classrooms, or the number of teachers at the affected schools, or on such other equitable basis as is reasonably determined by NHA. In no event shall marketing and development costs incurred solely for the benefit of NHA (and not the School) be allocated to the School.

I. Financial Reporting. NHA shall provide the Board with:

1. At least annually, the Budget as required by this Agreement.

2. Monthly, financial statements no more than forty-five (45) days in arrears and at least one week prior to each Board meeting. These financial statements will include a Balance Sheet, Statement of Revenues, Expenditures and Changes in Fund Balance at object level detail with a comparison of budget to actual revenue and expenditures and explanations of variances.

3. Quarterly, or as reasonably requested by the Board, a report on School operations and student performance.

4. As reasonably requested, other information to enable the Board to: (i) evaluate the quality of the Services; and (ii) timely provide all reports and information that are required by the Charter and applicable law.

J. Access to Financial Records. NHA shall keep accurate financial records pertaining to its operation of the School, together with all School financial records prepared by or in possession of NHA, and shall retain all of the aforereferenced records according to the Charter and applicable law to which such books, accounts, and records relate. NHA and the Board shall maintain the proper confidentiality of personnel, students, and other records as required by law. All records shall be kept in accordance with applicable state and federal requirements.

K. Accounting Standards; Annual Audit.

1. The School shall at all times comply with generally accepted public sector accounting principles, accounting system requirements of the State School Aid Act of 1979, as amended, applicable Michigan Department of Education rules, and applicable law.

2. The Board shall select and retain an independent auditor to conduct an annual audit of the School's financial matters in accordance with the Charter and applicable law.

3. Subject to applicable law, all records in the possession or control of NHA that relate to the School, including but not limited to, financial records of the School, shall be made available to the School and the School's independent auditor upon request. The expense of the annual audit shall be included in the Budget.

L. Contributions; Repayment.

1. NHA shall make contributions to the School in the event School expenses for the Services exceed Revenues (the "**Contributions**"). The Contributions, if any, shall be in amounts acceptable to the Parties and, once made, shall be included in the Budget.

2. The School shall not be legally obligated to repay NHA for the Contributions. NHA's agreement to make such Contributions shall not

be deemed to negate or mitigate the need for the School to apply for or solicit state or federal start-up funds, grants or sub-grants which the School, as a public school, may be eligible to receive.

M. Other agreements between NHA and School will be separately documented and comply with Charter, applicable law and Authorizer policies.

## ARTICLE VIII

## PERSONNEL & TRAINING

A. Qualified Personnel. NHA shall select and hire qualified personnel to perform the Services. NHA shall have the responsibility and authority, subject to this Article, to select, hire, evaluate, assign, discipline, transfer, and terminate personnel consistent with the Budget, the Charter and applicable law. Personnel assigned by NHA to work at the School shall be employees of NHA. NHA and the Board each shall be responsible for their respective employees, if any. However, the compensation of all employees working at the School shall be included in the Budget. Upon Board request, NHA shall disclose to the Board the level of compensation and fringe benefits provided by NHA to NHA employees working at the School. A criminal background check and unprofessional conduct search in compliance with applicable law shall be conditions for the hiring of or services provided by any person assigned by NHA under this Agreement to regularly and continuously work in any of the School's facilities or at program sites where the School delivers Services. NHA is responsible for and shall pay all salaries, wages, benefits, payroll and other taxes to or on account of its employees. The Academy shall not be liable for the payment of any such salaries, wages, benefits, payroll or taxes thereon for or on behalf of any NHA employee, contractor or agent. NHA acknowledges and agrees that it is the sole and exclusive responsibility of NHA to make the requisite tax filings, deductions and payments to the appropriate federal, state and local tax authorities for and on behalf of all persons employed or engaged by NHA to provide Services under this Agreement. NHA shall conduct employee evaluations consistent with Section 1249 and 1250 of the Code.

B. School Administrator. The School administrator (the "**Administrator**") shall be an employee of NHA and not the Board. The duties and terms of the Administrator's employment shall be determined by NHA. The Administrator shall work with NHA in the operation and management of the School. The Administrator shall attend meetings of the Board and shall provide reports to the Board. The accountability of NHA to the School is an essential foundation of this Agreement. NHA shall have the authority, consistent with this Article, to select, hire, evaluate, assign, discipline, transfer and terminate the Administrator, and to hold the Administrator accountable for the performance of the School. Without limiting the foregoing, NHA shall consult with the Board prior to the placement and/or removal of the Administrator. Absent compelling circumstances, the consultation shall commence at least ninety (90) days prior to NHA placing and/or removing the Administrator. NHA shall give due consideration to the input of the Board or the Board's designated representative prior to making a final decision regarding placement and/or removal of the Administrator. NHA shall remove the Administrator if the Board is reasonably dissatisfied with the Administrator's performance. Absent compelling

circumstances, however, the Board shall give NHA and the Administrator six (6) months to correct the basis for the Board's reasonable dissatisfaction. The parties agree that the purpose of the above provisions is not to deny the Administrator the opportunity for growth and/or promotion within NHA. As the employer, NHA shall be solely responsible for the performance evaluation of the Administrator. NHA shall seek feedback from the Board prior to completing an annual Administrator performance evaluation.

C. Teachers. NHA shall, consistent with this Article, assign to perform Services at the School, teachers qualified to teach their assigned subjects and grade level. The curriculum taught by the teachers shall be consistent with the Educational Program. The teachers may, at the discretion of NHA, be assigned to work at the School on a full or part time basis. If assigned to work at the School on a part time basis, the teacher(s) may also be assigned to work at other schools for which NHA provides services. The cost for such teacher(s) shall be shared proportionately among the schools at which NHA has assigned the teacher(s) to work. Each teacher assigned to work at the School shall hold a valid teaching certificate issued by the State Board of Education or applicable state agency to the extent required by the Authorizing Law.

D. Support Staff. NHA shall, consistent with this Article, assign to perform Services at the School, qualified support staff as needed for NHA to operate the School in an efficient manner. The support staff may, at the discretion of NHA, be assigned to work at the School on a full or part time basis. If assigned to work at the School on a part time basis, the support staff may be assigned to work at other schools for which NHA provides services. The cost for such support staff shall be shared proportionately among the schools at which NHA has assigned the support staff to work. An individual assigned to work at the School that is not teaching, but for which a license is required under applicable law, shall have the appropriate license.

E. Training. NHA shall provide or procure training in its methods, curriculum, program, and technology to all teaching personnel on a regular basis. Instructional personnel shall be required to obtain at least the minimum hours of professional development as required by applicable law. Non-instructional personnel shall receive training as NHA determines reasonable and necessary under the circumstances.

F. Background Checks and Qualifications. NHA shall comply with applicable law regarding background checks, unprofessional conduct searches and certification/licensure, as applicable, for all persons working in the School, the costs of which shall be included in the Budget.

G. Terms of Employment. No member of the staff at the School shall be subject to any covenant not to compete or other employment restriction as part of the terms of his or her employment with NHA for the Services.

H. Limitations on Discretion. All decisions made by NHA, and any discretion exercised by NHA, in its selection, hiring, evaluation, assignment, discipline, transfer, and termination of personnel, shall be consistent with the Budget, the Charter, the parameters adopted

and included in the Educational Program, and applicable law.

## ARTICLE IX

## INDEMNIFICATION

A. Indemnification of Parties. To the extent not prohibited by the Charter or applicable law, the Parties hereby agree to indemnify, defend, and hold the other (the "**Indemnified Party**"), 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 indemnifying party, (ii) any action taken or not taken by the indemnifying party, or (iii) any noncompliance or breach by the indemnifying party of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement. As used herein, Indemnified Party shall include the party's trustees, directors, officers, employees, agents, representatives and attorneys. The Parties may purchase general liability, property, or other insurance policies. 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.

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.

## ARTICLE X INSURANCE

A. Insurance Coverage. NHA shall maintain such policies of insurance as required by the Charter for educational service providers, the Authorizers insurance carrier recommendations, and applicable law. Each party shall, upon request, present evidence to the

other that it maintains the requisite insurance in compliance with the provisions of this Article. In the event that the Authorizer's insurance carrier recommends any change in coverage, NHA agrees to comply with any change in the type and amount of coverage as requested by the Authorizer's insurance carrier within thirty (30) days after notice of the insurance coverage change is provided to NHA. Each party shall comply with any information or reporting requirements required by the other party's insurer(s), to the extent reasonably practicable.

B. Workers' Compensation Insurance. Each party shall maintain workers' compensation insurance as required by law, covering their respective employees.

## ARTICLE XI

## REPRESENTATIONS & WARRANTIES

A. Board and School. The Board represents and warrants, for itself and on behalf of the School, that: (i) it is legally vested with all power and authority necessary to operate a charter school under the Authorizing Law; (ii) it is legally vested with all power and authority necessary to execute, deliver and perform this Agreement, including without limitation, the power and authority to contract with a private entity for the provision of educational, business administration and management services; (iii) its actions have been duly and validly authorized, and it has adopted any and all resolutions or expenditure approvals required for the execution of this Agreement; and
(iv) there are no pending actions, claims, suits or proceedings, or, to its knowledge, threatened or reasonably anticipated against or affecting either the Board or the School, which if adversely determined, would have a material adverse effect on its ability to perform under this Agreement.

B. NHA. NHA represents and warrants that: (i) it is a corporation in good standing and is authorized to conduct business in the State of Michigan; (ii) it is legally vested with all power and authority necessary to execute, deliver and perform this Agreement; (iii) there are no pending actions, claims, suits or proceedings, or, to its knowledge, threatened or reasonably anticipated against or affecting NHA, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement; and (iv) it will comply with all registration and licensing requirements relating to conducting business under this Agreement, which the Board agrees to assist NHA in applying for such licenses and permits and in obtaining such approvals and consents.

## ARTICLE XII

## MISCELLANEOUS

A. Entire Agreement. This Agreement and any attachments hereto shall constitute the entire agreement of the Parties on the subject matter set forth herein. This Agreement supersedes and replaces any and all prior agreements and understandings regarding the subject matter set forth herein between the School and NHA.

B. Force Majeure. Except for payment obligations, and notwithstanding any other provisions of this Agreement, neither party shall be liable for any delay in performance or inability

to perform due to acts of God, war, riot, embargo, fire, explosion, sabotage, flood, accident, labor strike, or other acts beyond its reasonable control; provided either party may terminate this Agreement in accordance with provisions contained herein if sufficient grounds exist as provided in the Article governing termination.

C. State Governing Law; Waiver of Jury Trial. This Agreement shall be construed, interpreted, governed and enforced pursuant to the laws of the State of Michigan, without regard to its conflict-of-laws principles. The Parties hereby waive the right to a jury trial in any action, proceeding or counterclaim brought by either NHA or the School against the other.

D. Notices. All notices and other communications required by this Agreement shall be in writing and sent to the Parties at the facsimile number or address set forth below. Notice may be given by: (i) facsimile with written evidence of confirmed receipt by the receiving party of the entire notice; (ii) certified or registered mail, postage prepaid, return receipt requested; or (iii) personal delivery. Notice shall be deemed to have been given on the date of transmittal if given by facsimile, upon the date of postmark if sent by certified or registered mail, or upon the date of delivery if given by personal delivery. For purposes of the foregoing, "**personal delivery**" shall include delivery by nationally recognized overnight courier (such as FedEx), if signed for by the recipient or a delegate thereof. Notices to the School shall be sent to the current address of the then current Board President, with a copy to the then current Board attorney. The addresses of the Parties for the purposes aforesaid, including the address of the initial Board President, are as follows:

The School: Michigan Preparatory
Virtual School Attn: President,
Board of Directors

WITH A COPY TO:

c/o Joseph Urban, Board Attorney
Kirk, Huth, Lange & Badalamenti, PLC
19500 Hall Road, Suite 100
Clinton Township, MI 48038
Telephone: (586)-412-4900

NHA: National Heritage Academies, Inc.
Attn: Chief Financial Officer
3755 36th Street SE, Suite 250
Grand Rapids, MI 49512
Telephone: (616) 726-8900
Facsimile: (616) 726-8901

E. Assignment. NHA may assign this Agreement with the prior written approval of the Board and in a manner consistent with the Authorizer's policies.

F. Amendment. This Agreement shall not be altered, amended, modified or supplemented except by memorandum approved by the Board and signed by both an authorized officer of the School and NHA and in manner consistent with the Authorizer's policies.

G. Waiver. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

H. Costs and Expenses. If any Party commences and action against another Party as a result of a breach or alleged breach of this Agreement, the prevailing Party shall be entitled to have and recover from the losing Party reasonable attorneys' fees and costs of suit.

I. Severability. If any term or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remainder of the terms and provisions set forth herein shall remain in full force and effect and shall in no way be affected, impaired or invalidated, and the Parties shall use their best efforts to find and employ an alternative means to achieve the same or substantially the same result as that contemplated by such term or provision.

J. Delegation of Authority. Nothing in this Agreement shall be construed as delegating to NHA powers or authority of the Board which are not subject to delegation by the Board under the Charter or applicable law.

K. Compliance with Law. Each party will comply with the Charter and laws applicable to the performance of such party's obligations hereunder.

L. Time of Essence. The Parties understand and agree that time is of the essence in performing their respective responsibilities under this Agreement.

[Signatures on Following Page]

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the Effective Date.

**NHA:**

National Heritage Academies, Inc.
a Michigan corporation

By: _____

Its: Bob Owen, CFO 5/29/25

**School:**

Michigan Preparatory Virtual School
a Michigan Public School Academy

By: _____

Its: Board 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: 3/26/25

Board President/Vice President Signature

Secretary's Certification:

I certify that the foregoing resolution was duly adopted by the PrepNet Board of Directors at a properly noticed open meeting held on the 26 day of March, 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.

*You must be signed in to your NHA Google Account to access the links below.*

# Michigan 8th Grade ELA Year at-a-Glance

Yearlong Overview & Skill Progressions | Independent Reading
Unit & Lesson Prep Resources | Assessment Cycle Resources | Additional Resources
Intervention | SBG Measurement Topics & Proficiency Scales | English 8/9

| Week | Literature Seminar | Writing |
|---|---|---|
| 0 | Classroom Culture, Routines and Procedures | |
| 1<br>2<br>3 | Unit 1 Lit. Seminar Scope and Sequence:<br>Short Stories<br>• **Primary Standards:** RL.8.1, RL.8.2, RL.8.3, RL.8.6<br>EXCEL-erate Unit 1 Extensions | Unit 1 Writing Scope and Sequence:<br>Constructed Response Writing<br>• **Primary Standards:** W.8.4, W.8.9, L.8.1 |
| 4<br>5<br>6<br>7<br>8<br>9<br>10<br>11 | Unit 2 Lit. Seminar Scope and Sequence:<br>*Chew On This*<br>• **Primary Standards:** RI.8.6, RI.8.8<br>• **Additional Standards:** RL/RI.8.1, RI.8.2, RI.8.4, RI.8.7, RI.8.9, RL.8.2, L.8.4, L.8.5, L.8.6, SL.8.2, SL.8.3<br>EXCEL-erate Unit 2 Extensions | Unit 2 Writing Scope and Sequence:<br>Argument<br>• **Primary Standards:** W.8.1, W.8.1a, W.8.1b, L.8.1, L.8.1a<br>• **Additional Standards:** W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.10, SL.8.2, SL.8.5, SL.8.6 |
| 12<br>13<br>14<br>15<br>16<br>17<br>18 | Unit 3 Lit. Seminar Scope and Sequence:<br>*Chains*<br>• **Primary Standards:** RL.8.2, RL.8.3, RL.8.6<br>• **Additional Standards:** RL/RI.8.1, RL.8.4, RL.8.5, RI.8.2, RI.8.6, RI.8.7, RI.8.9, L.8.4, L.8.5, L.8.6, SL.8.2<br>EXCEL-erate Unit 3 Extensions | Unit 3 Writing Scope and Sequence:<br>Historical Narrative<br>• **Primary Standards:** W.8.3, W.8.3a, W.8.3b, W.8.3c, W.8.3d, L.8.1b, L.8.1d, L.8.2b<br>• **Additional Standards:** W.8.4, W.8.5, W.8.7, W.8.8, W.8.10, SL.8.6 |
| 19<br>20<br>21<br>22<br>23 | Unit 4 Lit. Seminar Scope and Sequence:<br>Excerpts from Frederick Douglass<br>• **Primary Standards:** RI.8.2, RI.8.3, RI.8.4, RI.8.5<br>• **Additional Standards:** RL/RI.8.1, RI.8.6, RL.8.2, RL.8.4, L.8.4, L.8.5, L.8.6, SL.8.2, SL.8.3<br>EXCEL-erate Unit 4 Extensions | Unit 4 Writing Scope and Sequence:<br>Informational/Research<br>• **Primary Standards:** W.8.2, W.8.2a, W.8.2b, W.8.2c, W.8.2d, L.8.1c<br>• **Additional Standards:** W.8.4, W.8.5, W.8.7, W.8.8, W.8.10, SL.8.4, SL.8.6 |

| | | |
|---|---|---|
| 24<br>25<br>26<br>27<br>28<br>29 | Unit 5 Lit. Seminar Scope and Sequence:<br>Animal Farm<br>● **Primary Standards:** RL.8.2, RL.8.3, RL.8.9<br>● **Additional Standards:** RL/RI.8.1, RL.8.4, RL.8.5, RI.8.2, L.8.4, L.8.5, L.8.6, SL.8.2<br><br>EXCEL-erate Unit 5 Extensions | Unit 5 Writing Scope and Sequence:<br>Narrative Satire<br>● **Primary Standards:** W.8.3, W.8.3b, W.8.3d, L.8.1c, L.8.1d, L.8.2a, L.8.3, SL.8.2<br>● **Additional Standards:** W.8.4, W.8.5, W.8.10, SL.8.6 |
| 30<br>31<br>32 | Unit 6 Lit. Seminar Scope and Sequence:<br>A Midsummer Night's Dream<br>● **Primary Standards:** RL.8.2, RL.8.4, RL.8.5<br>● **Additional Standards:** RL/RI.8.1, RI.8.2, RI.8.6, RL.8.3, RL.8.6, RL.8.7, L.8.4, L.8.5, L.8.6<br><br>EXCEL-erate Unit 6 Extensions | Unit 6 Writing Scope and Sequence:<br>Narrative Poetry<br>● **Primary Standards:** W.8.3d, W.8.4, L.8.1<br>● **Additional Standards:** W.8.5, W.8.6. W.8.10, SL.8.6 |
| 33<br>34 | Review | Review |

NATIONAL HERITAGE ACADEMIES

# 9th Grade English Curriculum Map

## Yearlong Essential Question:

**Why is it important for people and cultures to construct narratives about their experiences?**

Grammar Scope and Sequence | Additional Resources

| Week | |
|---|---|
| 0 | Routines and Procedures/NWEA Testing/Week 0 Ideas |
| 1<br>2<br>3<br>4 | Unit 1: Profiles<br>● **Essential Questions:**<br>○ How do our actions impact others and the world?<br>○ What is the writer saying about their subject? How are they saying it? How is it moving people?<br>● **Culminating Task:** Profile of Someone in Their Life<br>● **Anchor Text(s):** Profiles |
| 5<br>6<br>7<br>8 | Unit 2: Human Struggles Book Clubs<br>● **Essential Questions:**<br>○ What does it take to inspire an individual to stand against injustice?<br>○ What is the writer saying about justice? How are they saying it? How is it moving the reader?<br>● **Culminating Task:** Group Advertisement Campaign<br>● **Anchor Text(s):** Struggles of Humanity Book Clubs |
| 9<br>10<br>11<br>12<br>13 | Unit 3: *Night*<br>● **Essential Questions:**<br>○ How does the treatment of others affect us all?<br>○ What is the writer saying about humanity? How is he saying it? How is it moving people?<br>● **Culminating Task:** Analytical Writing<br>● **Anchor Text:** *Night* |
| 14<br>15 | Unit 4: Found Poetry<br>● **Essential Question:** How is our understanding of culture and society constructed through and by language?<br>● **Culminating Task:** Found Poem (1st Semester Review)<br>● **Anchor Text(s):** Poetry |
| 16 | Semester Review - Final Testing |

NATIONAL HERITAGE ACADEMIES

# 9th Grade English Curriculum Map

## Yearlong Essential Question:

**Why is it important for people and cultures to construct narratives about their experiences?**

| Week | |
|---|---|
| 17<br>18<br>19<br>20<br>21<br>22<br>23<br>24 | Unit 5: *Romeo & Juliet* & Modern Interpretations<br>● **Essential Questions:**<br>○ What do universal themes in literature reveal about human nature across time and/or culture?<br>○ What is the writer saying about human nature? How are they saying it? How is it moving the reader?<br>● **Culminating Tasks:**<br>○ Group: In-Class Debates<br>○ Individual: Synthesis Essay<br>● **Anchor Text(s):** *Romeo & Juliet* & Modern Interpretations (Book Clubs) |
| 25<br>26<br>27 | Unit 6: Poetry Written in Response to World Events<br>● **Essential Questions:**<br>○ What are the recurring motifs of history and in what ways have they changed or remained the same?<br>○ What is the writer responding to? How are they saying it? How is it moving the reader?<br>● **Culminating Task:** Written and Performed Poems<br>● **Anchor Text(s):** Poetry Written in Response to World Events |
| 28<br>29<br>30<br>31<br>32<br>33 | Unit 7: Global Perspective Book Clubs<br>● **Essential Questions:**<br>○ To what extent is the saying “Those that fail to learn from history are doomed to repeat it” true?<br>○ What is the writer saying about human experiences? How are they saying it? How is it moving the reader?<br>● **Culminating Task:** Digital Composition<br>● **Anchor Text(s):** Global Perspective Book Clubs |
| 34 | Final Review - Final Testing |

# 10th Grade English Curriculum Map

## Yearlong Essential Question:

**What is one's role and responsibility to create, maintain, and engage in a functioning community?**

Grammar Scope and Sequence | Additional Resources

| Week | |
|---|---|
| 0 | Routines and Procedures/NWEA Testing/Week 0 Ideas |
| 1<br>2<br>3<br>4 | Unit 1: Defining Community<br>● **Essential Questions:**<br>○ What defines a community?<br>○ What are the writers saying about community? How are they saying it? How does this impact the reader?<br>● **Culminating Task:** Encyclopedia of a _____ Life (Descriptive Essay about your community in encyclopedia form)<br>● **Anchor Text(s):** Articles, profiles, videos, excerpts from *Encyclopedia of an Ordinary Life* |
| 5<br>6<br>7<br>8 | Unit 2: Memoir Book Clubs<br>● **Essential Questions:**<br>○ To what extent is one's life impacted by their community?<br>○ What is the writer saying about their community? How are they saying it? What do they want the audience to take away about their community and/or experience in it?<br>● **Culminating Task:** Synthesis Essay (Analyzing a memoir scene and personal experience)<br>● **Anchor Text(s):** Memoir Book Club Texts |
| 9<br>10<br>11<br>12<br>13 | Unit 3: Community Drama<br>● **Essential Questions:**<br>○ How do families fit into communities? How do one's identities surface in a community?<br>○ What is the writer saying about this family in their community? How are they saying it? What do they want the audience to know about this community?<br>● **Culminating Task:**<br>○ Group: Promptbook and Performance of Scene<br>○ Individual: How did you consider identities in your role/task?<br>● **Anchor Text:** *Fences* |
| 14<br>15 | Unit 4: Poems about Community<br>● **Essential Question:**<br>○ How is our understanding of community constructed through and by language?<br>○ What are the writers saying about their community? How are they saying it? How does this impact the reader?<br>● **Culminating Task:** Pep Talk Poem for a 1st Semester Subject<br>● **Anchor Text(s):** Poems and excerpts from *Pep Talk Poetry* |
| 16 | Semester Review - Final Testing |

# 10th Grade English Curriculum Map

## Yearlong Essential Question:

**What is one's role and responsibility to create, engage in, and maintain a functioning community?**

| Week | |
|---|---|
| 17<br>18<br>19<br>20<br>21<br>22<br>23<br>24 | Unit 5: Dystopian Communities and Societies<br>● **Essential Questions:**<br>○ What causes a community to fail?<br>○ What are the writers saying about society through these communities? How are they saying it? How does this impact the reader?<br>● **Culminating Tasks:**<br>○ Individual: Social Commentary Writing<br>■ Analytical Essay: Write an essay using the prompt "If this goes on…" OR<br>■ Dystopian Short Story: Write a short story where you create a dystopian community based on the same prompt: "If this goes on…"<br>○ Group: Dystopian Book Club Pitch<br>● **Anchor Texts:**<br>○ Whole-Group Novel: *Fahrenheit 451*<br>○ Dystopian Book Club Texts |
| 25<br>26<br>27<br>28 | Unit 6: Communicating in a Community<br>● **Essential Questions:**<br>○ What influences a community and how?<br>○ How does one create credibility in a community?<br>○ What is the speaker saying? How are they saying it? How would an audience react to this?<br>● **Culminating Task:** Toast/Roast with Rhetorical Reflection (Students name the rhetorical moves they utilized from a mentor text)<br>● **Anchor Text(s):** Modern Speeches and *Julius Caesar* |
| 29<br>30<br>31<br>32<br>33 | Unit 7: Improving Your Community<br>● **Essential Question:** What would make your community better?<br>● **Culminating Task:** Research Proposal Presentation<br>● **Anchor Text(s):** Research Articles, Research Topic Clubs, and Independent Reading |
| 34 | Final Review - Final Testing |

## Unit 2 Book Club List

- *Becoming* by Michelle Obama
- *Crossing the Line: A Fearless Team of Brothers and the Sport That Changed Their Lives Forever* by Kareem Rosser
- *Educated* by Tara Westover
- *Everything Sad is Untrue* by Daniel Nayeri
- *Obsessed* by Allison Britz
- *Running with Sherman: How a Rescue Donkey Inspired a Rag-tag Gang of Runners to Enter the Craziest Race in America* by Christopher McDougall
- *We Should Hang Out Sometime* by Josh Sundquist
- *We Were Dreamers:  An Immigrant Superhero Origin Story* by Simu Liu

## Unit 5 Book Club List

- *Battle Royale* by Koushun Takami (Author), Nathan Collins (Translator)
- *The Knife of Never Letting Go* by Patrick Ness
- *The Red Queen* by Victoria Aveyard
- *Red Rising* by Pierce Brown
- *Want* by Cindy Pon

NATIONAL HERITAGE ACADEMIES

# 11th Grade English Curriculum Map

## Yearlong Essential Question:

**How do individual, group, and societal aspirations force changes? What are the results of those changes?**

Grammar Scope and Sequence  Additional Resources

| Week | |
|---|---|
| 0 | Routines and Procedures/NWEA Testing/Week 0 Ideas |
| 1<br>2<br>3<br>4 | **Unit 1: Editorials about Change**<br>● **Essential Questions:**<br>○ Why is change necessary?<br>○ What is the writer saying about an individual, group, or society's role in provoking change? How are they saying it? What do they want the audience to do?<br>● **Culminating Task:** Editorial for the *New York Times Editorial Contest*<br>● **Anchor Text(s):** Historical, Current, and Student Editorials |
| 5<br>6<br>7<br>8 | **Unit 2: American Movement Book Clubs**<br>● **Essential Questions:**<br>○ What factors influence and inspire people to immigrate, relocate, and/or explore?<br>○ What is the writer saying about the cause(s) and effects (intended and unintended) of moving? How are they saying it? How is it moving the reader?<br>● **Culminating Task:** Synthesis Essay about Movement in America<br>● **Anchor Text(s):** Immigration, Migration, and Road Trip Books |
| 9<br>10<br>11<br>12<br>13 | **Unit 3: *The Crucible***<br>● **Essential Questions:**<br>○ How can the best of intentions go wrong?<br>○ What is the writer saying about unintended consequences? How is he saying it? Why is it still relevant today?<br>● **Culminating Task:** Warning Speech and Ad for a historical event with similar characteristics of *The Crucible*<br>● **Anchor Text:** *The Crucible* |
| 14<br>15 | **Unit 4: Poetry in America**<br>● **Essential Question:**<br>○ How is our understanding of society constructed through and by language?<br>○ What are the writers saying about society? How are they saying it? How does this impact the reader?<br>● **Culminating Task:** Poem about a Change in America<br>● **Anchor Text(s):** Poems about Change and Movements (e.g. Dickinson, Angelou, Gorman, etc.) |
| 16 | Semester Review - Final Testing |

# 11th Grade English Curriculum Map

## Yearlong Essential Question:

**How do individual, group, and societal aspirations force changes? What are the results of those changes?**

| Week | |
|---|---|
| 17<br>18<br>19<br>20<br>21<br>22<br>23<br>24 | Unit 5: *The Great Gatsby* and American Opportunities and Perspectives Book Clubs<br>● **Essential Questions:**<br>○ What helps and/or limits the scope of one's aspirations?<br>○ What are the writers saying about opportunities and their impact on aspirations? How are they saying it? How is it moving the reader?<br>● **Culminating Tasks:**<br>○ Task 1: Telling Untold Stories; Whose Story Needs to be Told?<br>○ Task 2: Digital Conversation Between Your Gatsby Extension Story with Your Book Club Text<br>● **Anchor Texts:**<br>○ *The Great Gatsby*<br>○ American Opportunities and Perspectives Book Club Books |
| 25<br>26<br>27<br>28 | Unit 6: Short Stories<br>● **Essential Questions:**<br>○ What are the themes and common experiences of a group or society?<br>○ What are the writers saying about universal experiences? How are they saying it? How is it moving the reader?<br>● **Culminating Task:** Flash Fiction<br>● **Anchor Text(s):** Short Stories (Twain, Hemingway, etc.) |
| 29<br>30<br>31<br>32<br>33 | Unit 7: Researching a Component of a Book Club<br>● **Essential Questions:**<br>○ How do individual, group, and societal aspirations force changes?<br>○ What are the results of those changes?<br>● **Culminating Task:** Group Website (Individuals Own a Page)<br>● **Anchor Text(s):** Revisiting Units 2 and 5 Book Clubs |
| 34 | Final Review - Final Testing |

**Unit 2 Book Club List:**

- *West with Giraffes* by Lynda Rutledge
- *Of Mice and Men* by John Steinbeck
- *A Thousand Pieces of Gold* by Ruthane Lum McCunn
- *Underground Railroad* by Colson Whitehead
- *Call Me Athena: A Girl From Detroit* by Colby Cedar Smith
- *Code of Honor* by Alan Grantz

**Unit 5 Book Club List**

- *Their Eyes Were Watching God* by Zora Neale Hurston
- *A Lesson Before Dying* by Ernest J. Gaines
- *Death of a Salesman* by Arthur Miller
- *The Marsh King's Daughter* by Karen Dionne
- *The Disreputable History of Frankie Landau Banks* by E. Lockhart
- *Remarkably Bright Creatures* by Shelby Van Pelt

NATIONAL HERITAGE ACADEMIES

# 12th Grade English Curriculum Map

## Yearlong Essential Question:

**Who have I been? Who am I now? Who do I want to be?**
**In a culture where we are bombarded with other people trying to define us, how do we make decisions for ourselves?**

Grammar Scope and Sequence  Additional Resources

| Week | |
|---|---|
| 0 | Routines and Procedures/NWEA Testing/Week 0 Ideas |
| 1<br>2<br>3<br>4 | Unit 1: Purposeful Personal Writing<br>● **Essential Questions:**<br>○ How does one write about one's self well?<br>○ What does a writer share to precisely frame their life? How do they share it? How does this impact the reader?<br>● **Culminating Task:** College Essays<br>● **Anchor Text(s):** Memoir anecdotes, Late Night Anecdotes, Podcasts (e.g. *The Moth*) |
| 5<br>6<br>7<br>8 | Unit 2: Suspense Book Clubs<br>● **Essential Questions:**<br>○ What decisions influence the fates of characters?<br>○ What moves does an author make to create suspense? What does this say about how to manipulate a reader's emotions?<br>● **Culminating Task:** Suspenseful Reveal<br>○ Example: Artists building anticipation for a new album, film, etc.<br>● **Anchor Text(s):** Mystery/Thriller Book Club Texts |
| 9<br>10<br>11<br>12<br>13 | Unit 3: Modern Interpretation of *Twelfth Night*<br>● **Essential Questions:**<br>○ How does humor or lack thereof shape someone's identity?<br>○ How is tackling issues of identity in a humorous way impactful?<br>○ What is the writer saying about identity and choices? How are they saying it? How is a modern audience meant to interpret something written 400+ years ago?<br>● **Culminating Task:** Choose Your Own Adventure Modern Interpretation<br>● **Anchor Text:** *Twelfth Night* |
| 14<br>15 | Unit 4: Poems for You<br>● **Essential Question:**<br>○ How is our understanding of one's self constructed through and by language?<br>○ What are the writers saying about themselves? How are they saying it? How does this impact the reader?<br>● **Culminating Task:** Personal Poems: Who have I been? Who am I now? Who do I want to be?<br>● **Anchor Text(s):** *Days Like These* by Brian Bilston and Personal Poems |
| 16 | Semester Review - Final Testing |

# 12th Grade English Curriculum Map

## Yearlong Essential Question:

**Who have I been? Who am I now? Who do I want to be?**
**In a culture where we are bombarded with other people trying to define us, how do we make decisions for ourselves?**

| Week | |
|---|---|
| 17<br>18<br>19<br>20<br>21<br>22<br>23 | **Unit 5: Hero's Journey Film & Book Clubs**<br>● **Essential Questions:**<br>○ How do filmmakers manipulate and influence an audience? What tools does one have to analyze a film?<br>○ In what ways do films and books use the same devices? In what ways are they different?<br>○ What is the filmmaker's message? How do they want the audience to feel/think about? How does one's experience influence their interpretation of the filmmaker's message?<br>● **Culminating Tasks:**<br>○ Critique an Element of the Hero's Journey with at least three films<br>○ Group Game Creation<br>● **Anchor Texts:**<br>○ Hero's Journey Films<br>■ *Star Wars: A New Hope*<br>■ *Harry Potter: The Sorcerer's Stone*<br>■ *Batman Begins*<br>○ Hero's Journey Book Clubs |
| 24<br>25<br>26<br>27<br>28 | **Unit 6: Satire and Clever Writing**<br>● **Essential Questions:**<br>○ What makes something insightful or funny? Why?<br>○ How is the writer asking their reader to be a critical consumer?<br>○ What is the writer/creator satirizing? How are they doing it? Does the audience react in the way the writer/creator hopes?<br>● **Culminating Task:** Create a satirical piece based on a modern societal issue<br>● **Anchor Text(s):** "A Modest Proposal," *The Onion* articles, and Modern Satire |
| 29<br>30<br>31 | **Unit 7: What is My Story?**<br>● **Essential Question:**<br>○ How is our understanding of one's self constructed through and by language, audio, and visuals?<br>○ What are digital composers saying about themselves? How are they saying it? How does this impact the viewer/audience?<br>● **Culminating Task:** Digital Time Capsule: How was I as a High School Student?<br>● **Anchor Text(s):** *For Everyone* by Jason Reynolds, Digital Compositions, Essays about High School, Stand-Up Bits about HS, etc. |
| 32 | Final Review - Final Testing |

## Unit 2 Book Club List

- *Where the Crawdad's Sing* by Delia Owens
- *Firekeeper's Daughter* by Angeline Boulley
- *Timeline* by Michael Crichton
- *The Thursday Murder Club* by Richard Osman
- *And Then There Were None* by Agatha Christie
- *A Deadly Education* by Naomi Novik

## Unit 5 Book Club List

- *The Alchemist* by Paulo Coelho
- *Scythe* by Neal Shusterman
- *The Princess Bride* by William Goldman
- *The Odyssey* Graphic Novel by Gareth Hinds
- *The Hobbit* by J.R.R Tolkien
- *Daughter of the Moon Goddess* by Sue Lynn Tan

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# MI Kindergarten ELA Year at-a-Glance

Yearlong Overview & Skill Progressions | Foundational Skills | Unit & Lesson Prep Resources | Assessment Cycle Resources | Additional Resources | Intervention

| Week | Phonological Awareness / Phonics | RA / SR / Writing |
|---|---|---|
| 0 | Teach & Practice Classroom Culture, Routines and Procedures | |
| 1 | Heggerty Week 1<br>From Phonics Lesson 1<br>● **Sound Spelling Introduction:** Mm<br>● **Cumulative Assessment:** Group 1 | Unit 1 RA/SR Scope and Sequence:<br>Falling in Love with Reading!<br>● **Primary Standards:** RL.K.10, RL.K.1, RL.K.2, RL.K.4, RL.K.1<br>● ***Review Standards:***RL.K.7, RL.K.6<br><br>Unit 1 Writing Scope and Sequence:<br>Becoming a Writer!<br>● **Writing Standards:** W.K.1, W.K.2, W.K.5, W.K.8, SL.K.1<br>● **Language Standards:** L.K.1a, L.K.1b, L.K.1d, L.K.2c |
| 2 | Heggerty Week 2<br>From Phonics Lesson 2<br>● **Sound Spelling Introduction:** Short a<br>● **Cumulative Assessment:** Group 2 | |
| 3 | Heggerty Week 3<br>From Phonics Lesson 3<br>● **Sound Spelling Introduction:** Ss<br>● **Cumulative Assessment:** Group 3 | |
| 4 | Heggerty Week 4<br>From Phonics Lesson 4<br>● **Sound Spelling Introduction:** Tt<br>● **Cumulative Assessment:** Group 4 | |
| 5 | Heggerty Week 5<br>From Phonics Lesson 5<br>● **Sound Spelling Introduction:** Pp<br>● **Cumulative Assessment:** Group 1 | |
| 6 | Heggerty Week 6<br>From Phonics Lesson 6<br>● **Sound Spelling Introduction:** Nn<br>● **Cumulative Assessment:** Group 2 | |

| | | |
|---|---|---|
| 7 | Heggerty Week 7<br>From Phonics Lesson 7<br>• **Sound Spelling Introduction:** Short i<br>• **Cumulative Assessment:** Group 3 | Unit 2 RA/SR Scope and Sequence:<br>STORY Part 1<br>• **Primary Standards:** RL.K.2, RL.K.5, RL.K.3, RL.K.10<br>• ***Review Standards:***RL.K.7<br><br>Unit 2 Writing Scope and Sequence:<br>Becoming a Writer!<br>• **Writing Standards:** W.K.3, W.K.5, W.K.8, SL.K.1<br>• **Language Standards:** L.K.1a, L.K.1b, L.K.2a, LK.2b, LK.2c |
| 8 | Heggerty Week 8<br>From Phonics Lesson 8<br>• **Sound Spelling Introduction:** Cc<br>• **Cumulative Assessment:** Group 4 | |
| 9 | Heggerty Week 9<br>From Phonics Lesson 9<br>• **Sound Spelling Introduction:** Ff<br>• **Cumulative Assessment:** Group 1 | |
| 10 | Heggerty Week 10<br>From Phonics Lesson 10<br>• **Sound Spelling Introduction:** Dd<br>• **Cumulative Assessment:** Group 2 | |
| 11 | Heggerty Week 11<br>From Phonics Lesson 11<br>• **Sound Spelling Introduction:** Hh<br>• **Cumulative Assessment:** Group 3 | |
| 12 | Heggerty Week 12<br>From Phonics Lesson 12<br>• **Sound Spelling Introduction:** Short o<br>• **Cumulative Assessment:** Group 4 | |
| 13 | Heggerty Week 13<br>From Phonics Lesson 13<br>• **Sound Spelling Introduction:** Rr<br>• **Cumulative Assessment:** Group 1 | Unit 3 RA/SR Scope and Sequence:<br>Reading to Learn!<br>• **Primary Standards:** RI.K.2, RI.K.3, RI.K.5, RI.K.6, RI.K.1, RI.K.7, RI.K.4, RI.K.9, RI.K.8, RI.K.10<br>• ***Review Standards:*** RI.K.5, RI.K.6, RI.K.10<br><br>Unit 3 Writing Scope and Sequence:<br>Concept Books<br>• **Writing Standards:** W.K.2, W.K.5, W.K.7, W.K.8, SL.K.1<br>• **Language Standards:** L.K.1a, L.K.2, L.K.2a, LK.2b, LK.2c, LK.5a |
| 14 | Heggerty Week 14<br>From Phonics Lesson 14<br>• **Sound Spelling Introduction:** Bb<br>• **Cumulative Assessment:** Group 2 | |
| 15 | Heggerty Week 15<br>From Phonics Lesson 15<br>• **Sound Spelling Introduction:** Ll<br>• **Cumulative Assessment:** Group 3 | |
| 16 | Heggerty Week 16<br>From Phonics Lesson 16<br>• **Sound Spelling Introduction:** Kk<br>• **Cumulative Assessment:** Group 4 | |
| 17 | Heggerty Week 17<br>From Phonics Lesson 17<br>• **Sound Spelling Introduction:** Short e<br>• **Cumulative Assessment:** Group 1 | |

| | | |
|---|---|---|
| **18** | Heggerty Week 18<br>From Phonics Lesson 18<br>• **Sound Spelling Introduction:** Gg<br>• **Cumulative Assessment:** Group 2 | |
| **19** | Heggerty Week 19<br>From Phonics Lesson 19<br>• **Sound Spelling Introduction:** Ww<br>• **Cumulative Assessment:** Group 3 | Unit 4 RA/SR Scope and Sequence:<br>Getting to Know the Characters<br>• **Primary Standards: Primary Standards:** RL.K.1, RL.K.2, RL.K.3, RL.K.9<br>• ***Review Standards:***RL.K.3, RL.K.5<br><br>Unit 4 Writing Scope and Sequence: What I Like<br>• **Writing Standards:** W.K.1,W.K.5, W.K.8, SL.K.1<br>• **Language Standards:** L.K.1a, L.K.1b, L.K.1c, L.K.1e, L.K.1f, L.K.2a, LK.2b, LK.2c |
| **20** | Heggerty Week 20<br>From Phonics Lesson 20<br>• **Sound Spelling Introduction:** Xx<br>• **Cumulative Assessment:** Group 4 | |
| **21** | Heggerty Week 21<br>From Phonics Lesson 21<br>• **Sound Spelling Introduction:** Vv<br>• **Cumulative Assessment:** Group 1 | |
| **22** | Heggerty Week 22<br>From Phonics Lesson 22<br>• **Sound Spelling Introduction:** Uu<br>• **Cumulative Assessment:** Group 2 | |
| **23** | Heggerty Week 23<br>From Phonics Lesson 23<br>• **Sound Spelling Introduction:** Jj<br>• **Cumulative Assessment:** Group 3 | |
| **24** | Heggerty Week 24<br>From Phonics Lesson 24<br>• **Sound Spelling Introduction:** Qu<br>• **Cumulative Assessment:** Group 4 | |
| **25** | Heggerty Week 25<br>From Phonics Lesson 25<br>• **Sound Spelling Introduction:** Yy<br>• **Cumulative Assessment:** Group 1 | Unit 5 RA/SR Scope and Sequence:<br>STORY Elements Part 2<br>• **Primary Standards: Primary Standards:** RL.K.1, RL.K.2, RL.K.3, RL.K.10<br>• ***Review Standards:***RL.K.1, RL.K.3<br><br>Unit 5 Writing Scope and Sequence:<br>Part 1 - Solving Problems; Part 2 - Imagine If<br>• **Writing Standards:** W.K.3, W.K.5, W.K.8, SL.K.1<br>• **Language Standards:** L.K.1, L.K.1b, L.K.1c, L.K.1d, L.K.1f, L.K.2a, LK.2b, LK.2c |
| **26** | Heggerty Week 26<br>From Phonics Lesson 26<br>• **Sound Spelling Introduction:** Zz<br>• **Cumulative Assessment:** Group 2 | |
| **27** | Heggerty Week 27<br>From Phonics Lesson 27<br>• **Sound Spelling Introduction:** Short Vowel Review<br>• **Cumulative Assessment:** Group 3 | |

| | | |
|---|---|---|
| **28** | Heggerty Week 28<br>From Phonics Lesson 28<br>● **Sound Spelling Introduction:** Long Vowels<br>● **Cumulative Assessment:** Group 4 | |
| **29** | Heggerty Week 29<br>From Phonics Lesson 29<br>● **Sound Spelling Introduction:** Final e (a_e)<br>● **Cumulative Assessment:** Group 1 | |
| **30** | Heggerty Week 30<br>From Phonics Lesson 30<br>● **Sound Spelling Introduction:** Final e (o_e, i_e)<br>● **Cumulative Assessment:** Group 2 | |
| **31** | Heggerty Week 31<br>From Phonics Review<br>● **Sound Spelling Introduction:** N/A<br>● **Cumulative Assessment:** Group 3 | |
| **32** | Heggerty Week 32<br>From Phonics Review<br>● **Sound Spelling Introduction:** N/A<br>● **Cumulative Assessment:** Group 4 | |
| **33** | Review | |
| **34** | | |

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# MI Kindergarten ELA Year at-a-Glance

Yearlong Overview & Skill Progressions | Foundational Skills | Unit & Lesson Prep Resources | Assessment Cycle Resources | Additional Resources | Intervention

| Week | Phonological Awareness / Phonics | | RA / SR / Writing |
|---|---|---|---|
| 0 | Teach & Practice Classroom Culture, Routines and Procedures | | |
| 1 | RM Foundational Scope & Sequences | Heggerty Week 1 | Unit 1 RA/SR Scope and Sequence: Falling in Love with Reading!<br>● **Primary Standards:** RL.K.10, RL.K.1, RL.K.2, RL.K.4, RL.K.1<br>● ***Review Standards:***RL.K.7, RL.K.6<br><br>Unit 1 Writing Scope and Sequence: Becoming a Writer!<br>● **Writing Standards:** W.K.1, W.K.2, W.K.5, W.K.8, SL.K.1<br>● **Language Standards:** L.K.1a, L.K.1b, L.K.1d, L.K.2c |
| 2 | | Heggerty Week 2 | |
| 3 | | Heggerty Week 3 | |
| 4 | | Heggerty Week 4 | |
| 5 | | Heggerty Week 5 | |
| 6 | | Heggerty Week 6 | |

| | | | |
|---|---|---|---|
| 7 | . | Heggerty Week 7 | Unit 2 RA/SR Scope and Sequence: STORY Part 1<br>● **Primary Standards:** RL.K.2, RL.K.5, RL.K.3, RL.K.10<br>● ***Review Standards:***RL.K.7<br><br>Unit 2 Writing Scope and Sequence: Becoming a Writer!<br>● **Writing Standards:** W.K.3, W.K.5, W.K.8, SL.K.1<br>● **Language Standards:** L.K.1a, L.K.1b, L.K.2a, LK.2b, LK.2c |
| 8 | | Heggerty Week 8 | |
| 9 | RM Foundational Scope & Sequences | Heggerty Week 9 | |
| 10 | | Heggerty Week 10 | |
| 11 | | Heggerty Week 11 | |
| 12 | | Heggerty Week 12 | |
| 13 | | Heggerty Week 13 | Unit 3 RA/SR Scope and Sequence: Reading to Learn!<br>● **Primary Standards:** RI.K.2, RI.K.3, RI.K.5, RI.K.6, RI.K.1, RI.K.7, RI.K.4, RI.K.9, RI.K.8, RI.K.10<br>● ***Review Standards:*** RI.K.5, RI.K.6, RI.K.10<br><br>Unit 3 Writing Scope and Sequence: Concept Books<br>● **Writing Standards:** W.K.2, W.K.5, W.K.7, W.K.8, SL.K.1<br>● **Language Standards:** L.K.1a, L.K.2, L.K.2a, LK.2b, LK.2c, LK.5a |
| 14 | | Heggerty Week 14 | |
| 15 | RM Foundational Scope & Sequences | Heggerty Week 15 | |
| 16 | | Heggerty Week 16 | |
| 17 | | Heggerty Week 17 | |
| 18 | | Heggerty Week 18 | |

| | | | |
|---|---|---|---|
| 19 | RM Foundational Scope & Sequences | Heggerty Week 19 | Unit 4 RA/SR Scope and Sequence: Getting to Know the Characters<br>● **Primary Standards: Primary Standards:** RL.K.1, RL.K.2, RL.K.3, RL.K.9<br>● ***Review Standards:***RL.K.3, RL.K.5<br><br>Unit 4 Writing Scope and Sequence: What I Like<br>● **Writing Standards:** W.K.1,W.K.5, W.K.8, SL.K.1<br>● **Language Standards:** L.K.1a, L.K.1b, L.K.1c, L.K.1e, L.K.1f, L.K.2a, LK.2b, LK.2c |
| 20 | | Heggerty Week 20 | |
| 21 | | Heggerty Week 21 | |
| 22 | | Heggerty Week 22 | |
| 23 | | Heggerty Week 23 | |
| 24 | | Heggerty Week 24 | |
| 25 | | Heggerty Week 25 | Unit 5 RA/SR Scope and Sequence: STORY Elements Part 2<br>● **Primary Standards: Primary Standards:** RL.K.1, RL.K.2, RL.K.3, RL.K.10<br>● ***Review Standards:***RL.K.1, RL.K.3<br><br>Unit 5 Writing Scope and Sequence: Part 1 - Solving Problems; Part 2 - Imagine If<br>● **Writing Standards:** W.K.3, W.K.5, W.K.8, SL.K.1<br>● **Language Standards:** L.K.1, L.K.1b, L.K.1c, L.K.1d, L.K.1f, L.K.2a, LK.2b, LK.2c |
| 26 | | Heggerty Week 26 | |
| 27 | | Heggerty Week 27 | |
| 28 | RM Foundational Scope & Sequences | Heggerty Week 28 | |
| 29 | | Heggerty Week 29 | |
| 30 | | Heggerty Week 30 | |
| 31 | | Heggerty Week 31 | |
| 32 | | Heggerty Week 32 | |
| 33 | | Review | |
| 34 | | Review | |

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# Michigan 1st Grade ELA Year at-a-Glance

Yearlong Overview & Skill Progressions | Foundational Skills | Unit & Lesson Prep Resources | Assessment Cycle Resources | Additional Resources | Intervention

| Week | Phonological Awareness / Phonics | RA / SR | Writing |
|---|---|---|---|
| 0 | Teach & Practice Classroom Culture, Routines, and Procedures | | |
| 1 | Heggerty Week 1<br>From Phonics Lesson 1<br>• **Sound Spelling Introduction:** Short a<br>• **Cumulative Assessment:** Group 1 | Unit 1 RA/SR Scope and Sequence:<br>Falling in Love with Reading!<br>• **Primary Standards:** RL.1.1, RL.1.2, RL.1.4, RL.1.5<br>• ***Review Standards:*** N/A | Unit 0 Writing Scope and Sequence:<br>Constructed Response Writing<br>• **Writing Standards:** W.1.5, W.1.8<br>• **Language Standards:** L.K.2a, L.1.1a, L.1.2b, L.1.2e |
| 2 | Heggerty Week 2<br>From Phonics Lesson 2<br>• **Sound Spelling Introduction:** Short i<br>• **Cumulative Assessment:** Group 2 | | |
| 3 | Heggerty Week 3<br>From Phonics Lesson 3<br>• **Sound Spelling Introduction:** Short o<br>• **Cumulative Assessment:** Group 3 | | |
| 4 | Heggerty Week 4<br>From Phonics Lesson 4<br>• **Sound Spelling Introduction:** Short u<br>• **Cumulative Assessment:** Group 4 | | Unit 1 Writing Scope and Sequence: All About Me<br>• **Writing Standards:** W.1.2, W.1.5, W.1.7, W.1.8, SL.1.1<br>• **Language Standards:** L.K.2a, L.1.1a, L.1.2b, L.1.2e |
| 5 | Heggerty Week 5<br>From Phonics Lesson 5<br>• **Sound Spelling Introduction:** Short e<br>• **Cumulative Assessment:** Group 1 | | |

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| **6** | Heggerty Week 6<br>From Phonics Lesson 6<br>• **Sound Spelling Introduction:** l-Blends<br>• **Cumulative Assessment:** Group 2 | Unit 2 RA/SR Scope and Sequence: Story Elements<br>• **Primary Standards:** RL.1.1, RL.1.3, RL.1.6, RL.1.10<br>• ***Review Standards:*** RL.1.1, RL.1.5, RL.1.7, RL.1.3 | Unit 2 Writing Scope and Sequence:<br>Small Moments<br>• **Writing Standards:** W.1.3, W.1.5, W.1.8, SL.1.1<br>• **Language Standards:** L.K.2a, L.1.1a, L.1.1j, L.1.2a, L.1.2b, L.1.2d, L.1.2e |
| **7** | Heggerty Week 7<br>From Phonics Lesson 7<br>• **Sound Spelling Introduction:** s-Blends<br>• **Cumulative Assessment:** Group 3 | | |
| **8** | Heggerty Week 8<br>From Phonics Lesson 8<br>• **Sound Spelling Introduction:** r-Blends<br>• **Cumulative Assessment:** Group 4 | | |
| **9** | Heggerty Week 9<br>From Phonics Lesson 9<br>• **Sound Spelling Introduction:** Digraphs (sh, th)<br>• **Cumulative Assessment:** Group 1 | | |
| **10** | Heggerty Week 10<br>From Phonics Lesson 10<br>• **Sound Spelling Introduction:** Digraphs (ch, tch, wh)<br>• **Cumulative Assessment:** Group 2 | | |
| **11** | Heggerty Week 11<br>From Phonics Lesson 11<br>• **Sound Spelling Introduction:** Digraphs (ng, nk)<br>• **Cumulative Assessment:** Group 3 | | |

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| **12** | Heggerty Week 12<br>From Phonics Lesson 12<br>• **Sound Spelling Introduction:** Final e (a_e, i_e)<br>• **Cumulative Assessment:** Group 4 | Unit 3 RA/SR Scope and Sequence: Reading to Learn!<br>• **Primary Standards:** RI.1.1, RI.1.2, RI.1.5, RI.1.6, RI.1.7, RI.18, RI.1.9, RI.1.10<br>• ***Review Standards:*** RI.1.1, RI.1.2, RI.1.4 | Unit 3 Writing Scope and Sequence: What I Like<br>• **Writing Standards:** W.1.1, W.1.5, W.1.8, SL.1.1<br>• **Language Standards:** L.1.1, L.1.1a, L.1.1c, L.1.2, L.1.2a |
| **13** | Heggerty Week 13<br>From Phonics Lesson 13<br>• **Sound Spelling Introduction:** Final e (o_e, u_e, e_e)<br>• **Cumulative Assessment:** Group 1 | | |
| **14** | Heggerty Week 14<br>From Phonics Lesson 14<br>• **Sound Spelling Introduction:** Single Letter Long Vowels (e, i, o)<br>• **Cumulative Assessment:** Group 2 | | |
| **15** | Heggerty Week 15<br>From Phonics Lesson 15<br>• **Sound Spelling Introduction:** Long a (ai, ay)<br>• **Cumulative Assessment:** Group 3 | | |
| **16** | Heggerty Week 16<br>From Phonics Lesson 16<br>• **Sound Spelling Introduction:** Long e (ee, ea)<br>• **Cumulative Assessment:** Group 4 | | |
| **17** | Heggerty Week 17<br>From Phonics Lesson 17<br>• **Sound Spelling Introduction:** Long o (oa, ow)<br>• **Cumulative Assessment:** Group 1 | | |

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| **18** | Heggerty Week 18<br>From Phonics Lesson 18<br>• **Sound Spelling Introduction:** Long i (y, igh)<br>• **Cumulative Assessment:** Group 2 | Unit 4 RA/SR Scope and Sequence:<br>Getting to Know the Characters<br>• **Primary Standards:** RL.1.3, RL.1.2, RL.1.10<br>• ***Review Standards:*** RL.1.1, RL.1.3, RL.1.7 | Unit 4 Writing Scope and Sequence:<br>Solving Problems<br>• **Writing Standards:** W.1.3, W.1.5, W.1.8, SL.1.1<br>• **Language Standards:** L.1.1, L.1.1b, L.1.1c, L.1.1f, L.1.1g, L.1.1j, L.1.2, L.1.2a, L.1.2b, L.1.2d, L.1.2e |
| **19** | Heggerty Week 19<br>From Phonics Lesson 19<br>• **Sound Spelling Introduction:** Long u (u, ew, ue)<br>• **Cumulative Assessment:** Group 3 | | |
| **20** | Heggerty Week 20<br>From Phonics Lesson 20<br>• **Sound Spelling Introduction:** r-Controlled (ar)<br>• **Cumulative Assessment:** Group 4 | | |
| **21** | Heggerty Week 21<br>From Phonics Lesson 21<br>• **Sound Spelling Introduction:** r-Controlled (er, ir, ur)<br>• **Cumulative Assessment:** Group 1 | | |
| **22** | Heggerty Week 22<br>From Phonics Lesson 22<br>• **Sound Spelling Introduction:** r-Controlled (or, ore, oar)<br>• **Cumulative Assessment:** Group 2 | | |
| **23** | Heggerty Week 23<br>From Phonics Lesson 23<br>• **Sound Spelling Introduction:** Short oo and Long oo<br>• **Cumulative Assessment:** Group 3 | | |

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| **24** | Heggerty Week 24<br>From Phonics Lesson 24<br>• **Sound Spelling Introduction:** Diphthong (ou, ow)<br>• **Cumulative Assessment:** Group 4 | | |
| **25** | Heggerty Week 25<br>From Phonics Lesson 25<br>• **Sound Spelling Introduction:** Diphthong (oi, oy)<br>• **Cumulative Assessment:** Group 1 | Unit 5 RA/SR Scope and Sequence:<br>Biographies<br>• **Primary Standards:** RI.1.1, RI.1.3, RI.1.8, RI.1.0<br>• ***Review Standards:*** RI.1.2, RI.1.8 | Unit 5 Writing Scope and Sequence:<br>Sharing Questions<br>• **Writing Standards:** W.1.1, W.1.5, W.1.8, SL.1.1<br>• **Language Standards:** L.1.1, L.1.1c, L.1.1d, L.1.1g, L.1.1j, L.1.2, L.1.2a, L.1.2b |
| **26** | Heggerty Week 26<br>From Phonics Lesson 26<br>• **Sound Spelling Introduction:** Complex Vowel (au, aw, alk, alt, all)<br>• **Cumulative Assessment:** Group 2 | | |
| **27** | Heggerty Week 27<br>From Phonics Lesson 27<br>• **Sound Spelling Introduction:** r-Controlled (are, air, ear)<br>• **Cumulative Assessment:** Group 3 | | |
| **28** | Heggerty Week 28<br>From Phonics Lesson 28<br>• **Sound Spelling Introduction:** Long i (ild, ind), Long o (old)<br>• **Cumulative Assessment:** Group 4 | | |
| **29** | Heggerty Week 29<br>From Phonics Lesson 29<br>• **Sound Spelling Introduction:** Long i (ie), Long o (oe)<br>• **Cumulative Assessment:** Group 1 | Unit 6 RA/SR Scope and Sequence:<br>Comparing Characters<br>• **Primary Standards:** RL.1.9, RL.1.10<br>• ***Review Standards:*** RL.1.1, RL.1.3, RL.1.7 | Unit 6 Writing Scope and Sequence:<br>Creating Characters<br>• **Writing Standards:** W.1.3, W.1.5, W.1.8, SL.1.1<br>• **Language Standards:** L.1.1, L.1.1b, L.1.1e, L.1.1g, L.1.1h, L.1.1i, L.1.1j, L.1.2, L.1.2b, L.1.2c |

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| **30** | Heggerty Week 30<br>From Phonics Lesson 30<br>● **Sound Spelling Introduction:** Long e (y, ey, ie)<br>● **Cumulative Assessment:** Group 2 | | |
| **31** | Heggerty Week 31<br>From Phonics Review<br>● **Sound Spelling Introduction:** n/a<br>● **Cumulative Assessment:** Group 3 (Use Week 30 Cumulative Assessment) | | |
| **32** | Heggerty Week 32<br>From Phonics Review<br>● **Sound Spelling Introduction:** n/a<br>● **Cumulative Assessment:** Group 4 (Use Week 30 Cumulative Assessment) | | |
| **33** | Review | | |
| **34** | | | |

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# Michigan 1st Grade ELA Year at-a-Glance

Yearlong Overview & Skill Progressions | Foundational Skills | Unit & Lesson Prep Resources | Assessment Cycle Resources | Additional Resources | Intervention

| Week | Phonological Awareness / Phonics | | RA / SR | Writing |
|---|---|---|---|---|
| 0 | Teach & Practice Classroom Culture, Routines and Procedures | | | |
| 1 | | Heggerty Week 1 | Unit 1 RA/SR Scope and Sequence:<br>Falling in Love with Reading!<br>● **Primary Standards:** RL.1.1, RL.1.2, RL.1.4, RL.1.5<br>● ***Review Standards:*** N/A | Unit 0 Writing Scope and Sequence:<br>Constructed Response Writing<br>● **Writing Standards:** W.1.5, W.1.8<br>● **Language Standards:** L.K.2a, L.1.1a, L.1.2b, L.1.2e |
| 2 | | Heggerty Week 2 | | |
| 3 | | Heggerty Week 3 | | |
| 4 | | Heggerty Week 4 | | Unit 1 Writing Scope and Sequence:<br>All About Me<br>● **Writing Standards:** W.1.2, W.1.5, W.1.7, W.1.8, SL.1.1<br>● **Language Standards:** L.K.2a, L.1.1a, L.1.2b, L.1.2e |
| 5 | | Heggerty Week 5 | | |
| 6 | | Heggerty Week 6 | Unit 2 RA/SR Scope and Sequence:<br>Story Elements<br>● **Primary Standards:** RL.1.1, RL.1.3, RL.1.6, RL.1.10<br>● ***Review Standards:*** RL.1.1, RL.1.5, RL.1.7, RL.1.3 | Unit 2 Writing Scope and Sequence:<br>Small Moments<br>● **Writing Standards:** W.1.3, W.1.5, W.1.8, SL.1.1<br>● **Language Standards:** L.K.2a, L.1.1a, L.1.1j, L.1.2a, L.1.2b, L.1.2d, L.1.2e |
| 7 | | Heggerty Week 7 | | |
| 8 | | Heggerty Week 8 | | |
| 9 | | Heggerty Week 9 | | |
| 10 | | Heggerty Week 10 | | |
| 11 | | Heggerty Week 11 | | |

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| 12 | | Heggerty Week 12 | Unit 3 RA/SR Scope and Sequence:<br>Reading to Learn!<br>• **Primary Standards:** RI.1.1, RI.1.2, RI.1.5, RI.1.6, RI.1.7, RI.18, RI.1.9, RI.1.10<br>• ***Review Standards:*** RI.1.1, RI.1.2, RI.1.4 | Unit 3 Writing Scope and Sequence:<br>What I Like<br>• **Writing Standards:** W.1.1, W.1.5, W.1.8, SL.1.1<br>• **Language Standards:** L.1.1, L.1.1a, L.1.1c, L.1.2, L.1.2a |
| 13 | | Heggerty Week 13 | | |
| 14 | | Heggerty Week 14 | | |
| 15 | | Heggerty Week 15 | | |
| 16 | | Heggerty Week 16 | | |
| 17 | | Heggerty Week 17 | | |
| 18 | | Heggerty Week 18 | Unit 4 RA/SR Scope and Sequence:<br>Getting to Know the Characters<br>• **Primary Standards:** RL.1.3, RL.1.2, RL.1.10<br>• ***Review Standards:*** RL.1.1, RL.1.3, RL.1.7 | Unit 4 Writing Scope and Sequence:<br>Solving Problems<br>• **Writing Standards:** W.1.3, W.1.5, W.1.8, SL.1.1<br>• **Language Standards:** L.1.1, L.1.1b, L.1.1c, L.1.1f, L.1.1g, L.1.1j, L.1.2, L.1.2a, L.1.2b, L.1.2d, L.1.2e |
| 19 | | Heggerty Week 19 | | |
| 20 | | Heggerty Week 20 | | |
| 21 | | Heggerty Week 21 | | |
| 22 | | Heggerty Week 22 | | |
| 23 | | Heggerty Week 23 | | |
| 24 | | Heggerty Week 24 | | |
| 25 | | Heggerty Week 25 | Unit 5 RA/SR Scope and Sequence:<br>Biographies<br>• **Primary Standards:** RI.1.1, RI.1.3, RI.1.8, RI.1.0<br>• ***Review Standards:*** RI.1.2, RI.1.8 | Unit 5 Writing Scope and Sequence:<br>Sharing Questions<br>• **Writing Standards:** W.1.1, W.1.5, W.1.8, SL.1.1<br>• **Language Standards:** L.1.1, L.1.1c, L.1.1d, L.1.1g, L.1.1j, L.1.2, L.1.2a, L.1.2b |
| 26 | | Heggerty Week 26 | | |
| 27 | | Heggerty Week 27 | | |
| 28 | | Heggerty Week 28 | | |

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| **29** | | Heggerty Week 29 | Unit 6 RA/SR Scope and Sequence:<br>Comparing Characters<br>● **Primary Standards:** RL.1.9, RL.1.10<br>● ***Review Standards:*** RL.1.1, RL.1.3, RL.1.7 | Unit 6 Writing Scope and Sequence:<br>Creating Characters<br>● **Writing Standards:** W.1.3, W.1.5, W.1.8, SL.1.1<br>● **Language Standards:** L.1.1, L.1.1b, L.1.1e, L.1.1g, L.1.1h, L.1.1i, L.1.1j, L.1.2, L.1.2b, L.1.2c |
| **30** | | Heggerty Week 30 | | |
| **31** | | Heggerty Week 31 | | |
| **32** | | Heggerty Week 32 | | |
| **33** | | Review | | |
| **34** | | | | |

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# Michigan 2nd Grade ELA Year at-a-Glance

Yearlong Overview & Skill Progressions | Foundational Skills | Unit & Lesson Prep Resources | Assessment Cycle Resources | Additional Resources | Annotation Resource | Intervention

| Week | Phonological Awareness / Phonics | RA / SR | Writing |
|---|---|---|---|
| 0 | Classroom Culture, Routines and Procedures | | |
| 1 | Heggerty Week 1<br>From Phonics Lesson 1<br>• **Sound Spelling Introduction:** Short Vowels<br>• **Cumulative Assessment:** Group 1 | Unit 1 RA/SR Scope and Sequence:<br>Falling in Love with Reading!<br>• **Primary Standards:** RL.2.1, RL.2.2, RL.2.3, RL.2.5<br>• ***Review Standards:*** RL.1.3, RL.2.1, RL.2.3 | Unit 0 Writing Scope and Sequence:<br>Constructed Response Writing<br>• **Writing Standards:** W.2.5, W.2.8<br>• **Language Standards:** L.2.1, L.2.1e |
| 2 | Heggerty Week 2<br>From Phonics Lesson 2<br>• **Sound Spelling Introduction:** Closed Syllables<br>• **Cumulative Assessment:** Group 2 | | |
| 3 | Heggerty Week 3<br>From Phonics Lesson 3<br>• **Sound Spelling Introduction:** Consonant + le<br>• **Cumulative Assessment:** Group 3 | | |
| 4 | Heggerty Week 4<br>From Phonics Lesson 4<br>• **Sound Spelling Introduction:** l-Blends, r-Blends, s-Blends<br>• **Cumulative Assessment:** Group 4 | | Unit 1 Writing Scope and Sequence: Small Moments<br>• **Writing Standards:** W.2.3, W.2.5, W.2.8, SL.2.1<br>• **Language Standards:** L.2.1, L.2.1b, L.2.1e, L.2.1f, L.2.2 |

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| 5 | Heggerty Week 5<br>From Phonics Lesson 5<br>• **Sound Spelling Introduction:** Final Blends<br>• **Cumulative Assessment:** Group 1 | | |
| 6 | Heggerty Week 6<br>From Phonics Lesson 6<br>• **Sound Spelling Introduction:** Final e<br>• **Cumulative Assessment:** Group 2 | | |
| 7 | Heggerty Week 7<br>From Phonics Lesson 7<br>• **Sound Spelling Introduction:** Final e Syllables<br>• **Cumulative Assessment:** Group 3 | Unit 2 RA/SR Scope and Sequence:<br>Characters Are Our Best Friends!<br>• **Primary Standards:** RL.2.1, RL.2.3, RL.2.5, RL.2.6, RL.2.7, RL.2.9, RL.2.10<br>• ***Review Standards:*** RL.2.1, RL.2.3, RL.2.6, RL.2.7 | Unit 2 Writing Scope and Sequence:<br>Happily Ever After<br>• **Writing Standards:** W.2.3, W.2.5, W.2.8, SL.2.1<br>• **Language Standards:** L.2.1, L.2.1b, L.2.1e, L.2.2, L.2.2a, L.2.2c |
| 8 | Heggerty Week 8<br>From Phonics Lesson 8<br>• **Sound Spelling Introduction:** Consonant Digraphs (sh, ch, tch, th)<br>• **Cumulative Assessment:** Group 4 | | |
| 9 | Heggerty Week 9<br>From Phonics Lesson 9<br>• **Sound Spelling Introduction:** Consonant Digraphs (wh, ph, ng/nk))<br>• **Cumulative Assessment:** Group 1 | | |
| 10 | Heggerty Week 10<br>From Phonics Lesson 10<br>• **Sound Spelling Introduction:** Long a<br>• **Cumulative Assessment:** Group 2 | | |
| 11 | Heggerty Week 11<br>From Phonics Lesson 11<br>• **Sound Spelling Introduction:** Open Syllables<br>• **Cumulative Assessment:** Group 3 | | |

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| **12** | Heggerty Week 12<br>From Phonics Lesson 12<br>• **Sound Spelling Introduction:** Long e<br>• **Cumulative Assessment:** Group 4 | | |
| **13** | Heggerty Week 13<br>From Phonics Lesson 13<br>• **Sound Spelling Introduction:** Vowel Team Syllables<br>• **Cumulative Assessment:** Group 1 | | |
| **14** | Heggerty Week 14<br>From Phonics Lesson 14<br>• **Sound Spelling Introduction:** Long i<br>• **Cumulative Assessment:** Group 2 | | |
| **15** | Heggerty Week 15<br>From Phonics Lesson 15<br>• **Sound Spelling Introduction:** Long o<br>• **Cumulative Assessment:** Group 3 | Unit 3 RA/SR Scope and Sequence:<br>I'm an Expert!<br>• **Primary Standards:** RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10<br>• ***Review Standards:*** RI.2.1, RI.2.2, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8 | Unit 3 Writing Scope and Sequence: All About Insects<br>• **Writing Standards:** W.2.2, W.2.5, W.2.8<br>• **Language Standards:** L.2.1, L.2.1f, L.2.2, L.2.2b, L.2.2c |
| **16** | Heggerty Week 16<br>From Phonics Lesson 16<br>• **Sound Spelling Introduction:** Long u<br>• **Cumulative Assessment:** Group 4 | | |
| **17** | Heggerty Week 17<br>From Phonics Lesson 17<br>• **Sound Spelling Introduction:** Consonant + le<br>• **Cumulative Assessment:** Group 1 | | |
| **18** | Heggerty Week 18<br>From Phonics Lesson 18<br>• **Sound Spelling Introduction:** r-Controlled (ar)<br>• **Cumulative Assessment:** Group 2 | | |

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| **19** | Heggerty Week 19<br>From Phonics Lesson 19<br>• **Sound Spelling Introduction:** r-Controlled (er, ir, ur)<br>• **Cumulative Assessment:** Group 3 | | |
| **20** | Heggerty Week 20<br>From Phonics Lesson 20<br>• **Sound Spelling Introduction:** r-Controlled (or, ore, oar)<br>• **Cumulative Assessment:** Group 4 | | |
| **21** | Heggerty Week 21<br>From Phonics Lesson 21<br>• **Sound Spelling Introduction:** r-Controlled (are, air, ear)<br>• **Cumulative Assessment:** Group 1 | | |
| **22** | Heggerty Week 22<br>From Phonics Lesson 22<br>• **Sound Spelling Introduction:** r-Controlled Syllables<br>• **Cumulative Assessment:** Group 2 | | |
| **23** | Heggerty Week 23<br>From Phonics Lesson 23<br>• **Sound Spelling Introduction:** Consonants + le Syllables<br>• **Cumulative Assessment:** Group 3 | | |
| **24** | Heggerty Week 24<br>From Phonics Lesson 24<br>• **Sound Spelling Introduction:** Short oo and Long oo<br>• **Cumulative Assessment:** Group 4 | Unit 4 RA/SR Scope and Sequence:<br>Characters Teach Me Lessons!<br>• **Primary Standards:** RL.2.2, RL.2.5, RL.2.9, RL.2.10<br>• ***Review Standards:*** RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.7, RL.2.9, RL.2.10 | Unit 4 Writing Scope and Sequence:<br>Compelling Characters<br>• **Writing Standards:** W.2.3, W.2.5, W.2.8, SL.2.1<br>• **Language Standards:** L.2.1, L.2.1ba, L.2.1d, L.2.1e, L.2.1f, L.2.2 |

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| **25** | Heggerty Week 25<br>From Phonics Lesson 25<br>• **Sound Spelling Introduction:** Diphthong /ou/<br>• **Cumulative Assessment:** Group 1 | | |
| **26** | Heggerty Week 26<br>From Phonics Lesson 26<br>• **Sound Spelling Introduction:** Diphthong /ou/<br>• **Cumulative Assessment:** Group 2 | | |
| **27** | Heggerty Week 27<br>From Phonics Lesson 27<br>• **Sound Spelling Introduction:** Complex Vowel /ô/<br>• **Cumulative Assessment:** Group 3 | | |
| **28** | Heggerty Week 28<br>From Phonics Lesson 28<br>• **Sound Spelling Introduction:** Vowel Team Syllables<br>• **Cumulative Assessment:** Group 4 | Unit 5 RA/SR Scope and Sequence:<br>We Love Reading!<br>• **Primary Standards:** RL.2.4, RL.2.5, RL.2.10<br>• ***Review Standards:*** RL.2.1, RL.2.2, RL.2.3, RL.2.6 | Unit 5 Writing Scope and Sequence:<br>People of Influence<br>• **Writing Standards:** W.2.1, W.2.5, W.2.7, W.2.8, SL.2.1<br>• **Language Standards:** L.2.1, L.2.1c, L.2.1d, L.2.1f, L.2.2, L.2.2a, L.2.2d, L.2.2e |
| **29** | Heggerty Week 29<br>From Phonics Lesson 29<br>• **Sound Spelling Introduction:** Review Syllable Types<br>• **Cumulative Assessment:** Group 1 | | |
| **30** | Heggerty Week 30<br>From Phonics Lesson 30<br>• **Sound Spelling Introduction:** Final Stable Syllables<br>• **Cumulative Assessment:** Group 2 | | |

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| **31** | Heggerty Week 31<br>From Phonics Review<br>● **Sound Spelling Introduction:** n/a<br>● **Cumulative Assessment:** Group 3 (Use Week 30 Cumulative Assessment) | | |
| **32** | Heggerty Week 32<br>From Phonics Review<br>● **Sound Spelling Introduction:** n/a<br>● **Cumulative Assessment:** Group 4 (Use Week 30 Cumulative Assessment) | | |
| **33** | Review | | |
| **34** | | | |

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# Michigan 2nd Grade ELA Year at-a-Glance

Yearlong Overview & Skill Progressions | Foundational Skills | Unit & Lesson Prep Resources | Assessment Cycle Resources | Additional Resources | Annotation Resource | Intervention

| Week | Phonological Awareness / Phonics | | RA / SR | Writing |
|---|---|---|---|---|
| 0 | Teach & Practice Classroom Culture, Routines and Procedures | | | |
| 1 | RM Foundational Scope & Sequences | Heggerty Week 1 | Unit 1 RA/SR Scope and Sequence: Falling in Love with Reading!<br>• **Primary Standards:** RL.2.1, RL.2.2, RL.2.3, RL.2.5<br>• ***Review Standards:*** RL.1.3, RL.2.1, RL.2.3 | Unit 0 Writing Scope and Sequence: Constructed Response Writing<br>• **Writing Standards:** W.2.5, W.2.8<br>• **Language Standards:** L.2.1, L.2.1e |
| 2 | | Heggerty Week 2 | | |
| 3 | | Heggerty Week 3 | | |
| 4 | | Heggerty Week 4 | | Unit 1 Writing Scope and Sequence: Small Moments<br>• **Writing Standards:** W.2.3, W.2.5, W.2.8, SL.2.1<br>• **Language Standards:** L.2.1, L.2.1b, L.2.1e, L.2.1f, L.2.2 |
| 5 | | Heggerty Week 5 | | |
| 6 | | Heggerty Week 6 | | |

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| 7 | RM Foundational Scope & Sequences | Heggerty Week 7 | Unit 2 RA/SR Scope and Sequence:<br>Characters Are Our Best Friends!<br>• **Primary Standards:** RL.2.1, RL.2.3, RL.2.5, RL.2.6, RL.2.7, RL.2.9, RL.2.10<br>• ***Review Standards:*** RL.2.1, RL.2.3, RL.2.6, RL.2.7 | Unit 2 Writing Scope and Sequence:<br>Happily Ever After<br>• **Writing Standards:** W.2.3, W.2.5, W.2.8, SL.2.1<br>• **Language Standards:** L.2.1, L.2.1b, L.2.1e, L.2.2, L.2.2a, L.2.2c |
| 8 | | Heggerty Week 8 | | |
| 9 | | Heggerty Week 9 | | |
| 10 | | Heggerty Week 10 | | |
| 11 | | Heggerty Week 11 | | |
| 12 | | Heggerty Week 12 | | |
| 13 | | Heggerty Week 13 | | |
| 14 | | Heggerty Week 14 | | |

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| 15 | RM Foundational Scope & Sequences | Heggerty Week 15 | Unit 3 RA/SR Scope and Sequence:<br>I'm an Expert!<br>● **Primary Standards:** RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10<br>● ***Review Standards:*** RI.2.1, RI.2.2, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8 | Unit 3 Writing Scope and Sequence:<br>All About Insects<br>● **Writing Standards:** W.2.2, W.2.5, W.2.8<br>● **Language Standards:** L.2.1, L.2.1f, L.2.2, L.2.2b, L.2.2c |
| 16 | | Heggerty Week 16 | | |
| 17 | | Heggerty Week 17 | | |
| 18 | | Heggerty Week 18 | | |
| 19 | | Heggerty Week 19 | | |
| 20 | | Heggerty Week 20 | | |
| 21 | | Heggerty Week 21 | | |
| 22 | | Heggerty Week 22 | | |
| 23 | | Heggerty Week 23 | | |

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| 24 | RM Foundational Scope & Sequences | Heggerty Week 24 | Unit 4 RA/SR Scope and Sequence:<br>Characters Teach Me Lessons!<br>• **Primary Standards:** RL.2.2, RL.2.5, RL.2.9, RL.2.10<br>• ***Review Standards:*** RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.7, RL.2.9, RL.2.10 | Unit 4 Writing Scope and Sequence:<br>Compelling Characters<br>• **Writing Standards:** W.2.3, W.2.5, W.2.8, SL.2.1<br>• **Language Standards:** L.2.1, L.2.1ba, L.2.1d, L.2.1e, L.2.1f, L.2.2 |
| 25 | | Heggerty Week 25 | | |
| 26 | | Heggerty Week 26 | | |
| 27 | | Heggerty Week 27 | | |
| 28 | RM Foundational Scope & Sequences | Heggerty Week 28 | Unit 5 RA/SR Scope and Sequence:<br>We Love Reading!<br>• **Primary Standards:** RL.2.4, RL.2.5, RL.2.10<br>• ***Review Standards:*** RL.2.1, RL.2.2, RL.2.3, RL.2.6 | Unit 5 Writing Scope and Sequence:<br>People of Influence<br>• **Writing Standards:** W.2.1, W.2.5, W.2.7, W.2.8, SL.2.1<br>• **Language Standards:** L.2.1, L.2.1c, L.2.1d, L.2.1f, L.2.2, L.2.2a, L.2.2d, L.2.2e |
| 29 | | Heggerty Week 29 | | |
| 30 | | Heggerty Week 30 | | |
| 31 | | Heggerty Week 31 | | |
| 32 | | Heggerty Week 32 | | |
| 33 | | Review | | |
| 34 | | | | |

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# Michigan 3rd Grade ELA Year at-a-Glance

Yearlong Overview & Skill Progressions | Phonics | Unit & Lesson Prep Resources
Assessment Cycle Resources | Additional Resources | Annotation Resource | Intervention

| Week | RA / SR | Writing |
|---|---|---|
| 0 | Classroom Culture, Routines and Procedures | |
| 1 | Unit 1 RA/SR Scope and Sequence: Falling in Love with Reading!<br>• **Narrative Standards:** RL.3.1, RL.3.2, RL.3.3, RL.3.5, RL3.6, L.3.6<br>• **Review Standards:** RL.2.3, RL.3.1, RL.3.3, RL.3.5, RL.3.9 | Unit 0 Writing Scope and Sequence: Constructed Response Writing<br>• **Writing Standards:** W.3.4, W.3.8<br>• **Language Standards:** L.3.1, L.3.1a, L.3.1d, L.3.1i, L3.2, L.3.2c |
| 2 | | |
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| 4 | | Unit 1 Writing Scope and Sequence: Small Moments<br>• **Writing Standards:** W.3.3, W.3.3a, W.3.3b, W.3.3c, W.3.3d, W.3.4, W.3.5, W.3.6, W.3.8, W.3.10, SL.3.1<br>• **Language Standards:** L.3.1, L.3.1a, L.3.1d, L.3.1e, L.3.1f, L.3.1h, L.3.1i, L.3.2, L.3.2a, L.3.2c, L.3.2g, L.3.3, L.3.3a |
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| 8 | Unit 2 RA/SR Scope and Sequence: Making Meaning from our Fascinating World!<br>• **Informational Standards:** RI 3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6, RI.3.8, L.3.6<br>• **Review Standards:** RI.3.1, RI.3.4, RI.3.7, RI.3.8 | |
| 9 | | |
| 10 | | Unit 2 Writing Scope and Sequence: Early Factory Workers and Innovations<br>• **Writing Standards:** W.3.2, W.3.2a, W.3.2b, W.3.2c, W.3.2d, W.3.4, W.3.5, W.3.6, W.3.8, W.3.10, SL.3.1<br>• **Language Standards:** L.3.1, L.3.1h, L.3.1i, L.3.2, L.3.2a, L.3.2c, L.3.2e, L.3.2g, L.3.3b |
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| 15 | Unit 3 RA/SR Scope and Sequence: Characters Are Just Like Us!<br>• **Narrative Standards:** RL.3.3, RL.3.5, RL.3.6, RL.3.10, L.3.6<br>• **Review Standards:** RL.3.1, RL.3.3, RL.3.6, RL.3.7 | |
| 16 | | |
| 17 | | Unit 3 Writing Scope and Sequence: Opinion<br>• **Writing Standards:** W.3.1, W.3.1a, W.3.1b, W.3.1c, W.3.1d, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, RL.3.3, RL.3.5, SL.3.1<br>• **Language Standards:** L.3.1, L.3.1a, L.3.1b. L.3.1d, L.3.1e, L.3.1f, L.3.1i, L.3.2, L.3.3, L.3.3a, L.3.3b |
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| 22 | | Unit 4 Writing Scope and Sequence:<br>Animal Survival<br>• **Writing Standards:** W.3.2, W.3.2a, W.3.2b, W.3.2c, W.3.2d, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10, SL.3.1<br>• **Language Standards:** L.3.1, L.3.1a, L.3.1g, L.3.1i, L.3.2, L.3.2d, |
| 23 | | |
| 24 | Unit 4 RA/SR Scope and Sequence:<br>Continuing to Make Meaning from Our Fascinating World!<br>• **Informational Standards:** RI.3.2, RI.3.3, RI.3.5, RI.3.9, RI.3.10, L.3.6<br>• **Review Standards:** RI.3.1, RI.3.2, RI.3.4, RI.3.6, RI.3.8 | |
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| 27 | Unit 5 RA/SR Scope and Sequence:<br>Stories from the Past Live On!<br>• **Narrative Standards:** RL.3.2, RL.3.5, RL.3.10, L.3.6<br>• **Review Standards:** RL.3.1, RL.3.3, RL.3.4, RL.3.5, RL.3.7 | Unit 5 Writing Scope and Sequence:<br>Fighting for Rights<br>• **Writing Standards:** W.3.1, W.3.1a, W.3.1b, W.3.1c, W.3.1d, W.3.2, W.3.2a, W.3.2b, W.3.2c, W.3.2d, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1<br>• **Language Standards:** L.3.1, L.3.1c, L.3.1f, L.3.1h, L.3.1i, L.3.2, L.3.2b, L.3.2d |
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| 30 | Unit 6 RA/SR Scope and Sequence:<br>The Magic of Poetry:<br>Small Packages Filled with Meaning & Fictional Wrap-up<br>• **Narrative Standards:** RL.3.3, RL.3.4, RL.3.5, RL.3.10<br>• **Review Standards:** RL.3.7, RL.3.1 | |
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# Michigan 4th Grade ELA Year at-a-Glance

Yearlong Overview & Skill Progressions | Phonics | Unit & Lesson Prep Resources | Assessment Cycle Resources | Additional Resources | Annotation Resource | Intervention

| Week | RA / SR | Writing |
|---|---|---|
| 0 | Classroom Culture, Routines and Procedures | |
| 1 | Unit 1 RA/SR Scope and Sequence: | Unit 0 Writing Scope and Sequence: |
| 2 | What a Character! | Constructed Response Writing |
| 3 | • **Narrative Standards:** RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.6<br>• **Review Standards:** RL.4.1, RL.4.3, RL.4.4, RL.4.5 | • **Writing Standards:** W.4.4<br>• **Language Standards:** L.4.1, L.4.1f, L.4.2a, L.4.2b, L.4.3, L.4.3a |
| 4 | | Unit 1 Writing Scope and Sequence: |
| 5 | | Small Moments |
| 6 | | • **Writing Standards:** W.4.3, W.4.3a, W.4.3b, W.4.3d, W.4.3e, W.4.4, W.4.5, W.4.8, W.4.10<br>• **Language Standards:** L.4.1, L.4.1b, L.4.1f, L.4.2, L.4.2a, L.4.2b, L.4.2d, L.4.3, L.4.3a, L.4.3b, L.4.3c |
| 7 | Unit 2 RA/SR Scope and Sequence: | |
| 8 | A Hodgepodge of Information | |
| 9 | • **Informational Standards:** RI.4.1, RI.4.2, RI.4.4,RI.4.6, RI.4.7, RI.4.8, RI.4.9, RI.4.10 | |
| 10 | • **Review Standards:** RI.4.1, RI.4.2, RI.4.4, RI.4.7 | Unit 2 Writing Scope and Sequence: |
| 11 | | Harlem Renaissance |
| 12 | | • **Writing Standards:** W.4.2, W.4.2a, W.4.2b, W.4.2c, W.4.2d, W.4.4, W.4.5, W.4.6, W.4.7, W.4.8, W.4.9, W.4.9b, W.4.10<br>• **Language Standards:** L.4.1, L.4.1f, L.4.2, L.4.2a, L.4.2, L.4.2c |
| 13 | | |
| 14 | Unit 3 RA/SR Scope and Sequence: | |
| 15 | The World of Folklore | |
| 16 | • **Narrative Standards:** RL.4.1, RL.4.2, RL.4.3, RL.4.5, RL.4.7, RL.4.9, RL. 4.10 | |
| 17 | • **Review Standards:** RL.4.1, RL.4.2, RL.4.3, RL.4.5, RL.4.9 | Unit 3 Writing Scope and Sequence: |
| 18 | | Writing About Reading Part 1 |
| 19 | | • **Writing Standards:** W.4.2, W.4.2a, W.4.2b, W.4.2c, W.4.2d, W.4.2e, W.4.3, W.4.4, W.4.5, W.4.8, W.4.9, W.4.9a, W.4.19<br>• **Language Standards:** L.4.1, L.4.1a, L.4.1f, L.4.2, L.4.2a, L.4.2b |
| 20 | | |
| 21 | Unit 4 RA/SR Scope and Sequence: | |
| 22 | Inventions<br>• **Informational Standards:** RI.4.1, RI.4.2, RI.4.3, RI.4.5, RI.4.10<br>• **Review Standards:** RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.7 | |

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| 23 | | Unit 4 Writing Scope and Sequence: Conservation<br>● **Writing Standards:** W.4.1, W.4.1a, W.4.1b, W.4.1c, W.4.1d, W.4.4, W.4.5, W.4.7, W.4.8, W.4.9, W.4.10<br>● **Language Standards:** L.4.1, L.4.1b, L.4.1c, L.4.1d, L.4.1e, L.4.1f, L.4.1g, L.4.2, L.4.2a, L.4.2b, L.4.3, L.4.3a, L.4.3b |
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| 27 | Unit 5 RA/SR Scope and Sequence: The Magic of Poetry<br>● **Narrative Standards:** RL.4.1, RL.4.2, RL.4.4, RL.4.5, RL.4.9, RL. 4.10<br>● **Review Standards*:*** RL.4.1,, RL.4.2, RL.4.5 | Unit 5 Writing Scope and Sequence: Writing About Reading Part 2<br>● **Writing Standards:** W.4.2, W.4.2a, W.4.2b, W.4.2c, W.4.2d, W.4.2e, W.4.4, W.4.5, W.4.6, W.4.8, W.4.9, W.4.10<br>● **Language Standards:** L.4.1, L.4.1c, L.4.1f, L.4.2, L.4.2a, L.4.2b, L.4.3, L.4.3a, L.4.3b |
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| 32 | Unit 6 RA/SR Scope and Sequence: Civil Rights<br>● **Narrative Standards:** RL.4.1, RL.4.3, RL.4.5, RL. 4.10<br>● **Review Standards*:*** RL.4.1 | |
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# Michigan 5th Grade ELA Year at-a-Glance

Yearlong Overview & Skill Progressions | Phonics | Unit & Lesson Prep Resources | Assessment Cycle Resources | Additional Resources | Annotation Resource | Intervention

| Week | RA / SR | Writing |
|---|---|---|
| 0 | Classroom Culture, Routines and Procedures | |
| 1 | Unit 1 RA/SR Scope and Sequence: Characters are Dynamic<br>• **Narrative Standards:** RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.10<br>• **Informational Standards**: RI.5.1, RI.5.2<br>• **Review Standards*:*** RL.5.1, RL.5.3, RL.5.4, RL.5.5 | Unit 0 Writing Scope and Sequence: Constructed Response Writing<br>• **Writing Standards:** W.5.4, W.5.9<br>• **Language Standards:** L.5.1, L.5.1c, L.5.1d, L.5.2, L.5.3, L.5.3a |
| 2 | | |
| 3 | | |
| 4 | | Unit 1 Writing Scope and Sequence: Small Moments<br>• **Writing Standards:** W.5.3, W.5.3a, W.5.3b, W.5.3c, W.5.3d, W.5.3e, W.5.4, W.5.5, W.5.8, W.5.10<br>• **Language Standards:** L.5.1, L.5.1a, L.5.1b, L.5.1c, L.5.1d, L.5.2, L.5.2e, L.5.3, L.5.3a, L.5.5c |
| 5 | | |
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| 7 | Unit 2 RA/SR Scope and Sequence: Revolution Hybrid: A Nation is Born & Women Power Forward!<br>• **Informational Standards:** RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.6, RI.5.7, RI.5.10<br>• **Review Standards*:*** RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5 | Unit 2 Writing Scope and Sequence: One Land, Many Trails<br>• **Writing Standards:** W.5.2, W.5.2a, W.5.2b, W.5.2c, W.5.2d, W.5.2e, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9, W.5.9b, W.5.10<br>• **Language Standards:** L.5.1, L.5.1a, L.5.2, L.5.2a, L.5.2b, L.5.2d, L.5.3, L.5.3a |
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| 15 | Unit 3 RA/SR Scope and Sequence: Poetry in Motion<br>• **Narrative Standards:** RL.5.1, RL.5.2, RL.5.4, RL.5.5, RL.5.10<br>• **Review Standards*:*** RL.5.2, RL.5.3, RL.5.4, RL.5.5 | Unit 3 Writing Scope and Sequence: Writing About Reading Part 1<br>• **Writing Standards:** W.5.2, W.5.2a, W.5.2b, W.5.2c, W.5.2d, W.5.2e, W.5.4, W.5.5, W.5.9, W.5.9a<br>• **Language Standards:** L.5.1, L.5.1a, L.5.1e,L.5.2, L.5.2b, L.5.2d, L.5.3, L.5.3a |
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| 20 | Unit 4 RA/SR Scope and Sequence: Reading to Learn<br>• **Informational Standards:** RI.5.1, RI.5.2, RI.5.3, RI.5.5, RI.5.6, RI.5.7, RI.5.8, RI.5.10<br>• **Review Standards*:*** RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.6, RI.5.7, RI.5.8, RI.5.9 | Unit 4 Writing Scope and Sequence: Natural Disasters<br>• **Writing Standards:** W.5.1, W.5.1a, W.5.1b, W.5.1c, W.5.1d, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9, W.5.10<br>• **Language Standards:** L.5.1, L.5.1a, L.5.1b, L.5.2, L.5.2a, L.5.2b, L.5.2c, L.5.3, L.5.3a |
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| 27 | Unit 5 RA/SR Scope and Sequence: Keeping Up with Characters and Multiple Plots<br>● **Narrative Standards:** RL.5.1, RL.5.2, RL.5.3, RL.5.5, RL.5.6, RL.5.9, RL.5.10<br>● **Review Standards*:*** RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.7 | |
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| 30 | | Unit 5 Writing Scope and Sequence: Writing About Reading Part 2<br>● **Writing Standards:** W.5.2, W.5.2a, W.5.2b, W.5.2c,W.5.2d, W.5.2e, W.5.4, W.5.5, W.5.9, W.5.9a, W.5.10<br>● **Language Standards:** L.5.1, L.5.1a, L.5.1c,L.5.1d, L.5.2, L.5.2a, L.5.2b, L.5.3, L.5.3a |
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# Michigan 6th Grade ELA Year at-a-Glance

Yearlong Overview & Skill Progressions | Independent Reading | Unit & Lesson Prep Resources | Assessment Cycle Resources | Additional Resources | Intervention

| Week | Literature Seminar | Writing |
|---|---|---|
| 0 | Classroom Culture, Routines and Procedures | |
| 1<br>2<br>3 | Unit 1 Lit. Seminar Scope and Sequence:<br>Short Stories<br>• **Primary Standards:** RL.6.1, RL.6.2, RL.6.3, RL.6.6<br>• **Additional Standards**: RL.6.4, L.6.4, L.6.5, L.6.6, SL.6.2, SL.6.2<br>EXCEL-erate Unit 1 Extensions | Unit 1 Writing Scope and Sequence:<br>Constructed Response Writing<br>• **Primary Standards:** W.6.4, W.6.9, L.6.1, L.6.2 |
| 4<br>5<br>6<br>7<br>8<br>9 | Unit 2 Lit. Seminar Scope and Sequence:<br>A Long Walk to Water<br>• **Primary Standards:** RI.6.2, RI.6.3, RI.6.5, RI.6.6<br>• **Additional Standards:** RI.6.1, RI.6.4, RI.6.9, L.6.4, L.6.5, L.6.6, SL.6.2, SL.6.3<br>EXCEL-erate Unit 2 Extensions | Unit 2 Writing Scope and Sequence:<br>Personal Narrative<br>• **Primary Standards:** W.6.3, W.6.3a, W.6.3b, W.6.3d, L.6.2<br>• **Additional Standards:** W.6.4, W.6.5, W.6.6, W.6.10, SL.6.6<br>• |
| 10<br>11<br>12<br>13<br>14 | Unit 3 Lit. Seminar Scope and Sequence:<br>Home of the Brave<br>• **Primary Standards:** RL.6.4, RL.6.5, RL.6.6<br>• **Additional Standards:** RL.6.1/RI.6.1, RI.6.2, RI.6.6, RL.6.2, RL.6.3, RL.6.9, L.6.4, L.6.5, L.6.6<br>EXCEL-erate Unit 3 Extensions | Unit 3 Writing Scope and Sequence:<br>Poetry<br>• **Primary Standards:** W.6.3, W.6.3d, RL.6.4, L.6.1a, L.6.1d<br>• **Additional Standards:** W.6.4, W.6.5, W.6.6, W.6.10, SL.6.6 |
| 15<br>16<br>17<br>18<br>19<br>20 | Unit 4 Lit. Seminar Scope and Sequence:<br>Spooked!<br>• **Primary Standards:** RI.6.3, RI.6.8, RI.6.9<br>• **Additional Standards:** RI.6.1, RI.6.2, RI.6.4, RI.6.5, RI.6.6, RI.6.7, RL.6.7, L.6.4, L.6.5, L.6.6, SL.6.2, SL.6.3<br>EXCEL-erate Unit 4 Extensions | Unit 4 Writing Scope and Sequence:<br>Argument<br>• **Primary Standards:** W.6.1, W.6.1a, W.6.1b, W.6.1e, L.6.1b, L.6.1c<br>• **Additional Standards:** W.6.4, W.6.5, W.6.8, W.6.10, SL.6.4, SL.6.6 |

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| 21 | Unit 5 Lit. Seminar Scope and Sequence: | Unit 5 Writing Scope and Sequence: |
| 22 | Heart of a Samurai | Informational/Research |
| 23 | • **Primary Standards:** RL.6.2, RL.6.3, RL.6.5, RL.6.6 | • **Primary Standards:** W.6.2, W.6.2a, W.6.2b, W.6.2c, W.6.2d, L.6.2a, L.6.3a |
| 24 | • **Additional Standards:** RL.6.1/RI.6.1, RI.6.2, RI.6.6, L.6.4, L.6.5, L.6.6, SL.6.2 | • **Additional Standards:** W.6.4, W.6.5, W.6.7, W.6.8, W.6.10, SL.6.2, SL.6.4, SL.6.5, SL.6.6 |
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| 26 | EXCEL-erate Unit 5 Extensions | |
| 27 | Unit 6 Lit. Seminar Scope and Sequence: | Unit 6 Writing Scope and Sequence: |
| 28 | Refugee | Literary Analysis |
| 29 | • **Primary Standards:** RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6 | • **Primary Standards:** W.6.1, W.6.1a, W.6.1b, W.6.9, L.6.1, L.62 |
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| 31 | • **Additional Standards:** RL.6.1/RI.6.1, RI.6.2, RI.6.4, RI.6.6, SL.6.2, L.6.4, L.6.5, L.6.6 | • **Additional Standards:** W.6.4, W.6.5, W.6.6, W.6.10, SL.6.4, SL.6.5, SL.6.6 |
| 32 | | |
| 33 | EXCEL-erate Unit 6 Extensions | |
| 34 | Review | Review |

*You must be signed in to your NHA Google Account to access the links below.*

# Michigan 7th Grade ELA Year at-a-Glance

Yearlong Overview & Skill Progressions | Independent Reading
Unit & Lesson Prep Resources | Assessment Cycle Resources | Additional Resources
Intervention | SBG Measurement Topics & Proficiency Scales

| Week | Literature Seminar | Writing |
|---|---|---|
| 0 | Classroom Culture, Routines and Procedures | |
| 1<br>2<br>3 | Unit 1 Lit. Seminar Scope and Sequence:<br>Short Stories<br>• **Primary Standards:** RL.7.1, RL.7.2, 7.RL.2.3, RL.7.6<br>• **Additional Standards:** RL.7.4, L.7.4, L.7.5, SL.7.2<br>EXCEL-erate Unit 1 Extensions | Unit 1 Writing Scope and Sequence:<br>Constructed Response Writing<br>• **Primary Standards:** W.7.4, W.7.9, L.7.2<br>• **Additional Standards:** W.7.2c, W.7.3c |
| 4<br>5<br>6<br>7<br>8<br>9 | Unit 2 Lit. Seminar Scope and Sequence:<br>I Am Malala<br>• **Primary Standards:** RI.7.2, RI.7.3, RI.7.6<br>• **Additional Standards:**RI.7.1, RI.7.4, RI.7.9, L.7.4, L.7.5, SL.7.2<br>EXCEL-erate Unit 2 Extensions | Unit 2 Writing Scope and Sequence:<br>Informational/Research<br>• **Primary Standards:** W.7.2, W.7.2a, W.7.2b, W.7.2d, L.7.2, L.7.2a<br>• **Additional Standards:** W.7.4, W.7.5, W.7.8, W.7.10, SL.7.2, SL.7.4, SL.7.5, SL.7.6 |
| 10<br>11<br>12<br>13<br>14 | Unit 3 Lit. Seminar Scope and Sequence:<br>The Outsiders<br>• **Primary Standards:** RL.7.2, RL.7.3, RL.7.5, RL.7.6<br>• **Additional Standards:** RL/RI.7.1, RI.7.2, RI.7.6, RL.7.4, L.7.4,L.7.5<br>EXCEL-erate Unit 3 Extensions | Unit 3 Writing Scope and Sequence:<br>Personal Narrative<br>• **Primary Standards:** W.7.3, W.7.3b, W.7.3d, L.7.1a<br>• **Additional Standards:** W.7.4, W.7.6, SL.7.2, SL.7.6 |
| 15<br>16<br>17<br>18<br>19<br>20 | Unit 4 Lit. Seminar Scope and Sequence:<br>Hitler Youth<br>• **Primary Standards:** RI.7.3, RI.7.5, RI.7.8<br>• **Additional Standards:** RI/RL.7.1, RI.7.4, RI.7.6, RI.7.9, RL.7.2, RL.7.4, SL.7.2, SL.7.3, L.7.4, L.7.5<br>EXCEL-erate Unit 4 Extensions | Unit 4 Writing Scope and Sequence:<br>Argument<br>• **Primary Standards:** W.7.1, W.7.1a, W.7.1b, L.7.1b<br>• **Additional Standards:** W.7.4, W.7.5, W.7.8, W.7.10, SL.7.4, SL.7.6 |

| | | |
|---|---|---|
| 21<br>22<br>23 | Unit 5 Lit. Seminar Scope and Sequence:<br>The Diary of Anne Frank<br>• **Primary Standards:** RL.7.2, RL.7.3, RL.7.5<br>• **Additional Standards:** RL.7.1/RI.7.1, RL.7.7, RI.7.2, RI.7.6, RI.7.7, L.7.4, L.7.5<br>EXCEL-erate Unit 5 Extensions | Unit 5 Writing Scope and Sequence:<br>Drama<br>• **Primary Standards:** W.7.3, W.7.3b, W.7.3d, L.7.1b, L.7.3<br>• **Additional Standards:**W.7.4, W.7.5, SL.7.5, SL.7.6 |
| 24<br>25<br>26<br>27<br>28 | Unit 6 Lit. Seminar Scope and Sequence:<br>Brown Girl Dreaming<br>• **Primary Standards:** RL.7.2, RL.7.4, RL.7.5<br>• **Additional Standards:** RL/RI.7.1, RL.7.3, RI.7.2, RI.7.6, L.7.4, L.7.5, SL.7.2<br>EXCEL-erate Unit 6 Extensions | Unit 6 Writing Scope and Sequence:<br>Poetry<br>• **Primary Standards:** W.7.3a, W.7.3d, L.7.1a<br>• **Additional Standards:** 7.W.1, 7.W.4, 7.SL.3.1 |
| 29<br>30<br>31<br>32<br>33 | Unit 7 Lit. Seminar Scope and Sequence:<br>The Giver<br>• **Primary Standards:** N/A<br>• **Additional Standards:** RL/RI.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RI.7.6, L.7.4, L.7.5<br>EXCEL-erate Unit 7 Extensions | Unit 7 Writing Scope and Sequence:<br>Literary Analysis<br>• **Primary Standards:** W.7.1, W.7.1a, W.7.1b, W.7.2, W.7.2a, W.7.2b, W.7.9, L.7.1a, L.7.1b, L.7.1c<br>• **Additional Standards:** W.7.4, W.7.5, W.7.6, W.7.10, SL.7.4, SL.7.5, SL.7.6 |
| 34 | Review | Review |

# Geometry Course Guide

Welcome to Geometry! We hope you have a wonderful start to the school year. The work you do this year will have an impact on our students for years to come; thank you for all the time, thought, and energy you dedicate to them. The following document has been created to support you in locating and organizing the materials and information needed to successfully implement your Geometry curriculum. We encourage you to bookmark this document to reference throughout the school year.

## Getting Started:

Below are some resources we recommend reviewing before you begin teaching.

- Week 0 Guidance
- Year at a Glance

## Learning Modules:

If you did not attend New Teacher Summit, would like a review of the material covered there, or would like a head start in preparing for your course, we recommend viewing the following learning modules. Please complete both the math and culture learning plans. Prior to beginning, work with your dean to establish a schedule and opportunities to collaborate.

- Math Curriculum Videos
- Culture Learning Plan

## Materials:

Geometry utilizes the following print materials:

- Student Workbook (printed by unit)
- Teacher's Edition of the Student Workbook (printed by unit)
- Course Guide (printed one/teacher)

These materials, along with any physical materials (paper, markers, etc.) are ordered by your school. Your dean will be able to assist you in locating these materials.

Digital copies of these resources can be found on the C&I Google Drive as well as the following materials you will need to print yourself:

- Blackline Masters (print as needed by unit)
- Exit Tickets (print as needed by unit)
- Reteach materials (print as needed by unit)
- Unit Unpacking guides (print as needed by unit)

The Geometry Measurement Topics can be found here.

## Instructional Routines:

The following instructional routines and procedures are frequently found in the Geometry curriculum. We encourage you to review the resources linked here, or in the Course Guide, and reflect on how and you'd like to implement them in your classroom.

- Think, Pair, Share
- Introducing Math Vocabulary
- Annotating Math Text
- Building Productive Math Discussions
- Three Reads Routine
- Eliciting and Nudging Questions

## Before Starting a Unit:

Each unit has a Unit Unpacking Guide that can be found in the C&I Google Drive. We recommend that you complete this unit unpacking individually, with other teachers teaching Geometry, or with your C&I specialist, dean, or instructional coach. These Unit Unpacking Guides help to gain a broader understanding of the unit goals, and identify how each critical component connects.

## Getting Ready to Teach a Lesson:

Complete the following steps to prepare for each lesson.

1.) Before starting the unit, complete the Unit Unpacking Guide (found in the unit folder on the C&I Drive).
2.) Use the Lesson Preparation Guide to prepare for and internalize the goal of the lesson.
    a.) **Anticipate** student responses.
        i.) Do the math.
        ii.) Identify other strategies or ways students might solve the problem/approach the task.
        iii.) Identify possible misconceptions.
    b.) **Plan** to respond to student thinking.
        i.) Pre-plan eliciting and nudging questions to shift load back to students. While students engage in the problem, what questions will you ask to promote productive struggle and student thinking?

## Assessments

Below are the required and recommended common assessments. Common assessments can be given through Edcite (digital test) or Gradebook (paper/pencil test) unless your school leader has a set expectation. Please defer to their requirement if they have one. Here is a video for assigning assessments on Edcite.

| Guidance | Extended Algebra 1 Y1 & Y2, Algebra 1, Geometry, and Algebra 2 | All other courses |
|---|---|---|
| **Required Assessments given in Edcite or Gradebook** | Quizzes<br>Unit Assessments<br>Final Exams | Follow guidance from course leader and College Board |
| **Optional Common Assessments (follow school requirements)** | Mock PSAT/SAT<br>Performance Assessments | |

Some things to note:

- If you give the test through Edcite, the scores and analytics will automatically import into Gradebook after you grade the assessment *overnight*.
- ***Use the grades in Gradebook.*** The grades in Edcite will likely not be the same as Gradebook. This occurs because Edcite does not have the SBG cut scores integrated into the system. Use the grades in Gradebook. These will have the SBG cut scores integrated into every assessment.
- If you have any issues while administering a test or obtaining results, please reach out directly to the assessment team for immediate assistance.
    - **Assessment Helpline:** 777-1150 (from Cisco phone) or 616-929-1150
    - For less immediate needs: curriculumandinstruction@nhaschools.com

## Responding to Student Learning:

Responding to the gaps in your students' understanding is unique to each individual classroom. To assist with this process, review the Response to Student Learning process and Math Reteach Planning Guide.

Each week, 55-minutes has been designated to respond to the student learning in your classroom by:

- Conducting small group reteaches or extensions
- Providing targeted intervention
- Guided or independent practice

| Block Schedule | | | |
|---|---|---|---|
| **Monday** | **Block 1** | **Block 2** | **Friday** |
| 55-minute lesson | 55-minute lesson | 55-minute lesson | 55-minute lesson |
| | 25-30 minutes respond to student learning | 25-30 minutes respond to student learning | |

| Traditional Schedule | | | | |
|---|---|---|---|---|
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| 55-minute lesson | 55-minute lesson | 55-minute lesson | 55-minute lesson | 55-minutes respond to student learning |
| Note, this response to student learning does not need to occur on Fridays. Teachers can adjust to meet the needs of their class and students. | | | | |

Additionally, teachers are encouraged to use the Do Now of each class to respond, review, or preview student learning. If you need additional assistance, please reach out to your dean or C&I specialist!

- ***Click HERE to access the Next Step Guides: Response to Data Resources.***

NATIONAL HERITAGE ACADEMIES

# Geometry Year at a Glance

| Week | Semester 1 | Materials |
|---|---|---|
| 0 | **Week 0 Guidance** (Routines and Procedures, NWEA testing) | |
| 1<br>2<br>3 | **Unit 1: Transformations and Symmetry** (MT1)<br>**Learning Targets:** CO.A.4 • CO.A.5 • CO.A.1 • CO.B.6 • CO.A.2 • CO.A.3 | TE<br>SB |
| 4<br>5<br>6 | **Unit 2: Congruence, Construction, and Proof** (MT1, MT2)<br>**Learning Targets:** CO.D.12 • CO.D.13 • CO.A.5 • CO.B.6 • CO.B.7 • CO.B.8 • CO.C.10 • CO.C.11 | TE<br>SB |
| 7<br>8<br>9<br>10 | **Unit 3: Geometric Figures** (MT1, MT2)<br>**Learning Targets:** CO.C.10 • CO.C.9 • CO.A.1 • CO.B.6 • CO.C.11 • C.A.3 | TE<br>SB |
| 11<br>12<br>13<br>14 | **Unit 4: Similarity and Right Triangle Trigonometry** (MT3, MT4)<br>**Learning Targets:** SRT.A.1 • SRT.A.1.a • SR.A.1.b • CO.C.10 • SRT.A.2 • SRT.A.3 • SRT.B.4 • SRT.B.5 • GPE.B.6 • SRT.C.6 • TF.C.8 • SRT.C.7 • SRT.C.8 | TE<br>SB |
| 15 | Prepare for Semester Final (Final Exam 1) | |
| 16 | Final Testing (Final Exam 1) | |

| Week | Semester 2 | Materials |
|---|---|---|
| 17<br>18<br>19 | **Unit 5: Circles: A Geometric Perspective** (MT5)<br>**Learning Targets:** C.A.1 • C.A.2 • CO.C.9 • SRT.A.2 • C.A.3 • C.A.4(+) • SRT.C.8 • Q.A.3 | TE<br>SB |
| 20<br>21<br>22 | **Unit 6: Measuring Circles, Angles, and Shapes** (MT4, MT5, MT6)<br>**Learning Targets:** SSE.A.1.b • GMD.A.1 • C.B.5 • GMD.A.3 • GMD.A.2 • SSE.B.4 • MG.A.3 | TE<br>SB |
| 23<br>24<br>25<br>26<br>27<br>28 | **Unit 7: Connecting Algebra and Geometry** (MT7)<br>**Learning Targets:** GPE.B.4 • GPE.B.7 • GPE.B.5 • CO.C.11 • CO.C.9 • GPE.A.1 • SSE.B.3.b • GPE.A.1 • GPE.B.6 • GPE.A.2 • GPE.A.3(+) | TE<br>SB |
| 29<br>30<br>31 | **Unit 8: More Modeling with Geometry** (MT4, MT6, MT7)<br>**Learning Targets:** GMD.B.4 • GMD.A.3 • MG.A.1 • MG.A.2 • MG.A.3 • Q.A.1 • SRT.C.8 • SRT.D.10(+) • SRT.D.11(+) • SRT.D.9(+) • Q.A.3 | TE<br>SB |
| 32<br>33<br>34 | **Unit 9: Probability** (MT8)<br>**Learning Targets:** CP.A.5 • CP.B.6 • MD.B.7(+) • CP.A.4 • CP.A.1 • CP.B.7 • CP.A.3 • CP.A.2 | TE<br>SB |
| 35 | Prepare for Semester Final (Final Exam 2) | |
| 36 | Final Review - Final Testing (Final Exam 2) | |

NATIONAL HERITAGE ACADEMIES

# Geometry Detailed Scope & Sequence

| Week | | Semester 1 | | | |
|---|---|---|---|---|---|
| 0 | **Week 0 Guidance** (Routines and Procedures, NWEA testing) | | | | |
| 1 | UNIT 1 | Lesson 1 | Lesson 2 | Lesson 3 | **FLOAT** |
| 2 | | Lesson 4 | Review | **Quiz #1** | Lesson 5 |
| 3 | | Lesson 6 | Lesson 7 | Review | **Assessment** |
| 4 | UNIT 2 | Lesson 1 | Lesson 2 | Review | **Quiz #1** |
| 5 | | Lesson 3 | Lesson 4 | Lesson 5 | **FLOAT** |
| 6 | | Lesson 6 | Review | **Assessment** | Lesson 1 |
| 7 | UNIT 3 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
| 8 | | Lesson 6 | Review | **Quiz #1** | Lesson 7 |
| 9 | | Lesson 8 | Lesson 9 | Lesson 10 | **FLOAT** |
| 10 | | Review | **Assessment** | Lesson 1 | **FLOAT** |
| 11 | UNIT 4 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
| 12 | | Review | **Quiz #1** | Lesson 6 | Lesson 7 |
| 13 | | Review | **Quiz #2** | Lesson 8 | Lesson 9 |
| 14 | | Lesson 10 | Lesson 11 | Review | **Assessment** |
| 15 | Prepare for Final Exam 1 | | | | |
| 16 | Final Testing (Final Exam 1) | | | | |

NATIONAL HERITAGE ACADEMIES

| Week | | Semester 2 | | | |
|---|---|---|---|---|---|
| 17 | UNIT 5 | Lesson 1 | Lesson 2 | Lesson 3 | **FLOAT** |
| 18 | | Lesson 4 | Review | **Quiz #1** | Lesson 5 |
| 19 | | Review | **Assessment** | Lesson 1 | Lesson 2 |
| 20 | UNIT 6 | Lesson 3 | Lesson 4 | Lesson 5 | Review |
| 21 | | **Quiz #1** | Lesson 6 | Lesson 7 | Lesson 8 |
| 22 | | Review | **Quiz #2** | Lesson 9 | Review |
| 23 | UNIT 7 | **Assessment** | Lesson 1 | Lesson 2 | Lesson 3 |
| 24 | | Review/**Quiz #1** | Lesson 4 | Lesson 5 | Lesson 6 |
| 25 | | Review/**Quiz #2** | Lesson 7 | Lesson 8 | Lesson 9 |
| 26 | | Review/**Quiz #3** | PSAT/SAT Prep | PSAT/SAT Prep | PSAT/SAT Prep |
| 27 | | PSAT/SAT Testing | | | |
| 28 | | Review | Review | **Assessment** | **FLOAT** |
| 29 | UNIT 8 | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 |
| 30 | | Review | **Quiz #1** | Lesson 5 | Lesson 6 |
| 31 | | Lesson 7 | Lesson 8 | Review/**Quiz #2** | **FLOAT** |
| 32 | UNIT 9 | Review | **Assessment** | Lesson 1 | Lesson 2 |
| 33 | | Lesson 3 | Lesson 4 | Review | **Quiz #1** |
| 34 | | Lesson 5 | Lesson 6 | Review | **Assessment** |
| 35 | Prepare for Final Exam 2 | | | | |
| 36 | Final Testing (Final Exam 2) | | | | |

***FLOAT** and PSAT/SAT Prep: Utilize these days to meet the learning needs of your students based on your school calendar. Adjust the placement of these days based on your school NWEA and state testing dates, Regional PD, or other no-school days. If you do not need to account for these days in your schedule, provide additional review or extension based on student learning data.*

# Pre-Calculus Course Guide

Welcome to Pre-Calculus! We hope you have a wonderful school year. The work you do this year will have an impact on our students for years to come; thank you for all the time, thought, and energy you dedicate to them. The following document has been created to support you in locating and organizing the materials and information needed to successfully implement your Pre-Calculus curriculum. We encourage you to bookmark this document to reference throughout the school year.

## Getting Started:

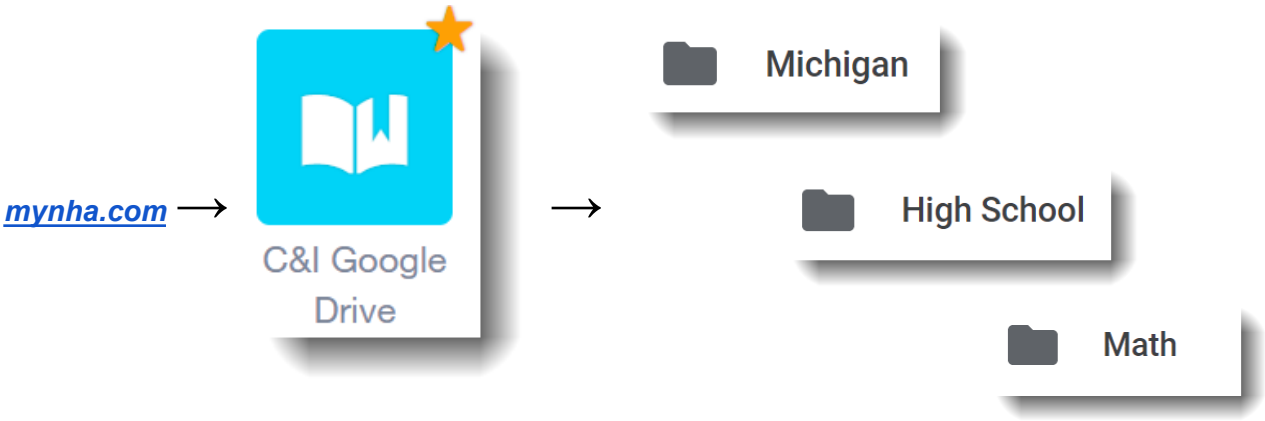
Below are some resources we recommend reviewing before you begin teaching.

- Week 0 Guidance
- Example Course Syllabus #1, #2, #3
- Pre-Calculus Standards
    - *This document houses details to all standards and skills needed for this course.*
- Semester 1 Materials
- Semester 2 Materials
- Pre-Calculus Semester 1 Pacing Guide
    - *This document gives a sample pacing guide. Please adjust according to the year's schedule in your building.*
- Pre-Calculus Semester 2 Pacing Guide
    - *This document gives a sample pacing guide. Please adjust according to the year's schedule in your building.*

## Materials:

Unlike Algebra 1 and Geometry, Pre-Calculus does **not** have any pre-printed materials. Instead, **teachers utilize the C&I Google Drive to select, modify, and print their own materials to fit the needs of their students.** Utilize the Curriculum Maps linked in the "Getting Started" section to help with navigating the drive folders.

A sample scope and sequence from a teacher can be found here. Here is a second example.



## How do I know what to teach?

Use the semester 1 or semester 2 materials to plan the sequence of your course. **Each unit has a suggested time frame, if you are not able to cover the content in the time frame it is imperative that you reach out to your dean and C&I specialist so they can partner with you in finding a way to cover the required standards.** The expectation is that every learning target is covered within the school year.

## Instructional Routines:

The following instructional routines and procedures should be frequently used in your course. We encourage you to review the resources linked here and reflect on how and you'd like to implement them in your classroom.

- Think, Pair, Share
- Introducing Math Vocabulary
- Annotating Math Text
- Building Productive Math Discussions
- Three Reads Routine
- Eliciting and Nudging Questions

## Assessments

Below are the required and recommended common assessments. Common assessments can be given through Edcite (digital test) or Gradebook (paper/pencil test) unless your school leader has a set expectation. Please defer to their requirement if they have one. Here is a video for assigning assessments on Edcite.

| Guidance | Extended Algebra 1 Y1 & Y2 | Algebra 1 | Geometry | Algebra 2 | All other courses |
|---|---|---|---|---|---|
| **Required Assessments given in Edcite or Gradebook** | Unit Assessments<br>Quizzes<br>Interims<br>Mock PSAT | Unit Assessments<br>Quizzes<br>Interims<br>Mock PSAT | Unit Assessments<br>Quizzes<br>Interims<br>Mock PSAT | FA3 for every MT/PS<br>Mock SAT | Follow guidance from course leader and College Board |
| **Required Common Assessments using shared Drive resources** | | | | FA1, FA2, and (if needed) FA4 | |

## Assigning an Overall Grade:

Pre-Calculus is a non-SBG course, which means that students will receive a percentage score. This score should be some weighted combination of tests, quizzes, homework, participation, and other areas that fit your classroom. Work with your building team and C&I specialist if you need assistance with creating appropriate weights for your classroom. You should also be prepared to include a final exam that is worth 10-20% of the final grade.

## Progress Monitoring:

Students monitoring their learning progress is an integral part of our teaching. We encourage you to have students monitor their learning progress of learning targets and tests by printing a progress monitoring sheet for each student and have them reflect on their learning throughout the unit.

## Responding to Student Learning:

Responding to the gaps in your students' understanding is unique to each individual classroom. To assist with this process, review the Response to Student Learning Planning Guide. Work with your dean or C&I specialist to practice creating reteach lessons using the guided discourse or modeling templates.

# Survey of College Math Course Guide

Welcome to Survey of College Math! We hope you have a wonderful school year. The work you do this year will have an impact on our students for years to come; thank you for all the time, thought, and energy you dedicate to them. The following document has been created to support you in locating and organizing the materials and information needed to successfully implement your Survey of College Math curriculum. We encourage you to bookmark this document to reference throughout the school year.

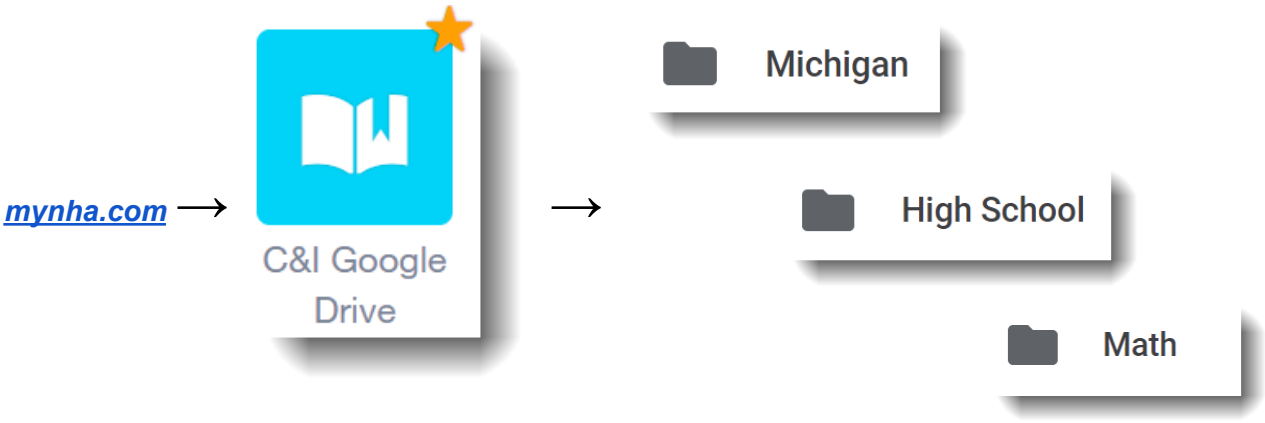
## Getting Started:

Below are some resources we recommend reviewing before you begin teaching.

- Week 0 Guidance
- Example Syllabus (Semester 1)
- Example Syllabus (Semester 2)
- Survey of College Math Standards
    - *This document houses details to all standards and skills needed for this course.*
- Survey of College Math Semester 1 Pacing Guide
    - *This document gives a sample pacing guide. Please adjust according to the year's schedule in your building.*
- Survey of College Math Semester 2 Pacing Guide
    - *This document gives a sample pacing guide. Please adjust according to the year's schedule in your building.*

## Materials:

Survey of College Math does **not** have any pre-printed materials. Instead, **teachers utilize the C&I Google Drive to select, modify, and print their own materials to fit the needs of their students.**



## How do I know what to teach?

Use the semester 1 or semester 2 materials to plan the sequence of your course. Each unit has a suggested time frame, if you are not able to cover the content in the time frame it is imperative that you reach out to your dean and C&I specialist so they can partner with you in finding a way to cover the required standards. The expectation is that every learning target is covered within the school year. Additional time has been provided in the scope and sequence to provide time to respond to student learning. Ensure that you are reviewing students data (assessment, quiz, exit ticket, practice) and providing prompt reteaching and review.

**Use the following materials to plan your course.**

- C&I Google Drive
- ***Survey of College Math topics and standards can be found here.***
- Sample scope and sequences from teachers can be found here. These materials include slides, notes, practice, and activities.

## Instructional Routines:

The following instructional routines and procedures should be frequently used in your course. We encourage you to review the resources linked here and reflect on how and you'd like to implement them in your classroom.

- Think, Pair, Share
- Introducing Math Vocabulary
- Annotating Math Text
- Building Productive Math Discussions
- Three Reads Routine
- Eliciting and Nudging Questions

## Assessments

Below are the required and recommended common assessments. Common assessments can be given through Edcite (digital test) or Gradebook (paper/pencil test) unless your school leader has a set expectation. Please defer to their requirement if they have one. Here is a video for assigning assessments on Edcite.

| Guidance | Extended Algebra 1 Y1 & Y2 | Algebra 1 | Geometry | Algebra 2 | All other courses |
|---|---|---|---|---|---|
| **Required Assessments given in Edcite or Gradebook** | Unit Assessments<br>Quizzes<br>Interims<br>Mock PSAT | Unit Assessments<br>Quizzes<br>Interims<br>Mock PSAT | Unit Assessments<br>Quizzes<br>Interims<br>Mock PSAT | FA3 for every MT/PS<br>Mock SAT | Follow guidance from course leader and College Board |
| **Required Common Assessments using shared Drive resources** | | | | FA1, FA2, and (if needed) FA4 | |

## Assigning an Overall Grade:

Survey of College Math is a non-SBG course, which means that students will receive a percentage score. This score should be some weighted combination of tests, quizzes, homework, participation, and other areas that fit your classroom. Work with your building team and C&I specialist if you need assistance with creating appropriate weights for your classroom. You should also be prepared to include a final exam that is worth 10-20% of the final grade.

## Progress Monitoring:

Students monitoring their learning progress is an integral part of our teaching. We encourage you to have students monitor their learning progress of learning targets and tests by printing a progress monitoring sheet for each student and have them reflect on their learning throughout the unit.

## Responding to Student Learning:

Responding to the gaps in your students' understanding is unique to each individual classroom. To assist with this process, review the Response to Student Learning Planning Guide. Work with your dean or C&I specialist to practice creating reteach lessons using the guided discourse or modeling templates.

# Kindergarten Year at a Glance

- Click each Unit Title to access the Unit Planning Guide.
- Click HERE to access the Math Assessment Year at a Glance.
- Click HERE to access the Next Step Guides: Response to Data Resources

*The light blue indicates the Numeracy Development block; the light green represents the Concept Development block.*

| Week | | |
|---|---|---|
| 0 | **Bridges Unit 1: Numbers to Five & Ten** | |
| 1 | | |
| 2 | Number Corner<br>(see link above for standards addressed) | Bridges<br>K.CC.1 |
| 3 | Math Stories<br>K.CC.3, K.CC.4a, K.CC.5 | |
| 4 | **20 days of instruction, 5 days of Numeracy Assessment** | |
| 5 | **Fall Numeracy Assessment** | |
| 6 | **Bridges Unit 2: Numbers to Ten** | |
| 7 | Number Corner<br>Math Stories<br>K.OA.1, K.OA.2 | Bridges<br>K.CC.1, K.CC.4a, K.CC.4b, K.CC.5, K.CC.6, K.OA.3 |
| 8 | **18 days of instruction, 5 days of Numeracy Assessment** | |
| 9 | **Bridges Unit 3: Bikes & Bugs: Double, Add & Subtract** | |
| 10 | | |
| 11 | | |
| 12 | **Numeracy Assessment Check Up 1** | |
| 13 | Number Corner<br>Math Stories<br>K.OA.1, K.OA.2 | Bridges<br>K.CC.3, K.CC.4a, K.CC.4b, K.CC.5, K.CC.6, K.OA.1, K.OA.3 |
| 14 | **22 days of instruction, 5 days of Numeracy Assessment** | |
| 15 | **Bridges Unit 4: Paths to Adding, Subtracting & Measuring** | |
| 16 | Number Corner<br>Math Stories<br>K.OA.1, K.OA.2 | Bridges<br>K.CC.1, K.CC.2, K.CC.3, K.CC.4a, K.CC.4b, K.CC.5, K.CC.6, K.CC.7, K.OA.1, K.MD.1, K.MD.2, K.MD.3 |
| 17 | **23 days of instruction, 5 days of Numeracy Assessment** | |
| 18 | **Winter Numeracy Assessment** | |
| 19 | **Bridges Unit 4: Paths to Adding, Subtracting & Measuring** | |
| 20 | **Bridges Unit 5: Two-Dimensional Geometry** | |
| 21 | Number Corner<br>Math Stories<br>K.OA.1, K.OA.2, K.NBT.1 | Bridges<br>K.CC.6, K.OA.3, K.MD.3, K.G.1, K.G.2, K.G.3, K.G.4, K.G.5, K.G.6 |
| 22 | **13 days of instruction, 5 days of Numeracy Assessment** | |
| 23 | **Bridges Unit 6: Three-Dimensional Shapes & Numbers Beyond Ten** | |
| 24 | | |

| | | |
|---|---|---|
| | Number Corner<br>Math Stories<br>K.OA.1, K.OA.2, K.NBT.1 | Bridges<br>K.CC.1, K.CC.3, K.CC.6, K.CC.7, K.OA.1, K.OA.2, K.OA.3, K.OA.3, K.NBT.1, K.G.1, K.G.2, K.G.3, K.G.4, K.G.5 |
| | **12 days of instruction, 5 days of Numeracy Assessment** | |
| 25 | **Numeracy Assessment Check Up 2** | |
| 26 | **Bridges Unit 6: Three-Dimensional Shapes & Numbers Beyond Ten** | |
| 27 | **Bridges Unit 7: Weight & Place Value** | |
| 28 | | |
| 29 | Number Corner<br>Math Stories<br>K.OA.1, K.OA.2, K.NBT.1 | Bridges<br>K.CC.1, K.CC.3, K.OA.1, K.OA.2, K.OA.3, K.OA.5, K.NBT.1, K.MD.1, K.MD.2 |
| | **17 days of instruction, 5 days of Numeracy Assessment** | |
| 30 | **Bridges Unit 8: Computing & Measuring with Frogs & Bugs** | |
| 31 | Number Corner<br>Math Stories<br>K.OA.1, K.OA.2, K.OA.3, K.NBT.1 | Bridges<br>K.CC.3, K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.OA.5, K.NBT.1, K.MD.1, K.MD.2 |
| 32 | | |
| 33 | | |
| 34 | **25 days of instruction, 5 days of Numeracy Assessment** | |
| 35 | **Spring Numeracy Assessment** | |
| 36 - EOY | Review and Remediation | |

# Kindergarten Scope and Sequence - Detailed

| Week | | | | | | |
|---|---|---|---|---|---|---|
| 0 | Routines and Procedures | | | | | |
| 1 | Unit 1 | M1 S1 | M1 S2 | M1 S3 | M1 S4 | M1 S5 |
| 2 | | M2 S1 | M2 S2 | M2 S3 | M2 S4 | M2 S5 |
| 3 | | M3 S1 | M3 S2 | *Pause Day* | M3 S3 | M3 S4 |
| 4 | | M3 S5 | M3 S6 | M4 S1 | M4 S2 | M4 S3 & S4 |
| 5 | **Fall Numeracy Assessment** | | | | | |
| 6 | Unit 2 | *Preteach Day* | M1 S1 | M1 S2 | M1 S3 | M1 S4 |
| 7 | | M1 S5 | M2 S1 | M2 S2 | M2 S3 | M2 S4 |
| 8 | | M2 S5 | M3 S1 | M3 S2 | M3 S3 | M3 S4 |
| 9 | | M3 S5 | M3 S6 | *Pause Day* | *Preteach Day* | M1 S1 |
| 10 | Unit 3 | M1 S2 | M1 S3 | M1 S4 | M1 S5 | M2 S1 |
| 11 | | M2 S2 | M2 S3 | M2 S4 | M2 S5 | *M3 S1* |
| 12 | | **Numeracy Assessment Check Up 1** | | | | |
| 13 | | M3 S2 | M3 S3 | M3 S4 | M3 S5 | M4 S1 |
| 14 | | M4 S2 | Pause Day | M4 S3 | M4 S4 | M4 S5 |
| 15 | Unit 4 | *Preteach Day* | M1 S1 | M1 S2 | M1 S3 | M1 S4 |
| 16 | | M1 S5 | M1 S5 | M2 S1 | M2 S2 | M2 S3 |
| 17 | | M2 S4 | M2 S5 | M3 S1 | M3 S2 | M3 S3 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 18 | **Winter Numeracy Assessment** | | | | | |
| 19 | | M3 S4 | M3 S5 | Pause Day | M4 S1 | M4 S1 |
| 20 | | M4 S3 | M4 S4 | M4 S5 | Preteach Day | M1 S1 |
| 21 | Unit 5 | M1 S2 | M1 S3 | M1 S4 | M1 S5 | M2 S1 |
| 22 | | M2 S2 | M2 S3 | M2 S4 | M2 S5 | M3 S1 |
| 23 | | M3 S2 | *Preteach Day* | M3 S1 | M3 S2 | M3 S3 |
| 24 | Unit 6 | M3 S4 | M3 S5 | M4 S1 | M4 S2 | *Pause Day* |
| 25 | | **Numeracy Assessment Check Up 2** | | | | |
| 26 | | M4 S3 | M4 S4 | M4 S5 | *Preteach Day* | M2 S1 |
| 27 | Unit 7 | M2 S2 | M2 S3 | M2 S4 | M2 S5 | M3 S1 |
| 28 | | M3 S2 | M3 S3 | M3 S4 | M3 S5 | M4 S1 |
| 29 | | *Pause Day* | M4 S2 | M4 S3 | M4 S4 | M4 S5 |
| 30 | Unit 8 | *Preteach Day* | M1 S1 | M1 S2 | M1 S3 | M1 S4 |
| 31 | | M1 S5 | M2 S1 | M2 S2 | M2 S3 | M2 S4 |
| 32 | | M2 S5 | M3 S1 | M3 S2 | M3 S3 | M3 S4 |
| 33 | | M3 S5 | M4 S1 | *Pause Day* | M4 S2 | M4 S3 |
| 34 | | M4 S4 | M4 S5 | *Pause Day* | | |
| 35 | **Spring Numeracy Assessment** | | | | | |
| 36 | Optional: U6 M1 & 2, U7 M1 | | | | | |

# 1st Grade Year at a Glance

- Click each Unit Title to access the Unit Planning Guide.
- Click HERE to access the Math Assessment Year at a Glance.
- Click HERE to access the Next Step Guides: Response to Data Resources.

*The light blue indicates the Numeracy Development block; the light green represents the Concept Development block.*

| Week | | |
|---|---|---|
| 0 | **Bridges Unit 1: Numbers All Around Us** | |
| 1 | | |
| 2 | Number Corner<br>(see link above for standards addressed)<br>Math Stories<br>1.OA.1 | Bridges<br>1.OA.5, 1.NBT.2b, 1.MD.2, 1.G.2 |
| | **22 days of instruction, 5 days of Numeracy Assessment** | |
| 3 | **Fall Numeracy Assessment** | |
| 4 | **Bridges Unit 1: Numbers All Around Us** | |
| 5 | Number Corner<br>(see link above for standards addressed)<br>Math Stories<br>1.OA.1 | Bridges<br>1.OA.5, 1.NBT.2b, 1.MD.2, 1.G.2 |
| | **22 days of instruction, 5 days of Numeracy Assessment** | |
| 6 | **Bridges Unit A: Place Value** | |
| 7 | | |
| 8 | Number Corner<br>Math Stories<br>1.OA.1, 1.OA.3, 1.OA.4, 1.OA.5, 1.NBT.2 | Bridges<br>K.CC.1, K.CC.3, K.OA.1, K.OA.2, K.OA.3, K.OA.5, K.NBT.1, K.MD.1, K.MD.2 |
| 9 | | |
| | **17 days of instruction, 0 days of Numeracy Assessment** | |
| 10 | **Bridges Unit 2: Developing Strategies with Dice & Dominoes** | |
| 11 | Number Corner<br>Math Stories<br>1.OA.1 | Bridges<br>1.OA.5, 1.OA.6, 1.NBT.2b, 1.MD.4 |
| | **17 days of instruction, 5 days of Numeracy Assessment** | |
| 12 | **Numeracy Assessment Check Up 1** | |
| 13 | **Bridges Unit 2: Developing Strategies with Dice & Dominoes** | |
| | Number Corner<br>Math Stories<br>1.OA.1 | Bridges<br>1.OA.5, 1.OA.6, 1.NBT.2b, 1.MD.4 |
| | **17 days of instruction, 5 days of Numeracy Assessment** | |
| 14 | **Bridges Unit 3: Adding, Subtracting, Counting & Comparing** | |
| 15 | Number Corner<br>Math Stories<br>1.OA.1, 1.OA.6 | Bridges<br>1.OA.1, 1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.7, 1.OA.8, 1.NBT.1, 1.NBT.2, 1.NBT.3, 1.MD.4 |
| 16 | | |
| 17 | **23 days of instruction, 5 days of Numeracy Assessment** | |
| 18 | **Winter Numeracy Assessment** | |

| | | |
|---|---|---|
| 19 | | |
| 20 | **Bridges Unit 4: Leapfrogs on the Number Line** | |
| 21 | Number Corner<br>Math Stories<br>1.OA.1, 1.OA.6 | Bridges<br>1.NBT.1, 1.NBT.3, 1.NBT.4 |
| 22 | **18 days of instruction, 5 days of Numeracy Assessment** | |
| 23 | **Bridges Unit 5: Geometry** | |
| 24 | Number Corner<br>Math Stories<br>1.OA.1, 1.OA.6 | Bridges<br>1.MD.4, 1.G.1, 1.G.2, 1.G.3 |
| | **12 days of instruction, 5 days of Numeracy Assessment** | |
| 25 | **Numeracy Assessment Check Up 2** | |
| 26 | **Bridges Unit 5: Geometry**<br>Number Corner<br>Math Stories<br>1.OA.1, 1.OA.6 | Bridges<br>1.MD.4, 1.G.1, 1.G.2, 1.G.3 |
| | **12 days of instruction, 5 days of Numeracy Assessment** | |
| 27 | **Bridges Unit 6: Figure the Facts with Penguins** | |
| 28 | Number Corner<br>Math Stories<br>1.OA.1, 1.OA.6 | Bridges<br>1.OA.1, 1.OA.2, 1.OA.4, 1.OA.6, 1.OA.7, 1.OA.8, 1.NBT.3, 1.MD.1 |
| 29 | | |
| 30 | **19 days of instruction, 0 days of Numeracy Assessment** | |
| 31 | **Bridges Unit 7: One Hundred & Beyond** | |
| 32 | Number Corner<br>Math Stories<br>1.OA.1, 1.OA.6 | Bridges<br>1.OA.2, 1.NBT.1, 1.NBT.2, 1.NBT.3, 1.NBT.4, 1.NBT.5, 1.NBT.6 |
| 33 | | |
| 34 | **22 days of instruction, 5 days of Numeracy Assessment** | |
| 35 | **Spring Numeracy Assessment** | |
| 36 - EOY | **Review and Remediation** (Optional Unit 8) | |

# 1st Grade Scope and Sequence - Detailed

| Week | | | | | | |
|---|---|---|---|---|---|---|
| 0 | Routines and Procedures | | | | | |
| 1 | Unit 1 | M1 S1 | M1 S1 | M1 S2 | M1 S3 | M1 S4 |
| 2 | | M1 S5 | M2 S1 | M2 S2 | M2 S3 | M2 S4 |
| 3 | **Fall Numeracy Assessment** | | | | | |
| 4 | Unit 1 | M2 S5 | M3 S1 | M3 S2 | *Pause Day* | M3 S3 |
| 5 | | M3 S4 | M3 S5 | M4 S1 | M4 S2 | M4 S3 |
| 6 | | M4 S4 | M4 S5 | MA 1 S1 | MA 1 S2 | MA 1 S3 |
| 7 | Unit A | MA 1 S4 | MA 1 S5 | MA 2 S1 | MA 2 S2 | MA 2 S3 |
| 8 | | MA 2 S4 | MA 2 S5 | MA 3 S1 | *Pause Day* | MA 3 S2 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 9 | | MA 3 S3 | MA 3 S4 | MA 3 S5 | *UA assessment* | *Preteach Day* |
| 10 | Unit 2 | M1 S1 | M1 S2 | M1 S3 | M1 S4 | M1 S5 |
| 11 | | M2 S1 | M2 S2 | M2 S3 | M2 S4 | M2 S5 |
| 12 | | **Numeracy Assessment Check Up 1** | | | | |
| 13 | | M3 S1 | M3 S2 | *Pause Day* | M3 S3 | M3 S4 |
| 14 | | M3 S5 | *Preteach Day* | M1 S1 | M1 S2 | M1 S3 |
| 15 | Unit 3 | M1 S4 | M1 S5 | M2 S1 | M2 S2 | M2 S3 |
| 16 | | M2 S4 | M2 S5 | M3 S1 | *Pause Day* | M3 S2 |
| 17 | | M3 S3 | M3 S4 | M3 S5 | M4 S1 | M4 S2 |
| 18 | **Winter Numeracy Assessment** | | | | | |
| 19 | | M4 S3 | M4 S4 | M4 S4 | M4 S5 | *Preteach Day* |
| 20 | Unit 4 | M1 S1 | M1 S2 | M1 S3 | M1 S4 | M1 S5 |
| 21 | | M2 S1 | M2 S2 | M2 S3 | M2 S4 | M2 S5 |
| 22 | | M2 S5 | M3 S1 | *Pause Day* | M3 S2 | M3 S3 |
| 23 | | M3 S4 | M3 S5 | *Preteach Day* | M1 S1 | M1 S2 |
| 24 | Unit 5 | M1 S3 | M1 S4 | M1 S5 | M3 S1 | M3 S2 |
| 25 | | **Numeracy Assessment Check Up 2** | | | | |
| 26 | | M3 S3 | M3 S4 | M3 S5 | M3 S6&7 | *Preteach Day* |
| 27 | Unit 6 | M1 S1 | M1 S2 | M1 S3 | M1 S4 | M1 S5 |
| 28 | | M1 S5 | M2 S1 | M2 S2 | M2 S3 | M2 S4 |
| 29 | | M2 S5 | M2 S5 | M3 S1 | M3 S2 | *Pause Day* |
| 30 | | M3 S3 | M3 S4 | M3 S5 | *Preteach Day* | M1 S1 |
| 31 | Unit 7 | M1 S2 | M1 S3 | M1 S4 | M1 S5 | M2 S1 |
| 32 | | M2 S2 | M2 S3 | M2 S4 | M2 S5 | M3 S1 |
| 33 | | M3 S2 | *Pause Day* | M3 S3 | M3 S4 | M3 S5 |
| 34 | | M4 S1 | M4 S2 | M4 S3 | M4 S4 | M4 S5 |
| 35 | **Spring Numeracy Assessment** | | | | | |
| 36 | Optional: Bridges Unit 8 | | | | | |

# 2nd Grade Year at a Glance

- Click each Unit Title to access the Unit Planning Guide.
- Click HERE to access the Math Assessment Year at a Glance.
- Click HERE to access the Next Step Guides: Response to Data Resources

*The light blue indicates the Numeracy Development block; the light green represents the Concept Development block.*

| Week | | |
|---|---|---|
| 0 | **Bridges Unit 1: Figure the Facts** | |
| 1 | Number Corner<br>(see link above for standards addressed)<br>Math Stories<br>2.NBT.1 | Bridges<br>2.OA.1, 2.OA.2, 2.OA.3, 2.MD.10 |
| 2 | | |
| 3 | **Fall Numeracy Assessment** | |
| 4 | **Bridges Unit 1: Figure the Facts** | |
| | Number Corner<br>(same as above) | Bridges<br>(same as above) |
| 5 | **20 days of instruction, 5 days of Numeracy Assessment** | |
| 6 | **Bridges Unit A: One Hundred & Beyond** | |
| 7 | Number Corner<br>Math Stories<br>2.OA.1, 2.OA.2 | Bridges<br>1.OA.6, 1.0A.3, 1.OA.6, 1.OA.8,1.NBT.1 (a-c), 1.NBT.4, 1.NBT.6 |
| 8 | | |
| 9 | **20 days of instruction, 5 days of Numeracy Assessment** | |
| 10 | **Bridges Unit 2: Place Value & Measurement with Jack's Beanstalks** | |
| 11 | | |
| 12 | Number Corner<br>Math Stories<br>2.OA.1, 2.NBT.7 | Bridges<br>2.OA.1, 2.OA.2, 2.NBT.1, 2.NBT.3, 2.NBT.4, 2.NBT.5, 2.NBT.6, 1.MD.2, 2.MN.4, 2.MD.6 |
| 13 | **18 days of instruction, 2 days of Numeracy Assessment** | |
| 14 | **Bridges Unit 3: Addition & Subtraction within 100** | |
| 15 | Number Corner<br>Math Stories<br>2.OA.1 | Bridges<br>2.OA.1, 2.OA.2, 2.NBT.1, 2.NBT.1a, 2.NBT.1b, 2.NBT.2, 2.NBT.5, 2.NBT.6, 2.NBT.9, 2.MD.6 |
| 16 | | |
| 17 | **20 days of instruction, 5 days of Numeracy Assessment** | |
| 18 | **Winter Numeracy Assessment** | |
| 19 | **Bridges Unit 4: Measurement** | |
| 20 | Number Corner<br>Math Stories<br>2.OA.1, 2.NBT.7 | Bridges<br>2.OA.1, 2.NBT.5, 2.MD.1, 2.MD.2, 2.MD.3, 2.MD.4, 2.MD.5 |
| 21 | | |
| 22 | **17 days of instruction, 0 days of Numeracy Assessment** | |
| 23 | **Bridges Unit 5: Place Value to 1,000** | |
| 24 | Number Corner<br>Math Stories<br>2.OA.1 | Bridges<br>2.NBT.1, 2.NBT.1a, 2.NBT.1b, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.8, 2.MD.6, 2.MD.8 |
| 25 | | |
| 26 | **20 days of instruction, 3 days of Numeracy Assessment** | |
| 27 | **Bridges Unit 6: Geometry** | |

| | | |
|---|---|---|
| 28 | Number Corner<br>Math Stories<br>2.OA.1 | Bridges<br>2.OA.4, 2.G.1, 2.G.2, 2.G.3 |
| 29 | | |
| | **15 days of instruction, 0 days of Numeracy Assessment** | |
| 30 | **Bridges Unit 7: Measurement, Fractions & Multi-Digit Computation with Hungry Ants** | |
| 31 | | |
| 32 | Number Corner<br>Math Stories<br>2.OA.1, 2.MD.7 | Bridges<br>2.OA.1, 2.NBT.7, 2.NBT.9, 2.MD.1, 2.MD.3, 2.MD.4, 2.MD.5 |
| 33 | | |
| 34 | **25 days of instruction, 5 days of Numeracy Assessment** | |
| 35 | **Spring Numeracy Assessment** | |
| 36 - EOY | Review and Remediation (Optional Unit 8) | |

# 2nd Grade Scope and Sequence - Detailed

| Week | | | | | | |
|---|---|---|---|---|---|---|
| 0 | Routines and Procedures – Unit 1 Module 1 (Creating a community) | | | | | |
| 1 | Unit 1 | M1 S1 | M1 S1 & S2 | G1 U4 M1 S4 | G1 WP 4C | U1 M2 S1 |
| 2 | | M2 S2 | M2 S3 | M2 S4 | M2 S5 | M3 S1 |
| 3 | **Fall Numeracy Assessment** | | | | | |
| 4 | Unit 1 | M3 S2 | *Pause Day* | M3 S3 | M3 S4 | M3 S5 |
| 5 | | M4 S1 | M4 S2 | M4 S3 | M4 S4 | M4 S5 |
| 6 | Unit A | MA1 S1 | MA1 S2 | MA1 S3 | MA1 S4 | MA1 S5 |
| 7 | | MA2 S1 | MA2 S2 | MA2 S3 | MA2 S4 | MA2 S5 |
| 8 | | MA3 S1 | MA3 S2 | *Pause Day* | MA3 S3 | MA3 S4 |
| 9 | | MA3 S5 | MA4 S1 | MA4 S2 | MA4 S3 | *Pre-teach Day* |
| 10 | Unit 2 | M1 S1 | M1 S2 | M1 S3 | M1 S4 | M1 S5 |
| 11 | | M1 S6 | M2 S1 | M2 S2 | M2 S3 | *Pause Day* |
| 12 | | M2 S4 | M3 S1 | M3 S2 | **Numeracy Assessment Check Up 1** | |
| 13 | | M3 S3 | M3 S4 | M3 S5 | M3 S6 | M3 S7 |
| 14 | Unit 3 | *Preteach Day* | M1 S2 | M1 S3 | M1 S4 | M1 S5 |
| 15 | | M2 S1 | M2 S2 | M2 S2 | M2 S3 | M2 S3 |
| 16 | | M2 S4 | M2 S5 | M3 S1 | M3 S2 | *Pause Day* |
| 17 | | M3 S3 | M3 S4 | M3 S5 | M3 S6 | M3 S7 |
| 18 | **Winter Numeracy Assessment** | | | | | |
| 19 | Unit 4 | *Preteach Day* | M1 S1 | M1 S2 | M1 S3 | M1 S4 |
| 20 | | M1 S5 | M2 S1 | M2 S2 | M2 S2 | M2 S3 |
| 21 | | M2 S3 | M2 S4 | M2 S5 | M3 S1 | M3 S2 |
| 22 | | *Pause Day* | M3 S6 | *Preteach Day* | M1 S1 | M1 S2 |
| 23 | Unit 5 | M1 S3 | M1 S3 | M1 S4 | M1 S5 | M2 S1 |
| 24 | | M2 S2 | *Pause Day* | M2 S3 | M2 S4 | M2 S5 |
| 25 | | M2 S6 | M3 S1 | **Numeracy Assessment Check Up 2** | | |
| 26 | | M3 S2 | M3 S3 | M3 S4 | M3 S4 | M3 S5 |
| 27 | Unit 6 | M1 S1 | M1 S2 | M1 S3 | M1 S4 | M1 S5 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 28 | | M2 S1 | M2 S2 | M2 S3 | M2 S4 | M2 S5 |
| 29 | | M4 S1 | M4 S2 | M4 S3 | M4 S4 | M3 S6 |
| 30 | Unit 7 | *Preteach Day* | M1 S1 | M1 S2 | M1 S3 | M1 S4 |
| 31 | | M1 S5 | M2 S1 | M2 S2 | M2 S3 | M2 S4 |
| 32 | | M2 S5 | M3 S1 | M3 S2 | *Pause Day* | M3 S3 |
| 33 | | M3 S3 | M3 S4 | M3 S5 | M4 S1 | M4 S2 |
| 34 | | M4 S3 | M4 S4 | M4 S5 | *Measurement & Data Checkpoint* | *Pause Day* |
| 35 | **Spring Numeracy Assessment** | | | | | |
| 36 | Optional: Unit 8 Bridges | | | | | |

# Third Grade Year at a Glance

- Click each Unit Title to access the Unit Planning Guide.
- Click HERE to access the Math Assessment Year at a Glance.
- Click HERE to Access the Next Steps Guide: Response to Data Resources.
- Click HERE to view the standards taught in Number Corner.

*The light blue indicates the Numeracy Development block; the light green represents the Concept Development block.*

| Week | | |
|---|---|---|
| 0<br>1<br>2 | **Bridges Unit 1: Addition and Subtraction Patterns (M 3 & 4)** | |
| | Number Corner<br>(see link above for standards addressed)<br>Math Stories<br>3.NBT.2 | Bridges<br>3.OA.9, 3.NBT.2 |
| | **12 days of instruction, 0 days of Interim Testing** | |
| 3<br>4<br>5<br>6<br>7<br>8 | **Bridges Unit 2: Introduction to Multiplication** | |
| | Number Corner<br>Math Stories<br>3.OA.1, 3.OA.2, 3.OA.3, 3.OA.5, 3.OA.7, 3.OA.8, 3.NBT.3 | Bridges<br>3.OA, 3.MD.3 |
| | **25 days of instruction, 0 days of Interim Testing** | |
| 9 | **Interim Review- Interim 1 Testing** | |
| 10<br>11 | **Bridges Unit 3: Multi-Digit Addition and Subtraction (M 1 & 2)** | |
| | Number Corner<br>Math Stories<br>3.NBT.2 | Bridges<br>3.OA.8, 3.NBT.1, 3.NBT.2 |
| | **11 days of instruction, 5 days of Interim Testing** | |
| 12<br>13<br>14<br>15<br>16 | **Bridges Unit 4: Measurement and Fractions** | |
| | Number Corner<br>Math Stories<br>3.MD.1, 3.MD.2, 3.MD.6, 3.MD.7, 3.MD.8 | Bridges<br>3.OA.8, 3.NF.3C, 3.MD.1, 3.MD.2, 3.MD.4, 3.G.2 |
| | **24 days of instruction, 0 days of Interim Testing** | |
| 17 | **Bridges Unit 5: Multiplication, Division, and Area (M 1)** | |
| | Number Corner<br>Math Stories<br>3.OA.1, 3.OA.2, 3.OA.3, 3.OA.5, 3.OA.7, 3.OA.8, 3.NBT.3 | Bridges<br>3.OA.1, 3.OA.2, 3.OA.3, 3.OA.4, 3.OA.6, 3.OA.7, 3.OA.8, 3.MD.5A, 3.MD.5B, 3.MD.6, 3.MD.7A, 3.MD.7B |
| | **5 days of instruction, 0 days of Interim Testing** | |
| 18 | **Interim Review- Interim 2 Testing** | |
| 19<br>20<br>21 | **Bridges Unit 5: Multiplication, Division, and Area** | |
| | Number Corner<br>Math Stories<br>3.OA.1, 3.OA.2, 3.OA.3, 3.OA.5, 3.OA.7, 3.OA.8, 3.NBT.3 | Bridges<br>3.OA.1, 3.OA.2, 3.OA.3, 3.OA.4, 3.OA.6, 3.OA.7, 3.OA.8, 3.MD.5A, 3.MD.5B, 3.MD.6, 3.MD.7A, 3.MD.7B |
| | **12 days of instruction, 5 days of Interim Testing** | |

| | | |
|---|---|---|
| 22 | **Bridges Unit 6: Geometry (M 3)** | |
| | Number Corner<br>Math Stories<br>3.OA.1, 3.OA.2, 3.OA.3, 3.OA.5, 3.OA.7, 3.OA.8, 3.NBT.3 | Bridges<br>3.MD.7B, 3.MD. 7D, 3.MD.8, 3.G.1, 3.G.2 |
| | **5 days of instruction, 0 days of Interim Testing** | |
| 23 | **Bridges Unit 7: Fractions (M 3 & 4)** | |
| 24 | Number Corner<br>Math Stories<br>3.NF.1, 3.NF.2a, 3.NF.2b | Bridges<br>3.OA.5, 3.OA.7, 3.OA.8, 3.NBT.1, 3.NF.1, 3.NF.2, 3.NF.2A, 3.NF.2B, 3.NF.3A, 3.NF.3B, 3.NF.3C, 3.NF.3D, 3.MD. 7B, 3.MD.7C, 3.G.2 |
| | **11 days of instruction, 5 days of Interim Testing** | |
| 25 | **Interim Review- Interim 3 Testing** | |
| 26 | **Bridges Unit 7: Extending Multiplication (M 1 & 2)** | |
| 27 | Number Corner<br>Math Stories<br>3.NF.1, 3.NF.2a, 3.NF.2b | Bridges<br>3.OA.5, 3.OA.7, 3.OA.8, 3.NBT.1, 3.nf.1, 3.nf.2, 3.NF.2A, 3.NF.2B, 3.NF.3A, 3.NF.3B, 3.NF.3C, 3.NF.3D, 3.MD. 7B, 3.MD.7C, 3.G. |
| | **11 days of instruction, 0 days of Interim Testing** | |
| 28 | **Bridges Unit 6: Geometry (M 1, 2 & 4)** | |
| 29 | Number Corner<br>Math Stories<br>3.MD.1, 3.MD.2, 3.MD.6, 3.MD.7, 3.MD.8 | Bridges<br>3.MD.7B, 3.MD. 7D, 3.MD.8, 3.G.1, 3.G.2 |
| 30 | | |
| 31 | | |
| | **18 days of instruction, 0 days of Interim Testing** | |
| 32 | **Bridges Unit 3: Multi-digit Addition and Subtraction (M 3 & 4)** | |
| 33 | Number Corner<br>Math Stories<br>3.NBT.2 | Bridges<br>3.OA.8, 3.NBT.1, 3.NBT.2 |
| | **10 days of instruction, 0 days of Interim Testing** | |
| 34 - EOY | Review and Remediation | |

# Third Grade Scope and Sequence - Detailed

| Week | | | | | | |
|---|---|---|---|---|---|---|
| 0 | Routines and Procedures | | | | | |
| 1 | Unit 1 | M3 S1: PI | M3 S2: PI | M3 S3: MF | M3 S4: PS | M3 S5: PS |
| 2 | | **Quiz #1**<br>M4 S3: WP | M4 S2: PI | M4 S3: MF | M4 S4: PI | M4 S5: PI |
| 3 | Unit 2 | Review | **Unit 1 EOU Assessment** | *Pre-teach* | M1 S1: PI | M1 S2: PS |
| 4 | | M1 S3 & S4: MF | M1 S4: PS | M1 S5:WP<br>**Quiz #1** | M2 S1 & S2: PI | M2 S2: PI |
| 5 | | *Pause Day*<br>Unit 3 Screener | M2 S3: WP | M2 S3 &S4: PS | M2 S3 & S5: PI | M2 S5: PI |
| 6 | | M2 S5: PS | M2 S5: WP | M3 S1 & S3: PS<br>**Quiz #2** | M3 S2: PI | M3 S2: PS |
| 7 | | M3 S3: PI | M3 S4: PI | M3 S5: WP | M4 S1: PI<br>**Quiz #3** | M4 S2: PI |
| 8 | | M4 S3: PI | Review | **Unit 2 EOU Assessment** | *Pre-teach* | M1 S2 & S4: PI |
| 9 | Interim Review – Interim 1 Testing | | | | | |
| 10 | Unit 3 | M1 S2: WP | M1 S3: PS | M1 S5 & S6: MF | M1 S4: PI | M2 S1: PI<br>**Quiz #1** |
| 11 | | M2 S2: PI | *Pause Day*<br>Unit 4 Screener | M2 S3: PS | M2 S4 & S5: MF | **Quiz #2**<br>*Pre-teach* |
| 12 | Unit 4 | M1 S2: PI | M1 S2: WP | M1 S3: PI | M1 S4: PI | M1 S5: PI |
| 13 | | M1 S6: PI | M2 S1: PI<br>**Quiz #1** | M2 S2: PI | M2 S3 &S4: MF | *Pause Day* |
| 14 | | M2 S4: PI | M3 S1: PI<br>**Quiz #2** | M3 S2: PI | M3 S3: PI | *Pause Day* |
| 15 | | M3 S3: WP<br>Unit 5 Screener | M3 S4: PI | M3 S5: PI | M4 S1: PI<br>**Quiz #3** | M4 S2: PI |
| 16 | | M4 S3: PI | Review | **Unit 4 EOU Assessment** | *Pre-teach* | M1 S1 & S2: PI |
| 17 | Unit 5 | M1 S3: PI | M1 S4: PI | M1 S5 & S6 PI | M1 S6: WP<br>**Quiz #1** | M2 S1 & S2: MF |
| 18 | Interim Review – Interim 2 Testing | | | | | |
| 19 | Unit 5 | M2 S2: WP<br>*Pause Day* | M2 S3: PI | M2 S4: PI | M3 S1 & S2: MF | M3 S3: WP<br>**Quiz #2** |
| 20 | | M3 S4: WP<br>*Pause Day* | M4 S1: PI | M4 S2: PI<br>**Quiz #3** | M4 S3: PI | M4 S4: PI |
| 21 | | M4 S5: PI | *Pause Day*<br>Review Day | **Unit 5 EOU Assessment** | M3 S1: PI | M3 S2: PI |
| 22 | Unit 6 | M3 S3: PI | M3 S4: PI | M3 S5: PI | M3 S5: WP<br>**Quiz #3** | M3 S1: PI |
| 23 | Unit 7 | M3 S2: PI | M3 S3: PI | M3 S4: PI | M3 S5: WP<br>**Quiz #3** | M4 S1: PI |
| 24 | | M4 S2: PI | M4 S3: PI | M4 S4: PI | *Pause Day*<br>Review Day | **Quiz #4** |

| | | | | | | |
|---|---|---|---|---|---|---|
| **25** | **Interim Review – Interim 3 Testing** | | | | | |
| **26** | Unit 7 | M1 S2: PI | M1 S3: PI | M1 S5: PI<br>M2 S1: PI | M2 S2: PI | **Quiz #1** |
| **27** | | M2 S3: PS | M2 S4: PI | *Pause Day*<br>Unit 6 Screener | M2 S5: PI | Review |
| **28** | Unit 6 | **Unit 7 EOU Assessment** | *Pre-teach Day* | M1 S2: PI | M1 S3 & S4: PI | M1 S4: PI |
| **29** | | M1 S5: WP | **Quiz #1** | M2 S1: PI | M2 S2: WP | M2 S3: PI |
| **30** | | M2 S4: WP | M2 S5: PI | *Pause Day* | **Quiz #2** | M4 S1: PI |
| **31** | | M4 S2: PI | M4 S3: PI | Review Day | **Unit 6 EOU Assessment** | *Pre-teach Day* |
| **32** | Unit 3 | M3 S1: WP | M3 S2: PI<br>**Quiz #3** | M4 S1: PI | M4 S2: PI | *Pause Day* |
| **33** | | M4 S3: PI | M4 S4: PI | Review Day | Quiz #4 | |
| **34-EOY** | Review and Remediation | | | | | |

# 4th Grade Year at a Glance

- Click each Unit Title to access the Unit Planning Guide.
- Click HERE to access the Math Assessment Year at a Glance.
- Click HERE to access the Next Steps Guides: Response to Data Resources.
- Click HERE to view the standards taught in Number Corner.

*The light blue indicates the Numeracy Development block; the light green represents the Concept Development block.*

| Week | | |
|---|---|---|
| 0 | **Unit 1: Multiplicative Thinking** | |
| 1 | | |
| 2 | **Number Corner** (see link above for standards addressed) | **Bridges** |
| 3 | **Math Stories** 4.NBT.6 | 4.OA.1, 4.OA.2, 4.OA.4,4.MD.1 |
| | **17 days of instruction** | |
| 4 | **Unit 2: Multi-digit Multiplication and Early Division (M1, M2 & MT3)** | |
| 5 | | |
| 6 | **Number Corner** | **Bridges** |
| 7 | **Math Stories** 4.OA.1, 4.OA.2, 4.NBT.5 | 4.OA.3, 4NBT.1, 4.NBT.5, 4.MD.3 |
| 8 | **22 days of instruction** | |
| 9 | Interim Review – Interim 1 Testing | |
| 10 | **Unit 3: Fractions & Decimals** | |
| 11 | **Number Corner** | **Bridges** |
| 12 | **Math Stories** 4.NF.1, 4.NF.2, 4.NF.3, 4.NF.4, 4.NF.5, 4.NF.6 | 4.NF.1, 4.NF.2, 4.NF3a, 4.NF.3b,4.NF.3c, 4.NF.3d, 4.NF.4a, 4.NF.4b, 4.NF.5, 4.NF.6, 4.NF.7 |
| 13 | **24 days of instruction, 5 days of Interim Testing** | |
| 14 | **Unit 4: Addition, Subtraction, & Measurement (Module 1 & 2)** | |
| 15 | Number Corner | Bridges |
| 16 | Math Stories 4.NBT.4 | 4.OA.3, 4.NBT.2, 4.NBT.3, 4.NBT.4, 4.MD.1, 4.MD.2 |
| 17 | **17 days of instruction** | |
| 18 | Interim Review – Interim 2 Testing | |
| 19 | **Unit 5: Geometry and Measurement (Module 1-3)** | |
| 20 | Number Corner | Bridges |
| 21 | Math Stories 4.MD.1, 4.MD.2, 4.MD.3, 4.MD.4, 4.MD.5, 4.MD.6. 4.MD.7, 4.G.1, 4.G.2, 4.G.3 | 4.MD.3, 4.MD.5, 4.MD.5a, 4.MD.5b, 4.MD.6, 4.MD.7, 4.G.1, 4.G.2, 4.G.3 |
| | **17 days of instruction, 5 days of Interim Testing** | |
| 22 | **Unit 6: Multiplication, Division, Data & Fractions (Module 1-2)** | |
| 23 | Number Corner | Bridges |
| 24 | Math Stories 4.OA.1, 4.OA.2, 4.NBT.5 | 4.OA.3, 4.NBT.5, 4.NBT.6, 4.MD.3, 4.MD.4 |
| | **14 days of instruction, 5 days of Interim Testing** | |

| | | |
|---|---|---|
| 25 | Interim Review – Interim 3 Testing | |
| 26 | **Unit 6: Multiplication, Division, Data & Fractions (Module 3-4)** | |
| 27 | Number Corner<br>Math Stories<br>4.OA.1, 4.OA.2, 4.NBT.5 | Bridges<br>4.OA.3, 4.NBT.5, 4.NBT.6, 4.MD.3, 4.MD.4 |
| | **11 days of instruction** | |
| 28 | **Unit 7 Reviewing & Extending Fractions, Decimals, and Multi-digit Addition** | |
| 29 | | |
| 30 | Number Corner<br>Math Stories<br>4.NF.1, 4.NF.2, 4.NF.3, 4.NF.4, 4.NF.5, 4.NF.6 | Bridges<br>4.OA.3 |
| 31 | | |
| | **24 days of instruction** | |
| 32 | | |
| 33 | **Unit 4: Modules 3&4** | |
| 34 | **Number Corner**<br>**Math Stories**<br>4.NBT.4 | **Bridges**<br>4.MBT.2, 4.NBT.3, 4.NBT.4, 4.MD.1, 4.MD.2 |
| | **10 days of instruction** | |
| 35 | **Unit 5 Module 4** | |
| | **Number Corner**<br>**Math Stories**<br>4.OA.1, 4.OA.2, 4.NBT.5 | **Bridges**<br>4.MD.3, 4.MD.5, 4.MD.5a, 4.MD.5b, 4.MD.6, 4.MD.7, 4.G.1, 4.G.2, 4.G.3 |
| | **5 days of instruction** | |
| 36 - EOY | Review and Remediation | |

# 4th Grade Scope and Sequence - Detailed

| Week | | | | | | |
|---|---|---|---|---|---|---|
| 0 | Routines and Procedures | | | | | |
| 1 | Unit 1 | M1 S4: PI | M1 S5: PI | M1 S5 & S6: MF | M2 S3: PI | M2 S4: PS<br>M2 S3: WP |
| 2 | | M2 S5: PI | M2 S6: PI<br>M2 S6: WP | M2 S1: PI<br>**Quiz #1** | M2 S1: PI | M2 S2: MF |
| 3 | | M2 S5: WP | M3 S1: WP<br>**Quiz #2** | *Pause Day*<br>Unit 2 Screener | M3 S3: PI | M3 S3: PI |
| 4 | Unit 2 | M3 S4: WP<br>Review Day | **Unit 1 EOU** | *Pre-teach Day* | M1 S1: PI | M1 S3: PI<br>M1 S4: PI |
| 5 | | M1 S5: PI | M1 S4: WP<br>**Quiz #1** | M2 S1: PI | M2 S2: PI | M2 S3: PI |
| 6 | | M2 S3: PI | M2 S4: PI | M2 S5: PI<br>Quiz #2 | M3 S1 & S2: MF | *Pause Day* |
| 7 | | M3 S3: PS | M3 S4: WP | M3 S5: PI<br>**Quiz #3** | M4 S1: PI | M4 S2 & S3: MF |
| 8 | | M4 S3: WP<br>Unit 3 Screener | M4 S4:PI<br>M4 S4: WP | *Pause Day*<br>Review Day | **Unit 2 EOU** | *Pre-teach Day* |
| 9 | Interim Review – Interim 1 Testing | | | | | |
| 10 | Unit 3 | M1 S2: PI | M1 S2: PI | M1 S3: PI | M1 S4: PI | M1 S5: PI |
| 11 | | M1 S6: PI | M2 S1: PI<br>**Quiz #1** | M2 S2: PI | *Pause Day* | M2 S3: PI |
| 12 | | M2 S4: WP | M2 S5 & S6: MF | M2 S6: WP<br>**Quiz #2** | M3 S1: PI | M3 S2: PI |
| 13 | | M3 S3: PI | M3 S4: WP<br>**Quiz #3** | M4 S1: PI | M4: S2: WP<br>Unit 4 Screener | M4 S3: PI |
| 14 | Unit 4 | *Pause Day*<br>Review Day | **Unit 3 EOU** | Pre-teach Day | M1 S2: PI | M1 S1: WP |
| 15 | | M1 S3: PI | M1 S4: PS | M1 S4: WP | M1 S5: PI | M1 S6: PI |
| 16 | | M1 S7: MF<br>**Quiz #1** | M2 S1: PS | M2 S2: MF | *Pause Day* | M2 S2: PS<br>Unit 5 Screener |
| 17 | | M2 S3: PI<br>M2 S3: PI | M2 S4: PI | M2 S5: PI<br>M2 S5: WP | Review<br>**Quiz #2** | *Pre-teach Day* |
| 18 | Interim Review – Interim 2 Testing | | | | | |
| 19 | Unit 5 | M1 S2: PI | M1 S3: PI | M1 S3: PI | M1 S4: WP | M1 S5: PI |
| 20 | | M1 S6: PI | M2 S1: PI<br>**Quiz #1** | M2 S2: PI | M2 S3: PI | *Pause Day* |
| 21 | | M2 S4: PI | M3 S1: PI<br>**Quiz #2** | M3 S2: PI | M3 S3: PI | *Pause Day*<br>Review |
| 22 | Unit 6 | **Unit 5 EOU** | *Pre-teach day* | M1 S2: PI | M1 S2 & S3: PI | M1 S3: PS |
| 23 | | M1 S4: PS | M1 S4: PI | M1 S5: PI | M1 S6: PI | M1 S7: PS |
| 24 | | M1 S7: PI | M2 S1 & S2: PI/MF<br>**Quiz #1** | M2 S2: PI | M2 S3 & S4: PI/MF | M2 S4: WP<br>**Quiz #2** |

| | | | | | | |
|---|---|---|---|---|---|---|
| **25** | Interim Review – Interim 3 Testing | | | | | |
| **26** | Unit 6 | M3 S1: PI | M3 S2: PI | M3 S4: WP | *Pause Day* | M3 S4: PS |
| **27** | | M3 S4 & S5: PI/MF | M4 S1: PS<br>**Quiz #3** | M4 S1: WP | M4 S2: PI | Review Day |
| **28** | Unit 7 | **Unit 6 EOU** | *Pre-Teach Day* | M1 S2: PI | M1 S3: PI | M1 S4: PI |
| **29** | | M1 S5: PI | M1 S5: PI | M1 S6: PI | M1 S7: PI | M2 S1: PI<br>**Quiz #1** |
| **30** | | M2 S2: PI | M2 S3: PI | M2 S4: PI | *Pause Day* | M3 S1: PI<br>**Quiz #2** |
| **31** | | M3 S2: PI | M3 S3: PI | M3 S4: PI | M3 S5: PI | M4 S1: PI<br>**Quiz #3** |
| **32** | | M4 S2: PI | M4 S2: PI | M4 S3: PI | *Pause Day*<br>Review Day | **Unit 7 EOU** |
| **33** | Unit 4 | *Pre-teach* | M3 S1 | M3 S2 | M3 S3 | U4 M3 S4 |
| **34** | | M3 S5 | M4 S1 | M4 S2 | Review | **Quiz #3** |
| **35** | Unit 5 | Unit 5 Module 4 | | | | |
| **EOY** | Review and Remediation | | | | | |

# 5th Grade Year at a Glance

- Click each Unit Title to access the Unit Planning Guide.
- Click HERE to access the Math Assessment Year at a Glance.
- Click HERE to access the Next Step Guides: Response to Data Resources.
- Click HERE to view the standards taught in Number Corner.

*The light blue indicates the Numeracy Development block; the light green represents the Concept Development block.*

| Week | | |
|---|---|---|
| 0 | **Unit 1: Expressions, Equations & Volume** | |
| 1 | | |
| 2 | **Number Corner** (see link above for standards addressed) **Math Stories** 5.NBT.5, 5.MD.3, 5.MD.4, 5.MD.5, 5.MD.5c | **Bridges** 5.OA.1 , 5.OA.2, 5.MD.3a, 5.MD.3b, 5.MD.4, 5.MD.5a |
| 3 | **14 days of instruction, 0 days of Interim Testing** | |
| 4 | **Unit 6 Module 3: Volume**<br>**Number Corner** **Math Stories** 5.NBT.5, 5.MD.3, 5.MD.4, 5.MD.5, 5.MD.5c | **Bridges** 5.MD.5b, 5.MD.5c, 5.G.1, 5.G.4<br>**6 days of instruction, 0 days of Interim Testing** |
| 5 | **Unit 2 Module 1 -3: Adding & Subtracting Fractions** | |
| 6 | | |
| 7 | **Number Corner** **Math Stories** 5.NF.1, 5.NF.2, 5.NF.3, 5.NF.4, 5.NF.6, 5.NF.7, 5.NBT.6, 5.MD.2 | **Bridges** 5.NF.1, 5.NF.2 |
| 8 | **20 days of instruction, 5 days of Interim Testing** | |
| 9 | **Interim Review – Interim 1 Testing** | |
| 10 | **Unit 2 Module 4: Adding & Subtracting Fractions**<br>**Number Corner** **Math Stories** 5.NF.1, 5.NF.2, 5.NF.3, 5.NF.4, 5.NF.6, 5.NF.7, 5.NBT.6, 5.MD.2 | **Bridges** 5.NF.1, 5.NF.2<br>**3 days of instruction, 0 days of Interim Testing** |
| 11 | **Unit 3 Modules 1 - 3: Place Values & Decimals** | |
| 12 | **Number Corner** **Math Stories** 5.NBT.1, 5.NBT.2, 5.NBT.3, 5.NBT.7 | **Bridges** 5.NBT.1, 5.NBT.2, 5.NBT.3a, 5.NBT.3b, 5.NBT.4, 5.NBT.6, 5.NBT.7, 5.MD.1 |
| 13 | | |
| 14 | **19 days of instruction, 0 days of Interim Testing** | |
| 15 | **Unit 4 Module 1 - 3: Multiplying & Dividing Whole Numbers and Decimals** | |
| 16 | | |
| 17 | **Number Corner** **Math Stories** 5.NBT.5, 5.MD.3, 5.MD.4, 5.MD.5, 5.MD.5c | **Bridges** 5.NBT.5,5.NBT.6, 5.NBT.7, 5NF.4a, 5.MD.1 |
| | **18 days of instruction, 5 days of Interim Testing** | |

| | | |
|---|---|---|
| 18 | Interim Review – Interim 2 Testing | |
| 19 | **Unit 4 Module 4: Multiplying & Dividing Whole Numbers and Decimals** | |
| 20 | **Number Corner Math Stories**<br>5.NBT.5, 5.MD.3, 5.MD.4, 5.MD.5, 5.MD.5c | **Bridges**<br>5.NBT.5,5.NBT.6, 5.NBT.7, 5NF.4a |
| | **7 days of instruction, 0 days of Interim Testing** | |
| 21 | **Unit 5: Multiplying Fractions by Fractions** | |
| 22 | | |
| 23 | **Number Corner Math Stories**<br>5.NF.1, 5.NF.2, 5.NF.3, 5.NF.4, 5.NF.6, 5.NF.7, 5.NBT.6, 5.MD.2 | **Bridges**<br>5.NF.4a, 5.NF.4b, 5.NF.5b 5.NF.6,5.NF.7a, 5.NF.7b, 5.NF.7c |
| 24 | **23 days of instruction, 5 days of Interim Testing** | |
| 25 | Interim Review – Interim 3 Testing | |
| 26 | **Unit 3 Module 4** | |
| | **Number Corner Math Stories**<br>5.NF.1, 5.NF.2, 5.NF.3, 5.NF.4, 5.NF.6, 5.NF.7, 5.NBT.6, 5.MD.2 | **Bridges**<br>5.NBT.1, 5.NBT.2, 5.NBT.3a, 5.NBT.3b, 5.NBT.4, 5.NBT.6, 5.NBT.7, 5.MD.1 |
| | **3 days of instruction, 0 days of Interim Testing** | |
| 27* | **Unit 7: Division & Decimals** | |
| 28 | | |
| 29 | **Number Corner Math Stories**<br>5.NBT.1, 5.NBT.2, 5.NBT.3, 5.NBT.7 | **Bridges**<br>5.NBT.1, 5.NBT.2, 5.NBT.7 |
| 30 | **25 days of instruction, 0 days of Interim Testing** | |
| 31 | | |
| 32 | **Unit 6 Module 1, 2, & 4: Graphing and Geometry** | |
| 33 | | |
| 34 | **Number Corner Math Stories**<br>5.NBT.5, 5.MD.3, 5.MD.4, 5.MD.5, 5.MD.5c | **Bridges**<br>5.OA.3, 5.NF.6, 5.MD.5b, 5.MD.5c, 5.G.1, 5.G.2, 5.G.3, 5.G.4 |
| | **18 days of instruction, 0 days of Interim Testing** | |
| 35 | **Optional: Unit 8 Solar Design** | |
| | **Number Corner Math Stories** | **Bridges**<br>5.G |
| | **4 days of instruction, 0 days of Interim Testing** | |
| 36 - EOY | Review and Remediation | |

# 5th Grade Scope and Sequence - Detailed

| Week | | | | | | |
|---|---|---|---|---|---|---|
| 0 | Routines and Procedures | | | | | |
| 1 | Unit 1 | M1 S5: PS<br>M2 S3: PS | M2 S5: WP | M2 S6: PS<br>M2 S6: PI | M3 S2: PS<br>**Quiz #1** | M1 S4: PI |
| 2 | | M1S5: PI<br>(Steps 13-15)<br>M2 S1: PI | M2 S2: MF | M3 S1: PS<br>M3 S1: PI | M3 S3: PS<br>M3 S3: PI | M3 S4: PS |
| 3 | | M3 S4: WP<br>**Quiz #2** | M4 S1: PI | M4 S2: PI | M4 S3: PI | M3 S1: PI |
| 4 | Unit 6 | M3 S4: PI | M3 S5: PI<br>**Quiz #3 (Volume)** | M3 S5: WP | *Pause Day*<br>Review Day | **U1/U6 EOU Assessment** |
| 5 | Unit 2 | *Pre-Teach Day* | M1 S1: PS | M1 S2: PS | M1 S4: PS | M1 S4: WP |
| 6 | | M1 S5: PS<br>**Quiz #1** | *Pause Day* | M2 S2: PS | M2 S1 & S2: MF | M2 S2: WP |
| 7 | | M2 S3: PI | M2 S4 & S5: PI | M2 S6: PS<br>**Quiz #2** | *Pause Day*<br>Unit 3 Screener | M3 S1: PI |
| 8 | | M3 S2: PI | M3 S3 & S4: PI | M3 S5: PI<br>**Quiz #3** | *Pause Day*<br>Review Day | **Unit 2 EOU** |
| 9 | Interim Review – Interim 1 Testing | | | | | |
| 10 | Unit 2 | M4 S1: PI | M4 S2: PI | M4 S3: PI | *Pre-teach Day* | M1S1:PS |
| 11 | Unit 3 | M1 S3: PI | M1 S4: PI | M1 S5: PI | M2 S1: PI<br>**Quiz #1** | M2 S1: PS |
| 12 | | M2 S2: PS<br>M2 S2: WP | *Pause Day* | M2 S3: WP<br>M2 S4: WP | M2 S5 & S6: PI | M2 S6: PS |
| 13 | | M2 S7: PI | M3 S2: PI<br>**Quiz #2** | M3 S1 & S2: MF | M3 S3: PI | M3 S4: PS<br>Unit 4 Screener |
| 14 | | *Pause Day*<br>Review Day | **Unit 3 EOU** | *Pre-teach Day* | M1 S1:PS | M1 S2: PS<br>M1 S2: WP |
| 15 | Unit 4 | M1 S3: PS | M1 S3 & S4: MF | M2 S1:PS<br>**Quiz #1** | M2 S2: PS | M2 S3: PS |
| 16 | | M2 S2 & S3: PI | M2 S4: PI<br>**Quiz #2** | *Pause Day* | M3 S1: PI | M3 S2: PI |
| 17 | | M3 S3: PI | M3 S4: PI | M3 S5: PI | M3 S6: PI | M3 S7: PI |
| 18 | Interim Review – Interim 2 Testing | | | | | |
| 19 | Unit 4 | M4 S1: WP<br>**Quiz #3** | *Pause Day*<br>Unit 5 Screener | M4 S2: PI | M4 S4: PI | M4 S4: WP |
| 20 | | Review Day | **Unit 4 EOU** | *Pre-teach Day* | M1 S2: PI<br>M1 S2: WP | M1 S3: PI |
| 21 | Unit 5 | M1 S4 & S5: PI | M1 S5: PS<br>M1 S5: WP | M2 S1: PI<br>**Quiz #1** | *Pause Day* | M2 S2: PI |
| 22 | | M2 S3: PI | M2 S4 & S5: PI | M2 S5: PI<br>**Quiz #2** | M3 S1: PI | M3 S2: MF |
| 23 | | M3 S3: PI | M3 S4: WP<br>**Quiz #3** | *Pause Day*<br>Unit 7 Screener | M4 S1: PI | M4 S2: PI |
| 24 | | M4 S3: PI | M4 S4: PI | M4 S5: PI | Review Day | **Unit 5 EOU** |

| | | | | | | |
|---|---|---|---|---|---|---|
| **25** | Interim Review – Interim 3 Testing | | | | | |
| **26** | Unit 3 | M4 S1: PI | M4 S2: PI | M4 S3: WP | *Pre-teach Day* | M1 S2: PS |
| **27** | Unit 7 | M1 S3: PS | M1 S4 & S5: MF | M1 S5: PS | M1 S6: PS<br>**Quiz #1** | *Pause Day* |
| **28** | | M2 S1: PS | M2 S1 & S2: MF | M2 S3: WP | M2 S3: PS | M2 S4: PS |
| **29** | | M2 S5: PI | M2 S5: PS<br>**Quiz #2** | *Pause Day* | M3 S1: PS | M3 S2: PI |
| **30** | | M3 S3: PI | M3 S4: PI | M3 S4: PI | M4 S1: PI<br>**Quiz #3** | M4 S2: PI |
| **31** | | M4 S3: PI | *Pause Day*<br>Review Day | **Unit 7 EOU** | M1 S2: PI | M1 S3: PI |
| **32** | Unit 6 | M1 S4 & S5: PI | M1 S5&S6: PI | M1 S6: PI | M1 S7: WP<br>**Quiz #1** | *Pause Day* |
| **33** | | M2 S1: PI | M2 S2: PI | M2 S3: PI | M2 S4: PI | M3 S3: WP<br>**Quiz #2** |
| **34** | | M4 S1: PS | M4 S1: PI | M4 S2: PI | M4 S3: PI<br>**Quiz #3** | Pause Day<br>Review Day |
| **35** | | **Unit 6 EOU** | Unit 8 Solar Design | | | |
| **EOY** | Review and Remediation | | | | | |

# 6th Grade Year at a Glance 2024-2025

**Click each Unit Title to access the digital resources on the Unit's Landing Page.**
**Click HERE to access the Next Step Guides: Response to Data Resources.**
**Click HERE to view the Math Assessment Year at a Glance.**

| Week | |
|---|---|
| 0 | Week 0 Resources |
| 1 | Unit 2: Introducing Ratios<br>6.RP.A.1 • 6.RP.A.2 • 6.RP.A.3 - 6.RP.A.3a • 6.RP.A.3b |
| 2 | |
| 3 | |
| 4 | |
| 5 | Unit 3: Unit Rates and Percentages<br>6.RP.A.2 • 6.RP.A.3 - 6.RP.A.3b • 6.RP.A.3c • 6.RP.A.3d |
| 6 | |
| 7 | |
| 8 | |
| 9 | Interim Review – Interim 1 Testing |
| 10 | Unit 4: Dividing Fractions Lessons 1-11 (Topics A-C)<br>6.NS.A.1 |
| 11 | |
| 12 | Unit 5: Arithmetic in Base Ten<br>6.EE.A.4 • 6.NS.B.2 • 6.NS.B.3 |
| 13 | |
| 14 | |
| 15 | Unit 6: Expressions and Equations (Topics A&B)<br>6.EE.A.1 • 6.EE.A.2 - 6.EE.A.2a • 6.EE.A.2c • 6.EE.A.3 • 6.EE.A.4 • 6.EE.B.5 • |
| 16 | 6.EE.B.6 • 6.EE.B.7 • 6.EE.C.9 • 6.NS.B.3 • 6.RP.A.3 - 6.RP.A.3b • 6.RP.A.3c |
| 17 | |
| 18 | Interim Review – Interim 2 Testing |
| 19 | Unit 6: Expressions and Equations (Topics C&D)<br>6.EE.A.1 • 6.EE.A.2 - 6.EE.A.2a • 6.EE.A.2c • 6.EE.A.3 • 6.EE.A.4 • 6.EE.B.5 • |
| 20 | 6.EE.B.6 • 6.EE.B.7 • 6.EE.C.9 • 6.NS.B.3 • 6.RP.A.3 - 6.RP.A.3b • 6.RP.A.3c |
| 21 | Unit 7: Rational Numbers<br>6.NS.B.4 • 6.NS.C.5 • 6.NS.C.6 - 6.NS.C.6a • 6.NS.C.6b • 6.NS.C.6c • |
| 22 | 6.NS.C.7 - 6.NS.C.7a • 6.NS.C.7b • 6.NS.C.7c • 6.NS.C.7d • 6.NS.C.8 • |
| 23 | 6.G.A.3 • 6.EE.A.2 - 6.EE.A.2b • 6.EE.B.5 • 6.EE.B. 6 • 6.EE.B.8 |
| 24 | |
| 25 | Unit 1: Area and Surface Area |
| 26 | Interim Review – Interim 3 Testing |
| 27 | Unit 1: Area and Surface Area<br>6.G.A.1 • 6.G.A.4 • 6.EE.A.1 • 6.EE.A.2 - 6.EE.A.2a • 6.EE.A.2c |
| 28 | |
| 29 | |
| 30 | Unit 4: Lesson 12-16 (Topics D-E)<br>6.G.A.1 • 6.G.A.2 |
| 31 | Unit 8: Data Sets and Distribution<br>6.SP.A.1 • 6.SP.A.2 • 6.SP.A.3 • 6.SP.B.4 • 6.SP.B.5 - 6.SP.B.5a • 6.SP.B.5b • |
| 32 | 6.SP.B.5c • 6.SP.B.5d • 6.NS.B.3 |
| 33 | |
| 34 | |
| 35 - EOY | Unit 9: End of Year Review<br>*** State testing windows vary. All priority standards should be taught prior to state testing. Please refer to your school's testing calendar for your state testing window.** |

# 6th Grade Weekly Instructional Planning Guide

| Week | | | | | | |
|---|---|---|---|---|---|---|
| 0 | Week 0 Resources<br>Routines and Procedures – Administer Unit 2 Preassessment & Pre-teach Day: Unit 2 Unfinished Learning Activities* | | | | | |
| 1 | Unit 2 | Pre-teach Day: Unit 2 Unfinished Learning Activities* | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 |
| 2 | | Lesson 5 | **Pause Day Refer to Exit Ticket Guidance** | Lesson 6 Activities 1 & 2 **Topic A & B Quiz** | Lesson 7 | Lesson 8 |
| 3 | | Lesson 9 Administer Unit 3 Preassessment this week | Lesson 10 Engage, Activity 1 **Topic C Quiz** | **Pause Day Refer to Exit Ticket Guidance** | Lesson 11 | Lesson 12 |
| 4 | | Lesson 13 Activities 1 and 2 **Optional Topic D Quiz** | Lesson 14 | Lesson 15 | Lesson 16 | Unit 2 Review |
| 5 | Unit 3 | **Unit 2 Assessment** | Pre-teach Day: Unit 3 Unfinished Learning Activities* | Lesson 1 | Lesson 3 | Lesson 4 Activities 1 & 2 **Topic A&B Quiz** |
| 6 | | Lesson 5 Administer Unit 4 Preassessment this week | Lesson 6 | Lesson 7 | Lesson 8 | Lesson 9 |
| 7 | | **Pause Day Refer to Exit Ticket Guidance** | Lesson 10 Activities 1 & 2 **Topic C Quiz** | Lesson 11 | Lesson 12 | Lesson 13 |
| 8 | | Lesson 14 | Lesson 15 | Lesson 16 Activities 1 & 2 **Optional Topic D Quiz** | Unit 3 Review | **Unit 3 Assessment** |
| 9 | **Interim Review & Interim 1 Testing** | | | | | |
| 10 | Unit 4 | Pre-teach Day: Unit 4 Unfinished Learning Activities* Administer Unit 5 Preassessment this week | Lesson 2 | Lesson 3 | Lesson 4 Engage, Activity 1 **Topic A Quiz** | Lesson 6 |
| 11 | | Lesson 7 | Lesson 8 | Lesson 9 Engage, Activity 2 **Topic B Quiz** | Lesson 10 | Lesson 11 |
| 12 | Unit 5 | Pre-teach Day: Unit 5 Unfinished Learning Activities* | Lesson 1 | Lesson 3 | Lesson 4 Engage, Activity 1 **Topic A&B Quiz** | Lesson 5 |
| 13 | | Lesson 6 Administer Unit 6 Preassessment this week | Lesson 7 | Lesson 8 | **Pause Refer to Exit Ticket Guidance** | Lesson 9 Engage, Activity 1 **Topic C Quiz** |
| 14 | | Lesson 10 | Lesson 11 | Lesson 12 | Lesson 13 | Lesson 14 Activities 1 & 2 **Topic D Quiz** |

| | | | | | | |
|---|---|---|---|---|---|---|
| 15 | Unit 6 | Unit 5 Review | **Unit 5 Assessment** | Pre-teach Day: Unit 6 Unfinished Learning Activities* | Pre-teach Day: Unit 6 Unfinished Learning Activities* | Lesson 1 |
| 16 | | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5<br>Engage, Activity 1<br>**Topic A Quiz** | Lesson 6 |
| 17 | | Lesson 7 | Lesson 8 | Lesson 9 | Lesson 10 | Lesson 11<br>Engage, Activity 1<br>**Topic B Quiz** |
| 18 | **Interim Review & Interim 2 Testing** | | | | | |
| 19 | Unit 6 | **Pause<br>Refer to Exit Ticket Guidance**<br>Administer Unit 7 Preassessment this week | Lesson 12 | Lesson 13 | Lesson 15<br>Engage, Activity 1<br>**Topic C Quiz** | Lesson 16 |
| 20 | | Lesson 17 | Unit 6 Review | **Unit 6 Assessment** | Pre-teach Day: Unit 7 Unfinished Learning Activities* | Lesson 1<br>Engage, Activity 2<br>Lesson 2<br>Activity 2, Exit Ticket |
| 21 | Unit 7 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Lesson 7<br>Engage, Activity 1<br>**Topic A Quiz** |
| 22 | | Lesson 8 | Lesson 9 | Lesson 10 | **Pause<br>Refer to Exit Ticket Guidance** | Lesson 11<br>Activity 1, Activity 2<br>**Topic B Quiz** |
| 23 | | Lesson 12<br>Administer Unit 1 Preassessment this week | Lesson 13<br>Engage, Activity 1<br>Lesson 14<br>Activity 2, Exit Ticket | Lesson 15 | **Pause<br>Refer to Exit Ticket Guidance** | Lesson 16<br>Activity 1, Activity 2<br>**Topic C Quiz** |
| 24 | | Lesson 17 | Lesson 18 | **Unit 7 Review** | **Unit 7 Assessment** | Pre-teach Day: Unit 6 Unfinished Learning Activities* |
| 25 | Unit 1 | Lesson 1<br>Engage, Activity 1<br>Lesson 2<br>Activity 1 | Lesson 3 | Lesson 4<br>Engage, Activity 1<br>Lesson 5<br>Activity 1,Activity 2<br>Exit Ticket | Lesson 6<br>Engage, Activity 1<br>**Topic A&B Quiz** | Lesson 7 |
| 26 | **Interim Review & Interim 3 Testing** | | | | | |
| 27 | Unit 1 | **Pause<br>Refer to Exit Ticket Guidance** | Lesson 8 | Lesson 9 | Lesson 10 | Lesson 11<br>Engage, Activity 1<br>**Topic C&D Quiz** |
| 28 | | Lesson 12<br>Administer Unit 8 Preassessment this week | Lesson 13<br>Engage/Activity 1<br>Lesson 14<br>Engage, Activity 1<br>Exit Ticket | Lesson 15 | Lesson 16<br>Engage, Activity 2 | Lesson 17<br>Engage, Activity 2<br>Lesson 18<br>Engage, Activity 1<br>Exit Ticket |
| 29 | Unit 4 | Unit 1 Review<br>&<br>**Optional Topic E&F Quiz** | Lesson 12<br>Engage Activity 1<br>Lesson 13<br>Activity 1, Activity 3<br>Exit ticket | Lesson 14<br>Engage Activity 1<br>Lesson 15<br>Engage Activity 1<br>Exit ticket | Lesson 16 | **Unit 1 and Unit 4 Topic D End of Unit Assessment** |

| | | | | | | |
|---|---|---|---|---|---|---|
| **30** | **Unit 8** | Pre-teach Day<br>Unit 8 Unfinished Learning Activities* | Lesson 1 | Lesson 2 | Lesson 3 | **Pause**<br>**Refer to Exit Ticket Guidance** |
| **31** | | Lesson 4<br>Engage, Activity 1<br>Lesson 5<br>Activity 2, Exit Ticket | Lesson 6 | Lesson 7<br>Engage, Activity 1<br>Lesson 8<br>Engage, Activity 1 | **Pause**<br>**Refer to Exit Ticket Guidance** | Lesson 9<br>Engage, Activity 2<br>**Topic A&B Quiz** |
| **32** | | Lesson 10 | Lesson 11 | Lesson 12<br>Activity 1, Activity 2<br>**Topic C Quiz** | Lesson 13 | Lesson 14 |
| **33** | | Lesson 15 | Lesson 16 | Lesson 17 | Unit 8 Review | **Unit 8 Assessment** |
| **34** | **Unit 9: End of Year Review and Remediation** | | | | | |

***Formally known as Learning Loss Activities**

# Scope and Sequence for Algebra In Mind Pathway 2
# 6 AIM - 6/7 EXCEL-erate Course

We subscribe to the philosophy that our curriculum provides enough depth to allow for differentiation (enrichment) without an accelerated track. However, we recognize there are many practices regarding compacting courses and therefore have carefully crafted a draft of accelerated coursework. The goal of this document is to provide schools with a curriculum map for compacting Grades 6, 7, 8, and Algebra I/Integrated I into three courses in middle school; 6/7 Accelerated, 7/8 Accelerated, and Grade 8/Algebra I.

## Rationale for Selection and Sequencing of Units

The intentional selection and ordering of units promotes the preservation of the original flow of the curriculum as much as possible and thus various components do not lose impact. For example, distributed practice, pre-unit diagnostics and end-unit assessments can still be used with only slight modifications. Procedural fluency is built into the activities and practice problems in a progressive manner as students move through the units and the building of fluency does remain effective within the accelerated sequence. Conceptual development of concepts also builds over time and through progression of units and was taken into consideration when choosing and ordering the units as well. Please note that there were several options for unit selection and sequencing, but the included scope and sequence is one that most effectively preserves the development of procedural skill and conceptual understanding within the program.

The sequence begins with fraction division and base ten arithmetic and then moves into concepts of Geometry which is a departure from the regular unit sequence. Accelerated students tend to have sound number sense that does not rely on additional embedded practice in order to be successful with fraction concepts. Rates and unit ratios is the next major concept studied, followed by expressions and equations. Work with equations is used to set the foundation for determining proportional relationships and examining percentages. And finally, the unit *Rational Numbers* could have been followed by *Rational Number Arithmetic* but the chosen sequence allows for more time to complete the grade 6 standards prior to state testing.

## Instructional Considerations

Activities have been omitted as a result of compacting, which changes the original flow and structure of the lesson. This results in instructional choices for the teacher.

- For example, warm-ups and cool downs can be inserted within any lesson if there is a need for students to independently show their level of understanding.
- The timing assigned to each activity will be at the discretion of the teacher and not what is listed within the lessons.
- Some of the activities not included in this scope and sequence provide additional fluency work. These activities can be included when student needs suggest more procedural fluency work is necessary.
- Review days, or partial days, can be inserted where needed for appropriate practice time.

**The following scope and sequence is intended for 6$^{th}$ grade students in the 6/7**

**Accelerated Course. It covers all the Grade 6 content and half of Grade 7**

# 6 AIM Scope and Sequence Pathway 2

| Week | |
|---|---|
| 1<br>2<br>3 | Unit 1: Dividing Fractions and Base 10 Arithmetic<br>(6 Unit 4 and Unit 5)<br>6.NS.A.1 • 6.NS.B.2 • 6.NS.B.3• 6.G.A.1 • 6.G.A.2 • 6.EE.A.4 |
| 4<br>5<br>6<br>7<br>8<br>9 | Unit 2: Area, Surface Area, and Scale Drawings<br>(7 Unit 1, 6 Unit 1 and Unit 4)<br>7.G.A.1 • 6.G.A.1 • 6.G.A.2 • 6.G.A.4 • 6.EE.A.1 • 6.EE.A.2 - 6.EE.A.2a • 6.EE.A.2c |
| 10 | Unit 3: Ratios, Unit Rates and Percentages<br>(6 Unit 2 and 3)- Topic A |
| 11 | Interim Review – Interim 1 Testing |
| 12<br>13<br>14<br>15 | Unit 3: Ratios, Unit Rates and Percentages<br>(6 Unit 2 and 3)<br>6.RP.A.1 • 6.RP.A.2 • 6.RP.A.3 - 6.RP.A.3a • 6.RP.A.3b • 6.RP.A.3c • 6.RP.A.3d |
| 16<br>17<br>18 | Unit 4: Expressions and Equations (6 Unit 6)<br>6.EE.A.1 • 6.EE.A.2 - 6.EE.A.2a • 6.EE.A.2c • 6.EE.A.3 • 6.EE.A.4 • 6.EE.B.5 • 6.EE.B.6 • 6.EE.B.7 • 6.EE.C.9 • 6.NS.B.3 • 6.RP.A.3 - 6.RP.A.3b • 6.RP.A.3c |
| 19<br>20<br>21 | Unit 6: Rational Numbers (6 Unit 7)<br>6.NS.B.4 • 6.NS.C.5 • 6.NS.C.6 - 6.NS.C.6a • 6.NS.C.6b • 6.NS.C.6c • 6.NS.C.7 - 6.NS.C.7a • 6.NS.C.7b • 6.NS.C.7c • 6.NS.C.7d • 6.NS.C.8 • 6.EE.A.2 - 6.EE.A.2b • 6.EE.B.5 • 6.EE.B. 6 • 6.EE.B.8 • 6.G.A.3 |
| 22 | Interim Review - Interim 2 Testing |
| 23<br>24 | Unit 7: Data Sets and Distribution (6 Unit 8)<br>6.SP.A.1 • 6.SP.A.2 • 6.SP.A.3 • 6.SP.B.4 • 6.SP.B.5 - 6.SP.B.5a • 6.SP.B.5b • 6.SP.B.5c • |

| | |
|---|---|
| | 6.SP.B.5d • 6.NS.B.3 |
| 25 * | Unit 5: Proportional Relationships & Percentage Situations (7 Unit 2 & 4) |
| 26 | |
| 27 | 7.RP.A.1 • 7.RP.A.2 • 7.RP.A.3 • 7.G.A.1 • 7.G.B.6 • 7.RP.A.2.a • 7.RP.A.2.b • 7.RP.A.2.c • |
| 28 | |
| 29 | 7.RP.A.2.d • 7.NS.A.2.d |
| 30 | Unit 8: Rational Number Arithmetic & More Equations and Inequalities (7 Unit 5 and 6) |
| 31 | |
| 32 | |
| 33 | 7.NS.A.1 • 7.NS.A.2 • 7.NS.A.3 • 7.EE.A.1 • 7.EE.A.2 • 7.EE.B.3 •7.EE.B.4. • 7.RP.A.2 • |
| 34 | 7.NS.A.1.a • 7.NS.A.1.b • 7.NS.A.1.c • 7.NS.A.1.d • 7.NS.A.2.a •7.NS.A.2.b • 7.NS.A.2.c • |
| | 7.NS.A.2.d • 7.EE.B.4.a • 7.EE.B.4.b |
| 35 - EOY | Review and Remediation |

*** State testing windows vary. All priority standards should be taught prior to state testing. Please refer to your school's testing calendar for your state testing window.**

# AIM 6th / 7th Grade Scope Pathway 2 Detailed

| Week | | | | | | |
|---|---|---|---|---|---|---|
| 0 | Routines, Procedures and Review | | | | | |
| 1 | Unit 1 | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Review |
| 2 | | Lesson 5 | Lesson 6 | Lesson 7 | Lesson 8 | Lesson 9 |
| 3 | | Lesson 10 | Lesson 11 | Lesson 12 | Lesson 13 | Lesson 14 |
| 4 | | Review | Assessment | Lesson 1 | Lesson 2 | Lesson 3 |
| 5 | Unit 2 | Lesson 4 | Lesson 5 | Lesson 6 | Lesson 7 | Lesson 8 |
| 6 | | Lesson 9 | Lesson 10 | Review | Lesson 11 | Lesson 12 |
| 7 | | Lesson 13 | Lesson 14 | Lesson 15 | Lesson 16 | Lesson 17 |
| 8 | | Lesson 18 | Lesson 19 | Lesson 20 | Lesson 21 | Lesson 22 |
| 9 | | Review | Assessment | Review | Lesson 1 | Lesson 2 |
| 10 | 3 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Lesson 7 |
| 11 | Interim Review – Interim 1 Testing | | | | | |
| 12 | Unit 3 | Lesson 8 | Lesson 9 | Lesson 10 | Lesson 11 | Lesson 12 |
| 13 | | Review | Lesson 13 | Lesson 14 | Lesson 15 | Lesson 16 |
| 14 | | Lesson 17 | Lesson 18 | Review | Lesson 19 | Lesson 20 |
| 15 | | Lesson 21 | Lesson 22 | Review | Assessment | Lesson 1 |
| 16 | Unit 4 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| 17 | | Lesson 7 | Lesson 8 | Lesson 9 | Lesson 10 | Lesson 11 |
| 18 | | Lesson 12 | Lesson 13 | Assessment | Lesson 1 | Lesson 2 |
| 19 | Unit 6 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Review |
| 20 | | Lesson 7 | Lesson 8 | Lesson 9 | Lesson 10 | Lesson 11 |
| 21 | | Review | Assessment | Lesson 1 | Lesson 2 | Lesson 3 |
| 22 | Interim Review – Interim 2 Testing | | | | | |
| 23 | Unit 7 | Lesson 4 | Lesson 5 | Lesson 6 | Lesson 7 | Lesson 8 |
| 24 | | Lesson 9 | Lesson 10 | Lesson 11 | Lesson 12 | Review |
| 25 | Unit 5 | Assessment | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 |
| 26 | | Lesson 5 | Lesson 6 | Lesson 7 | Lesson 8 | Review |
| 27 | | Lesson 9 | Lesson 10 | Lesson 11 | Lesson 12 | Lesson 13 |
| 28 | | Lesson 14 | Lesson 15 | Lesson 16 | Lesson 17 | Lesson 18 |
| 29 | | Lesson 19 | Review | Assessment | Lesson 1 | Lesson 2 |
| 30 | Unit | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Lesson 7 |
| 31 | | Lesson 8 | Lesson 9 | Lesson 10 | Lesson 11 | Lesson 12 |
| 32 | | Lesson 13 | Lesson 14 | Lesson 15 | Lesson 16 | Lesson 17 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 33 | 8 | Lesson 18 | Lesson 19 | Lesson 20 | Lesson 21 | Lesson 22 |
| 34 | | Lesson 23 | Lesson 24 | Lesson 25 | Review | Assessment |
| 35-EOY | Review and Remediation | | | | | |

| Accelerated Unit #: Topic<br>(time) | Covers these IM Units | # Lessons |
|---|---|---|
| **Unit 1: Fraction Division and Base Ten Arithmetic**<br>(3-4 weeks) | 6.4<br>6.5 | 9<br>5 |
| **Unit 2: Area, Surface Area, and Scale Drawings**<br>(5weeks) | 6.1<br>6.4 (Geo.)<br>6.5 (Geo.)<br>7.1 | 12<br>2<br>0<br>8 |
| **Unit 3: Ratios, Unit Rates, and Percentage**<br>(5 weeks) | 6.2<br>6.3 | 12<br>10 |
| **Unit 4: Expressions and Equations**<br>(3 weeks) | 6.6 | 13 |
| **Unit 6: Rational Numbers**<br>(2-3 weeks) | 6.7 | 11 |
| **Unit 7: Data Sets and Distributions**<br>(3 weeks) | 6.8 | 12 |
| **Unit 5: Proportional Relationships and Percentage Situations**<br>(4 weeks) | 7.2<br>7.4 | 10<br>9 |
| **Unit 8: Rational Number Arithmetic and More Equations and Inequalities**<br>(5- 6 weeks) | 7.5 *<br>7.6 A B C | 12<br>13 |
| **Culminating Unit (OPTIONAL If time Allows)** | 6.9 | |
| **TOTAL** | | **138** |

*can also be done with 6.7, but this option leaves more time to complete 6th grade standards before state testing

## Unit 1: Fraction Division and Base Ten Arithmetic

| Accelerated Unit. Lesson | Accelerated Lesson Name | Regular Grade. Unit. Lesson | Activity Name |
|---|---|---|---|
| 1.1 | Size of Divisor and Size of Quotient | 6.4.1 | Number Talk: Size of Dividend and Divisor |
| | | 6.4.1 | All Stacked Up |
| | | 6.4.1 | All in Order |
| | | 6.4.1 | Result of Division |
| 1.2 | Meanings of Division | 6.4.2 | A Division Expression |
| | | 6.4.2 | Bags of Almonds |
| | | 6.4.3 | Homemade Jams |
| | | 6.4.3 | Rice and Beans |
| 1.3 | How Many Groups? | 6.4.4 | Equal-sized Groups |
| | | 6.4.4 | Reasoning with Pattern Blocks |
| | | 6.4.5 | Reasoning with Fraction Strips |
| | | 6.4.5 | More Reasoning with Pattern Blocks |
| | | 6.4.5 | Bags of Tangerines |
| 1.4 | Fraction of a Group | 6.4.6 | How Many of These in That? |
| | | 6.4.6 | Representing Groups of Fractions with Tape Diagrams |
| | | 6.4.6 | Finding Number of Groups |
| | | 6.4.7 | Estimating Fraction of a Number |
| | | 6.4.7 | Fractional Batches of Ice Cream |
| | | 6.4.7 | A Partially Filled Container |
| 1.5 | How Much in Each Group? Part 1 | 6.4.8 | Inventing a Scenario |
| | | 6.4.8 | How Much in One Batch? |
| | | 6.4.8 | One Container and One Section of Highway |
| | | 6.4.8 | Funding a Camping Trip |
| 1.6 | How Much in Each Group? Part 2 | 6.4.9 | Greater Than 1 or Less Than 1? |
| | | 6.4.9 | Two Water Containers |
| | | 6.4.9 | Amount in One Group |
| | | 6.4.9 | Inventing a Situation |
| | | 6.4.9 | Refilling a Soap Dispenser |

| | | | |
|---|---|---|---|
| 1.7 | Develop an Algorithm to Divide Fractions | 6.4.10 | Dividing by a Whole Number |
| | | 6.4.10 | Dividing by Non-unit Fractions |
| | | 6.4.11 | Dividing a Fraction by a Fraction |
| | | 6.4.11 | Using an Algorithm to Divide Fractions |
| | | 6.4.11 | Watering A Fraction of House Plants |
| 1.8 | How Many Times as Large? | 6.4.12 | Number Talk: Multiplication Strategies |
| | | 6.4.12 | How Many Would It Take? (Part 1) |
| | | 6.4.12 | How Many Times as Tall or as Far? |
| | | 6.4.12 | Comparing Paper Rolls |
| | | 6.4.12 | Building A Fence |
| 1.9 | Solving Problems Involving Fractions | 6.4.16 | Operations with Fractions |
| | | 6.4.16 | Situations with 3/4 and 1/2 |
| | | 6.4.16 | Pairs of Problems |
| | | 6.4.16 | Baking Cookies |
| | | 6.4.16 | A Box of Pencils |
| 1.10 | Using Decimals in a Shopping Context | 6.5.1 | Snacks from the Concession Stand |
| | | 6.5.1 | Planning a Dinner Party |
| | | 6.5.1 | How Did You Compute Decimals? |
| 1.11 | Adding and Subtracting Decimals | 6.5.4 | The Cost of a Photo Print |
| | | 6.5.4 | Decimals All Around |
| | | 6.5.4 | Missing Numbers |
| | | 6.5.4 | Taller and Farther |
| 1.12 | Decimal Point in Product | 6.5.5 | Number Talk: Multiplying by 10 |
| | | 6.5.5 | Fractionally Speaking: Powers of Ten |
| | | 6.5.5 | Fractionally Speaking: Multiples of Powers of Ten |
| | | 6.5.6 | Using Properties of Numbers to Reason about Multiplication |
| | | 6.5.6 | Finding Products of Decimals |
| 1.13 | Long Division | 6.5.10 | Number Talk: Estimating Quotients |
| | | 6.5.10 | Lin Uses Long Division |
| | | 6.5.10 | Dividing Whole Numbers |
| | | 6.5.11 | Using Long Division to Compute Quotients |

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| | | 6.5.11 | Calculating Quotients |
| 1.14 | Dividing Decimals by Decimals | 6.5.12 | Number Talk: Dividing by 4 |
| | | 6.5.12 | Dividends and Divisors |
| | | 6.5.13 | Placing Decimal Points in Quotients |
| | | 6.5.13 | Practicing Division with Decimals |
| | | 6.5.13 | The Quotient of Two Decimals |

## Unit 2: Area, Surface Area, and Scale Drawings

| Accelerated Unit.Lesson | Accelerated Lesson Name | Regular Grade. Unit. Lesson | Activity Name |
|---|---|---|---|
| 2.1 | Finding Area by Composing and Rearranging | 6.1.1 | Which One Doesn't Belong? Tilings |
| | | 6.1.1 | More Red, Green, or Blue? |
| | | 6.1.1 | What is Area? |
| | | 6.1.2 | What is Area? |
| | | 6.1.2 | Composing Shapes |
| 2.2 | Reasoning to Find Area | 6.1.3 | Comparing Regions |
| | | 6.1.3 | On the Grid |
| | | 6.1.3 | Off the Grid |
| | | 6.1.3 | Maritime Flag |
| 2.3 | Parallelograms | 6.1.4 | Features of a Parallelogram |
| | | 6.1.4 | Area of a Parallelogram |
| | | 6.1.4 | Lots of Parallelograms |
| | | 6.1.4 | How Would You Find the Area? |
| 2.4 | Areas of Parallelograms | 6.1.5 | A Parallelogram and Its Rectangles |
| | | 6.1.5 | The Right Height? |
| | | 6.1.5 | Finding the Formula for Area of Parallelograms |
| | | 6.1.5 | Parallelograms S and T |
| | | 6.1.6 | More Areas of Parallelograms |
| 2.5 | Triangles | 6.1.7 | Same Parallelograms, Different Bases |
| | | 6.1.7 | A Tale of Two Triangles (Part 1) |
| | | 6.1.7 | A Tale of Two Triangles (Part 2) |
| | | 6.1.7 | A Tale of Two Triangles (Part 3) |

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| 2.6 | Areas of Triangles | 6.1.8 | Composing Parallelograms |
| | | 6.1.8 | More Triangles |
| | | 6.1.8 | Decomposing a Parallelogram |
| | | 6.1.9 | Bases and Heights of a Triangle |
| | | 6.1.9 | Finding the Formula for Area of a Triangle |
| | | 6.1.9 | Applying the Formula for Area of Triangles |

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| | | 6.1.10 | An Area of 12 |
| 2.7 | Polygons | 6.1.11 | What Are Polygons? |
| | | 6.1.11 | Quadrilateral Strategies |
| | | 6.1.11 | Pinwheel |
| | | 6.1.11 | Triangulation |
| 2.8 | What is Surface Area? | 6.1.12 | Covering the Filing Cabinet (Part 1) |
| | | 6.1.12 | Covering the Filing Cabinet (Part 2) |
| | | 6.1.12 | Building with Snap Cubes |
| | | 6.1.12 | A Snap Cube Prism |
| 2.9 | Nets and Surface Area | 6.1.13 | What are Polyhedra? |
| | | 6.1.13 | Prisms and Pyramids |
| | | 6.1.13 | Assembling Polyhedra |
| | | 6.1.13 | Three-Dimensional Shapes |
| | | 6.1.14 | Using Nets to Find Surface Area |
| 2.10 | Distinguishing Between Surface Area and Volume | 6.1.15 | Building Prisms and Pyramids |
| | | 6.1.15 | Surface Area of a Triangular Prism |
| | | 6.1.16 | Attributes and Their Measures |
| | | 6.1.16 | Building with 8 Cubes |
| | | 6.1.16 | Comparing Prisms without Building Them |
| 2.11 | Squares and Cubes | 6.1.17 | Perfect Squares |
| | | 6.1.17 | Perfect Cubes |
| | | 6.1.17 | Introducing Exponents |
| | | 6.1.17 | Exponent Expressions |
| | | 6.1.18 | The Net of a Cube |
| | | 6.1.18 | Every Cube in the Whole World |

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| | | 6.1.18 | From Volume to Surface Area |
| 2.12 | Designing a Tent | 6.1.19 | Tent Design - Part 1 |
| | | 6.1.19 | Tent Design - Part 2 |
| | | 6.1.1 | Which One Doesn't Belong? (From 6.1.1) |
| 2.13 | Fractions in Area and Volume | 6.4.13 | Areas of Squares |
| | | 6.4.13 | Areas of Squares and Rectangles |
| | | 6.4.14 | Bases and Heights of Triangles |
| | | 6.4.14 | Volumes of Cubes and Prisms |
| | | 6.4.14 | Triangles and Cubes |
| 2.14 | Fitting Boxes Into Boxes | 6.4.17 | Determining Shipping Costs (Part 1) |
| | | 6.4.17 | Determining Shipping Costs (Part 2) |
| | | 6.4.17 | Determining Shipping Costs (Part 3) |
| 2.15 | Corresponding Part and Scale Factors in Scaled Copies | 7.1.1 | Printing Portraits |
| | | 7.1.1 | Scaling F |
| | | 7.1.1 | Pairs of Scaled Polygons |
| | | 7.1.2 | Corresponding Parts |
| | | 7.1.2 | Scaled Triangles |
| | | 7.1.2 | Comparing Polygons ABCD and PQRS |
| 2.16 | Making Scaled Copies | 7.1.3 | More or Less? |
| | | 7.1.3 | Which Operations? (Part 1) |
| | | 7.1.3 | Which Operations? (Part 2) |
| | | 7.1.3 | More Scaled Copies |
| | | 7.1.4 | Three Quadrilaterals (Part 1) |
| | | 7.1.4 | Three Quadrilaterals (Part 2) |
| | | 7.1.4 | Scaled or Not Scaled? |
| | | 7.1.4 | Comparing Pictures of Birds |
| 2.17 | The Size of the Scale Factor | 7.1.5 | Number Talk: Missing Factor |
| | | 7.1.5 | Scaled Copies Card Sort |
| | | 7.1.5 | Missing Figure, Factor, or Copy |
| | | 7.1.5 | Scaling a Rectangle |
| 2.18 | Scaling and Area | 7.1.6 | Scaling a Pattern Block |
| | | 7.1.6 | Scaling More Pattern Blocks |

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| | | 7.1.6 | Area of Scaled Parallelograms and Triangles |
| | | 7.1.6 | Enlarged Areas |
| 2.19 | Scale Drawings and Maps | 7.1.7 | What is a Scale Drawing? |
| | | 7.1.7 | Sizing Up a Basketball Court |
| | | 7.1.7 | Tall Structures |
| | | 7.1.7 | Length of a Bus and Width of a Lake |
| | | 7.1.8 | Driving on I-90 |
| | | 7.1.8 | Biking Through Kansas |
| 2.20 | Changing Scales in Scale Drawings | 7.1.9 | Two Maps of Utah |
| | | 7.1.10 | Appropriate Measurements |
| | | 7.1.10 | Same Plot, Different Drawings |
| | | 7.1.10 | A New Drawing of the Playground |
| 2.21 | Scales Without Units | 7.1.11 | One to One Hundred |
| | | 7.1.11 | Apollo Lunar Module |
| | | 7.1.11 | Same Drawing, Different Scales |
| | | 7.1.11 | Scaled Courtyard Drawings |
| 2.22 | Units in Scale Drawings | 7.1.12 | Centimeters in a Mile |
| | | 7.1.12 | Scales Card Sort |
| | | 7.1.12 | The World’s Largest Flag (optional) |
| | | 7.1.12 | Pondering Pools (optional) |
| | | 7.1.12 | Drawing the Backyard |

## Unit 3: Ratios, Unit Rates and Percentages

| Accelerated Unit.Lesson | Accelerated Lesson Name | Regular Grade. Unit. | Activity Name |
|---|---|---|---|
| 3.1 | Representing Ratios with Diagrams | 6.2.1 | What Kind and How Many? |
| | | 6.2.1 | The Teacher's Collection |
| | | 6.2.1 | The Student's Collection |
| | | 6.2.2 | A Collection of Snap Cubes |
| 3.2 | Recipes and Color Mixes | 6.2.2 | Blue Paint and Art Paste |
| | | 6.2.2 | Card Sort: Spaghetti Sauce |
| | | 6.2.3 | Powdered Drink Mix |
| 3.3 | Defining Equivalent Ratios | 6.2.3 | Batches of Cookies |
| | | 6.2.4 | Turning Green |
| | | 6.2.5 | Tuna Casserole |
| | | 6.2.5 | What are Equivalent Ratios? |
| 3.4 | Double Number Line Diagrams | 6.2.6 | Drink Mix on a Double Number Line |
| | | 6.2.6 | Blue Paint on a Double Number Line |
| | | 6.2.7 | Art Paste on a Double Number Line |
| 3.5 | How Much for One? | 6.2.8 | Number Talk: Remainders in Division |
| | | 6.2.8 | Grocery Shopping |
| | | 6.2.8 | More Shopping |
| | | 6.2.8 | Unit Price of Rice |
| 3.6 | Constant Speed | 6.2.9 | Number Talk: Dividing by Powers of 10 |
| | | 6.2.9 | Moving 10 Meters |
| | | 6.2.9 | Moving for 10 Seconds |
| | | 6.2.9 | Train Speeds |
| 3.7 | Comparing Situations by Examining Ratios | 6.2.10 | Treadmills |
| | | 6.2.10 | Concert Tickets |
| | | 6.2.10 | Sparkling Orange Juice |
| | | 6.2.10 | Comparing Runs |
| 3.8 | Representing Ratios with Tables | 6.2.11 | A Huge Amount of Sparkling Orange Juice |
| | | 6.2.11 | Batches of Trail Mix |
| | | 6.2.12 | Comparing Taco Prices |

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| | | 6.2.12 | Hourly Wages |
| 3.9 | Tables and Double Number Line Diagrams | 6.2.13 | Number Talk: Constant Dividend |
| | | 6.2.13 | Moving 3,000 Meters |
| | | 6.2.13 | The International Space Station |
| | | 6.2.13 | Bicycle Sprint |
| 3.10 | Solving Ratio Problems | 6.2.14 | What Do You Want to Know? |
| | | 6.2.14 | Info Gap: Hot Chocolate and Potatoes |
| | | 6.2.14 | Comparing Reading Rates |
| 3.11 | Solving More Ratio Problems | 6.2.15 | Cubes of Paint |
| | | 6.2.15 | Sneakers, Chicken, and Fruit Juice |
| | | 6.2.16 | A Trip to the Aquarium |
| | | 6.2.16 | Salad Dressing and Moving Boxes |
| 3.12 | A Fermi Problem | 6.2.17 | Fix It! |
| | | 6.2.17 | Who was Fermi? |
| | | 6.2.17 | Researching Your Own Fermi Problem |
| 3.13 | Units for Measurement | 6.3.2 | Measurements Card Sort |
| | | 6.3.3 | Measurement Stations |
| 3.14 | Converting Units | 6.3.4 | Number Talk: Fractions of a Number |
| | | 6.3.4 | Road Trip |
| | | 6.3.4 | Veterinary Weights |
| | | 6.3.4 | Cooking with a Tablespoon |
| | | 6.3.4 | Buckets |
| 3.15 | Comparing Speeds and Prices | 6.3.5 | Closest Quotient |
| | | 6.3.5 | More Treadmills |
| | | 6.3.5 | The Best Deal on Beans |
| | | 6.3.5 | A Sale on Sparkling Water |
| 3.16 | Interpreting Rates | 6.3.6 | Something per Something |
| | | 6.3.6 | Cooking Oatmeal |
| | | 6.3.6 | Cheesecake, Milk, and Raffle Tickets |
| | | 6.3.6 | Buying Grapes by the Pound |
| 3.17 | Equivalent Ratios Have the Same Unit Rates | 6.3.7 | Which One Doesn't Belong: Comparing Speeds |

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| | | 6.3.7 | Price of Burritos |
| | | 6.3.7 | Making Bracelets |
| | | 6.3.7 | How Much Applesauce? |
| | | 6.3.7 | Cheetah Speed |
| 3.18 | Solving More Rate Problems | 6.3.8 | Back on the Treadmill Again |
| | | 6.3.8 | Picnics on the Rail Trail |
| | | 6.3.9 | Card Sort: Is it a Deal? |
| | | 6.3.9 | The Fastest of All |
| 3.19 | Representing Percentages with Diagrams | 6.3.10 | Coins |
| | | 6.3.10 | Coins on a Number Line |
| | | 6.3.11 | Three-Day Hiking Trip |
| | | 6.3.11 | Puppies Grow Up |
| | | 6.3.12 | Revisiting Jada's Puppy |
| | | 6.3.12 | 5 Dollars |
| 3.20 | Solving Percentage Problems | 6.3.13 | Nine is . . . |
| | | 6.3.14 | Coupons |
| | | 6.3.14 | Info Gap: Music Devices |
| 3.21 | Finding the Percentage and This Percent of That | 6.3.15 | Audience Size |
| | | 6.3.15 | Everything is On Sale |
| | | 6.3.16 | Jumping Rope |
| | | 6.3.16 | Restaurant Capacity |
| 3.22 | Painting a Room | 6.3.17 | Getting Ready to Paint |
| | | 6.3.17 | How Much it Costs to Paint |
| | | 6.3.17 | How Long it Takes to Paint |

## Unit 4: Expressions and Equations

| Accelerated Unit.Lesson | Accelerated Lesson Name | Regular Grade. Unit. Lesson | Activity Name |
|---|---|---|---|
| 4.1 | Representing Situations with Equations | 6.6.1 | Which Diagram is Which? |
| | | 6.6.1 | Match Equations and Tape Diagrams |
| | | 6.6.1 | Draw Diagrams for Equations |
| | | 6.6.2 | Storytime |
| | | 6.6.2 | Using Structure to Find Solutions |
| | | 6.6.2 | How Do You Know a Solution is a Solution? |
| 4.2 | Staying in Balance | 6.6.3 | Hanging Around |
| | | 6.6.3 | Match Equations and Hangers |
| | | 6.6.3 | Connecting Diagrams to Equations and Solutions |
| | | 6.6.3 | Weight of the Circle |
| 4.3 | Practice Solving Equations and Representing Situations with Equations | 6.6.8 | Algebra Talk: Solving Equations by Seeing Structure |
| | | 6.6.4 | Row Game: Solving Equations Practice |
| | | 6.6.4 | Choosing Equations to Match Situations |
| | | 6.6.4 | More Storytime |
| 4.4 | A New Way to Interpret a/b | 6.6.5 | Recalling Ways of Solving |
| | | 6.6.5 | Interpreting a/b |
| | | 6.6.5 | Storytime Again |
| | | 6.6.5 | Choosing Solutions |
| 4.5 | Write Expressions and Solve Equations with Percents | 6.6.7 | Number Talk: Percentages |
| | | 6.6.6 | Lemonade Sales and Heights |
| | | 6.6.7 | Representing a Percentage Problem with an Equation |
| | | 6.6.7 | Puppies Grow Up, Revisited |
| | | 6.6.7 | Fundraising for the Animal Shelter |
| 4. 6 | Distributive Property with Numbers | 6.6.8 | Identifying Equivalent Expressions |
| | | 6.6.9 | Ways to Represent Area of a Rectangle |
| | | 6.6.9 | Distributive Practice |

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| | | 6.6.9 | Complete the Equation |
| 4.7 | Distributive Property with Numbers and Variables | 6.6.10 | Partitioned Rectangles When Lengths are Unknown |
| | | 6.6.10 | Areas of Partitioned Rectangles |
| | | 6.6.11 | The Shaded Region |
| | | 6.6.11 | Matching to Practice Distributive |
| | | 6.6.11 | Writing Equivalent Expressions Using the Distributive Property |
| 4.8 | Meaning of Exponents | 6.6.12 | Notice and Wonder: Dots and Lines |
| | | 6.6.12 | The Genie's Offer |
| | | 6.6.12 | Make 81 |
| | | 6.6.12 | More 3's |
| 4. 9 | Expressions with Exponents | 6.6.13 | Which One Doesn't Belong: Twos |
| | | 6.6.13 | Is the Equation True? |
| | | 6.6.13 | What's Your Reason? |
| | | 6.6.14 | Calculating Surface Area |
| | | 6.6.14 | Expression Explosion |
| | | 6.6.14 | Calculating Volumes |
| 4. 10 | Exponents in Expressions and Equations | 6.6.15 | Up or Down? |
| | | 6.6.15 | What's the Value? |
| | | 6.6.15 | Exponent Experimentation |
| | | 6.6.15 | True Statements |
| 4. 11 | Two Related Quantities, Part 1 | 6.6.16 | Which One Would You Choose? |
| | | 6.6.16 | Painting the Set |
| | | 6.6.16 | Baking Brownies |
| 4.12 | Two Related Quantities, Part 2 | 6.6.17 | Walking to the Library |
| | | 6.6.17 | The Walk-a-thon |
| | | 6.6.17 | Interpret the Point |
| 4.13 | More Relationships | 6.6.18 | Which One Doesn't Belong: Graphs |
| | | 6.6.18 | Making a Banner |
| | | 6.6.18 | Cereal Boxes |
| | | 6.6.18 | Multiplying Mosquitos |
| | | 6.6.18 | Interpret the Point |

## Unit 5: Proportional Relationships and Percentage Situations

| Accelerated Unit.Lesson | Accelerated Lesson Name | Regular Grade. Unit. Lesson | Activity |
|---|---|---|---|
| 5.1 | Representing Proportional Relationships with Tables | 7.2.2 | Notice and Wonder: Paper Towels by the Case |
| | | 7.2.2 | Feeding a Crowd |
| | | 7.2.2 | Making Bread Dough |
| | | 7.2.2 | Quarters and Dimes |
| | | 7.2.2 | Green Paint |
| 5.2 | Constant of Proportionality | 7.2.3 | Equal Measures |
| | | 7.2.3 | Centimeters and Millimeters |
| | | 7.2.3 | Pittsburgh to Phoenix |
| | | 7.2.3 | Fish Tank |
| 5.3 | Two Equations for Each Relationship | 7.2.4 | Feeding a Crowd, Revisited |
| | | 7.2.4 | Denver to Chicago |
| | | 7.2.5 | Meters and Centimeters |
| | | 7.2.5 | Filling a Water Cooler |
| 5.4 | Using Equations to Solve Problems | 7.2.6 | Number Talk: Quotients with Decimal Points |
| | | 7.2.6 | Concert Ticket Sales |
| | | 7.2.6 | Recycling |
| | | 7.2.6 | Granola |
| 5.5 | Comparing Relationships with Tables | 7.2.7 | Adjusting a Recipe |
| | | 7.2.7 | Visiting the State Park |
| | | 7.2.7 | Running Laps |
| | | 7.2.7 | Apples and Pizza |
| 5.6 | Comparing Relationships with Equations | 7.2.8 | Notice and Wonder: Patterns with Rectangles |
| | | 7.2.8 | More Conversions |
| | | 7.2.8 | Total Edge Length, Surface Area, and Volume |
| | | 7.2.8 | All Kinds of Equations |
| | | 7.2.8 | Tables and Chairs |
| | | 7.2.9 | What Do You Want to Know? |
| 5.7 | Solving Problems About Proportional Relationships | 7.2.9 | Info Gap: Biking and Rain |

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| | | 7.2.9 | Moderating Comments |
| | | 7.2.9 | Steel Beams |
| 5.8 | Interpreting Graphs of Proportional Relationships | 7.2.10 | Notice These Points |
| | | 7.2.10 | T-shirts for Sale |
| | | 7.2.10 | Matching Tables and Graphs |
| | | 7.2.11 | What Could the Graph Represent? |
| | | 7.2.11 | Seagulls Eat What? |
| 5.9 | Comparing Relationships with Graphs | 7.2.12 | Number Talk: Fraction Multiplication and Division |
| | | 7.2.12 | Race to the Bumper Cars |
| | | 7.2.12 | Space Rocks and the Price of Rope |
| | | 7.2.12 | Revisiting the Amusement Park |
| 5.10 | Two Graphs for Each Relationship | 7.2.13 | True or False? Fractions and Decimals |
| | | 7.2.13 | Tables, Graphs, and Equations |
| | | 7.2.13 | Hot Dog Eating Contest |
| | | 7.2.13 | Spicy Popcorn |
| 5.11 | Ratios and Rates with Fractions | 7.4.2 | A Train is Traveling at . . . |
| | | 7.4.2 | Comparing Running Speeds |
| | | 7.4.3 | The Price of Rope |
| | | 7.4.3 | Running, Manufacturing, Painting, and Swimming |
| 5.12 | Half As Much Again | 7.4.4 | Notice and Wonder: Tape Diagrams |
| | | 7.4.4 | Walking Half as Much Again |
| | | 7.4.4 | More and Less |
| | | 7.4.4 | Card Sort: Representations of Proportional Relationships |
| | | 7.4.4 | Fruit Snacks and Skating |
| 5.13 | Say it With Decimals | 7.4.5 | Notice and Wonder: Fractions to Decimals |
| | | 7.4.5 | More and Less with Decimals |
| | | 7.4.5 | Card Sort: More Representations |
| | | 7.4.5 | Reading More |
| 5.14 | Percent Increase and Decrease | 7.4.6 | Improving Their Game |
| | | 7.4.6 | More Cereal and a Discounted Shirt |

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| | | 7.4.6 | Using Tape Diagrams |
| | | 7.4.7 | Double Number Lines |
| | | 7.4.7 | Representing More Juice |
| 5.15 | Equations to Represent Percent Increase and Decrease | 7.4.8 | From 100 to 106 |
| | | 7.4.8 | Interest and Depreciation |
| | | 7.4.8 | Matching Equations |
| | | 7.4.8 | Tyler's Savings Bond |
| 5.16 | Tax and Tip | 7.4.10 | Notice and Wonder: The Price of Sunglasses |
| | | 7.4.10 | Shopping in Two Different Cities |
| | | 7.4.10 | Shopping in a Third City |
| | | 7.4.10 | Dining at a Restaurant |
| | | 7.4.10 | A Restaurant in a Different City |
| 5.17 | More Percentage Contexts | 7.4.11 | Leave a Tip |
| | | 7.4.11 | A Car Dealership |
| | | 7.4.11 | Commission at a Gym |
| | | 7.4.11 | Card Sort: Percentage Situations |
| 5.18 | More Percentage Problems | 7.4.12 | Tax, Tip, and Discount |
| | | 7.4.12 | What Is the Percentage? |
| | | 7.4.12 | Info Gap: Sporting Goods |
| 5.19 | Measurement Error and Percent Error | 7.4.13 | Measuring Your Classroom |
| | | 7.4.14 | Number Talk: Estimating a Percentage of a Number |
| | | 7.4.14 | Plants, Bicycles, and Crowds |
| | | 7.4.14 | Jumbo Eggs |

## Unit 6: Rational Numbers

| Accelerated Unit.Lesson | Accelerated Lesson Name | Regular Grade. Unit. Lesson | Activity Name |
|---|---|---|---|
| 6.1 | Positive and Negative Numbers | 6.7.1 | Notice and Wonder: Memphis and Bangor |
| | | 6.7.1 | Above and Below Zero |
| | | 6.7.1 | High Places, Low Places |
| | | 6.7.1 | Agree or Disagree? |
| 6.2 | Ordering on the Number Line | 6.7.2 | A Point on the number line |
| | | 6.7.2 | Folded Number Lines |
| | | 6.7.2 | Positive, Negative, and Opposite |
| | | 6.7.3 | Comparing Temperatures |
| | | 6.7.3 | Rational Numbers on a Number Line |
| | | 6.7.3 | Making More Comparisons |
| 6.3 | Signed Numbers on the Number Line and In Contexts | 6.7.4 | How Do They Compare? |
| | | 6.7.4 | Comparing Points on A Line |
| | | 6.7.4 | Getting Them in Order |
| | | 6.7.5 | The Concession Stand |
| | | 6.7.5 | Drinks for Sale |
| | | 6.7.5 | Baker Owner |
| 6.4 | Absolute Value of Numbers | 6.7.6 | Number Talk: Closer to Zero |
| | | 6.7.6 | Jumping Flea |
| | | 6.7.6 | Absolute Elevation and Temperature |
| | | 6.7.7 | Submarine |
| | | 6.7.7 | Inequality Mix and Match |
| 6.5 | Writing and Graphing Inequalities | 6.7.8 | Estimate Heights of People |
| | | 6.7.8 | Stories about 9 |
| | | 6.7.8 | How High and How Low Can It Be? |
| | | 6.7.8 | A Box of Paper Clips |
| 6.6 | Solutions of Inequalities | 6.7.9 | Unknowns on a Number Line |
| | | 6.7.9 | Amusement Park Rides |
| | | 6.7.9 | What Number Am I? |

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| | | 6.7.10 | Basketball Game |
| | | 6.7.9 | Solutions of Inequalities |
| 6. 7 | Points in the Coordinate Plane | 6.7.11 | Guess My Line |
| | | 6.7.11 | The Coordinate Plane |
| | | 6.7.11 | Coordinated Archery |
| | | 6.7.12 | English Winter |
| | | 6.7.12 | Axes Drawing Decisions |
| | | 6.7.12 | What Went Wrong: Graphing Edition |
| 6. 8 | Interpreting Points on a Coordinate Plane | 6.7.13 | Unlabeled Points |
| | | 6.7.13 | Account Balance |
| | | 6.7.13 | High and Low Temperatures |
| | | 6.7.13 | Time and Temperature |
| 6. 9 | Finding Distances on a Coordinate Plane | 6.7.14 | Coordinate Patterns |
| | | 6.7.14 | Signs of Numbers in Coordinates |
| | | 6.7.14 | Finding Distances on the Coordinate Plane |
| | | 6.7.16 | Four Quadrants of A-Maze-ing |
| | | 6.7.16 | Perimeter of A Polygon |
| 6. 10 | Factors and Multiples | 6.7.17 | Notice and Wonder: Multiples |
| | | 6.7.17 | Least Common Multiple |
| | | 6.7.17 | Prizes on Grand Opening Day |
| | | 6.7.16 | Diego’s Bake Sale |
| | | 6.7.16 | Greatest Common Factor |
| 6.11 | Factors or Multiples? | 6.7.18 | Keeping a Steady Beat |
| | | 6.7.18 | Factors and Multiples |
| | | 6.7.18 | More Factors and Multiples |
| | | 6.7.18 | Factors and Multiples Bingo |
| | | 6.7.18 | What Kind of Problem? |

## Unit 7: Data Sets and Distributions

| Accelerated Unit.Lesson | Accelerated Lesson Name | Regular Grade. Unit. Lesson | Activity Name |
|---|---|---|---|
| 7.1 | Data and Statistical Questions | 6.8.1 | Dots of Data |
| | | 6.8.1 | Numerical and Categorical Data |
| | | 6.8.1 | What's the Question? |
| | | 6.8.2 | What's in the Data? |
| | | 6.8.2 | What Makes a Statistical Question? |
| 7.2 | Representing Data Graphically | 6.8.3 | Curious about Caps |
| | | 6.8.3 | Estimating Caps |
| | | 6.8.3 | Been There, Done That! |
| | | 6.8.3 | Favorite Summer Sports (Optional) |
| | | 6.8.3 | Swimmers and Swimming Class |
| 7.3 | Using Data Plots to Answer Statistical Questions | 6.8.4 | Pizza Toppings (Part 2) |
| | | 6.8.4 | Homework Time |
| | | 6.8.5 | Packs on Backs |
| | | 6.8.5 | On the Phone |
| | | 6.8.5 | Click-Clack |
| | | 6.8.5 | Packing Tomatoes |
| 7.4 | Using Histograms to Answer Statistical Questions | 6.8.6 | Dog Show (Part 2) |
| | | 6.8.6 | Population of States |
| | | 6.8.7 | Which Question Doesn't Belong: Questions |
| | | 6.8.7 | Measuring Earthworms |
| 7.5 | Describing Distributions | 6.8.7 | Tall and Taller Players |
| | | 6.8.7 | A Tale of Two Seasons |
| | | 6.8.8 | Which Histogram Doesn't Belong: Histograms |
| | | 6.8.8 | Sorting Histograms |
| | | 6.8.8 | Point Spread |
| 7.6 | Interpretations of the Mean: Fair Share and Balance Point | 6.8.9 | Spread Out and Share |

| | | | |
|---|---|---|---|
| | | 6.8.9 | Finding Means |
| | | 6.8.10 | Travel Times (Part 1) |
| | | 6.8.10 | Travel Times (Part 2) |
| | | 6.8.10 | Text Messages |
| 7.7 | Deviation from the Mean | 6.8.11 | Shooting Hoops (Part 1) |
| | | 6.8.11 | Shooting Hoops (Part 2) |
| | | 6.8.11 | Shooting Hoops (Part 3) |
| | | 6.8.11 | Game of 22 (Optional) |
| | | 6.8.11 | Text Messages, Again |
| 7.8 | Using Mean and MAD to Make Comparisons | 6.8.12 | Number Talk: Decimal Division |
| | | 6.8.12 | Which Player Would You Choose? |
| | | 6.8.12 | Swimmers Over the Years |
| | | 6.8.12 | Travel Times Across the World |
| 7.9 | The Median of a Data Set | 6.8.13 | The Plot of the Story |
| | | 6.8.13 | Siblings in the House |
| | | 6.8.13 | Finding the Middle |
| | | 6.8.13 | Practicing the Piano |
| 7.10 | Comparing Mean and Median | 6.8.14 | Heights of Presidents |
| | | 6.8.14 | The Tallest and the Smallest in the World |
| | | 6.8.14 | Mean or Median? |
| | | 6.8.14 | Which Measure of Center to Use? |
| 7.11 | The Interquartile Range and Box Plots | 6.8.15 | The Five-Number Summary |
| | | 6.8.15 | Range and Interquartile Range |
| | | 6.8.16 | Studying Blinks |
| | | 6.8.17 | Paper Planes |
| | | 6.8.17 | Humpback Whales |
| 7.12 | Using Data to Solve Problems | 6.8.18 | Wild Bears |
| | | 6.8.18 | Math Homework (Part 1) |
| | | 6.8.18 | Math Homework (Part 2) |
| | | 6.8.18 | Will the Yellow Perch Survive? |
| | | 6.8.18 | Time Spent on Chores |

# Unit 8: Rational Number Arithmetic and More Equations and Inequalities

| Accelerated Unit.Lesson | Accelerated Lesson Name | Regular Grade. Unit. Lesson | Activity Name |
|---|---|---|---|
| 8.1 | Changing Temperatures and Elevations | 7.5.2 | Winter Temperatures |
| | | 7.5.3 | Cliffs and Caves |
| | | 7.5.3 | Adding Rational Numbers |
| | | 7.5.3 | School Supply Number Line |
| | | 7.5.3 | Add 'Em Up |
| 8.2 | Money and Debts | 7.5.4 | Concert Tickets |
| | | 7.5.4 | Cafeteria Food Debt |
| | | 7.5.4 | Bank Statement |
| | | 7.5.4 | Buying a Bike |
| 8.3 | Subtracting Rational Numbers | 7.5.5 | Equivalent Equations |
| | | 7.5.5 | Subtraction with Number Lines |
| | | 7.5.5 | We Can Add Instead |
| | | 7.5.5 | Same Value |
| 8.4 | Adding and Subtracting to Solve Problems | 7.5.6 | Number Talk: Missing Addend |
| | | 7.5.6 | Equations with Altitude |
| | | 7.5.6 | Does the Order Matter? |
| | | 7.5.6 | A Subtraction Expression |
| | | 7.5.7 | Differences and Distances |
| | | 7.5.7 | Coffee Shop Cups |
| 8.5 | Position, Speed, and Direction | 7.5.8 | Distance, Rate, Time |
| | | 7.5.8 | Going Left, Going Right |
| | | 7.5.8 | Velocity |
| | | 7.5.8 | Multiplication Expressions |
| 8.6 | Multiplying Rational Numbers | 7.5.9 | Before and After |
| | | 7.5.9 | Backwards in Time |
| | | 7.5.9 | Cruising |
| | | 7.5.9 | Rational Numbers Multiplication Grid |
| | | 7.5.9 | True Statements |

| | | | |
|---|---|---|---|
| | | 7.5.10 | Making Mistakes |
| 8.7 | Dividing Rational Numbers | 7.5.11 | Tell Me Your Sign |
| | | 7.5.11 | Multiplication and Division |
| | | 7.5.11 | Drilling Down |
| | | 7.5.11 | Matching Division Expressions |
| 8.8 | Negative Rates | 7.5.12 | Grapes per Minute |
| | | 7.5.12 | Water Level in the Aquarium |
| | | 7.5.12 | Up and Down with the Piccards |
| | | 7.5.12 | Submarines |
| 8.9 | Expressions with Rational Numbers | 7.5.13 | True or False: Rational Numbers |
| | | 7.5.13 | Card Sort: The Same But Different |
| | | 7.5.13 | Near and Far From Zero |
| | | 7.5.13 | Seagulls and Sharks Again |
| | | 7.5.13 | Make Them True |
| 8.10 | Solving Problems with Rational Numbers | 7.5.14 | Which One Doesn't Belong: Equations |
| | | 7.5.14 | Draining and Filling a Tank |
| | | 7.5.14 | Buying and Selling Power |
| | | 7.5.14 | Charges and Checks |
| 8.11 | Solving Equations with Rational Numbers | 7.5.15 | Number Talk: Opposites and Reciprocals |
| | | 7.5.15 | Match Solutions |
| | | 7.5.15 | Trip to the Mountains |
| | | 7.5.15 | Card Sort: Matching Inverses |
| | | 7.5.15 | Hiking Trip |
| 8.12 | Representing Contexts with Equations | 7.5.16 | Don't Solve It |
| | | 7.5.16 | Warmer or Colder Than Before? |
| | | 7.5.16 | Animals Changing Altitudes |
| | | 7.5.16 | Equations Tell a Story |
| | | 7.5.16 | Floating Above a Sunken Canoe |
| 8.13 | Reasoning About Contexts with Tape Diagrams | 7.6.2 | Remembering Tape Diagrams |

| | | | |
|---|---|---|---|
| | | 7.6.2 | Every Picture Tells a Story |
| | | 7.6.2 | Every Story Needs a Picture |
| | | 7.6.2 | Red and Yellow Apples |
| 8.14 | Reasoning About Equations and Tape Diagrams | 7.6.3 | Find Equivalent Expressions |
| | | 7.6.3 | Matching Equations to Tape Diagrams |
| | | 7.6.3 | Drawing Tape Diagrams to Represent Equations |
| | | 7.6.3 | Three of These Equations Belong Together |
| 8.15 | Representing Situations with Tape Diagrams and Equations | 7.6.4 | Algebra Talk: Seeing Structure |
| | | 7.6.5 | Algebra Talk: Seeing More Structure |
| | | 7.6.4 | Situations and Diagrams |
| | | 7.6.4 | Situations, Diagrams, and Equations |
| | | 7.6.5 | More Situations and Diagrams |
| | | 7.6.5 | More Situations, Diagrams, and Equations |
| 8.16 | Distinguishing Between Two Types of Situations | 7.6.4 | Finding Solutions |
| | | 7.6.5 | More Finding Solutions |
| | | 7.6.6 | Even More Situations, Diagrams, and Equations |
| | | 7.6.6 | After School Tutoring |
| 8.17 | Reasoning About Solving Equations With Balanced Hangers | 7.6.7 | Hanger Diagrams |
| | | 7.6.7 | Hanger and Equation Matching |
| | | 7.6.7 | Use Hangers to Understand Equation Solving |
| | | 7.6.8 | Either Or |
| | | 7.6.8 | Use Hangers to Understand Equation Solving, Again |
| | | 7.6.7 | Solve the Equation |
| | | 7.6.8 | Solve Another Equation |
| 8.18 | Dealing With Negative Numbers in Equations | 7.6.9 | Which One Doesn't Belong: Rational Number Arithmetic |
| | | 7.6.9 | Old and New Ways to Solve |
| | | 7.6.9 | Keeping It True |
| | | 7.6.9 | Solve Two More Equations |

| | | | |
|---|---|---|---|
| 8.19 | Different Options for Solving One Equation | 7.6.10 | Algebra Talk: Solve Each Equation |
| | | 7.6.10 | Analyzing Solution Methods |
| | | 7.6.10 | Solution Pathways |
| | | 7.6.10 | Solve Two Equations |
| 8.20 | Solving Problems 1 | 7.6.11 | Remember Tape Diagrams |
| | | 7.6.11 | At the Fair |
| | | 7.6.11 | Running Around |
| | | 7.6.11 | The Basketball Game |
| 8.21 | Solving Problems 2 | 7.6.12 | 20% Off |
| | | 7.6.12 | Walking More Each Day |
| | | 7.6.12 | A Sale on Shoes |
| | | 7.6.12 | Timing the Relay Race |
| 8.22 | Comparing Solutions to Equations and Inequalities | 7.6.13 | Is the Inequality True or False? |
| | | 7.6.13 | Some Values, All Values |
| | | 7.6.14 | Solutions to Equations and Solutions to Inequalities |
| | | 7.6.14 | Earning Money for Soccer Stuff |
| 8.23 | Inequalities with Negatives | 7.6.14 | Granola Bars and Savings |
| | | 7.6.14 | Colder and colder |
| | | 7.6.15 | Lots of Negatives |
| | | 7.6.15 | Inequalities with Tables |
| 8.24 | Which Side Are the Solutions? | 7.6.15 | Which Side are the Solutions? |
| | | 7.6.15 | Testing for Solutions |
| | | 7.6.16 | Solve Some Inequalities! |
| | | 7.6.16 | Club Activities Matching |
| 8.25 | Solving Problems with Inequalities | 7.6.16 | Club Activities Display |
| | (choose among these) | 7.6.16 | Party Decorations |
| | | 7.6.17 | Possible Values |
| | | 7.6.17 | Elevator |
| | | 7.6.17 | Giving Advice |
| | | 7.6.17 | Movies on a Hard Drive |

# 7th Grade Year at a Glance 2024-2025

**Click each Unit Title to access the digital resources on the Unit's Landing Page.**
**Click HERE to access the Next Step Guide: Response to Data Resources**
**Click HERE to view the Math Assessment Year at a Glance.**

| Week | |
|---|---|
| 0 | Week 0 Resources |
| 1 | Unit 1: Scale Drawings |
| 2 | 7.G.A.1 |
| 3 | Unit 2: Introducing Proportional Relationships |
| 4 | 7.RP.A.1 • 7.RP.A.2 • 7.G.B.6 • 7.RP.A.2.a • 7.RP.A.2.b • 7.RP.A.2.c • 7.RP.A.2.d |
| 5 | |
| 6 | |
| 7 | Unit 4: Proportional Relationships and Percentages (Topic A&B) |
| 8 | 7.RP.A.1 • 7.RP.A.2 • 7.RP.A.3 • 7.G.A.1 • 7.NS.A.2.d |
| 9 | Interim Review – Interim 1 Testing |
| 10 | Unit 4: Proportional Relationships and Percentages (Topic C)<br>7.RP.A.1 • 7.RP.A.2 • 7.RP.A.3 • 7.G.A.1 • 7.NS.A.2.d |
| 11 | Unit 5: Rational Number Arithmetic |
| 12 | 7.NS.A.2 • 7.NS.A.3 • 7.EE.B.3 • 7.EE.B.4. • 7.RP.A.2 • 7.NS.A.2.a • 7.NS.A.2.b • 7.NS.A.2.c • 7.EE.B.4.a |
| 13 | |
| 14 | |
| 15 | Unit 6: Expressions, Equations, Inequalities (Topics A&B) |
| 16 | 7.EE.A.1 • 7.EE.A.2 • 7.EE.B.3 • 7.EE.B.4. • 7.NS.A.1 • 7.EE.B.4.a • 7.EE.B.4.b • 7.NS.A.1.c |
| 17 | |
| 18 | Interim Review – Interim 2 Testing |
| 19 | Unit 6: Expressions, Equations, Inequalities (Topics C&D) |
| 20 | 7.EE.A.1 • 7.EE.A.2 • 7.EE.B.3 • 7.EE.B.4. • 7.NS.A.1 • 7.EE.B.4.a • 7.EE.B.4.b • 7.NS.A.1.c |
| 21 | |
| 22 | Unit 7: Angles, Triangles, and Prisms |
| 23 | 7.G.A.2 • 7.G.A.3 • 7.G.B.5 • 7.G.B.6 • 7.NS.A.1 • 7.EE.B.4 |
| 24 | |
| 25 | |
| 26 | Interim Review – Interim 3 Testing |
| 27** | Unit 3: Measuring Circles |
| 28 | |
| 29 | 7.G.A.1 • 7.G.A.2 • 7.G.B.4 • 7.G.B.6 • 7.RP.A.2 • 7.RP.A.3 • 7.RP.A.2.a • 7.RP.A.2.c |

| | |
|---|---|
| 30<br>31<br>32<br>33<br>34 | Unit 8: Probability and Sampling<br>7.SP.A.1 • 7.SP.A.2 • 7.SP.B.3 • 7.SP.B.4 • 7.SP.C.7 • 7.SP.C.5 • 7.SP.C.6 • 7.SP.C.7 • 7.SP.C.8 • 7.NS.A.2 • 7.NS.A.2.d • 7.SP.C.7.a • 7.SP.C.7.b • 7.SP.C.8.a • 7.SP.C.8.b • 7.SP.C.8.c |
| 35- EOY | Unit 9: Putting it All Together |

# 7th Grade Weekly Instructional Planning Guide

| Week | | | | | | |
|---|---|---|---|---|---|---|
| 0 | Week 0 Resources<br>Routines and Procedures – Administer Unit 1 Preassessment | | | | | |
| 1 | Unit 1 | Preteach Day: Unit 1 Unfinished Learning Activities* | Lesson 1<br>Lesson 2<br>Lesson 1 Engage, Activity 1<br>Lesson 2 Activity 1 & 2 Lesson 2 Exit Ticket | Lesson 3<br>*Administer Unit 2 Preassessment this week* | Lesson 4<br>Lesson 5<br>Lesson 4 Activity 1 & 2<br>Lesson 5 Activity 1<br>Lesson 5 Exit Ticket | Lesson 6<br>Engage, Activity 2<br>**Topic A Quiz** |
| 2 | | Lesson 7 | Lesson 8 | Lesson 9 | **Unit 1 Review & Assessment** | Preteach Day: Unit 2 Unfinished Learning Activities* |
| 3 | Unit 2 | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4<br>Activity 1 & 2<br>**Topic A Quiz** | Lesson 5 |
| 4 | | Lesson 6 | Lesson 7<br>Lesson 8<br>Lesson 7 Activity 2 & 3<br>Lesson 8 Activity 2 & 3<br>Lesson 8 Exit Ticket | Pause<br>Refer to Exit Ticket Guidance | Lesson 9 | Lesson 10<br>Engage, Activity 1 & 2<br>**Topic B & C Quiz** |
| 5 | | Lesson 11<br>*Administer Unit 4 Preassessment this week* | Lesson 12 | Lesson 13 | Pause<br>Refer to Exit Ticket Guidance | Lesson 14 |
| 6 | | Unit 2 Review | **Unit 2 Assessment** | Preteach Day: Unit 4 Unfinished Learning Activities* | Lesson 2 | Lesson 3 |
| 7 | Unit 4 | Lesson 4 | Lesson 5 | Pause<br>Refer to Exit Ticket Guidance | Lesson 6<br>Activity 1 & 2<br>**Topic A Quiz** | Lesson 7 |
| 8 | | Lesson 8 | Lesson 9 | Lesson 10<br>Engage, Activity 1 & 3<br>**Topic B Quiz** | Lesson 11 | Lesson 12 |
| 9 | **Interim Review & Interim 1 Testing** | | | | | |
| 10 | Unit 4 | Lesson 13<br>*Administer Unit 5 Preassessment this week* | Lesson 14 | Lesson 15 | Pause<br>Refer to Exit Ticket Guidance | Unit 4 Review |
| 11 | Unit 5 | **Unit 4 Assessment** | Preteach Day: Unit 5 Unfinished Learning Activities* | Lesson 1 | Lesson 2 | Lesson 3 |
| 12 | | Lesson 4<br>*Administer Unit 6 Preassessment this week* | Pause<br>Refer to Exit Ticket Guidance | Lesson 5 | Lesson 6 | Lesson 7 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 13 | | Pause<br>Refer to Exit Ticket Guidance | Lesson 8<br>Lesson 9<br>Lesson 8 Engage, Activity 1<br>Lesson 9 Activity 1 Lesson 9 Exit Ticket | Lesson 11<br>Activity 1 & 2<br>**Topic A & B Quiz** | Lesson 12<br>Lesson 14<br>Lesson 12 Activity 1 & 2<br>Lesson 14 Activity 2<br>Lesson 12 Exit Ticket | Pause<br>Refer to Exit Ticket Guidance |
| 14 | | Lesson 13 | Lesson 15<br>Activity 1 & 2<br>**Topic C & D Quiz** | Lesson 16 | Pause Refer to Exit Ticket Guidance | Unit 5 Review |
| 15 | Unit 6 | **Unit 5 Assessment** | Preteach Day:<br>Unit 6 Unfinished Learning Activities* | Preteach Day:<br>Unit 6 Unfinished Learning Activities* | Lesson 1 | Lesson 2 |
| 16 | | Lesson 3 | Lesson 4<br>Lesson 5<br>Lesson 4 Activity 1 & 2<br>Lesson 5 Activity 2 Lesson 5 Exit Ticket | Lesson 6 | Lesson 7<br>Engage, Activity 1 & 2<br>**Topic A Quiz** | Lesson 8 |
| 17 | | Lesson 9<br>*Administer Unit 7 Preassessment this week* | Lesson 10 | Lesson 11 | Lesson 12 | Pause<br>Refer to Exit Ticket Guidance |
| 18 | **Interim Review & Interim 2 Testing** | | | | | |
| 19 | Unit 6 | Lesson 13 | Lesson 14<br>Engage, Activity 1<br>**Topic B Quiz** | Lesson 15 | Lesson 16 | Lesson 17 |
| 20 | | Pause<br>Refer to Exit Ticket Guidance | Lesson 18<br>Engage, Activity 2<br>**Topic C Quiz** | Lesson 19 | Lesson 20 | Lesson 21 |
| 21 | | Lesson 22 | Pause<br>Refer to Exit Ticket Guidance | Unit 6 Review | **Unit 6 Assessment** | Preteach Day:<br>Unit 7 Unfinished Learning Activities* |
| 22 | Unit 7 | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
| 23 | | Pause<br>Refer to Exit Ticket Guidance | Lesson 6<br>Lesson 7<br>Lesson 7 Engage<br>Lesson 6 Activity 2<br>Lesson 7 Activity 1, & 2<br>Lesson 7 Exit Ticket | Lesson 8<br>Engage, Activity 1 & 2<br>**Topic A Quiz** | Lesson 9 | Lesson 10 |
| 24 | | Pause<br>*Administer Unit 3 Preassessment this week* | Lesson 11<br>Activity 1 & 2<br>**Topic B Quiz** | Lesson 12 | Lesson 13 | Lesson 14 |
| 25 | | Lesson 15 | Lesson 16 | Pause<br>Refer to Exit Ticket Guidance | Unit 7 Review | **Unit 7 Assessment** |
| 26 | **Interim Review & Interim 3 Testing** | | | | | |
| 27** | Unit | Preteach Day:<br>Unit 3 Unfinished Learning Activities* | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 |
| 28 | | Pause<br>Refer to Exit Ticket Guidance | Lesson 6<br>*Administer Unit 8 Preassessment this week* | **Topic A Quiz** | Lesson 7 | Lesson 8 |

| | | | | | | |
|---|---|---|---|---|---|---|
| **29** | **3** | Lesson 9 | Lesson 10 | Pause<br>Refer to Exit Ticket Guidance | Unit 3 Review | **Unit 3 Assessment** |
| **30** | **Unit 8** | Preteach Day:<br>Unit 8 Unfinished Learning Activities* | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 6 |
| **31** | | Pause<br>Refer to Exit Ticket Guidance | Lesson 7<br>Engage, Activity 1<br>**Topic A Quiz** | Lesson 8 | Lesson 9 | Lesson 10 |
| **32** | | Pause<br>Refer to Exit Ticket Guidance | Lesson 11 | **Topic B Quiz** | Lesson 12 | Lesson 13 |
| **33** | | Lesson 14 | Pause<br>Refer to Exit Ticket Guidance | Lesson 15<br>Engage, Activity 2 & 3<br>**Topic C Quiz** | Lesson 16 | Lesson 17 |
| **34** | | Lesson 18 | Lesson 19 | Pause<br>Refer to Exit Ticket Guidance | Unit 8 Review | **Unit 8 Assessment** |
| **35-EOY** | **Unit 9** | **Unit 9: End of Year Review and Remediation** | | | | |

*Formally known as Learning Loss Activities

** State testing windows vary. All priority standards should be taught prior to state testing. Please refer to your school's testing calendar for your state testing window.

# 8th Grade Year at a Glance 2024-2025

**Click each Unit Title to access the digital resources on the Unit's Landing Page.**
**Click HERE to access the Next Step Guide: Response to Data Resources**
**Click HERE to view the Math Assessment Year at a Glance.**

| Week | |
|---|---|
| 0 | Week 0 Resources |
| 1 | Unit 1: Rigid Transformations and Congruence |
| 2 | 8.G.A.1 • 8.G.A.2 • 8.G.A.3 • 8.G.A.5 |
| 3 | |
| 4 | Unit 2: Dilations, Similarity, and Introducing Slope |
| 5 | 8.G.A • 8.G.A.2 • 8.G.A.3 • 8.G.A.4 • 8.G.A.5 • 8.EE.B.6 |
| 6 | |
| 7 | Unit 3: Linear Relationships (Topic A) |
| 8 | 8.EE.B • 8.EE.B.5 • 8.EE.B.6 • 8.EE.C (8.EE.C.8a) • 8.G.A1 |
| 9 | Interim Review – Interim 1 Testing |
| 10 | Unit 3: Linear Relationships (Topic B & C) |
| 11 | 8.EE.B • 8.EE.B.5 • 8.EE.B.6 • 8.EE.C (8.EE.C.8a) • 8.G.A1 |
| 12 | Unit 4: Linear Equations and Linear Systems |
| 13 | 8.EE.C • 8.EE.C.7 (8.EE.C.7a, 8.EE.C.7b) • 8.EE.C.8 (8.EE.C.8a, 8.EE.C.8b, 8.EE.C.8c) |
| 14 | |
| 15 | Unit 5: Functions and Volume (Topic A-C) |
| 16 | 8.F.A.1 • 8.F.A.2 • 8.F.A.3 • 8.F.B • 8.F.B.4 • 8.F.B.5 • 8.G.C • 8.G.C.9 |
| 17 | |
| 18 | Interim Review- Interim 2 Testing |
| 19 | Unit 6: Associations in Data |
| 20 | 8.SP.A • 8.SP.A.1• 8.SP.A.2 • 8.SP.A.3 • 8.SP.A.4 |
| 21 | |
| 22 | Unit 7: Exponents and Scientific Notation |
| 23 | 8.EE.A.1 • 8.EE.A.3 • 8.EE.A.4 |
| 24 | |
| 25 | |
| 26 | Interim Review- Interim 3 Testing |
| 27 ** | Unit 8: Pythagorean Theorem and Irrational Numbers (Topics A-C) |
| 28 | 8.NS.A • 8.NS.A.1• 8.NS.A.2 • 8.EE.A • 8.EE.A.2 • 8.F.B • 8.G.B • 8.G.B.6 • 8.G.B.7 • 8.G.B.8 |
| 29 | |
| 30 | Unit 5: Functions and Volume (Topic D-E) |
| 31 | 8.F.A.1 • 8.F.A.2 • 8.F.A.3 • 8.F.B • 8.F.B.4 • 8.F.B.5 • 8.G.C • 8.G.C.9 |
| 32 | |
| 33 | Unit 8: Pythagorean Theorem and Irrational Numbers (Topics D-E) |
| | 8.NS.A • 8.NS.A.1• 8.NS.A.2 • 8.EE.A • 8.EE.A.2 • 8.F.B • 8.G.B • 8.G.B.6 • 8.G.B.7 • 8.G.B.8 |
| 34 - EOY | Unit 9: End of Year Review |

# 8th Grade Weekly Instructional Planning Guide

| Week | | | | | | |
|---|---|---|---|---|---|---|
| 0 | Week 0 Resources<br>Routines and Procedures – Administer Unit 1 Preassessment | | | | | |
| 1 | Unit 1 | Lesson 1<br>Engage, Act 1<br>Lesson 2<br>Act 1, Exit Ticket | Lesson 3<br>Engage, Act 1<br>(Consider assigning #1-4 to different groups discuss than assign all #5-8) | Lesson 4<br>Engage, Act 2, Exit Ticket | Lesson 5<br>Engage, Act 1<br>(#1,3,4) Act 2 (#1,2,4) | Lesson 6<br>Engage, Act 1<br>**Quiz A** |
| 2 | | **Pause**<br>**Refer to Exit Ticket Guidance**<br>*Administer Unit 2 Preassessment this week* | Lesson 7 | Lesson 8 | Lesson 9 | Lesson 10<br>Engage, Act 1, Act 2<br>**Quiz B** |
| 3 | | Lesson 11<br>Act 1, Act 2<br>Reteach B<br>(If needed) | Lesson 12 | Lesson 13<br>Engage, Act 1, Act 2<br>**Quiz C** | **Pause Refer to Exit Ticket Guidance** | Lesson 14<br>Engage, Lesson 1<br>Lesson 15<br>Activity 2, exit ticket |
| 4 | Unit 2 | Unit 1 Review | **Unit 1 Assessment** | Pre-teach Day: Unit 2 Unfinished Learning Activities* | Lesson 1 | Lesson 3<br>Activity 1<br>Lesson 4<br>Activity 1, Activity 2, Exit ticket |
| 5 | | **Pause**<br>**Refer to Exit Ticket Guidance**<br>*Administer Unit 3 Preassessment this week* | Lesson 5 | Lesson 6<br>Act 1, Act 3<br>**Quiz A** | Lesson 7<br>Engage, Act 1, Act 2<br>Reteach Topic A | Lesson 8 |
| 6 | | Lesson 9<br>Engage, Act 1, Act 2<br>**Quiz B** | Lesson 10 | Lesson 11 | Lesson 12 | Unit 2 Review |
| 7 | Unit 3 Topic A | **Unit 2 Assessment** | Pre-teach Day: Unit 3 Unfinished Learning Activities* | Lesson 1 | Lesson 2 | Lesson 3 |
| 8 | | Lesson 4<br>Engage, Act 1<br>**Quiz A** | **Pause Refer to Exit Ticket Guidance** | Lesson 5 | Lesson 6 | Lesson 7 |
| 9 | Review for Interim- Interim 1 Testing | | | | | |
| 10 | Unit 3 Topic B & C | Lesson 8<br>Act 1, Act 2 #2<br>**Quiz B** | Lesson 9 | Lesson 10 | **Pause**<br>**Refer to Exit Ticket Guidance** | Lesson 11 |
| 11 | | Lesson 12<br>*Administer Unit 4 Preassessment this week* | Lesson 13<br>Engage, Act 1, Act 2<br>**Optional Quiz C** | **Unit 3 Assessment** | Pre-teach Day: Unit 4 Unfinished Learning Activities* | Lesson 2 |
| 12 | Unit 4 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Lesson 7 |

| | | | | | | |
|---|---|---|---|---|---|---|
| **13** | | Lesson 8<br>*Administer Unit 5 Preassessment this week* | Lesson 9<br>Engage, Act 1, Act 2<br>**Quiz A & B #1 or #2** | Lesson 10<br>Lesson 11 | Lesson 12 | **Pause**<br>**Refer to Exit Ticket Guidance** |
| **14** | | Lesson 13 | Lesson 14 | Lesson 15<br>Engage, Act 1, Act 2<br>**Optional Quiz C** | Lesson 16 and/or Unit 4 Review | **Unit 4 Assessment** |
| **15** | **Unit 5 Topic A-C** | Pre-teach Day: Unit 5 Unfinished Learning Activities* | Lesson 1 | Lesson 2 | Lesson 3 | **Pause**<br>**Refer to Exit Ticket Guidance** |
| **16** | | Lesson 4 | Lesson 5 | Lesson 6 | Lesson 7<br>Engage, Act 1, Act 2<br>**Quiz A & B** | **Pause**<br>**Refer to Exit Ticket Guidance** |
| **17** | | Lesson 8 | Lesson 9 | Lesson 10<br>Engage, Act 1, Act 2<br>**Optional Quiz C** | Unit 5 Topic A-C Review | **Unit 5 End of Unit Assessment Topics A-C** |
| **18** | Interim Review & Interim 2 Testing | | | | | |
| **19** | **Unit 6** | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
| **20** | | Lesson 6<br>*Administer Unit 7 Preassessment this week* | **Pause**<br>**Refer to Exit Ticket Guidance** | Lesson 7 | Lesson 8 | **Pause Refer to Exit Ticket Guidance** |
| **21** | | Lesson 9<br>Act 1, Act 2<br>**Optional Quiz A & B** | Lesson 10 | Unit 6 Review | **Unit 6 Assessment** | Pre-Teach Day: Unit 7 Unfinished Learning Activities* |
| **22** | **Unit 7** | Lesson 1 | **Pause**<br>**Refer to Exit Ticket Guidance** | Lesson 2 | Lesson 3 | Lesson 4 |
| **23** | | Lesson 5 | Lesson 6 | Lesson 7 | Lesson 8<br>Engage, Act 1, Act 2<br>**Quiz A & B** | **Pause Refer to Exit Ticket Guidance** |
| **24** | | Lesson 9<br>*Administer Unit 8 Preassessment this week* | Lesson 12 | Lesson 13 | **Pause**<br>**Refer to Exit Ticket Guidance** | Lesson 14 |
| **25** | | Lesson 15 | Unit 7 Review | **Unit 7 Assessment** | Pre-teach Day: Unit 8 Unfinished Learning Activities* | Lesson 1<br>Lesson 2 |
| **26** | Interim Review & Interim 3 Testing | | | | | |
| **27** | **Unit 8** | Lesson 3 | Lesson 4 | Lesson 5<br>Engage, Act 1 & 2<br>**Quiz A & B** | **Pause**<br>**Refer to Exit Ticket Guidance** | Lesson 6 |
| **28** | **Topic A-C** | Lesson 7 | Lesson 8 | Lesson 9 | Lesson 10 | **Pause Refer to Exit Ticket Guidance** |
| **29** | | Lesson 11 | Unit 8 Topic A-C Review | **Topic C Quiz** | Pre-teach Day: Unit 5 Unfinished Learning Activities * | Lesson 11 |
| **30** | **Unit 5** | Lesson 12 | Lesson 13 | Lesson 14 | **Pause**<br>**Refer to Exit Ticket Guidance** | Lesson 15 |

| | | | | | | |
|---|---|---|---|---|---|---|
| **31** | **Topic D-E** | Lesson 16 | Lesson 17 | Lesson 18 | Lesson 19 | Lesson 20 |
| **32** | | Lesson 21 | Unit 5 Topics D-E Review | **Unit 5 End of Unit Assessment Topics D-E or Unit 5 Topic D-E Quiz** | Lesson 12 | Lesson 13 |
| **33** | **Unit 8** | **Pause Refer to Exit Ticket Guidance** | Lesson 14 | Lesson 15 | Unit 8 Review | **Unit 8 Topic D&E Quiz** |
| **34-EOY** | **Unit 9: End of Year Review and Remediation** | | | | | |

** State testing typically opens between weeks 27-30. All **priority standards** should be taught prior to state testing. Please refer to your school's testing calendar for your state testing window.
*Formally known as Learning Loss Activities

# Algebra 1 Course Guide

Welcome to Algebra 1! We hope you have a wonderful start to the school year. The work you do this year will have an impact on our students for years to come; thank you for all the time, thought, and energy you dedicate to them. The following document has been created to support you in locating and organizing the materials and information needed to successfully implement your Algebra 1 curriculum. We encourage you to bookmark this document to reference throughout the school year.

## Getting Started:

Below are some resources we recommend reviewing before you begin teaching.

- Week 0 Guidance
- Year at a Glance

## Learning Modules:

If you did not attend New Teacher Summit, would like a review of the material covered there, or would like a head start in preparing for your course, we recommend viewing the following learning modules. Please complete both the math and culture learning plans. Prior to beginning, work with your dean to establish a schedule and opportunities to collaborate.

- Math Curriculum Videos
- Culture Learning Plan

## Materials:

Algebra 1 utilizes the following print materials:

- Student Workbook (printed by unit)
- Teacher's Edition of the Student Workbook (printed by unit)
- Course Guide (printed one/teacher)

These materials, along with any physical materials (paper, markers, etc.) are ordered by your school. Your dean will be able to assist you in locating these materials.

Digital copies of these resources can be found on the C&I Google Drive as well as the following materials you will need to print yourself:

- Blackline Masters (print as needed by unit)
- Exit Tickets (print as needed by unit)
- Reteach materials (print as needed by unit)
- Unit Unpacking guides (print as needed by unit)

The Algebra 1 Measurement Topics can be found here.

## Instructional Routines:

The following instructional routines and procedures are frequently found in the Algebra 1 curriculum. We encourage you to review the resources linked here, or in the Course Guide, and reflect on how and you'd like to implement them in your classroom.

- Think, Pair, Share
- Introducing Math Vocabulary
- Annotating Math Text
- Building Productive Math Discussions
- Three Reads Routine
- Eliciting and Nudging Questions

## Before Starting a Unit:

Each unit has a Unit Unpacking Guide that can be found in the C&I Google Drive. We recommend that you complete this unit unpacking individually, with other teachers teaching Algebra 1, or with your C&I specialist, dean, or instructional coach. These Unit Unpacking Guides help to gain a broader understanding of the unit goals, and identify how each critical component connects.

## Getting Ready to Teach a Lesson:

Complete the following steps to prepare for each lesson.

1.) Before starting the unit, complete the Unit Unpacking Guide (found in the unit folder on the C&I Drive).
2.) Use the Lesson Preparation Guide to prepare for and internalize the goal of the lesson.
    a.) **Anticipate** student responses.
        i.) Do the math.
        ii.) Identify other strategies or ways students might solve the problem/approach the task.
        iii.) Identify possible misconceptions.
    b.) **Plan** to respond to student thinking.
        i.) Pre-plan eliciting and nudging questions to shift load back to students. While students engage in the problem, what questions will you ask to promote productive struggle and student thinking?

## Assessments

Below are the required and recommended common assessments. Common assessments can be given through Edcite (digital test) or Gradebook (paper/pencil test) unless your school leader has a set expectation. Please defer to their requirement if they have one. Here is a video for assigning assessments on Edcite.

| Guidance | Extended Algebra 1 Y1 & Y2, Algebra 1, Geometry, and Algebra 2 | All other courses |
|---|---|---|
| **Required Assessments given in Edcite or Gradebook** | Quizzes<br>Unit Assessments<br>Final Exams | Follow guidance from course leader and College Board |
| **Optional Common Assessments (follow school requirements)** | Mock PSAT/SAT<br>Performance Assessments | |

Some things to note:

- If you give the test through Edcite, the scores and analytics will automatically import into Gradebook after you grade the assessment *overnight*.
- ***Use the grades in Gradebook.*** The grades in Edcite will likely not be the same as Gradebook. This occurs because Edcite does not have the SBG cut scores integrated into the system. Use the grades in Gradebook. These will have the SBG cut scores integrated into every assessment.
- If you have any issues while administering a test or obtaining results, please reach out directly to the assessment team for immediate assistance.
    - **Assessment Helpline:** 777-1150 (from Cisco phone) or 616-929-1150
    - For less immediate needs: curriculumandinstruction@nhaschools.com

## Responding to Student Learning:

Responding to the gaps in your students' understanding is unique to each individual classroom. To assist with this process, review the Response to Student Learning process and Math Reteach Planning Guide. Example reteach lessons have been created for Unit 1 and Unit 2. If you need additional assistance, please reach out to your dean or C&I specialist!

- Unit 1 Reteach Examples
- Unit 2 Reteach Examples

Each week, 55-minutes has been designated to respond to the student learning in your classroom by:

- Conducting small group reteaches or extensions
- Providing targeted intervention
- Guided or independent practice

| Block Schedule | | | |
|---|---|---|---|
| **Monday** | **Block 1** | **Block 2** | **Friday** |
| 55-minute lesson | 55-minute lesson | 55-minute lesson | 55-minute lesson |
| | 25-30 minutes respond to student learning | 25-30 minutes respond to student learning | |

| Traditional Schedule | | | | |
|---|---|---|---|---|
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| 55-minute lesson | 55-minute lesson | 55-minute lesson | 55-minute lesson | 55-minutes respond to student learning |
| Note, this response to student learning does not need to occur on Fridays. Teachers can adjust to meet the needs of their class and students. | | | | |

Additionally, teachers are encouraged to use the Do Now of each class to respond, review, or preview student learning. If you need additional assistance, please reach out to your dean or C&I specialist!

***Click HERE to access the Next Step Guides: Response to Data Resources.***

NATIONAL HERITAGE ACADEMIES

# 9th Grade Algebra 1 Year at a Glance

| Week | Semester 1 | Materials |
|---|---|---|
| 0 | **Week 0 Guidance** (Routines and Procedures, NWEA testing) | |
| 1<br>2<br>3<br>4 | **Unit 1: Sequences** (MT1, MT2, MT3)<br>**Learning Targets:** SSE.1 (SSE.1a, SSE.1b) • Q.2 • BF.1 (BF.1a) • BF.2 • IF.2 • IF.3 • LE.1 (LE.1a, LE.1b, LE.1c) • LE.2 • LE.5 • REI.3 | TE<br>SB |
| 5<br>6<br>7<br>8<br>9 | **Unit 2: Linear and Exponential Equations** (MT1, MT2, MT3)<br>**Learning Targets:** BF.1 (BF.1a) • BF.2 • IF.3 • IF.5 • IF.6 • IF 7 (IF.7a, IF.7e) • IF.8 (IF.8b) • IF.9 • LE.1 (LE.1a, LE.1b, LE.1c) • LE.2 • LE.3 • LE.5 • RN.1 • RN.2 • REI.10 • SSE.1 (SSE.1a) • SSE.2 • SSE.3 (SSE.3c) • CED.2 | TE<br>SB |
| 10<br>11 | **Unit 3: Features of Functions** (MT1)<br>**Learning Targets:** REI.10 • IF.1 • IF.2 • IF.4 • IF.5 • IF 7 (IF.7a, IF.7e) • BF.1 (BF.1b) • CED.2 | TE<br>SB |
| 12<br>13<br>14 | **Unit 4: Equations and Inequalities** (MT4, MT5)<br>**Learning Targets:** CED.1 • CED.4 • REI.1 • REI.3 • SSE.1 • Q.1 • Q.2 | TE<br>SB |
| 15 | Prepare for Semester Final (Final Exam 1) | |
| 16 | Semester Review - Final Testing (Final Exam 1) | |
| **Week** | **Semester 2** | **Materials** |
| 17<br>18<br>19<br>20 | **Unit 5: Systems of Equations and Inequalities** (MT4, MT5)<br>**Learning Targets:** CED.2 • CED.3 • CED.4 • REI.6 • REI.12 | TE<br>SB |
| 21<br>22<br>23 | **Unit 6: Quadratic Functions** (MT1, MT2, MT3)<br>**Learning Targets:** CED.A.2 • SSE.1 (SSE.1a) • BF.1 (BF.1a) • IF.4 • IF.5 • IF.6 • IF.9 • LE.3 | TE<br>SB |
| 24<br>25<br>26<br>27<br>28 | **Unit 7: Structures of Quadratic Expressions** (MT1, MT2, MT4, MT5)<br>**Learning Targets:** BF.3 • BF.4 • IF 7 (IF.7a) • IF.8 (IF.8a) • APR.4 • SSE.2 • SSE.3 (SSE.3a. SSE.3b) • REI.4 (REI.4a, REI.4b) • REI.7 | TE<br>SB |
| 29<br>30<br>31 | **Unit 8: More Functions, More Features** (MT1, MT2, MT3)<br>**Learning Targets:** IF.2 • IF.5 • IF 7 (IF.7b) • BF.4 (BF.4a, BF.4c) • CED.4 | TE<br>SB |
| 32<br>33<br>34 | **Unit 9: Modeling Data** (MT6)<br>**Learning Targets:** ID.A.1 ID.A.2 ID.A.3 • ID 5 • ID.6 (ID.6a, ID.6b, ID,6c) ID.7 • ID.8 • ID.9 | TE<br>SB |
| 35 | Prepare for Semester Final (Final Exam 2) | |
| 36 | Final Review - Final Testing (Final Exam 2) | |

NATIONAL HERITAGE ACADEMIES

# 9th Grade Algebra 1 Detailed Scope & Sequence

| Week | | Semester 1 | | | |
|---|---|---|---|---|---|
| 0 | **Week 0 Guidance** (Routines and Procedures, NWEA testing) | | | | |
| 1 | UNIT 1 | Lesson 1 Part 1 | Lesson 1 Part 2 | Lesson 2 | **FLOAT** |
| 2 | | Lesson 3 Part 1 | Lesson 3 Part 2 | Lesson 4 | Review/**Quiz #1** |
| 3 | | Lesson 5 | Lesson 6 | Lesson 7 | Review/**Quiz #2** |
| 4 | | Lesson 8 | Lesson 9 | Lesson 10 | Review |
| 5 | UNIT 2 | Assessment | Lesson 1 | Lesson 2 Part 1 | **FLOAT** |
| 6 | | Lesson 2 Part 2 | Lesson 3 | Review/**Quiz #1** | Lesson 4 Part 1 |
| 7 | | Lesson 4 Part 2 | Lesson 5 | Lesson 6 | Lesson 7 |
| 8 | | Review | **Quiz #2** | Lesson 8 | Lesson 9 |
| 9 | | Lesson 10 | Lesson 11 | Review | **Assessment** |
| 10 | UNIT 3 | Lesson 1 | Lesson 2 | Lesson 3 | **FLOAT** |
| 11 | | Review/**Quiz #1** | Lesson 4 | Lesson 5 | Review |
| 12 | | **Assessment** | Lesson 1 Part 1 | Lesson 1 Part 2 | Lesson 2 |
| 13 | UNIT 4 | Lesson 3 | Review/**Quiz #1** | Lesson 4 | Lesson 5 |
| 14 | | Lesson 6 | Review/**Quiz #2** | Review | **Assessment** |
| 15 | Prepare for Final Exam 1 | | | | |
| 16 | Semester Review - Final Testing (Final Exam 1) | | | | |

NATIONAL HERITAGE ACADEMIES

| Week | | Semester 2 | | | |
|---|---|---|---|---|---|
| 17 | UNIT 5 | Lesson 1 Part 1 | Lesson 1 Part 2 | Lesson 1 Part 3 | **FLOAT** |
| 18 | | Lesson 1 Part 4 | Lesson 2 | Lesson 3 | Lesson 4 |
| 19 | | Review/**Quiz #1** | Lesson 5 | Lesson 6 | Lesson 7 |
| 20 | | Review/**Quiz #2** | Lesson 8 | Lesson 9 | Lesson 10 |
| 21 | | Review/**Quiz #3** | Review | **Assessment** | Lesson 1 |
| 22 | UNIT 6 | Lesson 2 | Lesson 3 | Review/**Quiz #1** | Lesson 4 |
| 23 | | Lesson 5 | Lesson 6 | Review | **Assessment** |
| 24 | UNIT 7 | Lesson 1 | Lesson 2 | Lesson 3 | **FLOAT** |
| 25 | | Lesson 4 | Lesson 5 | Review/**Quiz #1** | Lesson 6 |
| 26 | | Lesson 7 | Lesson 8 | Lesson 9 | **FLOAT** |
| 27 | | Lesson 10 | Review | **Quiz #2** | Lesson 11 |
| 28 | | Lesson 12 | Lesson 13 | Review | **Assessment** |
| 29 | UNIT 8 | Lesson 1 | Lesson 2 | Review/**Quiz #1** | Lesson 3. |
| 30 | | Lesson 4 | Lesson 5 | Review/**Quiz #2** | Lesson 6 |
| 31 | | Lesson 7 | Review | **Assessment** | Lesson 1 |
| 32 | UNIT 9 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
| 33 | | Review | **Quiz #1** | Lesson 6 | Lesson 7 |
| 34 | | Lesson 8 | Lesson 9 | Review | **Assessment** |
| 35 | Prepare for Final Exam 2 | | | | |
| 36 | Semester Review - Final Testing (Final Exam 2) | | | | |

***FLOAT**: Utilize these days to meet the learning needs of your students based on your school calendar. Adjust the placement of these days based on your school NWEA and state testing dates, Regional PD, or other no-school days. If you do not need to account for these days in your schedule, provide additional review or extension based on student learning data.*

# Algebra 2 Course Guide

Welcome to Algebra 2! We hope you have a wonderful school year. The work you do this year will have an impact on our students for years to come; thank you for all the time, thought, and energy you dedicate to them. The following document has been created to support you in locating and organizing the materials and information needed to successfully implement your Algebra 2 curriculum. We encourage you to bookmark this document to reference throughout the school year.

## Getting Started:

Below are some resources we recommend reviewing before you begin teaching.

- Week 0 Guidance
- Example Course Syllabus #1
- Course Outline
  - *This document gives you a big picture view of the scope and sequence of the course.*
- Algebra 2 Semester 1 Curriculum Map
  - *This document houses links to all of the semester 1 materials needed for this course (learning targets, formative assessments, etc.)*
- Algebra 2 Semester 2 Curriculum Map
  - *This document houses links to all of the semester 2 materials needed for this course (learning targets, formative assessments, etc.)*

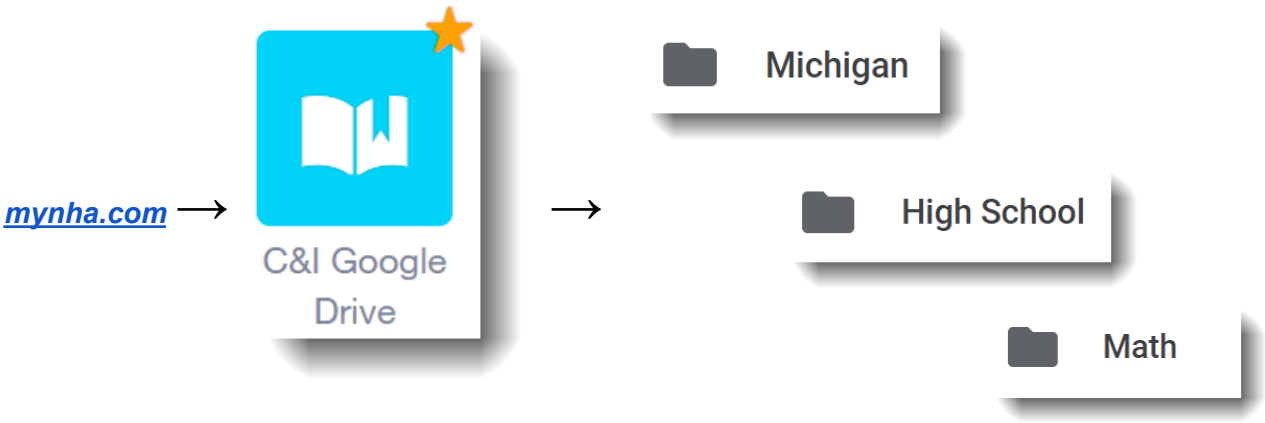
## Learning Modules:

If you did not attend New Teacher Summit, would like a review of the material covered there, or would like a head start in preparing for your course, we recommend viewing the following learning modules.

| 11th - 12th Grade Math Information | | |
|---|---|---|
| **Session Title** | **Format** | **Accessing Content** |
| SBG Overview and Key Vocabulary<br>***Note: Priority Standards (PS) are now called Measurement Topics (MT)* | Asynchronous | Video File |
| Example PS/MT Scale (How to know what to teach) | Asynchronous | Video File |
| Instructional Feedback (IF) | Asynchronous | Video File<br>Grading IF Practice ** |
| Math Assessments (FA) | Asynchronous | Video File<br>Grading FA Practice** |
| Math Resources | Asynchronous | Video File |

## Materials:

Unlike Algebra 1 and Geometry, Algebra 2 does **not** have any pre-printed materials. **Instead, teachers utilize the C&I Google Drive to select, modify, and print their own materials to fit the needs of their students.** Utilize the Curriculum Maps linked in the "Getting Started" section to help with navigating the drive folders.




## How do I know what to teach?

Use the semester 1 or semester 2 curriculum map to plan the sequence of your course. Semester 1 starts with Unit 1: Systems. Within each unit are a collection of learning targets. Learning targets at the 2.0 and 3.0 level must be taught before giving the final assessment (FA3) and may be taught in any order you deem appropriate. 4.0 learning targets do not need to be directly taught in class, however we encourage you to direct students to supplemental materials. A good rule of thumb is to spend one instructional day on each learning target, while dedicating additional time to more robust standards (for example, 1.2.6: Solving a system algebraically). **Each unit has a suggested time frame, if you are not able to cover the content in the time frame it is imperative that you reach out to your dean and C&I specialist so they can partner with you in finding a way to cover the required standards.** The expectation is that every learning target is covered within the school year.

## Instructional Routines:

The following instructional routines and procedures should be frequently used in your course. We encourage you to review the resources linked here and reflect on how and you'd like to implement them in your classroom.

- Think, Pair, Share
- Introducing Math Vocabulary
- Annotating Math Text
- Building Productive Math Discussions
- Three Reads Routine
- Eliciting and Nudging Questions

## Assessments

Below are the required and recommended common assessments. Common assessments can be given through Edcite (digital test) or Gradebook (paper/pencil test) unless your school leader has a set expectation. Please defer to their requirement if they have one. Here is a video for assigning assessments on Edcite.

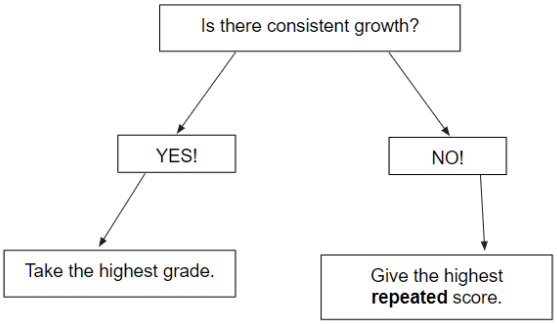
| Guidance | Extended Algebra 1 Y1 & Y2 | Algebra 1 | Geometry | Algebra 2 | All other courses |
|---|---|---|---|---|---|
| **Required Assessments given in Edcite or Gradebook** | Unit Assessments<br>Quizzes<br>Interims<br>Mock PSAT | Unit Assessments<br>Interims<br>Mock PSAT<br>Quizzes | Unit Assessments<br>Interims<br>Mock PSAT<br>Quizzes | FA3 for every MT/PS<br>Mock SAT | Follow guidance from course leader and College Board |
| **Required Common Assessments using shared Drive resources** | | | | FA1, FA2, and (if needed) FA4 | |

Some things to note:

- When you give FA3 through Edcite, the scores and analytics will automatically import into Gradebook after you grade the assessment *overnight*.
- ***Use the grades in Gradebook.*** The grades in Edcite will likely not be the same as Gradebook. This occurs because Edcite does not have the SBG cut scores integrated into the system. Use the grades in Gradebook. These will have the SBG cut scores integrated into every assessment.
- If you have any issues while administering a test or obtaining results, please reach out directly to the assessment team for immediate assistance.
    - **Assessment Helpline:** 777-1150 (from Cisco phone) or 616-929-1150
    - For less immediate needs: curriculumandinstruction@nhaschools.com

## Assigning an Overall Grade:

To assign a grade in Algebra 2 we do not average student test scores. Instead, ask yourself, “Is there consistent growth?” in the MT.




Below are three examples for MT1:

| | Student A | Student B | Student C |
|---|---|---|---|
| **FA1** | 1.5 | 2.0 | 1.0 |
| **FA2** | 2.0 | 1.5 | 1.0 |
| **FA3** | 2.5 | 2.5 | 1.5 |
| **Final Exam** | 3.0 | 2.0 | 1.0 |
| **FINAL GRADE** | **3.0** | **2.0** | **1.0** |
| **Explanation** | Consistent growth | Growth is not consistent - give highest repeated score OR use professional judgment based on IF; suggest tutoring; possible re-assessment (FA4) | Growth is not consistent - give highest repeated score OR use professional judgment based on IF; suggest tutoring; possible re-assessment (FA4) |

## Progress Monitoring:

Students monitoring their learning progress is an integral part of our teaching. To assist with that process, progress monitoring templates have been developed for you to either utilize as is, or modify and share with your students. We encourage you to have students monitor their learning progress of learning targets and formative assessments (FAs) by printing a progress monitoring sheet for each student and have them reflect on their learning throughout the unit.

## Responding to Student Learning:

Responding to the gaps in your students’ understanding is unique to each individual classroom. To assist with this process, review the Response to Student Learning Planning Guide. Work with your dean or C&I specialist to practice creating reteach lessons using the guided discourse or modeling templates.

*You must be signed in to your NHA Google Account to access the links below.*

# 5th Grade Moral Focus Year at-a-Glance

Book List | Virtue Definitions | Virtue Definition Posters - B&W or Color
3-8 Goal Checks | Moral Focus Contest Packets - Deadline January 27th!
Virtual Instruction Resources for PrepNet Virtual (PVA)

## Week 0 Lesson Plans

## September

**Wisdom:** Take the time to think through the outcome of your choices

- Wisdom Virtue Progression
- Wisdom Monthly Overview
  - Wisdom Week 1 Lesson Plans
  - Wisdom Week 2 Lesson Plans
  - Wisdom Week 3 Lesson Plans
  - Wisdom Week 4 Lesson Plans
  - Additional Wisdom Hero Lesson Plan
- Wisdom Choice Board

## October

**Respect:** Choose your actions carefully; show consideration to others

- Respect Virtue Progression
- Respect Monthly Overview
  - Respect Week 1 Lesson Plans
  - Respect Week 2 Lesson Plans
  - Respect Week 3 Lesson Plans
  - Respect Week 4 Lesson Plans
  - Additional Respect Hero Lesson Plan
- Respect Choice Board

## November

**Gratitude:** Personally acknowledge others who are kind to you

- Gratitude Virtue Progression
- Gratitude Monthly Overview
  - Gratitude Week 1 Lesson Plans
  - Gratitude Week 2 Lesson Plans
  - Gratitude Week 3 Lesson Plans
  - Gratitude Week 4 Lesson Plans
  - Additional Gratitude Hero Lesson Plan
- Gratitude Choice Board

## December

**Self-control:** Control emotional reactions when you get upset

- Self-control Virtue Progression
- Self-control Monthly Overview
  - Self-control Week 1 Lesson Plans
  - Self-control Week 2 Lesson Plans
  - Self-control Week 3 Lesson Plans
  - Self-control Week 4 Lesson Plans
- Self-control Choice Board

## January

**Perseverance:** Work hard to reach your goals; focus on one step at a time

- Perseverance Virtue Progression
- Perseverance Monthly Overview
  - Perseverance Week 1 Lesson Plans
  - Perseverance Week 2 Lesson Plans - Exquisite - Gwendolyn Brooks
  - Perseverance Week 2 Lesson Plans - Powerful Stories of Perseverance in Sports
  - Perseverance Week 3 Lesson Plans
  - Perseverance Week 4 Lesson Plans - Fauja Sing Keeps Going
  - Perseverance Week 4 Lesson Plans - Not Yet
  - Additional Perseverance Hero Lesson Plan
- Perseverance Choice Board

## February

**Courage:** Trust in your beliefs, even if others agree

- Courage Virtue Progression
- Courage Monthly Overview
  - Courage Week 1 Lesson Plans
  - Courage Week 2 Lesson Plans
  - Courage Week 3 Lesson Plans
  - Courage Week 4 Lesson Plans
  - Additional Courage Hero Lesson Plan
- Courage Choice Board

## March

**Encouragement:** Be there for others when they need motivation

- Encouragement Virtue Progression
- Encouragement Monthly Overview
  - Encouragement Week 1 Lesson Plans
  - Encouragement Week 2 Lesson Plans
  - Encouragement Week 3 Lesson Plans
  - Encouragement Week 4 Lesson Plans
  - Additional Encouragement Hero Lesson Plan
- Encouragement Choice Board

## April

**Compassion:** Put yourself in others' shoes to understand how they feel and how you can help

- Compassion Virtue Progression
- Compassion Monthly Overview
  - Compassion Week 1 Lesson Plans
  - Compassion Week 2 Lesson Plans
  - Compassion Week 3 Lesson Plans
  - Compassion Week 4 Lesson Plans
  - Additional Compassion Hero Lesson Plan
- Compassion Choice Board

## May

**Integrity:** Do what is expected of you, even when pressured not to

- Integrity Virtue Progression
- Integrity Monthly Overview
  - Integrity Week 1 Lesson Plans
  - Integrity Week 2 Lesson Plans
  - Integrity Week 3 Lesson Plans
  - Integrity Week 4 Lesson Plans
  - Additional Integrity Hero Lesson Plan
- Integrity Choice Board

*You must be signed in to your NHA Google Account to access the links below.*

# 6th Grade Moral Focus Year at-a-Glance

Book List | Virtue Definitions | Virtue Definition Posters - B&W or Color
3-8 Goal Checks | Moral Focus Contest Packets - Deadline January 27th!
Virtual Instruction Resources for PrepNet Virtual (PVA)

## Week 0 Lesson Plans

## September

**Wisdom:** Learn from mistakes to avoid repeating them

- Wisdom Virtue Progression
- Wisdom Monthly Overview
  - Wisdom Week 1 Lesson Plans
  - Wisdom Week 2 Lesson Plans
  - Wisdom Week 3 Lesson Plans
  - Wisdom Week 4 Lesson Plans
- Wisdom Choice Board

## October

**Respect:** Find value in our differences; accept them without judgment

- Respect Virtue Progression
- Respect Monthly Overview
  - Respect Week 1 Lesson Plans
  - Respect Week 2 Lesson Plans
  - Respect Week 3 Lesson Plans
  - Respect Week 4 Lesson Plans
- Respect Choice Board

## November

**Gratitude:** Talk about what you are grateful for; avoid complaining

- Gratitude Virtue Progression
- Gratitude Monthly Overview
  - Gratitude Week 1 Lesson Plans
  - Gratitude Week 2 Lesson Plans
  - Gratitude Week 3 Lesson Plans
  - Gratitude Week 4 Lesson Plans
- Gratitude Choice Board

## December

**Self-control:** Take the time to choose an appropriate emotional response

- Self-control Virtue Progression
- Self-control Monthly Overview
  - Self-control Week 1 Lesson Plans
  - Self-control Week 2 Lesson Plans
  - Self-control Week 3 Lesson Plans
  - Self-control Week 4 Lesson Plans
- Self-control Choice Board

## January

**Perseverance:** Resist discouragement; celebrate small victories and track progress

- Perseverance Virtue Progression
- Perseverance Monthly Overview
  - Perseverance Week 1 Lesson Plans
  - Perseverance Week 2 Lesson Plans
  - Perseverance Week 3 Lesson Plans
  - Perseverance Week 4 Lesson Plans
- Perseverance Choice Board

## February

**Courage:** Voice your opinions and beliefs, despite fear or disapproval from others

- Courage Virtue Progression
- Courage Monthly Overview
  - Courage Week 1 Lesson Plans
  - Courage Week 2 Lesson Plans
  - Courage Week 3 Lesson Plans
  - Courage Week 4 Lesson Plans
- Courage Choice Board

## March

**Encouragement:** Build confidence in others with uplifting words and actions

- Encouragement Virtue Progression
- Encouragement Monthly Overview
  - Encouragement Week 1 Lesson Plans
  - Encouragement Week 2 Lesson Plans
  - Encouragement Week 3 Lesson Plans
  - Encouragement Week 4 Lesson Plans
  - Additional Encouragement Hero Lesson Plan
- Encouragement Choice Board

## April

**Compassion:** Respond with care and concern to the needs and feelings of others

- Compassion Virtue Progression
- Compassion Monthly Overview
  - Compassion Week 1 Lesson Plans
  - Compassion Week 2 Lesson Plans
  - Compassion Week 3 Lesson Plans
  - Compassion Week 4 Lesson Plans
- Compassion Choice Board

## May

**Integrity:** Accept responsibility for your actions

- Integrity Virtue Progression
- Integrity Monthly Overview
  - Integrity Week 1 Lesson Plans
  - Integrity Week 2 Lesson Plans
  - Integrity Week 3 Lesson Plans
  - Integrity Week 4 Lesson Plans
- Integrity Choice Board

*You must be signed in to your NHA Google Account to access the links below.*

# 7th Grade Moral Focus Year at-a-Glance

Book List | Virtue Definitions | Virtue Definition Posters - B&W or Color
3-8 Goal Checks | Moral Focus Contest Packets - Deadline January 27th!
Virtual Instruction Resources for PrepNet Virtual (PVA)

## Week 0 Lesson Plans

## September

**Wisdom:** Use previous experience to gain insight and inform future decisions

- Wisdom Virtue Progression
- Wisdom Monthly Overview
  - Wisdom Week 1 Lesson Plans
  - Wisdom Week 2 Lesson Plans
  - Wisdom Week 3 Lesson Plans
  - Wisdom Week 4 Lesson Plans
- Wisdom Choice Board

## October

**Respect:** Seek to understand, then be understood

- Respect Virtue Progression
- Respect Monthly Overview
  - Respect Week 1 Lesson Plans
  - Respect Week 2 Lesson Plans
  - Respect Week 3 Lesson Plans
  - Respect Week 4 Lesson Plans
- Respect Choice Board

## November

**Gratitude:** Make a habit of paying attention to good things in your life

- Gratitude Virtue Progression
- Gratitude Monthly Overview
  - Gratitude Week 1 Lesson Plans
  - Gratitude Week 2 Lesson Plans
  - Gratitude Week 3 Lesson Plans
  - Gratitude Week 4 Lesson Plans
  - Additional Gratitude Hero Lesson Plan
- Gratitude Choice Board

## December

**Self-control:** Resist the temptation of working for immediate rewards; work hard to earn recognition

- Self-control Virtue Progression
- Self-control Monthly Overview
  - Self-control Week 1 Lesson Plans
  - Self-control Week 2 Lesson Plans
  - Self-control Week 3 Lesson Plans
  - Self-control Week 4 Lesson Plans
- Self-control Choice Board

## January

**Perseverance:** Maintain steady progress by anticipating and planning for setbacks

- Perseverance Virtue Progression
- Perseverance Monthly Overview
  - Perseverance Week 1 Lesson Plans
  - Perseverance Week 2 Lesson Plans
  - Perseverance Week 3 Lesson Plans
  - Perseverance Week 4 Lesson Plans
- Perseverance Choice Board

## February

**Courage:** Stand up for yourself and others; put your beliefs into action

- Courage Virtue Progression
- Courage Monthly Overview
  - Courage Week 1 Lesson Plans
  - Courage Week 2 Lesson Plans
  - Courage Week 3 Lesson Plans
  - Courage Week 4 Lesson Plans
- Courage Choice Board

## March

**Encouragement:** Help others to find the strength to look ahead and move forward

- Encouragement Virtue Progression
- Encouragement Monthly Overview
  - Encouragement Week 1 Lesson Plans
  - Encouragement Week 2 Lesson Plans
  - Encouragement Week 3 Lesson Plans
  - Encouragement Week 4 Lesson Plans
- Encouragement Choice Board

## April

**Compassion:** Help and support others in a way that feels helpful to them

- Compassion Virtue Progression
- Compassion Monthly Overview
  - Compassion Week 1 Lesson Plans
  - Compassion Week 2 Lesson Plans
  - Compassion Week 3 Lesson Plans
  - Compassion Week 4 Lesson Plans
- Compassion Choice Board

## May

**Integrity:** Be accountable for your actions

- Integrity Virtue Progression
- Integrity Monthly Overview
  - Integrity Week 1 Lesson Plans
  - Integrity Week 2 Lesson Plans
  - Integrity Week 3 Lesson Plans
  - Integrity Week 4 Lesson Plans
- Integrity Choice Board

*You must be signed in to your NHA Google Account to access the links below.*

# 8th Grade Moral Focus Year at-a-Glance

Book List | Virtue Definitions | Virtue Definition Posters - B&W or Color
3-8 Goal Checks | Moral Focus Contest Packets - Deadline January 27th!
Virtual Instruction Resources for PrepNet Virtual (PVA)

## Week 0 Lesson Plans

## September

**Wisdom:** Examine everything you encounter; discern what is right

- Wisdom Virtue Progression
- Wisdom Monthly Overview
  - Wisdom Week 1 Lesson Plans
  - Wisdom Week 2 Lesson Plans
  - Wisdom Week 3 Lesson Plans
  - Wisdom Week 4 Lesson Plans
- Wisdom Choice Board

## October

**Respect:** Intentionally convey positive regard for others through your words and actions

- Respect Virtue Progression
- Respect Monthly Overview
  - Respect Week 1 Lesson Plans
  - Respect Week 2 Lesson Plans
  - Respect Week 3 Lesson Plans
  - Respect Week 4 Lesson Plans
- Respect Choice Board

## November

**Gratitude:** Choose to appreciate every good thing and acknowledge those who help you

- Gratitude Virtue Progression
- Gratitude Monthly Overview
  - Gratitude Week 1 Lesson Plans
  - Gratitude Week 2 Lesson Plans
  - Gratitude Week 3 Lesson Plans
  - Gratitude Week 4 Lesson Plans
  - Additional Gratitude Hero Lesson Plan
- Gratitude Choice Board

## December

**Self-control:** Work hard to apply and develop your best abilities because you take pride in your work, not to earn a reward

- Self-control Virtue Progression
- Self-control Monthly Overview
  - Self-control Week 1 Lesson Plans
  - Self-control Week 2 Lesson Plans
  - Self-control Week 3 Lesson Plans
  - Self-control Week 4 Lesson Plans
- Self-control Choice Board

## January

**Perseverance:** Withstand discouragement and setbacks; see them as opportunities to learn

- Perseverance Virtue Progression
- Perseverance Monthly Overview
  - Perseverance Week 1 Lesson Plans
  - Perseverance Week 2 Lesson Plans
  - Perseverance Week 3 Lesson Plans
  - Perseverance Week 4 Lesson Plans
  - Additional Perseverance Hero Lesson Plan
- Perseverance Choice Board

## February

**Courage:** Defend and uphold your beliefs and values in the face of popular position

- Courage Virtue Progression
- Courage Monthly Overview
  - Courage Week 1 Lesson Plans
  - Courage Week 2 Lesson Plans
  - Courage Week 3 Lesson Plans
  - Courage Week 4 Lesson Plans
- Courage Choice Board

## March

**Encouragement:** Act in a way that motivates others to find hope, determination, or confidence

- Encouragement Virtue Progression
- Encouragement Monthly Overview
  - Encouragement Week 1 Lesson Plans
  - Encouragement Week 2 Lesson Plans
  - Encouragement Week 3 Lesson Plans
  - Encouragement Week 4 Lesson Plans
  - Additional Encouragement Hero Lesson Plan
- Encouragement Choice Board

## April

**Compassion:** Look beyond yourself to care for, comfort, and empower those in need

- Compassion Virtue Progression
- Compassion Monthly Overview
  - Compassion Week 1 Lesson Plans
  - Compassion Week 2 Lesson Plans
  - Compassion Week 3 Lesson Plans
  - Compassion Week 4 Lesson Plans
- Compassion Choice Board

## May

**Integrity:** Choose to be honorable in all that you say and do

- Integrity Virtue Progression
- Integrity Monthly Overview
  - Integrity Week 1 Lesson Plans
  - Integrity Week 2 Lesson Plans
  - Integrity Week 3 Lesson Plans
  - Integrity Week 4 Lesson Plans
- Integrity Choice Board

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# 9th Grade Advisory Year at-a-Glance

Curriculum Guide | Virtue Definition Posters

## September

**Skill Focus: Introduction to School Essentials**

**During the month, students will received targeted instruction on:**

- → Moral Focus Virtue: Wisdom
- → Building a strong classroom culture
- → Introducing the Early College program
- → High School Essential Skills: How to read a Syllabus, Creating a SMART Goal
- → Evaluating their digital habits

## October

**Skill Focus: Building Good Habits**

**During the month, students will received targeted instruction on:**

- → Moral Focus Virtue: Respect
- → High School Essential Skills: Attendance, Growth Mindset, Communication, Procrastination
- → How to prevent and respond to bullying

## November

**Skill Focus: Habits for Success**

**During the month, students will received targeted instruction on:**

- → Moral Focus Virtue: Gratitude
- → High School Essential Skills: Office Hours, Setting Up a Study Group, Stress & Anxiety

## December

**Skill Focus: Habits for Success**

**During the month, students will received targeted instruction on:**

- → Moral Focus Virtue: Self-Control
- → Note Taking
- → Self-Management Brain Science

## January

**Skill Focus: Preparation for the End of the Semester and Career Exploration**

**During the month, students will received targeted instruction on:**

→ Moral Focus Virtue: Perseverance
→ Creating a final exam study plan
→ Career Exploration

## February

**Skill Focus: Career Exploration & PSAT Prep**

**During the month, students will received targeted instruction on:**

→ Moral Focus Virtue: Courage
→ Education after High School
→ Create Education Development Plan (EDP)
→ PSAT Prep

## March

**Skill Focus: Presentation Skills**

**During the month, students will received targeted instruction on:**

→ Moral Focus Virtue: Encouragement
→ Research and Presentation skills

## April

**Skill Focus: Digital Wellness**

**During the month, students will received targeted instruction on:**

→ Moral Focus Virtue: Compassion
→ Digital Wellness and Safety
→ Social Awareness
→ Finding a Job

## May

**Skill Focus: Finding a Job/Financial Literacy**

**During the month, students will received targeted instruction on:**

→ Moral Focus Virtue: Integrity
→ Finding a Job
→ Financial Literacy

## June

**Skill Focus: Reflection**

**During the month, students will received targeted instruction on:**

→ End of Year Reflections

→ Goal Setting for the Future

*You must be signed in to your NHA Google Account to access the links below.*

# 10th Grade Advisory Year at-a-Glance

Curriculum Guide | Virtue Definition Posters

## September

**Skill Focus: Introduction to School Essentials**

**During the month, students will received targeted instruction on:**

- → Moral Focus Virtue: Wisdom
- → Building a strong classroom culture
- → Mental Health Foundations
- → Goal Setting

## October

**Skill Focus: Digital Wellness**

**During the month, students will received targeted instruction on:**

- → Moral Focus Virtue: Respect
- → Children's Internet Protection Act (CIPA) Standards: Social Media and How You Feel, Curated Lives, Challenging Confirmation Bias, Countering Hate Speech Online

## November

**Skill Focus: Wellbeing**

**During the month, students will received targeted instruction on:**

- → Moral Focus Virtue: Gratitude
- → Stress and Coping
- → Wellbeing
- → PSAT/SAT Prep

## December

**Skill Focus: Habits for Success**

**During the month, students will received targeted instruction on:**

- → Moral Focus Virtue: Self-Control
- → PSAT/SAT Prep
- → Moral Focus Contest Entry Preparation
- → Goal Setting for the New Year

## January

**Skill Focus: Test Prep**

**During the month, students will received targeted instruction on:**

→ Moral Focus Virtue: Perseverance
→ Career Planning and Exploration
→ PSAT/SAT Prep

## February

**Skill Focus: Career Planning & Exploration**

**During the month, students will received targeted instruction on:**

→ Moral Focus Virtue: Courage
→ Career Planning and Exploration
→ Xello College and Career Lessons
→ Education after High School

## March

**Skill Focus: Education After High School**

**During the month, students will received targeted instruction on:**

→ Moral Focus Virtue: Encouragement
→ Education after High School
→ Create/Update Educational Development Plan (EDP)
→ PSAT/SAT Prep

## April

**Skill Focus: Finding a Job and Financial Literacy**

**During the month, students will received targeted instruction on:**

→ Moral Focus Virtue: Compassion
→ Finding a Job
→ Financial Literacy

## May

**Skill Focus: Relationship Skills**

**During the month, students will received targeted instruction on:**

→ Moral Focus Virtue: Integrity
→ Goal Setting for the last weeks of School
→ Empathy and Relationship Skills

## June

**Skill Focus: Reflection**

**During the month, students will received targeted instruction on:**

→ End of Year Reflections

→ Goal Setting for the Future

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# 11th Grade Advisory Year at-a-Glance

Curriculum Guide | Virtue Definition Posters

## September

**Skill Focus: Building Community**

**During the month, students will received targeted instruction on:**

→ Moral Focus Virtue: Wisdom
→ Building a strong classroom culture
→ Goal Setting
→ Senior Project Overview

## October

**Skill Focus: Digital Wellness**

**During the month, students will received targeted instruction on:**

→ Moral Focus Virtue: Respect
→ Children's Internet Protection Act (CIPA) Standards: Healthy Social Media Use, Cyberbullying, Your Digital Footprint

## November

**Skill Focus: Postsecondary Planning**

**During the month, students will receive targeted instruction on:**

→ Moral Focus Virtue: Gratitude
→ Postsecondary Pathways
→ Financial Aid
→ Applying for College

## December

**Skill Focus: SAT Prep**

**During the month, students will receive targeted instruction on:**

→ Moral Focus Virtue: Self-Control
→ SAT Prep
→ Moral Focus Contest Entry Preparation

## January

**Skill Focus: SEL Skill Building**

**During the month, students will receive targeted instruction on:**

→ Moral Focus Virtue: Perseverance
→ Growth Mindset
→ Types of Communication
→ Conflict Management
→ SAT Prep

## February

**Skill Focus: Career Planning & Exploration**

**During the month, students will receive targeted instruction on:**

→ Moral Focus Virtue: Courage
→ Career Planning and Exploration
→ Xello College and Career Lessons
→ SAT Prep

## March

**Skill Focus: Career Planning & Exploration**

**During the month, students will receive targeted instruction on:**

→ Moral Focus Virtue: Encouragement
→ Create/Update Educational Development Plan (EDP)
→ SAT Prep

## April

**Skill Focus: Project Planning**

**During the month, students will receive targeted instruction on:**

→ Moral Focus Virtue: Compassion
→ SAT Prep
→ Junior Project

## May

**Skill Focus: Preparing for Senior Year**

**During the month, students will received targeted instruction on:**

→ Moral Focus Virtue: Integrity
→ Senior Project Preparation
→ Scholarship Research

## June

**Skill Focus: Reflection**

**During the month, students will received targeted instruction on:**

→ End of Year Reflections

→ Goal Setting for the Future

*You must be signed in to your NHA Google Account to access the links below.*

# 12th Grade Advisory Year at-a-Glance

Curriculum Guide  Virtue Definition Posters

## September

**Skill Focus: Tips for Academic and Personal Success**

**During the month, students will received targeted instruction on:**

- → Moral Focus Virtue: Wisdom
- → Building a strong classroom culture
- → Goal Setting
- → Senior Project Overview

## October

**Skill Focus: College Applications**

**During the month, students will received targeted instruction on:**

- → Moral Focus Virtue: Respect
- → Time Management
- → How to Apply and Pay for College
- → Senior Project Job Shadow and Portfolio

## November

**Skill Focus: Digital Wellness**

**During the month, students will receive targeted instruction on:**

- → Moral Focus Virtue: Gratitude
- → Children's Internet Protection Act (CIPA) Standards: Appropriate Use of Social Media and Online Speech, Digital Footprint, Filter Bubbles

## December

**Skill Focus: Professionalism & Leadership**

**During the month, students will receive targeted instruction on:**

- → Moral Focus Virtue: Self-Control
- → Professional Communication
- → Resume & Cover Letter

## January

**Skill Focus: Graduation Goals**

**During the month, students will receive targeted instruction on:**

→ Moral Focus Virtue: Perseverance
→ Graduation Audit
→ Post-Secondary Planning

## February

**Skill Focus: College Success**

**During the month, students will receive targeted instruction on:**

→ Moral Focus Virtue: Courage
→ Financial Aid
→ College and Career Resources
→ Budgeting

## March

**Skill Focus: Presentation Skills**

**During the month, students will receive targeted instruction on:**

→ Moral Focus Virtue: Encouragement
→ Professionalism
→ Senior Project

## April/May/June

**Skill Focus: Presenting**

**During the month, students will receive targeted instruction on:**

→ Moral Focus Virtue: Compassion
→ Senior Project Presentations

*You must be signed in to your NHA Google Account to access the links below.*

# Kindergarten Moral Focus Year at-a-Glance

Book List | Virtue Definitions | Virtue Definition Posters - B&W or Color
K-2 Goal Checks | Moral Focus Contest Packets - Deadline January 27th!
Virtual Instruction Resources for PrepNet Virtual (PVA)

WEEK 0 Lesson Plans

## September

**Wisdom:** Make good choices

- Wisdom Virtue Progression
- Wisdom Monthly Overview
  - Wisdom Week 1 Lesson Plans
  - Wisdom Week 2 Lesson Plans
  - Wisdom Week 3 Lesson Plans
  - Wisdom Week 4 Lesson Plans
  - Additional Wisdom Hero Lesson Plan
- Wisdom Choice Board

## October

**Respect:** Use good manners

- Respect Virtue Progression
- Respect Monthly Overview
  - Respect Week 1 Lesson Plans
  - Respect Week 2 Lesson Plans
  - Respect Week 3 Lesson Plans
  - Respect Week 4 Lesson Plans
  - Additional Respect Hero Lesson Plan
- Respect Choice Board

## November

**Gratitude:** Say thank you

- Gratitude Virtue Progression
- Gratitude Monthly Overview
  - Gratitude Week 1 Lesson Plans
  - Gratitude Week 2 Lesson Plans
  - Gratitude Week 3 Lesson Plans
  - Gratitude Week 4 Lesson Plans
  - Additional Gratitude Hero Lesson Plan
- Gratitude Choice Board

## December

**Self-control:** Keep your hands and feet to yourself

- Self-control Virtue Progression
- Self-control Monthly Overview
  - Self-control Week 1 Lesson Plans
  - Self-control Week 2 Lesson Plans
  - Self-control Week 3 Lesson Plans
  - Self-control Week 4 Lesson Plans
- Self-control Choice Board

## January

**Perseverance:** Try, try, try again

- Perseverance Virtue Progression
- Perseverance Monthly Overview
  - Perseverance Week 1 Lesson Plans
  - Perseverance Week 2 Lesson Plans
  - Perseverance Week 3 Lesson Plans - Unstoppable Me
  - Perseverance Week 3 Lesson Plans - The Magical Yet
  - Perseverance Week 4 Lesson Plans
  - Additional Perseverance Hero Lesson Plan
- Perseverance Choice Board

## February

**Courage:** Believe you can do hard things

- Courage Virtue Progression
- Courage Monthly Overview
  - Courage Week 1 Lesson Plans
  - Courage Week 2 Lesson Plans
  - Courage Week 3 Lesson Plans
  - Courage Week 4 Lesson Plans
- Courage Choice Board

## March

**Encouragement:** Cheer for friends to help them try

- Encouragement Virtue Progression
- Encouragement Monthly Overview
  - Encouragement Week 1 Lesson Plans
  - Encouragement Week 2 Lesson Plans
  - Encouragement Week 3 Lesson Plans
  - Encouragement Week 4 Lesson Plans
- Encouragement Choice Board

## April

**Compassion:** Look for little ways to help others every day

- Compassion Virtue Progression
- Compassion Monthly Overview
  - Compassion Week 1 Lesson Plans
  - Compassion Week 2 Lesson Plans
  - Compassion Week 3 Lesson Plans
  - Compassion Week 4 Lesson Plans
  - Additional Compassion Hero Lesson Plan
- Compassion Choice Board

## May

**Integrity:** Tell the truth and follow the rules

- Integrity Virtue Progression
- Integrity Monthly Overview
  - Integrity Week 1 Lesson Plans
  - Integrity Week 2 Lesson Plans
  - Integrity Week 3 Lesson Plans
  - Integrity Week 4 Lesson Plans
  - Additional Integrity Hero Lesson Plan
- Integrity Choice Board

*You must be signed in to your NHA Google Account to access the links below.*

# 1st Grade Moral Focus Year at-a-Glance

Book List | Virtue Definitions | Virtue Definition Posters - B&W or Color
K-2 Goal Checks | Moral Focus Contest Packets - Deadline January 27th!
Virtual Instruction Resources for PrepNet Virtual (PVA)

## Week 0 Lesson Plans

## September

**Wisdom:** Understand the difference between right and wrong

- Wisdom Virtue Progression
- Wisdom Monthly Overview
  - Wisdom Week 1 Lesson Plans
  - Wisdom Week 2 Lesson Plans
  - Wisdom Week 3 Lesson Plans
  - Wisdom Week 4 Lesson Plans
- Wisdom Choice Board

## October

**Respect:** Treat people and things around you with care

- Respect Virtue Progression
- Respect Monthly Overview
  - Respect Week 1 Lesson Plans
  - Respect Week 2 Lesson Plans
  - Respect Week 3 Lesson Plans
  - Respect Week 4 Lesson Plans
  - Additional Respect Hero Lesson Plan
- Respect Choice Board

## November

**Gratitude:** Notice when someone is nice to you

- Gratitude Virtue Progression
- Gratitude Monthly Overview
  - Gratitude Week 1 Lesson Plans
  - Gratitude Week 2 Lesson Plans
  - Gratitude Week 3 Lesson Plans
  - Gratitude Week 4 Lesson Plans
  - Additional Gratitude Hero Lesson Plan
- Gratitude Choice Board

## December

**Self-control:** Wait calmly and quietly for your turn

- Self-control Virtue Progression
- Self-control Monthly Overview
  - Self-control Week 1 Lesson Plans
  - Self-control Week 2 Lesson Plans
  - Self-control Week 3 Lesson Plans
  - Self-control Week 4 Lesson Plans
  - Additional Self-control Hero Lesson Plan
- Self-control Choice Board

## January

**Perseverance:** Never give up

- Perseverance Virtue Progression
- Perseverance Monthly Overview
  - Perseverance Week 1 Lesson Plans
  - Perseverance Week 2 Lesson Plans
  - Perseverance Week 3 Lesson Plans
  - Perseverance Week 4 Lesson Plans
- Perseverance Choice Board

## February

**Courage:** When you feel afraid, tell yourself you can do it

- Courage Virtue Progression
- Courage Monthly Overview
  - Courage Week 1 Lesson Plans
  - Courage Week 2 Lesson Plans
  - Courage Week 3 Lesson Plans
  - Courage Week 4 Lesson Plans
  - Additional Courage Hero Lesson Plan
- Courage Choice Board

## March

**Encouragement:** Tell others they can do hard things

- Encouragement Virtue Progression
- Encouragement Monthly Overview
  - Encouragement Week 1 Lesson Plans
  - Encouragement Week 2 Lesson Plans
  - Encouragement Week 3 Lesson Plans
  - Encouragement Week 4 Lesson Plans
  - Additional Encouragement Hero Lesson Plan
- Encouragement Choice Board

## April

**Compassion:** Be a friend when others feel sad or need help

- Compassion Virtue Progression
- Compassion Monthly Overview
  - Compassion Week 1 Lesson Plans
  - Compassion Week 2 Lesson Plans
  - Compassion Week 3 Lesson Plans
  - Compassion Week 4 Lesson Plans
- Compassion Choice Board

## May

**Integrity:** Do the right thing, even when no one is looking

- Integrity Virtue Progression
- Integrity Monthly Overview
  - Integrity Week 1 Lesson Plans
  - Integrity Week 2 Lesson Plans
  - Integrity Week 3 Lesson Plans
  - Integrity Week 4 Lesson Plans
- Integrity Choice Board

*You must be signed in to your NHA Google Account to access the links below.*

# 2nd Grade Moral Focus Year at-a-Glance

Book List | Virtue Definitions | Virtue Definition Posters - B&W or Color
K-2 Goal Checks | Moral Focus Contest Packets - Deadline January 27th!
Virtual Instruction Resources for PrepNet Virtual (PVA)

## WEEK 0 Lessons

## September

**Wisdom:** Think about what is right all the time

- Wisdom Virtue Progression
- Wisdom Monthly Overview
  - Wisdom Week 1 Lesson Plans
  - Wisdom Week 2 Lesson Plans
  - Wisdom Week 3 Lesson Plans
  - Wisdom Week 4 Lesson Plans
  - Additional Wisdom Hero Lesson Plan
- Wisdom Choice Board

## October

**Respect:** Listen to others and speak with care

- Respect Virtue Progression
- Respect Monthly Overview
  - Respect Week 1 Lesson Plans
  - Respect Week 2 Lesson Plans
  - Respect Week 3 Lesson Plans
  - Respect Week 4 Lesson Plans
- Respect Choice Board

## November

**Gratitude:** Give tanks for good things happening around you

- Gratitude Virtue Progression
- Gratitude Monthly Overview
  - Gratitude Week 1 Lesson Plans
  - Gratitude Week 2 Lesson Plans
  - Gratitude Week 3 Lesson Plans
  - Gratitude Week 4 Lesson Plans
- Gratitude Choice Board

## December

**Self-control:** Stop and take a breath before acting

- Self-control Virtue Progression
- Self-control Monthly Overview
  - Self-control Week 1 Lesson Plans
  - Self-control Week 2 Lesson Plans
  - Self-control Week 3 Lesson Plans
  - Self-control Week 4 Lesson Plans
- Self-control Choice Board

## January

**Perseverance:** Finish what you start

- Perseverance Virtue Progression
- Perseverance Monthly Overview
  - Perseverance Week 1 Lesson Plans
  - Perseverance Week 2 Lesson Plans
  - Perseverance Week 3 Lesson Plans
  - Perseverance Week 4 Lesson Plans
- Perseverance Choice Board

## February

**Courage:** Try even if you feel afraid

- Courage Virtue Progression
- Courage Monthly Overview
  - Courage Week 1 Lesson Plans
  - Courage Week 2 Lesson Plans
  - Courage Week 3 Lesson Plans
  - Courage Week 4 Lesson Plans
  - Additional Courage Hero Lesson Plan
- Courage Choice Board

## March

**Encouragement:** Stay with friends when they try new things

- Encouragement Virtue Progression
- Encouragement Monthly Overview
  - Encouragement Week 1 Lesson Plans
  - Encouragement Week 2 Lesson Plans
  - Encouragement Week 3 Lesson Plans - A Girl Named Helen Keller
  - Encouragement Week 3 Lesson Plans - I Am Helen Keller
  - Encouragement Week 4 Lesson Plans
  - Additional Encouragement Hero Lesson Plan
- Encouragement Choice Board

## April

**Compassion:** Do nice things to help others feel better

- Compassion Virtue Progression
- Compassion Monthly Overview
  - Compassion Week 1 Lesson Plans
  - Compassion Week 2 Lesson Plans
  - Compassion Week 3 Lesson Plans
  - Compassion Week 4 Lesson Plans
- Compassion Choice Board

## May

**Integrity:** Do what is right, even when **it is hard**

- Integrity Virtue Progression
- Integrity Monthly Overview
  - Integrity Week 1 Lesson Plans
  - Integrity Week 2 Lesson Plans
  - Integrity Week 3 Lesson Plans
  - Integrity Week 4 Lesson Plans
  - Additional Integrity Hero Lesson Plan
- Integrity Choice Board

*You must be signed in to your NHA Google Account to access the links below.*

# 3rd Grade Moral Focus Year at-a-Glance

Book List | Virtue Definitions | Virtue Definition Posters - B&W or Color
3-8 Goal Checks | Moral Focus Contest Packets - Deadline January 27th!
Virtual Instruction Resources for PrepNet Virtual (PVA)

## Week 0 Lesson Plans

## September

**Wisdom:** Consider how your choices make others feel

- Wisdom Virtue Progression
- Wisdom Monthly Overview
  - Wisdom Week 1 Lesson Plans
  - Wisdom Week 2 Lesson Plans
  - Wisdom Week 3 Lesson Plans
  - Wisdom Week 4 Lesson Plans
  - Additional Wisdom Hero Lesson Plan
- Wisdom Choice Board

## October

**Respect:** Treat others the way you want to be treated

- Respect Virtue Progression
- Respect Monthly Overview
  - Respect Week 1 Lesson Plans
  - Respect Week 2 Lesson Plans
  - Respect Week 3 Lesson Plans
  - Respect Week 4 Lesson Plans
- Respect Choice Board

## November

**Gratitude:** Tell others how you feel when they do something nice for you

- Gratitude Virtue Progression
- Gratitude Monthly Overview
  - Gratitude Week 1 Lesson Plans
  - Gratitude Week 2 Lesson Plans
  - Gratitude Week 3 Lesson Plans
  - Gratitude Week 4 Lesson Plans
- Gratitude Choice Board

## December

**Self-control:** Calmly handle frustration or disappointment

- Self-control Virtue Progression
- Self-control Monthly Overview
  - Self-control Week 1 Lesson Plans
  - Self-control Week 2 Lesson Plans
  - Self-control Week 3 Lesson Plans
  - Self-control Week 4 Lesson Plans
- Self-control Choice Board

## January

**Perseverance:** Do what it takes to reach your goal

- Perseverance Virtue Progression
- Perseverance Monthly Overview
  - Perseverance Week 1 Lesson Plans
  - Perseverance Week 2 Lesson Plans
  - Perseverance Week 3 Lesson Plans
  - Perseverance Week 4 Lesson Plans
- Perseverance Choice Board

## February

**Courage:** Trust you have the strength to face hard things

- Courage Virtue Progression
- Courage Monthly Overview
  - Courage Week 1 Lesson Plans
  - Courage Week 2 Lesson Plans
  - Courage Week 3 Lesson Plans
  - Courage Week 4 Lesson Plans
- Courage Choice Board

## March

**Encouragement:** Help others keep going when they feel like giving up

- Encouragement Virtue Progression
- Encouragement Monthly Overview
  - Encouragement Week 1 Lesson Plans
  - Encouragement Week 2 Lesson Plans
  - Encouragement Week 3 Lesson Plans
  - Encouragement Week 4 Lesson Plans
- Encouragement Choice Board

## April

**Compassion:** Willingly care for others when they need help

- Compassion Virtue Progression
- Compassion Monthly Overview
  - Compassion Week 1 Lesson Plans
  - Compassion Week 2 Lesson Plans
  - Compassion Week 3 Lesson Plans
  - Compassion Week 4 Lesson Plans
- Compassion Choice Board

## May

**Integrity:** Be dependable

- Integrity Virtue Progression
- Integrity Monthly Overview
  - Integrity Week 1 Lesson Plans
  - Integrity Week 2 Lesson Plans - Eli's Lie-o-Meter
  - Integrity Week 2 Lesson Plans - Lying Up a Storm
  - Integrity Week 3 Lesson Plans
  - Integrity Week 4 Lesson Plans
  - Additional Integrity Hero Lesson Plan
- Integrity Choice Board

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# 4th Grade Moral Focus Year at-a-Glance

Book List | Virtue Definitions | Virtue Definition Posters - B&W or Color
3-8 Goal Checks | Moral Focus Contest Packets - Deadline January 27th!
Virtual Instruction Resources for PrepNet Virtual (PVA)

## Week 0 Lesson Plans

## September

**Wisdom:** Ask for help making good choices when you feel unsure

- Wisdom Virtue Progression
- Wisdom Monthly Overview
  - Wisdom Week 1 Lesson Plans
  - Wisdom Week 2 Lesson Plans
  - Wisdom Week 3 Lesson Plans - Thomas Edison
  - Wisdom Week 3 Lesson Plans - Stephen Hawking
  - Wisdom Week 4 Lesson Plans
  - Additional Wisdom Hero Lesson Plan
- Wisdom Choice Board

## October

**Respect:** Treat others fairly without discrimination

- Respect Virtue Progression
- Respect Monthly Overview
  - Respect Week 1 Lesson Plans
  - Respect Week 2 Lesson Plans
  - Respect Week 3 Lesson Plans
  - Respect Week 4 Lesson Plans
- Respect Choice Board

## November

**Gratitude:** Take time every day to think of good things

- Gratitude Virtue Progression
- Gratitude Monthly Overview
  - Gratitude Week 1 Lesson Plans
  - Gratitude Week 2 Lesson Plans
  - Gratitude Week 3 Lesson Plans
  - Gratitude Week 4 Lesson Plans
  - Additional Gratitude Hero Lesson Plan
- Gratitude Choice Board

## December

**Self-control:** Put responsibility first, even when you're tempted not to

- Self-control Virtue Progression
- Self-control Monthly Overview
  - Self-control Week 1 Lesson Plans
  - Self-control Week 2 Lesson Plans
  - Self-control Week 3 Lesson Plans
  - Self-control Week 4 Lesson Plans
- Self-control Choice Board

## January

**Perseverance:** Stick to your goal, even if it is hard or others discourage you

- Perseverance Virtue Progression
- Perseverance Monthly Overview
  - Perseverance Week 1 Lesson Plans
  - Perseverance Week 2 Lesson Plans
  - Perseverance Week 3 Lesson Plans
  - Perseverance Week 4 Lesson Plans
  - Additional Perseverance Hero Lesson Plan
- Perseverance Choice Board

## February

**Courage:** Have the confidence to be yourself

- Courage Virtue Progression
- Courage Monthly Overview
  - Courage Week 1 Lesson Plans
  - Courage Week 2 Lesson Plans
  - Courage Week 3 Lesson Plans
  - Courage Week 4 Lesson Plans
- Courage Choice Board

## March

**Encouragement:** Express confidence in others when they doubt themselves

- Encouragement Virtue Progression
- Encouragement Monthly Overview
  - Encouragement Week 1 Lesson Plans
  - Encouragement Week 2 Lesson Plans
  - Encouragement Week 3 Lesson Plans
  - Encouragement Week 4 Lesson Plans
- Encouragement Choice Board

## April

**Compassion:** Help others as soon as you notice they need help

- Compassion Virtue Progression
- Compassion Monthly Overview
  - Compassion Week 1 Lesson Plans
  - Compassion Week 2 Lesson Plans
  - Compassion Week 3 Lesson Plans
  - Compassion Week 4 Lesson Plans
  - Additional Compassion Hero Lesson Plan
- Compassion Choice Board

## May

**Integrity:** Do what needs to be done without being asked

- Integrity Virtue Progression
- Integrity Monthly Overview
  - Integrity Week 1 Lesson Plans
  - Integrity Week 2 Lesson Plans
  - Integrity Week 3 Lesson Plans
  - Integrity Week 4 Lesson Plans
- Integrity Choice Board

# MI Kindergarten - Science & Social Studies Year at-a-Glance

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| Content Area | Weeks[1] | Unit |
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| **Culture** | 0-2 | *The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures and teaching lessons on classroom safety.* |
| **Social Studies**<br><br>*All modules occur within inquirED, which can be accessed through Clever.*<br><br>*For more information on learning outcomes and checkpoint assessments, see the unit maps available on the InquirED Platform.* | 3-8 | **Unit 1:** Navigating School - How can we make school a great place for everyone? |
| | | • **Module 1:** Launch (2 days)<br>  ○ **Standards:** P2.1, P2.2, K - G2.0.1 |
| | | • **Module 2:** What does it mean to navigate school? (3 days)<br>  ○ **Standards:** K - G2.0.1, K - C1.0.1 |
| | | • **Module 3:** Who is here to help me? (4 days)<br>  ○ **Standards:** P1.1, P2.2, K - P3.3.1 |
| | | • **Module 4:** How can I help others? (3 days)<br>  ○ **Standards:** K - C1.0.1, K - C2.0.2, K - C5.0.1, K - P3.3.1 |
| | | • **Module 5:** How can I be a problem solver? (4 days)<br>  ○ **Standards:** P1.1, P3.4, K - C2.0.3 |
| | | • **Module 6:** Take informed action (11 days)<br>  ○ **Standards:** K - P4.2.1, K - P4.2.2 |

[1] Based on 45-minutes of daily instruction.

| | | |
|---|---|---|
| **Science** | 9-10 | **Unit 1 Plan:** Engineering Design<br>• **Standard:** K.ETS1.1<br>• Unit 1 Student Pages |
| **Science** | 11-14 | **Unit 2 Plan:** Weather and Climate<br>• **Standards:** K.ESS2.1, K.ESS3.2, K.PS3.1, K.PS3.2, K.ETS1.2<br>• Unit 2 Student Pages |
| **Social Studies**<br>*All modules occur within inquirED, which can be accessed through Clever.* | 15-20 | **Unit 2:** My Team and Self - How can we unite to build a powerful class community? |
| | | • **Module 1:** Launch (2 days)<br>○ **Standards:** P2.1, P2.2 |
| | | • **Module 2:** Who am I? (3 days)<br>○ **Standards:** P1.1, P1.4 |
| | | • **Module 3:** What powers do I have that contribute to my learning and my classroom community? (3 days)<br>○ **Standard:** P4.3 |
| | | • **Module 4:** How do our differences make our class community powerful? (5 days)<br>○ **Standards:** P1.1, P1.2, P2.1, P2.4 |
| | | • **Module 5:** How does working together make us a powerful class team? (4 days)<br>○ **Standards:** P3.3, K - P3.1.1, K - P4.2.1, K - P4.2.2 |
| | | • **Module 6:** Take informed action (11 days)<br>○ **Standards:** K - P4.2.1, K - P4.2.2 |
| **Science** | 21-24 | **Unit 3 Plan:** Force and Interactions<br>• **Standards:** K.PS2.1, K.PS2.2, K.ETS1.3<br>• Unit 3 Student Pages |
| **Social Studies**<br>*All modules occur within inquirED, which can be accessed through Clever.* | 25-30 | **Unit 3:** Past, Present, and Future - How can we use wisdom from the past to build a better future? |
| | | • **Module 1:** Launch (2 days)<br>○ **Standards:** P2.1, P2.2, K - H2.0.1, K - H2.0.2 |
| | | • **Module 2:** How is time a part of every story? (3 days)<br>○ **Standards:** P2.4, P2.5, K - H2.0.1, K - H2.0.3 |
| | | • **Module 3:** How can we make sense of time passing? (4 days) |

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|---|---|---|
| | | ○ **Standards:** P1.1, P2.4, K - H2.0.1 |
| | | ● **Module 4:** How can we share what happens over time with others? (4 days)<br>○ **Standards:** P1.3, K - H2.0.2 |
| | | ● **Module 5:** How can we learn from our own and others' experiences over time to impact our future? (5 days)<br>○ **Standards:** P1.1, K - H2.0.1, K - H2.0.3, K - P4.2.1, K - P4.2.2 |
| | | ● **Module 6:** Take informed action (11 days)<br>○ **Standards:** K - P4.2.1, K - P4.2.2 |
| **Science** | 31-35 | **Unit 4 Plan:** Ecosystem<br>● **Standards:** K.LS1.1, K.ESS3.1, K.ESS2.2, K.ESS3.3<br>● Unit 4 Student Pages |

# MI 1st Grade - Science & Social Studies Year at-a-Glance

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| | |
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| Content Area | Weeks[1] | Unit |
|---|---|---|
| **Culture** | 0-2 | *The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures and teaching lessons on classroom safety.* |
| **Social Studies**<br><br>*All modules occur within inquirED, which can be accessed through Clever.*<br><br>*For more information on learning outcomes and checkpoint assessments, see the unit maps available on the InquirED Platform.* | 3-8 | **Unit 1:** Families Near and Far - How can we bring families together to form a stronger community? |
| | | • **Module 1:** Launch (2 days)<br>  ○ **Standards:** P1.4, P2.1, P2.2 |
| | | • **Module 2:** How are families similar and different? (3 days)<br>  ○ **Standards:** P1.1, 1 - H2.0.2, 1 - G4.0.1 |
| | | • **Module 3:** Why are traditions important? (4 days)<br>  ○ **Standards:** P1.1, P1.3, 1 - H2.0.1, 1 - H2.0.2, 1 - H2.0.3, 1 - H2.0.5, 1 - G4.0.1 |
| | | • **Module 4:** How can family members take care of one another? (4 days)<br>  ○ **Standards:** 1 - G5.0.1, 1 - C5.0.1, 1 - E1.0.2, 1 - E1.0.3 |
| | | • **Module 5:** How does our diversity strengthen our community? (4 days)<br>  ○ **Standards:** P1.1, 1 - C2.0.1, 1 - C5.0.2, 1 - P3.1.1, 1 - P3.1.3, 1 - P4.2.1, 1 - P4.2.2 |
| | | • **Module 6:** Take informed action (11 days)<br>  ○ **Standards:** P1.4, P2.4, 1 - P4.2.1, 1 - P4.2.2 |

[1] Based on 45-minutes of daily instruction.

| | | |
|---|---|---|
| **Science** | 9-10 | **Unit 1 Plan:** Engineering Design<br>● **Standards:** 1.ETS1.1, 1.ETS1.2<br>● Unit 1 Student Pages |
| **Science** | 11-14 | **Unit 2 Plan:** Sound and Light<br>● **Standards:** 1.PS4.1, 1.PS4.2, 1.PS4.3, 1.PS4.4, 1.ETS1.3<br>● Unit 2 Student Pages |
| **Social Studies**<br>*All modules occur within inquirED, which can be accessed through Clever.* | 15-20 | **Unit 2:** Our Special Location - How can we help others appreciate our special location? |
| | | ● **Module 1:** Launch (2 days)<br>○ **Standards:** P2.1, P2.2, P2.4 |
| | | ● **Module 2:** How can we show others where we are? (3 days)<br>○ **Standards:** 1 - G1.0.1, 1 - G1.0.2, 1 - G1.0.3, 1 - G2.0.2 |
| | | ● **Module 3:** How does the environment shape life here? (4 days)<br>○ **Standards:** 1 - G2.0.1, 1 - G5.0.1, 1 - G5.0.2 |
| | | ● **Module 4:** How does our community meet our needs and wants? (4 days)<br>○ **Standards:** 1 - E1.0.1, 1 - E1.0.2, 1 - E1.0.4, 1 - E1.0.5, 1 - E1.0.6 |
| | | ● **Module 5:** How do people make our community special? (4 days)<br>○ **Standards:** 1 - C2.0.2, 1 - C5.0.2, 1 - P4.2.1 |
| | | ● **Module 6:** Take informed action (11 days)<br>○ **Standards:** 1 - P4.2.1, 1 - P4.2.2 |
| **Science** | 21-25 | **Unit 3 Plan:** Space Systems<br>● **Standards:** 1.ESS1.1, 1.ESS1.2<br>● Unit 3 Student Pages |
| **Social Studies**<br>*All modules occur within inquirED, which can be accessed through Clever.* | 26-31 | **Unit 3:** Civic Engagement - How can we work together for the good of the community? |
| | | ● **Module 1:** Launch (2 days)<br>○ **Standards:** P2.1, P2.2, 1 - C5.0.1, 1 - C5.0.2 |
| | | ● **Module 2:** How do rights and responsibilities shape our roles in a community? (4 days)<br>○ **Standards:** P2.4, 1 - C1.0.1, 1 - C1.0.2, 1 - C5.0.1, 1 - C5.0.2 |
| | | ● **Module 3:** How do citizens in a community make informed choices? (3 days) |

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| | | ○ **Standards:** P1.4, P3.3 |
| | | ● **Module 4:** How can people stand up for fairness? (4 days)<br>○ **Standards:** P1.2, P3.4, 1 - H2.0.4 |
| | | ● **Module 5:** How do people work for change in their communities? (4 days)<br>○ **Standards:** P4.2, 1 - C5.0.1, 1 - C5.0.2, 1 - P4.2.1, 1 - P4.2.2 |
| | | ● **Module 6:** Take informed action (11 days)<br>○ **Standards:** 1 - P4.2.1, 1 - P4.2.2 |
| **Science** | 32-35 | **Unit 4 Plan:** Structure, Function, and Information Processing<br>● **Standards:** 1.LS1.1, 1.LS1.2, 1.LS3.1<br>● Unit 4 Student Pages |

# MI Kindergarten - Science & Social Studies Year at-a-Glance

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| Content Area | Weeks[1] | Unit |
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| | | • **Module 1:** Launch (2 days)<br>  ○ **Standards:** P2.1, P2.2, K - G2.0.1 |
| | | • **Module 2:** What does it mean to navigate school? (3 days)<br>  ○ **Standards:** K - G2.0.1, K - C1.0.1 |
| | | • **Module 3:** Who is here to help me? (4 days)<br>  ○ **Standards:** P1.1, P2.2, K - P3.3.1 |
| | | • **Module 4:** How can I help others? (3 days)<br>  ○ **Standards:** K - C1.0.1, K - C2.0.2, K - C5.0.1, K - P3.3.1 |
| | | • **Module 5:** How can I be a problem solver? (4 days)<br>  ○ **Standards:** P1.1, P3.4, K - C2.0.3 |
| | | • **Module 6:** Take informed action (11 days)<br>  ○ **Standards:** K - P4.2.1, K - P4.2.2 |

[1] Based on 45-minutes of daily instruction.

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| **Science** | 9-10 | **Unit 1 Plan:** Engineering Design<br>• **Standard:** K.ETS1.1<br>• Unit 1 Student Pages |
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| | | • **Module 6:** Take informed action (11 days)<br>○ **Standards:** K - P4.2.1, K - P4.2.2 |
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| | | • **Module 2:** How is time a part of every story? (3 days)<br>○ **Standards:** P2.4, P2.5, K - H2.0.1, K - H2.0.3 |
| | | • **Module 3:** How can we make sense of time passing? (4 days) |

| | | |
|---|---|---|
| | | ○ **Standards:** P1.1, P2.4, K - H2.0.1 |
| | | ● **Module 4:** How can we share what happens over time with others? (4 days)<br>○ **Standards:** P1.3, K - H2.0.2 |
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| | | ● **Module 6:** Take informed action (11 days)<br>○ **Standards:** K - P4.2.1, K - P4.2.2 |
| **Science** | 31-35 | **Unit 4 Plan:** Ecosystem<br>● **Standards:** K.LS1.1, K.ESS3.1, K.ESS2.2, K.ESS3.3<br>● Unit 4 Student Pages |

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| | | • **Module 1:** Launch (2 days)<br>  ○ **Standards:** P1.4, P2.1, P2.2 |
| | | • **Module 2:** How are families similar and different? (3 days)<br>  ○ **Standards:** P1.1, 1 - H2.0.2, 1 - G4.0.1 |
| | | • **Module 3:** Why are traditions important? (4 days)<br>  ○ **Standards:** P1.1, P1.3, 1 - H2.0.1, 1 - H2.0.2, 1 - H2.0.3, 1 - H2.0.5, 1 - G4.0.1 |
| | | • **Module 4:** How can family members take care of one another? (4 days)<br>  ○ **Standards:** 1 - G5.0.1, 1 - C5.0.1, 1 - E1.0.2, 1 - E1.0.3 |
| | | • **Module 5:** How does our diversity strengthen our community? (4 days)<br>  ○ **Standards:** P1.1, 1 - C2.0.1, 1 - C5.0.2, 1 - P3.1.1, 1 - P3.1.3, 1 - P4.2.1, 1 - P4.2.2 |
| | | • **Module 6:** Take informed action (11 days)<br>  ○ **Standards:** P1.4, P2.4, 1 - P4.2.1, 1 - P4.2.2 |

[1] Based on 45-minutes of daily instruction.

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| **Science** | 9-10 | **Unit 1 Plan:** Engineering Design<br>● **Standards:** 1.ETS1.1, 1.ETS1.2<br>● Unit 1 Student Pages |
| **Science** | 11-14 | **Unit 2 Plan:** Sound and Light<br>● **Standards:** 1.PS4.1, 1.PS4.2, 1.PS4.3, 1.PS4.4, 1.ETS1.3<br>● Unit 2 Student Pages |
| **Social Studies**<br>*All modules occur within inquirED, which can be accessed through Clever.* | 15-20 | **Unit 2:** Our Special Location - How can we help others appreciate our special location? |
| | | ● **Module 1:** Launch (2 days)<br>○ **Standards:** P2.1, P2.2, P2.4 |
| | | ● **Module 2:** How can we show others where we are? (3 days)<br>○ **Standards:** 1 - G1.0.1, 1 - G1.0.2, 1 - G1.0.3, 1 - G2.0.2 |
| | | ● **Module 3:** How does the environment shape life here? (4 days)<br>○ **Standards:** 1 - G2.0.1, 1 - G5.0.1, 1 - G5.0.2 |
| | | ● **Module 4:** How does our community meet our needs and wants? (4 days)<br>○ **Standards:** 1 - E1.0.1, 1 - E1.0.2, 1 - E1.0.4, 1 - E1.0.5, 1 - E1.0.6 |
| | | ● **Module 5:** How do people make our community special? (4 days)<br>○ **Standards:** 1 - C2.0.2, 1 - C5.0.2, 1 - P4.2.1 |
| | | ● **Module 6:** Take informed action (11 days)<br>○ **Standards:** 1 - P4.2.1, 1 - P4.2.2 |
| **Science** | 21-25 | **Unit 3 Plan:** Space Systems<br>● **Standards:** 1.ESS1.1, 1.ESS1.2<br>● Unit 3 Student Pages |
| **Social Studies**<br>*All modules occur within inquirED, which can be accessed through Clever.* | 26-31 | **Unit 3:** Civic Engagement - How can we work together for the good of the community? |
| | | ● **Module 1:** Launch (2 days)<br>○ **Standards:** P2.1, P2.2, 1 - C5.0.1, 1 - C5.0.2 |
| | | ● **Module 2:** How do rights and responsibilities shape our roles in a community? (4 days)<br>○ **Standards:** P2.4, 1 - C1.0.1, 1 - C1.0.2, 1 - C5.0.1, 1 - C5.0.2 |
| | | ● **Module 3:** How do citizens in a community make informed choices? (3 days) |

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| | | ○ **Standards:** P1.4, P3.3 |
| | | ● **Module 4:** How can people stand up for fairness? (4 days)<br>○ **Standards:** P1.2, P3.4, 1 - H2.0.4 |
| | | ● **Module 5:** How do people work for change in their communities? (4 days)<br>○ **Standards:** P4.2, 1 - C5.0.1, 1 - C5.0.2, 1 - P4.2.1, 1 - P4.2.2 |
| | | ● **Module 6:** Take informed action (11 days)<br>○ **Standards:** 1 - P4.2.1, 1 - P4.2.2 |
| **Science** | 32-35 | **Unit 4 Plan:** Structure, Function, and Information Processing<br>● **Standards:** 1.LS1.1, 1.LS1.2, 1.LS3.1<br>● Unit 4 Student Pages |

# MI 2nd Grade - Science & Social Studies Year at-a-Glance

*You must be signed in to your NHA Google Account to access the links below.*

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| **Science Resources** | Science Standard Language · Science Unit Preparation Guide · Resource and Materials Lists · Vocabulary Games · Replenishment Materials List (Year 2+) · K-2 Picture Perfect ClassPacks and Book Collections |
| **Social Studies Resources** | Social Studies Standard Language · InquirED Onboarding Support · Inquiry Journeys and Google Classroom · Inquiry Based Teaching Practices · Virtual QFT Jamboard · Inquiry Journeys Lesson Prep Guide · Virtual Inquiry Challenge Statement Jamboard · Processing Tools · MI 2nd Crosswalk · Unit Unpacking Guide · MI Standard Locations in Inquiry Journeys · Read Aloud Book List |

| Content Area | Weeks[1] | Unit |
|---|---|---|
| **Culture** | 0-2 | *The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures and teaching lessons on classroom safety.* |
| **Social Studies**<br><br>*All modules occur within inquirED, which can be accessed through Clever.*<br><br>*For more information on learning outcomes and checkpoint assessments, see the unit maps available on the InquirED Platform.* | 3-8 | **Unit 1:** Meeting Needs and Wants - How can we help our community work together to meet its needs and wants? |
| | | • **Module 1:** Launch (2 days)<br>  ○ **Standards:** 2 - C3.0.3, P2.1, P2.2, P2.3 |
| | | • **Module 2:** Why can't I have everything I want? (4 days)<br>  ○ **Standard:** 2 - E1.0.5 |
| | | • **Module 3:** How do community producers meet our needs and wants? (4 days)<br>  ○ **Standards:** 2 - C3.0.3, 2 - C5.0.2, 2 - E1.0.2, 2 - P4.2.1 |
| | | • **Module 4:** How do we make tough choices when spending money? (4 days)<br>  ○ **Standard:** 2 - E1.0.5 |
| | | • **Module 5:** How does a community meet our collective needs? (3 days)<br>  ○ **Standards:** 2 - C5.0.3, 2 - P4.2.1 |
| | | • **Module 6:** Take informed action (11 days)<br>  ○ **Standards:** 2 - C5.0.3, 2 - P3.3.1, 2 - P4.2.1, 2 - P4.2.2 |

[1] Based on 45-minutes of daily instruction.

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| **Science** | 9-10 | **Unit 1 Plan:** Engineering Design<br>● **Standards:** 2.ETS1.1, 2.PS1.3<br>● Unit 1 Student Pages |
| **Science** | 11-14 | **Unit 2 Plan:** Structures and Properties of Matter<br>● **Standards:** 2.PS1.1, 2.PS1.2, 2.PS1.4<br>● Unit 2 Student Pages |
| **Social Studies**<br>*All modules occur within inquirED, which can be accessed through Clever.* | 15-20 | **Unit 2:** Our Changing Landscape - How can we respond to our changing landscape? |
| | | ● **Module 1:** Launch (2 days)<br>○ **Standards:** P2.1, P2.2, P2.3 |
| | | ● **Module 2:** What are geographic features and how might they change over time? (4 days)<br>○ **Standards:** 2 - G1.0.1, 2 - G1.0.2, 2 - G1.0.3, 2 - G2.0.1, 2 - G2.0.2, 2 - G4.0.1, 2 - E1.0.3 |
| | | ● **Module 3:** How do people depend on the environment to meet their needs? (4 days)<br>○ **Standards:** 2 - G4.0.1, 2 - G5.0.1 |
| | | ● **Module 4:** What are the impacts of human modifications to the landscape? (3 days)<br>○ **Standards:** 2 - G5.0.1, 2 - G5.0.2 |
| | | ● **Module 5:** How can people respond to problems in a changing landscape? (4 days)<br>○ **Standards:** 2 - G5.0.1, 2 - G5.0.2, 2 - C5.0.3, 2 - P3.1.1, 2 - P4.2.1, 2 - P4.2.2 |
| | | ● **Module 6:** Take informed action (11 days)<br>○ **Standards:** 2 - P3.1.1, 2 - P3.1.2, 2 - P3.3.1, 2 - P4.2.1, 2 - P4.2.2 |
| **Science** | 21-24 | **Unit 3 Plan:** Earth's Processes<br>● **Standards:** 2.ESS1.1, 2.ESS2.1, 2.ESS2.2, 2.ESS2.3<br>● Unit 3 Student Pages |
| **Social Studies**<br>*All modules occur within inquirED, which can be accessed through Clever.* | 25-30 | **Unit 3:** Innovation - How can we innovate to improve the world around us? |
| | | ● **Module 1:** Launch (2 days)<br>○ **Standards:** P2.1, P2.4 |
| | | ● **Module 2:** How has innovation changed daily life? (3 days)<br>○ **Standards:** P1.1, P2.1, P2.4, 2 - H2.0.1, 2 - H2.0.4, 2 - H2.0.6 |
| | | ● **Module 3:** What does it take to be an innovator? (4 days) |

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| | | ○ **Standards:** P1.1, 2 - H2.0.3, 2 - P4.2.2 |
| | | ● **Module 4:** How does innovation impact society? (3 days)<br>○ **Standards:** P1.1, P2.4, P2.5, 2 - H2.0.1, 2 - H2.0.4 |
| | | ● **Module 5:** What is timeless about innovation? (4 days)<br>○ **Standards:** 2 - P3.1.1, 2 - P4.2.1, 2 - P4.2.2, 2 - H2.0.5 |
| | | ● **Module 6:** Take informed action (11 days)<br>○ **Standards:** 2 - P4.2.1, 2 - P4.2.2 |
| **Science** | 31-36 | **Unit 4 Plan:** Interactions with Habitats<br>● **Standards:** 2.LS2.1, 2.LS2.2, 2.LS4.1, 2.ETS1.2<br>● Unit 4 Student Pages |

# MI 3rd Grade - Science Year at-a-Glance

*You must be signed in to your NHA Google Account to access the links below.*
*To access digital tool links, you must be signed in to STEMscopes in Clever.*

| Science Resources | Science Standard Language · Deconstructing Science Standards · Summary Table Template · Assessments · Vocabulary Games · Investigation Template · ST to CER Graphic Organizer · STEMscopes 3D Quick Guide · Academic Conversations · Identify and Interpret I2 Strategy · 3-8 STEMscopes Science Replenishments |
|---|---|

| Unit | Weeks[1] | Standards & Resources |
|---|---|---|
| **Culture and Science Safety** | 0-1 | *The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures and teaching lessons on classroom safety.* |
| **Unit 1: Using Magnetic Forces** | 2-6 | **Objects in Motion** (weeks 2-4)<br>• **Standards:** SCI.MI3.PS2.1, SCI.MI3.PS2.2<br>• **Science & Engineering Practice:** Planning and Carrying Out Investigations<br>• **Crosscutting Concepts:** Cause and Effect (*PS2.1*), Patterns (*PS2.2*)<br><br>**Electric and Magnetic Force** (weeks 4-6)<br>• **Standards:** SCI.MI3.PS2.3, SCI.MI3.PS2.4<br>• **Science & Engineering Practice:** Asking Questions and Defining Problems<br>• **Crosscutting Concept:** Cause and Effect |
| **Unit 2: Animal Development and Survival** | 7-8 | **Life Cycles**<br>• **Standard:** SCI.MI3.LS1.1<br>• **Science & Engineering Practice:** Developing and Using Models<br>• **Crosscutting Concept:** Patterns |
| **Week 9 - Interim 1** | | |
| **Unit 2: Animal Development and Survival (cont.)** | 10-11 | **Social and Group Behavior**<br>• **Standard:** SCI.MI3.LS2.1<br>• **Science & Engineering Practice:** Engaging in Argument from Evidence<br>• **Crosscutting Concept:** Cause and Effect |
| **Unit 3: Environments and the Traits of Organisms** | 12-17 | **Inheritance and Variation of Traits** (weeks 12-13)<br>• **Standard:** SCI.MI3.LS3.1<br>• **Science & Engineering Practice:** Analyzing and Interpreting Data<br>• **Crosscutting Concept:** Patterns<br><br>**Environmental Traits** (weeks 14-15)<br>• **Standard:** SCI.MI3.LS3.2<br>• **Science & Engineering Practice:** Constructing Explanations and Designing Solutions<br>• **Crosscutting Concept:** Cause and Effect |

[1] Based on 45-minutes of daily instruction.

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| | | **Adaptations** (weeks 16-17)<br>• **Standards:** SCI.MI3.LS4.3, SCI.MI3.5.ETS1.1<br>• **Science & Engineering Practice:** Engaging in Argument from Evidence (*LS4.3*), Asking Questions and Defining Problems (*ETS1.1*)<br>• **Crosscutting Concept:** Cause and Effect (*LS4.3*) |
| **Week 18 - Interim 2** | | |
| **Unit 3: Environments and the Traits of Organisms (cont.)** | 19-20 | **Environmental Changes and Effects**<br>• **Standards:** SCI.MI3.LS4.4, SCI.MI3.5.ETS1.1, SCI.MI3.5.ETS1.2<br>• **Science & Engineering Practices:** Engaging in Argument from Evidence (*LS4.4*), Asking Questions and Defining Problems (*ETS1.1*), Constructing Explanations and Designing Solutions (*ETS1.2*)<br>• **Crosscutting Concept:** Systems and System Models (*LS4.4*) |
| **Unit 4: Organisms Change Over Time** | 21-26 | **Plant and Animal Extinction** (weeks 21-22)<br>• **Standard:** SCI.MI3.LS4.1<br>• **Science & Engineering Practice:** Analyzing and Interpreting Data<br>• **Crosscutting Concept:** Scale, Proportion, and Quantity<br><br>**Fossils** (weeks 23-24)<br>• **Standard:** SCI.MI3.LS4.1<br>• **Science & Engineering Practice:** Analyzing and Interpreting Data<br>• **Crosscutting Concept:** Scale, Proportion, and Quantity<br><br>**Survival of the Fittest** (weeks 25-26)<br>• **Standard:** SCI.MI3.LS4.2<br>• **Science & Engineering Practice:** Constructing Explanations and Designing Solutions<br>• **Crosscutting Concept:** Cause and Effect |
| **Week 27 - Interim 3** | | |
| **Unit 5: Dealing with Hazardous Weather Worldwide** | 28-32 | **Weather and Climate** (weeks 28-29)<br>• **Standards:** SCI.MI3.ESS2.1, SCI.I3.ESS2.2<br>• **Science & Engineering Practices:** Analyzing and Interpreting Data (*ESS2.1*), Obtaining, Evaluating, and Communicating Information (*ESS2.2*)<br>• **Crosscutting Concept:** Patterns<br><br>**Processes and Impacts of Natural Hazards** (weeks 30-31)<br>• **Standards:** SCI.MI3.ESS3.1, SCI.MI3.5.ETS1.1, SCI.MI3.5.ETS1.2, SCI.MI3.5.ETS1.3<br>• **Science & Engineering Practices:** Engaging in Argument from Evidence (*ESS3.1*), Asking Questions and Defining Problems (*ETS1.1*), Constructing Explanations and Designing Solutions (*ETS1.2*), Planning and Carrying Out Investigations (*ETS1.3*)<br>• **Crosscutting Concept:** Cause and Effect (*ESS3.1*) |
| **Engineering Design** | 32-35 | *Check back for updates* |

| Projects | | |
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| Week 36 - Interim 4 | | |

# MI 4th Grade - Science Year at-a-Glance

*You must be signed in to your NHA Google Account to access the links below.*
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| Science Resources | Science Standard Language · Summary Table Template · Assessments · Vocabulary Games · Investigation Template · ST to CER Graphic Organizer · STEMscopes 3D Quick Guide · Academic Conversations · Identify and Interpret I2 Strategy · 3-8 STEMscopes Science Replenishments |
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| Unit | Weeks[1] | Standards & Resources |
|---|---|---|
| **Culture and Science Safety** | 0-1 | *The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures and teaching lessons on classroom safety.* |
| **Unit 1: Using Energy Transformations** | 2-8 | **Energy Transfer and Electric Currents** (weeks 2-3)<br>• **Standards:** SCI.MI4.PS3.2, SCI.MI4.PS3.4<br>• **Science & Engineering Practices:** Planning and Carrying Out Investigations (*PS3.2*), Constructing Explanations and Designing Solutions (*PS3.4*)<br>• **Crosscutting Concept:** Energy and Matter<br><br>**Transfer of Energy in Collision** (weeks 4-5)<br>• **Standards:** SCI.MI4.PS3.2, SCI.MI4.PS3.3<br>• **Science & Engineering Practices:** Planning and Carrying Out Investigations (*PS3.2*), Asking Questions and Defining Problems (*PS3.3*)<br>• **Crosscutting Concept:** Energy and Matter<br><br>**Energy and Speed** (weeks 5-6)<br>• **Standard:** SCI.MI4.PS3.1<br>• **Science & Engineering Practice:** Constructing Explanations and Designing Solutions<br>• **Crosscutting Concept:** Energy and Matter<br><br>**Using Stored Energy** (weeks 7-8)<br>• **Standard:** SCI.MI4.PS3.4<br>• **Science & Engineering Practice:** Constructing Explanations and Designing Solutions<br>• **Crosscutting Concept:** Energy and Matter |
| **Week 9 - Interim 1** | | |
| **Unit 2: Communicating Using Wave Energy** | 10-17 | **Motion of Waves** (week 10)<br>• **Standard:** SCI.MI4.PS4.1<br>• **Science & Engineering Practice:** Developing and Using Models<br>• **Crosscutting Concept:** Patterns<br><br>**Wavelength and Amplitude** (weeks 11-12) |

[1] Based on 45-minutes of daily instruction.

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| | | • **Standard:** SCI.MI4.PS4.1<br>• **Science & Engineering Practice:** Developing and Using Models<br>• **Crosscutting Concept:** Patterns<br><br>**Light Reflection** (weeks 13-15)<br>• **Standards:** SCI.MI4.PS4.2, SCI.MI3.5.ETS1.1<br>• **Science & Engineering Practices:** Developing and Using Models (*PS4.2*), Asking Questions and Defining Problems (*ETS1.1*)<br>• **Crosscutting Concept:** Cause and Effect (*PS4.2*)<br><br>**Information Technologies** (weeks 15-17)<br>• **Standard:** SCI.MI4.PS4.3<br>• **Science & Engineering Practice:** Constructing Explanations and Designing Solutions<br>• **Crosscutting Concept:** Patterns |
| **Week 18 - Interim 2** | | |
| **Unit 3: Organism Structures and Behavior** | 19-22 | **Plant and Animal Parts** (weeks 19-21)<br>• **Standard:** SCI.MI4.LS1.1<br>• **Science & Engineering Practice:** Engaging in Argument from Evidence<br>• **Crosscutting Concept:** Systems and System Models<br><br>**Sense Receptors** (weeks 21-22)<br>• **Standards:** SCI.MI4.LS1.2, SCI.MI3.5.ETS1.1, SCI.MI3.5.ETS1.2<br>• **Science & Engineering Practices:** Developing and Using Models (*LS1.2*), Asking Questions and Defining Problems (*ETS1.1*), Constructing Explanations and Designing Solutions (*ETS1.2*)<br>• **Crosscutting Concept:** Systems and System Models (*LS1.2*) |
| **Unit 4: Changes Over Time to Earth's Surface and Resources** | 23-27 | **Rock Patterns** (weeks 23-24)<br>• **Standard:** SCI.MI4.ESS1.1<br>• **Science & Engineering Practice:** Constructing Explanations and Designing Solutions<br>• **Crosscutting Concept:** Patterns<br><br>**Changing Land** (weeks 25-27)<br>• **Standard:** SCI.MI4.ESS2.1<br>• **Science & Engineering Practice:** Planning and Carrying Out Investigations<br>• **Crosscutting Concept:** Cause and Effect |
| **Week 28 - Interim 3** | | |
| **Unit 4: Changes Over Time to Earth's Surface and Resources (cont.)** | 29-31 | **Plate Tectonics** (weeks 29-30)<br>• **Standard:** SCI.MI4.ESS2.2<br>• **Science & Engineering Practice:** Analyzing and Interpreting Data<br>• **Crosscutting Concept:** Patterns<br><br>**Natural Processes** (weeks 31-33) |

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| | | • **Standards:** SCI.MI4.ESS3.2, SCI.MI3.5.ETS1.1, SCI.MI3.5.ETS1.2, SCI.MI3.5.ETS1.3<br>• **Science & Engineering Practices:** Constructing Explanations and Designing Solutions (*ESS3.2*), Asking Questions and Defining Problems (*ETS1.1*), Constructing Explanations and Designing Solutions (*ETS1.2*), Planning and Carrying Out Investigations (*ETS1.3*)<br>• **Crosscutting Concept:** Systems and System Models (*ESS3.2*)<br><br>**Renewable and Non-Renewable Resources** (weeks 34-35)<br>• **Standard:** SCI.MI4.ESS3.1<br>• **Science & Engineering Practice:** Obtaining, Evaluating, and Communicating Information<br>• **Crosscutting Concept:** Cause and Effect |
| **Week 36 - Interim 4** | | |

# MI 5th Grade - Science Year at-a-Glance

*You must be signed in to your NHA Google Account to access the links below.*
*To access digital tool links, you must be signed in to STEMscopes in Clever.*

| Science Resources | Science Standard Language · Summary Table Template · Assessments · Vocabulary Games · Investigation Template · ST to CER Graphic Organizer · STEMscopes 3D Quick Guide · MI 5 Remediation Opportunities · Academic Conversations · Identify and Interpret I2 Strategy · 3-8 STEMscopes Science Replenishments |
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| Unit | Weeks[1] | Standards & Resources |
|---|---|---|
| **Culture and Science Safety** | 0-1 | *The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures and teaching lessons on classroom safety.* |
| **Unit 1: Matter and Energy Flow in an Ecosystem** | 2-9 | **Energy Transfer** (weeks 2-3)<br>• **Standard:** SCI.MI5.PS3.1<br>• **Science & Engineering Practice:** Developing and Using Models<br>• **Crosscutting Concept:** Energy and Matter<br><br>**Matter and Energy in Plants** (weeks 3-4)<br>• **Standard:** SCI.MI5.LS1.1<br>• **Science & Engineering Practice:** Engaging in Argument from Evidence<br>• **Crosscutting Concept:** Energy and Matter<br><br>**Food Webs & Matter Cycles** (weeks 4-7)<br>• **Standard:** SCI.MI5.LS2.1<br>• **Science & Engineering Practice:** Developing and Using Models<br>• **Crosscutting Concept:** Systems and System Models<br><br>**Ecosystems & Earth's Systems Interactions** (weeks 7-9)<br>• **Standards:** SCI.MI5.LS2.1, SCI.MI3.5.ETS1.1, SCI.MI3.5.ETS1.2, SCI.MI5.ESS.2.1<br>• **Science & Engineering Practices:** Developing and Using Models (*LS2.1 and ESS2.1*), Asking Questions and Defining Problems (*ETS1.1*), Constructing Explanations and Designing Solutions (*ETS1.2*)<br>• **Crosscutting Concept:** Systems and System Models (*LS2.1 and ESS2.1*) |
| **Week 10 - Interim 1** | | |
| **Unit 2: Interactions in Matter** | 12-17 | **Matter is Everywhere** (weeks 11-12)<br>• **Standards:** SCI.MI5.PS1.1, SCI.MI3.5.ETS1.3<br>• **Science & Engineering Practices:** Developing and Using Models (*PS1.1*), Planning and Carrying Out Investigations (*ETS1.3*)<br>• **Crosscutting Concept:** Scale, Proportion, and Quantity (*PS1.1*) |

[1] Based on 45-minutes of daily instruction.

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| | | **Properties of Matter** (weeks 13-14)<br>• **Standard:** SCI.MI5.PS1.3<br>• **Science & Engineering Practice:** Planning and Carrying Out Investigations<br>• **Crosscutting Concept:** Scale, Proportion, and Quantity<br><br>**Changes to Matter** (weeks 15-16)<br>• **Standard:** SCI.MI5.PS1.2<br>• **Science & Engineering Practice:** Using Mathematics and Computational Thinking<br>• **Crosscutting Concept:** Scale, Proportion, and Quantity<br><br>**Mixtures** (weeks 16-17)<br>• **Standard:** SCI.MI5.PS1.4<br>• **Science & Engineering Practice:** Planning and Carrying Out Investigations<br>• **Crosscutting Concept:** Cause and Effect |
| **Week 18 - Interim 2** | | |
| **Unit 3: Observing Our Sky** | 19-23 | **Observing the Stars** (weeks 19-20)<br>• **Standard:** SCI.MI5.ESS1.1, SCI.MI5.ESS1.2<br>• **Science & Engineering Practices:** Engaging in Argument from Evidence (*ESS1.1*), Analyzing and Interpreting Data (*ESS1.2*)<br>• **Crosscutting Concepts:** Scale, Proportion, and Quantity (*ESS1.1*), Patterns (*ESS1.2*)<br><br>**Objects in the Sky** (weeks 21-22)<br>• **Standard:** SCI.MI5.ESS1.2<br>• **Science & Engineering Practice:** Analyzing and Interpreting Data<br>• **Crosscutting Concept:** Patterns<br><br>**Gravity** (week 23)<br>• **Standard:** SCI.MI5.PS2.1<br>• **Science & Engineering Practice:** Engaging in Argument from Evidence<br>• **Crosscutting Concept:** Cause and Effect |
| **Week 24 - Interim 3** | | |
| **Unit 4: Human Impact on the Earth's Systems** | 25-27 | **Water Sources** (week 25)<br>• **Standard:** SCI.MI5.ESS2.2<br>• **Science & Engineering Practice:** Using Mathematics and Computational Thinking<br>• **Crosscutting Concept:** Scale, Proportion, and Quantity<br><br>**Reducing Human Footprint & Earth's Systems Interactions** (weeks 25-27)<br>• **Standards:** SCI.MI5.ESS3.1, SCIMI.3.5.ETS1.1, SCI.MI3.5.ETS1.2, SCI.MI5.ESS2.1<br>• **Science & Engineering Practices:** Obtaining, Evaluating, and Communicating Information (*ESS3.1*), Asking Questions and Defining Problems (*ETS1.1*), Constructing Explanations and Designing Solutions (*ETS1.2*), Developing and Using Models (*ESS2.1*)<br>• **Crosscutting Concept:** Systems and System Models (*ESS3.1 and ESS.2.1*) |

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| **M-STEP REVIEW** | 28-29 | M-STEP REVIEW |
| **SCIENCE M-STEP WEEKS 30-31** | | |
| **Engineering Design Projects** | 32-35 | *Check back for updates* |

# MI 6th Grade - Science Year at-a-Glance

*You must be signed in to your NHA Google Account to access the links below.*
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| Science Resources | Science Standard Language · Summary Table Template · Assessments · Vocabulary Games · Investigation Template · ST to CER Graphic Organizer · STEMscopes 3D Quick Guide · Academic Conversations · Identify and Interpret I2 Strategy · 3-8 STEMscopes Science Replenishments |
|---|---|

| Unit | Weeks[1] | Standards & Resources |
|---|---|---|
| **Culture and Science Safety** | 0-1 | *The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures and teaching lessons on classroom safety.* |
| **Unit 1: Earth & Space Systems** | 2-6 | **Formation and Motion of Galaxies & The Solar System** (weeks 2-4)<br>• **Standards:** MS.ESS1.2, MS.ESS1.3<br>• **Science & Engineering Practice:** Developing and Using Models<br>• **Crosscutting Concept:** Systems and System Models<br><br>**Earth, Sun, and Moon System** (weeks 4-6)<br>• **Standard:** MS.ESS1.1<br>• **Science & Engineering Practice:** Developing and Using Models<br>• **Crosscutting Concept:** Patterns |
| **Unit 2: History of Earth** | 7-8 | **Geologic History of Earth** (weeks 7-8)<br>• **Standard:** MS.ESS1.4<br>• **Science & Engineering Practice:** Constructing Explanations and Designing Solutions<br>• **Crosscutting Concept:** Scale, Proportion, and Quantity |
| **Week 9 - Review and Interim 1** | | |
| **Unit 2: History of Earth (cont.)** | 10-12 | **Plate Tectonics and Seafloor Spreading** (weeks 10-12)<br>• **Standard:** MS.ESS2.3<br>• **Science & Engineering Practices:** Analyzing and Interpreting Data<br>• **Crosscutting Concept:** Patterns |
| **Unit 3: Earth's Systems** | 13-18 | **Weathering and Erosion** (weeks 13-14)<br>• **Standard:** MS.ESS2.2<br>• **Science & Engineering Practice:** Constructing Explanations and Designing Solutions<br>• **Crosscutting Concept:** Cause and Effect<br><br>**Geoscience Processes** (weeks 15-16)<br>• **Standard:** MS.ESS2.1<br>• **Science & Engineering Practice:** Developing and Using Models<br>• **Crosscutting Concept:** Stability and Change |

[1] Based on 45-minutes of daily instruction.

| | | |
|---|---|---|
| | | **Earth Materials** (weeks 17-18)<br>• **Standard:** MS.ESS2.2<br>• **Science & Engineering Practice:** Constructing Explanations and Designing Solutions<br>• **Crosscutting Concept:** Scale, Proportion, and Quantity |
| **Week 19 - Review and Interim 2** | | |
| **Unit 4: Weather and Climate** | 20-26 | **Water Cycle** (weeks 20-21)<br>• **Standard:** MS.ESS2.4<br>• **Science & Engineering Practice:** Engaging in Argument from Evidence<br>• **Crosscutting Concept:** Matter and Energy<br><br>**Predicting Weather** (weeks 22-23)<br>• **Standards:** MS.ESS2.5<br>• **Science & Engineering Practice:** Planning and Carrying Out Investigations<br>• **Crosscutting Concept:** Cause and Effect<br><br>**Ocean Current & Influences of Weather and Climate** (weeks 24-26)<br>• **Standard:** MS.ESS2.6<br>• **Science & Engineering Practice:** Developing and Using Models<br>• **Crosscutting Concept:** Systems and System Models |
| **Week 27 - Review and Interim 3** | | |
| **Unit 5: Natural Hazards and Human Impact** | 28-34 | **Natural Hazards** (weeks 28-29)<br>• **Standard:** MS.ESS3.2<br>• **Science & Engineering Practice:** Analyzing and Interpreting Data<br>• **Crosscutting Concept:** Patterns<br><br>**Human Impact on the Environment** (weeks 30-31)<br>• **Standards:** MS.ESS3.3, MS.ESS3.4, MS.ETS1.3, MS.ETS1.4<br>• **Science & Engineering Practice:** Engaging in Argument from Evidence<br>• **Crosscutting Concept:** Cause and Effect<br><br>**Human Activities and Global Climate Change** (weeks 32-33)<br>• **Standard:** MS.ESS3.5<br>• **Science & Engineering Practice:** Asking Questions and Defining Problems<br>• **Crosscutting Concept:** Stability and Change<br><br>**Human Dependence on Natural Resources** (weeks 33-34)<br>• **Standard:** MS.ESS3.1<br>• **Science & Engineering Practice:** Constructing Explanations and Designing Solutions<br>• **Crosscutting Concept:** Cause and Effect |
| **Week 35 - Review and Interim 4** | | |

# MI 7th Grade - Science Year at-a-Glance

*You must be signed in to your NHA Google Account to access the links below.*
*To access digital tool links, you must be signed in to STEMscopes in Clever.*

| Science Resources | Science Standard Language · Summary Table Template · Assessments · Vocabulary Games · Investigation Template · ST to CER Graphic Organizer · STEMscopes 3D Quick Guide · Academic Conversations · Identify and Interpret I2 Strategy · 3-8 STEMscopes Science Replenishments · SBG Unit Plans and Resources |
|---|---|

| Unit | Weeks[1] | Standards & Resources |
|---|---|---|
| **Culture and Science Safety** | 0-1 | *The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures and teaching lessons on classroom safety.* |
| **Unit 1: Matter and Its Interactions** | 2-5 | **Structure of Matter** (weeks 2-3)<br>• **Standard:** MS.PS1.1<br>• **Science & Engineering Practice:** Developing and Using Models<br>• **Crosscutting Concept:** Scale, Proportion, and Quantity<br><br>**Physical and Chemical Properties** (weeks 3-5)<br>• **Standard:** MS.PS1.2<br>• **Science & Engineering Practice:** Analyzing and Interpreting Data<br>• **Crosscutting Concept:** Patterns |
| **Week 5 - Mid-Interim 1** | | |
| **Unit 1: Matter and Its Interactions (cont.)** | 6-8 | **Characteristics of Chemical Reactions & Synthetic Materials** (weeks 6-8)<br>• **Standards:** MS.PS1.2, MS.PS1.3<br>• **Science & Engineering Practice:** Analyzing and Interpreting Data<br>• **Crosscutting Concept:** Patterns |
| **Week 9 - Review and Interim 1** | | |
| **Unit 1: Matter and Its Interactions (cont.)** | 10-14 | **Modeling Conservation of Mass** (weeks 10-11)<br>• **Standard:** MS.PS1.5<br>• **Science & Engineering Practice:** Developing and Using Models<br>• **Crosscutting Concept:** Matter and Energy<br><br>**Heat and Matter & Changes in Energy on the Molecular Level** (weeks 12-13)<br>• **Standard:** MS.PS1.4<br>• **Science & Engineering Practice:** Developing and Using Models<br>• **Crosscutting Concept:** Cause and Effect<br><br>**Thermal Energy in Chemical Reactions** (week 14)<br>• **Standards:** MS.PS1.6, MS.ETS1.3, MS.ETS1.4 |

[1] Based on 45-minutes of daily instruction.

| | | |
|---|---|---|
| | | • **Science & Engineering Practice:** Constructing Explanations and Designing Solutions<br>• **Crosscutting Concept:** Matter and Energy |
| **Week 14 - Mid-Interim 2** | | |
| **Unit 2: Energy** | 15-17 | **Thermal Energy Transfer** (weeks 15-16)<br>• **Standards:** MS.PS3.3, MS.PS3.4, MS.ETS1.1, MS.ETS1.4<br>• **Science & Engineering Practice:** Planning and Carrying Out Investigations<br>• **Crosscutting Concept:** Scale, Proportion, and Quantity<br><br>**Energy Transfer and Temperature** (weeks 16-17)<br>• **Standard:** MS.PS3.4<br>• **Science & Engineering Practice:** Planning and Carrying Out Investigations<br>• **Crosscutting Concept:** Scale, Proportion, and Quantity |
| **Week 18 - Review and Interim 2** | | |
| **Unit 3: Forces and Interactions** | 19-24 | **Changes in Forces & Newton's Third Law of Motion** (weeks 19-21)<br>• **Standards:** MS.PS2.2, MS.PS2.1<br>• **Science & Engineering Practice:** Planning and Carrying Out Investigations<br>• **Crosscutting Concept:** Systems and System Models<br><br>**Kinetic Energy** (weeks 22-23)<br>• **Standards:** MS.PS3.1, MS.PS3.5<br>• **Science & Engineering Practice:** Analyzing and Interpreting Data<br>• **Crosscutting Concept:** Scale, Proportion, and Quantity<br><br>**Potential Energy** (weeks 24-25)<br>• **Standard:** MS.PS3.2<br>• **Science & Engineering Practice:** Developing and Using Models<br>• **Crosscutting Concept:** Systems and System Models |
| **Week 25 - Mid-Interim 3** | | |
| **Unit 3: Forces and Interactions (cont.)** | 26-29 | **Electric and Magnetic Forces** (weeks 26-27)<br>• **Standards:** MS.PS2.3, MS.PS2.5<br>• **Science & Engineering Practice:** Planning and Carrying Out Investigations<br>• **Crosscutting Concept:** Cause and Effect<br><br>**Gravitational Forces** (week 28)<br>• **Standards:** MS.PS2.4, MS.PS2.5<br>• **Science & Engineering Practice:** Engaging in Argument from Evidence<br>• **Crosscutting Concept:** Systems and System Models |
| **Week 29 - Review and Interim 3** | | |
| **Unit 4: Waves and Their Interactions** | 30-31 | **Introductions to Properties of Waves & Properties of Waves** (weeks 30-31)<br>• **Standards:** MS.PS4.1, MS.PS4.2<br>• **Science & Engineering Practices:** Using Mathematics and Computational Thinking (*PS4.1*), Developing and Using Models (*PS4.2*)<br>• **Crosscutting Concepts:** Patterns (*PS4.1*), Structure and Function (*PS4.2*) |

| Week 31 - Mid-Interim 4 | | |
|---|---|---|
| Unit 4: Waves and Their Interactions | 32-34 | **Properties of Visible Light** (weeks 32-33)<br>● **Standard:** MS.PS4.2<br>● **Science & Engineering Practices:** Developing and Using Models<br>● **Crosscutting Concepts:** Structure and Function<br><br>**Modeling Light Waves** (week 34)<br>● **Standard:** MS.PS4.2<br>● **Science & Engineering Practice:** Developing and Using Models<br>● **Crosscutting Concept:** Structure and Function<br><br>**Digital vs. Analog** (week 34)<br>● **Standard:** MS.PS4.3<br>● **Science & Engineering Practice:** Obtaining, Evaluating, and Communicating Information<br>● **Crosscutting Concept:** Structure and Function |
| **Week 35 - Review and Interim 4** | | |

# MI 8th Grade - Science Year at-a-Glance

*You must be signed in to your NHA Google Account to access the links below.*
*To access digital tool links, you must be signed in to STEMscopes in Clever.*

| Science Resources | Science Standard Language · Summary Table Template · Assessments · Vocabulary Games · Investigation Template · ST to CER Graphic Organizer · STEMscopes 3D Quick Guide · Academic Conversations · Identify and Interpret I2 Strategy · 3-8 STEMscopes Science Replenishments · SBG Unit Plans and Resources · MI 8 Remediation Opportunities |
|---|---|

| Unit | Weeks[1] | Standards & Resources |
|---|---|---|
| **Culture and Science Safety** | 0-1 | *The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures and teaching lessons on classroom safety.* |
| **Unit 1: Structure, Function, and Information Processing** | 2-6 | **Cells & Anatomy of a Cell** (weeks 2-3)<br>• **Standards:** 8.LS1.1, 8.LS1.2<br>• **Science & Engineering Practice:** Developing and Using Models<br>• **Crosscutting Concept:** Structure and Function<br><br>**Body and Systems & Sensory Receptors** (weeks 4-6)<br>• **Standards:** 8.LS1.3, 8.LS1.8<br>• **Science & Engineering Practice:** Engaging in Argument from Evidence<br>• **Crosscutting Concept:** Systems and System Models |
| **Week 6 - Mid-Interim 1** | | |
| **Unit 2: Ecosystems** | 6-8 | **Reproduction in Plants and Animals & Growth of Organisms** (weeks 6-8)<br>• **Standards:** 8.LS1.4, 8.LS1.5<br>• **Science & Engineering Practice:** Engaging in Argument from Evidence<br>• **Crosscutting Concept:** Cause and Effect |
| **Week 9 - Review and Interim 1** | | |
| **Unit 2: Ecosystems (cont.)** | 10-13 | **Introduction to Photosynthesis & Energy Flow in Organisms** (weeks 10-11)<br>• **Standards:** 8.LS1.6, 8.LS1.7<br>• **Science & Engineering Practice:** Developing and Using Models<br>• **Crosscutting Concept:** Matter and Energy<br><br>**Competition in Ecosystems & Organism Interactions in Ecosystems** (weeks 12-13)<br>• **Standard:** 8.LS2.1<br>• **Science & Engineering Practice:** Analyzing and Interpreting Data<br>• **Crosscutting Concept:** Cause and Effect |
| **Week 13 - Mid-Interim 2** | | |

[1] Based on 45-minutes of daily instruction.

| | | |
|---|---|---|
| **Unit 2: Ecosystems (cont.)** | | **Relationships in Ecosystems & Flow of Energy in Ecosystems** (weeks 14-15)<br>• **Standards:** 8.LS2.2, 8.LS2.3<br>• **Science & Engineering Practice:** Developing and Using Models<br>• **Crosscutting Concept:** Patterns<br><br>**Dynamic Nature of Ecosystems & Ecosystem Biodiversity** (weeks 16-18)<br>• **Standards:** 8.LS2.4, 8.LS2.5, 8.ETS1.2, 8.ETS1.3<br>• **Science & Engineering Practice:** Engaging in Argument from Evidence<br>• **Crosscutting Concept:** Stability and Change |
| **Week 19 - Review and Interim 2** | | |
| **Unit 3: Growth Development and Reproduction of Organisms** | 20-23 | **Genes and Proteins & Mutations** (weeks 20-21)<br>• **Standard:** 8.LS3.1<br>• **Science & Engineering Practice:** Developing and Using Models<br>• **Crosscutting Concept:** Structure and Function<br><br>**Inheritance and Genetic Variation** (weeks 21-23)<br>• **Standard:** 8.LS3.2<br>• **Science & Engineering Practice:** Developing and Using Models<br>• **Crosscutting Concept:** Cause and Effect |
| **Week 23 - Mid-Interim 3** | | |
| **Unit 4: Fossil Record and Natural Selection** | 23-24 | **Fossil Record, Evolutionary History and Relationships, & Embryological Development** (weeks 23-24)<br>• **Standards:** 8.LS4.1, 8.LS4.2, 8.LS4.3<br>• **Science & Engineering Practice:** Analyzing and Interpreting Data<br>• **Crosscutting Concept:** Patterns |
| **Week 25 - Review and Interim 3 (MOCK)** | | |
| **Unit 4: Fossil Record and Natural Selection (cont.)** | 26-27 | **Natural Selection & Artificial Selection** (weeks 26-27)<br>• **Standards:** 8.LS4.4, 8.LS4.6, 8.LS4.5<br>• **Science & Engineering Practice:** Using Mathematics and Computational Thinking<br>• **Crosscutting Concept:** Cause and Effect |
| **M-STEP REVIEW** | 28-29 | M-STEP REVIEW |
| **SCIENCE M-STEP WEEKS 30-31** | | |
| **Engineering Competition** | 32-35 | *Teachers may use Explore engineering design lessons from grades 6-8 found within STEMscopes.*<br>• **Standards:** 8.ETS1.2, 8.ETS1.3 |

# 10th Grade Curriculum Map

| 10th Grade Physical Science Unit Map | |
|---|---|
| **Week** | **Semester 1** |
| 0 | **Building Culture in Your Classroom:**<br>Examples:<br>Routines and Procedures-<br>Introduce Instructional Strategies: Driving Question Board, Modeling Tracking, Lab Safety, Graphing/Data Analysis<br>Optional Inquiry Activity: Reaction in a bag, Milk Lab |
| 1<br>2<br>3<br>4<br>5 | Unit 1- Forces and Energy<br>Bend 1: Forces **MT 1**<br>Weeks 1-5<br>Lessons 1-30<br>HS-PS2-1, HS-PS2-2 |
| 6 | **Review and NHA Mid-Unit Test #1** |
| 5<br>6<br>7<br>8<br>9 | Unit 1- Forces and Energy<br>Bend 1: Energy **MT 1**<br>Weeks 7-9<br>Lessons 1-20<br>HS-PS3-1 |
| 10 | **Review and NHA Unit Test #1** |
| 11<br>12<br>13<br>14<br>15 | Unit 2- Waves<br>Bend 1- **MT 2**<br>Lessons 1-28<br>HS-PS4-1, HS-PS4-4 |
| 16/Finals Week | **Review and NHA Mid-Unit Test #2** |

***Important Note:***
*No Cumulative Final Exam at end of Semester 1 or 2. Mid-Unit Test #2 is the last assessment for semester 1. Unit Test 4 is the last assessment for semester 2.*

| Week | Semester 2 |
|---|---|
| 17 | |
| 18 | Unit 3- Matter<br>Bend 1- **MT 3**<br>Lessons 1-30<br>HS-PS1-0, HS-PS1-1 |
| 19 | |
| 20 | |
| 21 | |
| **22** | **Mid-Unit Test #3** |
| 23 | Unit 3- Matter<br>Bend 2- **MT 3**<br>Lessons 1-25<br>HS-PS1-2 |
| 24 | |
| 25 | |
| **26** | **Review and NHA Unit Test #3** |
| 27 | Unit 4- Chemical Reactions<br>Bend 1- **MT 4**<br>Lessons 1-25<br>HS-PS1-4, HS-PS1-7 |
| 28 | |
| 29 | |
| 30 | |
| 31 | |
| **32** | **Mid-Unit Test #4** |
| 33 | Unit 4- Chemical Reactions<br>Bend 2- **MT 4**<br>Lessons 1-25<br>HS-PS1-2 |
| 34 | |
| 35 | |
| 36/Finals Week | **Review and NHA Unit Test #4** |

***Important Note:***
*No Cumulative Final Exam at the end of Semester 1 or 2. Mid-Unit Test #2 is the last assessment for semester 1. Unit Test 4 is the last assessment for semester 2.*

# 9th Grade Biology Curriculum Map

| 9th Grade Biology Unit Map | |
|---|---|
| **Week** | **Semester 1** |
| **0** | Routines and Procedures-<br>Introduce Instructional Strategies: Driving Question Board, Modeling Tracking, Lab Safety, Graphing/Data Analysis<br>Optional Inquiry Activity: Dancing Raisins, Milk Lab |
| **1**<br>**2**<br>**3**<br>**4** | Unit 1- Evolution (Bacteria Resistance) *Why don't antibiotics work like they used to?*<br>Bend 1: Addy **MT 1**<br>Lessons 1-13<br>HS-LS4-2, **HS-LS4-3, HS-LS4-4**, HS-LS4-5<br>25 – 50 min periods (approximately 4.5 weeks)<br>**Review and NHA Mid-Unit Test #1** |
| **5**<br>**6**<br>**7**<br>**8**<br>**9** | Unit 1- Evolution (Bacteria Resistance)*Why don't antibiotics work like they used to?*<br>Bend 2- Junco **MT 1**<br>Lessons 13-29<br>HS-LS4-1, **HS-LS4-2, HS-LS4-3, HS-LS4-4, HS-LS4-5**, HS-LS4-6, HS-LS3-1, HS-LS2-8<br>26 – 50 min periods (approximately 4.5 weeks) |
| **10** | **Review and NHA Unit Test #1** |
| **11**<br>**12**<br>**13** | Unit 2- Genetics *How can science make our lives better?*<br>Bend 1- DMD **MT 2**<br>Lessons 1-9 (can also extend Bend 1 Lessons 1-9 and focus on Lessons 10 and 14 in Bend 2)<br>**HS-LS1-1, HS-LS1-4, HS-LS3-1, HS-LS3-2, HS-LS3-3**<br>18.5 – 50 min periods (approximately 3.5 weeks)<br>**Review and NHA Mid-Unit Test #2** |
| **14**<br>**15** | Unit 2- Genetics *How can science make our lives better?*<br>Bend 2- CRISPR **MT 2**<br>Lessons 10-15 (can also extend Bend 1 Lessons 1-9 and focus on Lessons 10 and 14 in Bend 2)<br>HS-LS1-1, HS-LS1-4, **HS-LS3-1, HS-LS3-2, HS-LS3-3**<br>9.5 – 50 min periods (approximately 2.0 weeks) |
| **16** | **Review and NHA Unit Test #2** |

***Important Note:***
*No Cumulative Final Exam at the end of Semester 1 or 2. Unit Test #2 is the last assessment for semester 1. Unit Test #4 and Science and Engineering Project will end Semester 2.*

| Week | Semester 2 |
|---|---|
| 17<br>18<br>19 | Unit 3- Ecology *How do small changes make big impacts on Ecosystems*<br>Bend 1-Serengeti **MT 3**<br>Lessons 1-7<br>LS2-1, LS2-2, LS2-6, LS2-7, LS2-8<br>16 – 50 min periods (approximately 3.5 weeks) |
| 20 | **Mid-Unit Test #3** |
| 21 | Unit 3- Ecology *How do small changes make big impacts on Ecosystems*<br>Bend 1-Serengeti **MT 3**<br>Lessons 7-10 |
| 22 | Flex Week |
| 23 | **Review and NHA Unit Test #3** |
| 24<br>25 | Unit 3- Ecology *How can trees reduce climate change?*<br>Bend 2-Tree's **MT 4, MT 5, MT 6**<br>Lessons 11-20<br>**MT 4: LS1-5, LS1-6, LS1-7**<br>**MT 5: LS2-3, LS2-4, LS2-5**<br>**MT 6: LS1-2, LS1-3**<br>26 – 50 min periods (approximately 6 weeks) |
| 26 | **Mid-Unit Test #4** |
| 27<br>28<br>29 | Unit 3- Ecology *How can trees reduce climate change? Continued*<br>Bend 2-Tree's **MT 4, MT 5, MT 6**<br>Lessons 20-24 |
| 30 | **Review and NHA Unit Test #4** |
| 31<br>33<br>33 | Science and Engineering Project:<br>ex: Sustainable Design and Biomimicry in Desert Ecosystems<br>**MT 3, MT 4, MT 5, MT 6** |
| 34-EOY | **Projects Due/Final Attempts for students** |

***Important Note:***
*No Cumulative Final Exam at the end of Semester 1 or 2. Unit Test #2 is the last assessment for semester 1. Unit Test #4 and Science and Engineering Project will end Semester 2.*

# Anatomy - Semester #1
# Curriculum Map

## Unit 1: Terminology & Organization — Suggested Time: 2 weeks

**Priority Standards (LT if applicable): PS 1 & 3**

**Students should be able to…**

- ❏ **2.0 TARGETS**
  - ❏ 1.2.1: Identify anatomical structure and their key features using descriptions and diagrams
  - ❏ 1.2.2: Identify the general function of a structure using descriptions or diagrams
  - ❏ 3.2.1: Define root words/terms
  - ❏ 3.2.2: Use sentence level context as a clue to determine the meaning of a word or phrase

- ❏ **3.0 TARGETS**
  - ❏ 1.3.1: Explain the process or features of a diagram, medically produced images and/or practical examination
  - ❏ 1.3.2: Explain the importance of a function of a structure to a greater system(s)
  - ❏ 3.3.1: Apply root words/terms to unknown words to determine meaning
  - ❏ 3.3.2: Explain how context clues create meaning to an unknown word or phrase

- ❏ **4.0 TARGETS**
  - ❏ 1.4.1: Apply information about anatomical structures and functions to an unknown structure or function discussing how it would impact the function of/change a body system
  - ❏ 3.4.1: Using root words/terms, create and justify a word based on a scenario
  - ❏ 3.4.2: Apply root words/terms to compare and/or contrast unknown terms

**Essential Questions:**

- ❏ What is anatomy?
- ❏ What is physiology?
- ❏ What are the levels of organization?
- ❏ What is the purpose of organs consisting of tissues/cells?
- ❏ What is the difference between macro & microscopic?
- ❏ What are the anatomical directions?
- ❏ What are the anatomical planes?
- ❏ What is the anatomical position?
- ❏ What are the major systems of the human body?

**Academic Vocabulary:**

| | | | | |
|---|---|---|---|---|
| Anatomy | Physiology | Macroscopic | Microscopic | Homeostasis |
| Superior | Inferior | Anterior | Posterior | Lateral |

| | | | | |
|---|---|---|---|---|
| Medial | Intermediate | Proximal | Distal | Superficial |
| Deep | Cervical | Axillary | Abdominal | Brachial |
| Antebrachial | Pelvic | Carpal | Palmar | Digital |
| Pedal | Tarsal | Thoracic | Femoral | Fibular |
| Vertebral | Scapular | Dorsal | Lumbar | Gluteal |
| Sural | Calcaneal | Plantar | Frontal Plane | Transverse Plane |
| Sagittal | Midsagittal | Oblique | Thoracic Cavity | Abdominal Cavity |
| Pelvic Cavity | Cranial Cavity | Vertebral Cavity | Pleural Cavity | Pericardial Cavity |

Introductory Study Set:
https://docs.google.com/document/d/1UJAsJikiAgidMUn9J_mWn0gJ9Nw6CoIFw0A4-OTr9lM/edit?usp=sharing

Smedes Quizlet Sets

**Suggested Learning Activities, Labs, and Resources:**

Course Introductory Resources:
Syllabus
Lab Safety Contract
Patient Ranking Activity

Priority Standard 1:
Match-A-System Game
Pickle Dissection
Stuffed Animal Clinic

Priority Standard 3:
Medical Examiner Report
Autopsy Report

Notes/Slides:
Introduction & Major Systems
Regions & Directions
Quizlet

**Assessments & Tracking & Rubrics:**

- ❏ 1FA1 (*without 2.0 LT's)
- ❏ 1FA1 Resource
- ❏ 3FA1
- ❏ 3FA1 Resource

- ❏ FA Tracking Tool

**Notes for teachers: **Virtual Learning**

- ❏ 2.0 LT's on Quizlet (virtual learning)
  - ❏ Must complete quizlet on 2 modes (Learn and Write mode)
  - ❏ How to video from Jordan for accessing student data
- ❏ 3.0 LT's
  - ❏ Complete FA
- ❏ 4.0 LT's
  - ❏ Virtual Meeting must be scheduled with teacher 1:1

## Unit 2: Integumentary System — Suggested Time: 2 weeks

**Priority Standards (LT if applicable): PS 1, 2, & 3**

**Students should be able to...**

- ❏ **2.0 TARGETS**
  - ❏ 1.2.1: Identify anatomical structure and their key features using descriptions and diagrams
  - ❏ 1.2.2: Identify the general function of a structure using descriptions or diagrams
  - ❏ 2.2.1: Organize and identify information relevant to answering the question/resolving the problem by providing terms, pictorials, etc.
  - ❏ 2.2.2: Analyze and synthesize evidence from multiple sources to answer your question (written or oral)
  - ❏ 3.2.1: Define root words/terms
  - ❏ 3.2.2: Use sentence level context as a clue to determine the meaning of a word or phrase

- ❏ **3.0 TARGETS**
  - ❏ 1.3.1: Explain the process or features of a diagram, medically produced images and/or practical examination
  - ❏ 1.3.2: Explain the importance of a function of a structure to a greater system(s)
  - ❏ 2.3.1: Develop an accurate and detailed answer to accurately address how the anatomy and physiology relate to the problem/question (written or oral)
  - ❏ 2.3.2: Create a visual representation or product to support the explanation of the underlying anatomy and physiology of the problem/question
  - ❏ 3.3.1: Apply root words/terms to unknown words to determine meaning
  - ❏ 3.3.2: Explain how context clues create meaning to an unknown word or phrase

- ❏ **4.0 TARGETS**
  - ❏ 1.4.1: Apply information about anatomical structures and functions to an unknown structure or function discussing how it would impact the function of/change a body system
  - ❏ 2.4.1 Research and explain how the results (data) of a scientific article or study supports your model and conclusion.
  - ❏ 2.4.2 Modify the constructed product by adding on to it and explaining how the new addition makes the model more accurate in structure and function
  - ❏ 3.4.1: Using root words/terms, create and justify a word based on a scenario
  - ❏ 3.4.2: Apply root words/terms to compare and/or contrast unknown terms

**Essential Questions:**

- ❏ What are the functions of the integumentary system?
- ❏ What are the layers of the epidermis?
- ❏ What is thick & thin skin?
- ❏ What are the layers of the dermis?
- ❏ What are the accessory structures of the skin & their functions?
- ❏ What is a sebaceous gland?
- ❏ What is a sudoriferous gland?
- ❏ What pigments are found in the skin? What are their functions?
- ❏ What special cells are found in the skin? What are their functions?
- ❏ Why is Vitamin D3 important for the human body?
- ❏ Why are UV rays harmful?

- ❏ What happens to skin as it ages?
- ❏ What accounts for differences in skin color?
- ❏ What is the mechanism for hair production?

## Academic Vocabulary:

| | | | | |
|---|---|---|---|---|
| Epidermis | Dermis | Hypodermis | Stratum Corneum | Stratum Lucidum |
| Stratum Spinosum | Stratum Germinativum | Stratum Granulosum | Arrector Pili Muscle | Keratinocytes |
| Melanocytes | Merkel Cells | Langerhan Cells | Sudoriferous Gland | Sebaceous Gland |
| Ceruminous Gland | Meissner's Corpuscles | Eponychium | Lunula | Papilla |
| Hair Shaft | Hair Root | Carotene | Melanin | Vitamin D3 |
| Rickets | Melanoma | | | |

Integumentary System Study Set:
https://docs.google.com/document/d/1DfXWUueqfLQ51Enb0wk8C1m6fF4ymEbiXyYTWhwcuH0/edit?usp=sharing

Smedes Quizlet Sets

## Suggested Learning Activities, Labs, and Resources:

Notes/Slides
Skin Notes
Accessory Structure Notes
Quizlet

UV Bead Lab

## Assessments & Tracking & Rubrics:

- ❏ 1FA2
- ❏ 1FA2 Resource
- ❏ 2FA1
- ❏ 3FA2
- ❏ 3FA2 Resource

- ❏ GRP PS1&3 FA2
- ❏ APHS 2FA1

## Unit 3: Skeletal System — Suggested Time: 4 weeks

### Priority Standards (LT if applicable): PS 1, 2, & 3

**Students should be able to...**

- ❏ **2.0 TARGETS**
  - ❏ 1.2.1: Identify anatomical structure and their key features using descriptions and diagrams
  - ❏ 1.2.2: Identify the general function of a structure using descriptions or diagrams
  - ❏ 2.2.1: Organize and identify information relevant to answering the question/resolving the problem by providing terms, pictorials, etc.
  - ❏ 2.2.2: Analyze and synthesize evidence from multiple sources to answer your question (written or oral)
  - ❏ 3.2.1: Define root words/terms
  - ❏ 3.2.2: Use sentence level context as a clue to determine the meaning of a word or phrase

- ❏ **3.0 TARGETS**
  - ❏ 1.3.1: Explain the process or features of a diagram, medically produced images and/or practical examination
  - ❏ 1.3.2: Explain the importance of a function of a structure to a greater system(s)
  - ❏ 2.3.1: Develop an accurate and detailed answer to accurately address how the anatomy and physiology relate to the problem/question (written or oral)
  - ❏ 2.3.2: Create a visual representation or product to support the explanation of the underlying anatomy and physiology of the problem/question
  - ❏ 3.3.1: Apply root words/terms to unknown words to determine meaning
  - ❏ 3.3.2: Explain how context clues create meaning to an unknown word or phrase

- ❏ **4.0 TARGETS**
  - ❏ 1.4.1: Apply information about anatomical structures and functions to an unknown structure or function discussing how it would impact the function of/change a body system
  - ❏ 2.4.1 Research and explain how the results (data) of a scientific article or study supports your model and conclusion.
  - ❏ 2.4.2 Modify the constructed product by adding on to it and explaining how the new addition makes the model more accurate in structure and function
  - ❏ 3.4.1: Using root words/terms, create and justify a word based on a scenario
  - ❏ 3.4.2: Apply root words/terms to compare and/or contrast unknown terms

### Essential Questions:

- ❏ How do bones form or develop?
- ❏ What are bones composed of?
- ❏ What are the functions of the skeletal system?
- ❏ How are bones classified?
- ❏ What are the components of a long bone?
- ❏ What are the cell types in a bone & their functions?
- ❏ What are the structural & functional differences of spongy & compact bone?
- ❏ What are the bones of the human body, name & location?
- ❏ What are the structures of a synovial joint?

- ❏ What are the types of synovial joints & their locations?
- ❏ What is arthritis?
- ❏ How do bones repair themselves?

**Academic Vocabulary:**

| | | | | |
|---|---|---|---|---|
| Phalanges | Tarsals | Metatarsals | Carpals | Metacarpals |
| Calcaneus | Tibia | Fibula | Patella | Femur |
| Os Coxa | Pubic Symphysis | Ileum | Ischium | Pubis |
| Sacrum | Coccyx | Acetabulum | Vertebrae | Atlas |
| Axis | Cervical | Thoracic | Lumbar | Ribs |
| Sternum | Xiphoid Process | Pectoral Girdle | Pelvic Girdle | *Coracoid process* |
| *Acromion process* | *Head* | *Deltoid tuberosity* | *Olecranon fossa* | *Condyle* |
| *Trochlea* | *Coronoid Fossa* | *Capitulum* | *Medial Epicondyle* | *Lateral Epicondyle* |
| *Olecranon Process* | *Trochlear Notch* | *Coronoid Process* | *Styloid Process* | *Interosseous Membrane* |
| *Greater Trochanter* | *Lesser Trochanter* | *Linea Aspera* | *Patellar Surface* | *Medial Malleolus* |
| *Lateral Malleolus* | Skull | Zygomatic | Maxilla | Mandible |
| Frontal | Occipital | Parietal | Temporal | Clavicle |
| Scapula | Humerus | Ulna | Radius | Osteocyte |
| Osteoblast | Osteoclast | Osteoprogenitor | Chondrocyte | Endochondral Ossification |
| Intramembranous Ossification | Interstitial Growth | Appositional Growth | Synovial Joint | Synarthrosis |
| Amphiarthrosis | Diarthrosis | Saddle Joint | Pivot Joint | Gliding Joint |
| Ball & Socket Joint | Ellipsoidal Joint | Hinge Joint | Trabeculae | Lacuna |
| Lamella | Central Canal | Osteons | Haversian System | Periosteum |
| Endosteum | Diaphysis | Epiphysis | Trabeculae | Marrow Cavity |
| Red Bone Marrow | Yellow Bone Marrow | Metaphysis | Fracture | Greenstick Fracture |
| Compound Fracture | Spiral Fracture | Comminuted Fracture | Oblique Fracture | Transverse Fracture |
| Fissure Fracture | Osteoporosis | Osteopenia | Rickets | |
| Osteo- | Chondro- | | | |

Axial Skeleton Study Set:
https://docs.google.com/document/d/14eIVjCEmN-RtAaDK64dK2S0q98xwU-qfHaBeLPtnaHs/edit?usp=sharing

Appendicular Skeleton Study Set:
https://docs.google.com/document/d/1vRBUshD2WsDL2peI5OMg6OoTpoldiuc5hYcCp-_Pcag/edit?usp=sharing

Smedes Quizlet Sets

Skeletal System Quizlet Sets

**Suggested Learning Activities, Labs, and Resources:**

**Assessments & Tracking & Rubrics:**

- ❏ **1FA3 (3.0 only)**
- ❏ **3FA3 (3.0 only)**
- ❏ **1FA3 Part 2 (3.0 only)**
- ❏ **3FA3 Part 2 (3.0 only)**

- ❏ 1FA3 (includes 2.0)
- ❏ 1FA3 Resource (includes 2.0)
- ❏ 2FA2 (link)
- ❏ 3FA3 (includes 2.0)
- ❏ 3FA3 Resource (includes 2.0)
- ❏ GRP PS1 FA3
- ❏ GRP PS3 FA3
- ❏ APHS 1FA2 & 3FA2
- ❏ APHS 2FA2

## Unit 4: Muscular System — Suggested Time: 4 weeks

**Priority Standards (LT if applicable): PS 1, 2, & 3**

**Students should be able to...**

- ❏ **2.0 TARGETS**
  - ❏ 1.2.1: Identify anatomical structure and their key features using descriptions and diagrams
  - ❏ 1.2.2: Identify the general function of a structure using descriptions or diagrams
  - ❏ 2.2.1: Organize and identify information relevant to answering the question/resolving the problem by providing terms, pictorials, etc.
  - ❏ 2.2.2: Analyze and synthesize evidence from multiple sources to answer your question (written or oral)
  - ❏ 3.2.1: Define root words/terms

- ❏ 3.2.2: Use sentence level context as a clue to determine the meaning of a word or phrase

- ❏ **3.0 TARGETS**
  - ❏ 1.3.1: Explain the process or features of a diagram, medically produced images and/or practical examination
  - ❏ 1.3.2: Explain the importance of a function of a structure to a greater system(s)
  - ❏ 2.3.1: Develop an accurate and detailed answer to accurately address how the anatomy and physiology relate to the problem/question (written or oral)
  - ❏ 2.3.2: Create a visual representation or product to support the explanation of the underlying anatomy and physiology of the problem/question
  - ❏ 3.3.1: Apply root words/terms to unknown words to determine meaning
  - ❏ 3.3.2: Explain how context clues create meaning to an unknown word or phrase

- ❏ **4.0 TARGETS**
  - ❏ 1.4.1: Apply information about anatomical structures and functions to an unknown structure or function discussing how it would impact the function of/change a body system
  - ❏ 2.4.1 Research and explain how the results (data) of a scientific article or study supports your model and conclusion.
  - ❏ 2.4.2 Modify the constructed product by adding on to it and explaining how the new addition makes the model more accurate in structure and function
  - ❏ 3.4.1: Using root words/terms, create and justify a word based on a scenario
  - ❏ 3.4.2: Apply root words/terms to compare and/or contrast unknown terms

## Essential Questions:

- ❏ What are the functions of the skeletal system?
- ❏ What are the three types of muscles & where are they found?
- ❏ What are functional & structural differences of the three types of muscle?
- ❏ What is a sarcomere?
- ❏ What are the components of a sarcomere?
- ❏ What are the characteristics of thick and thin filaments?
- ❏ What is a neuromuscular junction?
- ❏ What are the structural components of the neuromuscular junction?
- ❏ What allows for muscular contraction?
- ❏ What ways do muscle cells obtain energy (ATP)?
- ❏ What is muscle fatigue?
- ❏ How are muscles named?
- ❏ What are the skeletal muscles of the human body & where are they located?
- ❏ What are the movements of the human body?

## Academic Vocabulary:

| | | | | |
|---|---|---|---|---|
| Endomysium | Perimysium | Epimysium | Myoblasts | Sarcolemma |
| Sarcoplasm | Myofilaments | Fascicle | Sarcomere | Actin |
| Myosin | Troponin | Tropomyosin | Neuromuscular Junction | Acetylcholine |
| Acetylcholinesterase | Depolarization | Excitation Contraction Coupling | Myosin Cross Bridging | Myosin Powerstroke |

| | | | | |
|---|---|---|---|---|
| Muscle Twitch | Muscle Tone | Muscle Tension | Motor Unit | Isotonic Contraction |
| Isometric Contraction | Eccentric | Concentric | Origin | Insertion |
| Tendon | Ligament | Linear Motion | Angular Motion | Flexion |
| Extension | Hyperextension | Abduction | Adduction | Circumduction |
| Supination | Pronation | Inversion | Eversion | Dorsiflexion |
| Plantar Flexion | Opposition | Protraction | Retraction | Elevation |
| Depression | Lateral Flexion | Direct Phosphorylation | Anaerobic Glycolysis | Aerobic Respiration |
| Aerobic Endurance | Anaerobic Threshold | Muscle Fatigue | Lactic Acid | |

Muscle Anatomy Study Set:
https://docs.google.com/document/d/12pXs8JdOW_3BaKcX3pc0YpXMOlMK73YrCtkSvnkC2Po/edit?usp=sharing

Muscle Physiology Study Set:
https://docs.google.com/document/d/1m9TNl5Y3qiRBgcI3liFLpfHQcdq4E1mOVOXpICWi8RI/edit?usp=sharing

Smedes Quizlet Sets

## Suggested Learning Activities, Labs, and Resources:

## Assessments & Tracking & Rubrics:

**Virtual Learning Google forms: 2.0's should be in Quizlet (as outlined in Unit 1)**

- ❏ 1FA4
- ❏ 1FA4 Resource
- ❏ 2FA3 (link)
- ❏ 3FA4
- ❏ 3FA4 Resource

**School Variations of FA (SAME QUESTIONS)**

- ❏ GRP PS1&3 FA4
- ❏ APHS 1FA3 & 3FA3
- ❏ APHS 2FA3
- ❏ 1FA4 (3.0s) (2020-2021) (Canton)
- ❏ 1FA4 (2.0s-quizlet) (2020-2021) (Canton)
- ❏ 3FA4 (3.0s) (2020-2021) (Canton)
- ❏ 3FA4 (2.0s-quizlet) (2020-2021) (Canton)

## Unit 5: Nervous System — Suggested Time: 4 weeks

**Priority Standards (LT if applicable): PS 1, 2, & 3**

**Students should be able to...**

- ❏ **2.0 TARGETS**
  - ❏ 1.2.1: Identify anatomical structure and their key features using descriptions and diagrams
  - ❏ 1.2.2: Identify the general function of a structure using descriptions or diagrams
  - ❏ 2.2.1: Organize and identify information relevant to answering the question/resolving the problem by providing terms, pictorials, etc.
  - ❏ 2.2.2: Analyze and synthesize evidence from multiple sources to answer your question (written or oral)
  - ❏ 3.2.1: Define root words/terms
  - ❏ 3.2.2: Use sentence level context as a clue to determine the meaning of a word or phrase

- ❏ **3.0 TARGETS**
  - ❏ 1.3.1: Explain the process or features of a diagram, medically produced images and/or practical examination
  - ❏ 1.3.2: Explain the importance of a function of a structure to a greater system(s)
  - ❏ 2.3.1: Develop an accurate and detailed answer to accurately address how the anatomy and physiology relate to the problem/question (written or oral)
  - ❏ 2.3.2: Create a visual representation or product to support the explanation of the underlying anatomy and physiology of the problem/question
  - ❏ 3.3.1: Apply root words/terms to unknown words to determine meaning
  - ❏ 3.3.2: Explain how context clues create meaning to an unknown word or phrase

- ❏ **4.0 TARGETS**
  - ❏ 1.4.1: Apply information about anatomical structures and functions to an unknown structure or function discussing how it would impact the function of/change a body system
  - ❏ 2.4.1 Research and explain how the results (data) of a scientific article or study supports your model and conclusion.
  - ❏ 2.4.2 Modify the constructed product by adding on to it and explaining how the new addition makes the model more accurate in structure and function
  - ❏ 3.4.1: Using root words/terms, create and justify a word based on a scenario
  - ❏ 3.4.2: Apply root words/terms to compare and/or contrast unknown terms

**Essential Questions:**

- ❏ What are the functions of the nervous system?
- ❏ How do external conditions influence internal body processes?
- ❏ What is homeostasis?
- ❏ How does the nervous system maintain homeostasis?
- ❏ What are the physiological differences of positive and negative feedback?
- ❏ What are the structural components of a neuron?
- ❏ What are the different types of neurons?
- ❏ What is the physiological difference of a sensory neuron and a motor neuron?
- ❏ What is a myelin sheath?
- ❏ What is an action potential?
- ❏ What are the sections of the brain & their functions?
- ❏ What is the purpose of the meninges?
- ❏ What is the function of the pituitary & pineal gland?
- ❏ Where is the spinal cord located & what is its function?

- ❏ What is the central nervous system?
- ❏ What is the peripheral nervous system?
- ❏ What is the process of a reflex?
- ❏ Can nerves regenerate when damaged?
- ❏ What are the 5 special senses?
- ❏ How does olfaction work?
- ❏ What tastes can we sense?
- ❏ What are the structural components of an eye?
- ❏ How does vision work? How do we process what we see?
- ❏ What causes color blindness?

**Academic Vocabulary:**

| | | | | |
|---|---|---|---|---|
| Central Nervous System | Peripheral Nervous System | Afferent Division | Efferent Division | Somatic Nervous System |
| Autonomic Nervous System | Neurons | Dendrites | Axons | Synaptic Terminal |
| Neuroglia | Schwann Cells | Oligodendrocytes | Myelin Sheath | Demyelination |
| Membrane Potential | Action Potential | Synaptic Cleft (gap) | Propagation | Reflex |
| Synapse | Polysynaptic | Monosynaptic | Presynaptic | Postsynaptic |
| Neurotransmitter | Neuromodulator | Temporal Summation | Spatial Summation | Sarcoplasm |
| Resting Potential | Graded Potential | All or None Principle | Wallerian Degeneration | Electrical Synapse |
| Chemical Synapse | Meninges | Dura Mater | Arachnoid Mater | Pia Mater |
| Cerebral Hemispheres | Gyri | Sulci | Frontal Lobe | Parietal Lobe |
| Temporal Lobe | Occipital Lobe | Corpus Callosum | Olfactory Nerves | Optic Nerves |
| Pituitary Gland | Pineal Gland | Pons | Medulla Oblongata | Vestibulocochlear |
| Lateral Ventricle | Thalamus | Hypothalamus | Cerebellum | Extroreceptors |
| Chemoreceptors | Thermoreceptors | Mechanoreceptors | Nociceptors | Proprioceptors |
| Interoceptors | Olfaction | Gustation | Equilibrium | Lens |
| Cornea | Aqueous Humor | Vitreous Humor | Rods | Cones |
| Iris | Retina | Choroid | Tapetum Lucidum | Color Blind |

Nervous System Study Set:
https://docs.google.com/document/d/1da-qmudT_EjymX_9evTDfWaEK1Z1QINTUTxKLvGhT1g/edit?usp=sharing

Smedes Quizlet Set

**Suggested Learning Activities, Labs, and Resources:**

**Assessments & Tracking & Rubrics:**

- ❏ **FINAL VERSION USE THIS BUT ADJUST TO WHAT YOU ACTUALLY TEACH!**
- ❏
- ❏ 1FA5
- ❏ 1FA5 Resource
- ❏ 2FA4
- ❏ 3FA5
- ❏ 3FA5 Resource
- ❏ APHS 1FA4 & 3FA4
- ❏ GRP PS1&3 FA5

# Anatomy - Semester #2
# Curriculum Map

## Unit 5: Nervous System — Suggested Time: 4 weeks

**Priority Standards (LT if applicable): PS 1 & 3**

**Students should be able to...**

- ❏ **2.0 TARGETS**
  - ❏ 1.2.1: Identify anatomical structure and their key features using descriptions and diagrams
  - ❏ 1.2.2: Identify the general function of a structure using descriptions or diagrams
  - ❏ 2.2.1: Organize and identify information relevant to answering the question/resolving the problem by providing terms, pictorials, etc.
  - ❏ 2.2.2: Analyze and synthesize evidence from multiple sources to answer your question (written or oral)
  - ❏ 3.2.1: Define root words/terms
  - ❏ 3.2.2: Use sentence level context as a clue to determine the meaning of a word or phrase

- ❏ **3.0 TARGETS**
  - ❏ 1.3.1: Explain the process or features of a diagram, medically produced images and/or practical examination
  - ❏ 1.3.2: Explain the importance of a function of a structure to a greater system(s)
  - ❏ 2.3.1: Develop an accurate and detailed answer to accurately address how the anatomy and physiology relate to the problem/question (written or oral)
  - ❏ 2.3.2: Create a visual representation or product to support the explanation of the underlying anatomy and physiology of the problem/question
  - ❏ 3.3.1: Apply root words/terms to unknown words to determine meaning
  - ❏ 3.3.2: Explain how context clues create meaning to an unknown word or phrase

- ❏ **4.0 TARGETS**
  - ❏ 1.4.1: Apply information about anatomical structures and functions to an unknown structure or function discussing how it would impact the function of/change a body system
  - ❏ 2.4.1 Research and explain how the results (data) of a scientific article or study supports your model and conclusion.
  - ❏ 2.4.2 Modify the constructed product by adding on to it and explaining how the new addition makes the model more accurate in structure and function
  - ❏ 3.4.1: Using root words/terms, create and justify a word based on a scenario
  - ❏ 3.4.2: Apply root words/terms to compare and/or contrast unknown terms

**Essential Questions:**

- ❏ What are the functions of the nervous system?
- ❏ How do external conditions influence internal body processes?
- ❏ What is homeostasis?
- ❏ How does the nervous system maintain homeostasis?
- ❏ What are the physiological differences of positive and negative feedback?
- ❏ What are the structural components of a neuron?
- ❏ What are the different types of neurons?
- ❏ What is the physiological difference of a sensory neuron and a motor neuron?
- ❏ What is a myelin sheath?
- ❏ What is an action potential?

- ❏ What are the sections of the brain & their functions?
- ❏ What is the purpose of the meninges?
- ❏ What is the function of the pituitary & pineal gland?
- ❏ Where is the spinal cord located & what is its function?
- ❏ What is the central nervous system?
- ❏ What is the peripheral nervous system?
- ❏ What is the process of a reflex?
- ❏ Can nerves regenerate when damaged?
- ❏ What are the 5 special senses?
- ❏ How does olfaction work?
- ❏ What tastes can we sense?
- ❏ What are the structural components of an eye?
- ❏ How does vision work? How do we process what we see?
- ❏ What causes color blindness?

**Academic Vocabulary:**

| | | | | |
|---|---|---|---|---|
| Central Nervous System | Peripheral Nervous System | Afferent Division | Efferent Division | Somatic Nervous System |
| Autonomic Nervous System | Neurons | Dendrites | Axons | Synaptic Terminal |
| Neuroglia | Schwann Cells | Oligodendrocytes | Myelin Sheath | Demyelination |
| Membrane Potential | Action Potential | Synaptic Cleft (gap) | Propagation | Reflex |
| Synapse | Polysynaptic | Monosynaptic | Presynaptic | Postsynaptic |
| Neurotransmitter | Neuromodulator | Temporal Summation | Spatial Summation | Sarcoplasm |
| Resting Potential | Graded Potential | All or None Principle | Wallerian Degeneration | Electrical Synapse |
| Chemical Synapse | Meninges | Dura Mater | Arachnoid Mater | Pia Mater |
| Cerebral Hemispheres | Gyri | Sulci | Frontal Lobe | Parietal Lobe |
| Temporal Lobe | Occipital Lobe | Corpus Callosum | Olfactory Nerves | Optic Nerves |
| Pituitary Gland | Pineal Gland | Pons | Medulla Oblongata | Vestibulocochlear |
| Lateral Ventricle | Thalamus | Hypothalamus | Cerebellum | Extroreceptors |
| Chemoreceptors | Thermoreceptors | Mechanoreceptors | Nociceptors | Proprioceptors |
| Interoceptors | Olfaction | Gustation | Equilibrium | Lens |
| Cornea | Aqueous Humor | Vitreous Humor | Rods | Cones |
| Iris | Retina | Choroid | Tapetum Lucidum | Color Blind |

Nervous System Study Set:
https://docs.google.com/document/d/1da-qmudT_EjymX_9evTDfWaEK1Z1QlNTUTxKLvGhT1g/edit?usp=sharing

Smedes Quizlet Set

**Suggested Learning Activities, Labs, and Resources:**

**Assessments & Tracking & Rubrics:**

- ❏ **FINAL VERSION USE THIS BUT ADJUST TO WHAT YOU ACTUALLY TEACH!**
- ❏
- ❏ 1FA5
- ❏ 1FA5 Resource
- ❏ 3FA5
- ❏ 3FA5 Resource
- ❏ APHS 1FA4 & 3FA4
- ❏ GRP PS1&3 FA5

(2FA4)

## Unit 6: Cardiovascular System — Suggested Time: 6 weeks

**Priority Standards (LT if applicable): PS 1 & 3**

**Students should be able to…**

- ❏ **2.0 TARGETS**
  - ❏ 1.2.1: Identify anatomical structure and their key features using descriptions and diagrams
  - ❏ 1.2.2: Identify the general function of a structure using descriptions or diagrams
  - ❏ 3.2.1: Define root words/terms
  - ❏ 3.2.2: Use sentence level context as a clue to determine the meaning of a word or phrase

- ❏ **3.0 TARGETS**
  - ❏ 1.3.1: Explain the process or features of a diagram, medically produced images and/or practical examination
  - ❏ 1.3.2: Explain the importance of a function of a structure to a greater system(s)
  - ❏ 3.3.1: Apply root words/terms to unknown words to determine meaning
  - ❏ 3.3.2: Explain how context clues create meaning to an unknown word or phrase

- ❏ **4.0 TARGETS**
  - ❏ 1.4.1: Apply information about anatomical structures and functions to an unknown structure or function discussing how it would impact the function of/change a body system
  - ❏ 3.4.1: Using root words/terms, create and justify a word based on a scenario
  - ❏ 3.4.2: Apply root words/terms to compare and/or contrast unknown terms.

| **Essential Questions:** | |
|---|---|
| ❏ What are the major components of the heart?<br>❏ How do the structures of the heart function?<br>❏ What is the difference between veins, arteries, and capillaries?<br>❏ What allows the heart to continue contracting?<br>❏ What is blood composed of?<br>❏ What are the types of white blood cells?<br>❏ What are the different blood types?<br>❏ What diseases affect the heart?<br>❏ What diseases affect the blood vessels?<br>❏ What diseases affect the blood cells? | |

**Academic Vocabulary:**

| | | | | |
|---|---|---|---|---|
| Right Atrium | Left Atrium | Right Ventricle | Left Ventricle | Tricuspid Valve |
| Bicuspid Valve | Chordae Tendineae | Cardiac Muscle | SA node | AV Node |
| Purkinje Fibers | Papillary Muscles | Pectinate Muscle | Bundle of Hiss | EKG |
| P Wave | QRS Wave | T Wave | Repolarization | Depolarization |
| Hemostasis | Tachycardia | Bradycardia | Aorta | Vena Cava |
| Antigen | Antibody | Rh Factor | Plasma | Agglutination |
| Erythrocytes | Leukocytes | Lymphocytes | Eosinophils | Basophils |
| Neutrophils | Monocytes | Macrophages | Platelet | Sickle Cell |
| HIV | Leukemia | Anemia | Thalassemia | Hemophilia |
| Ebola | Malaria | | | |

Cardiovascular Study Set

Cardiovascular Quizlet

**Suggested Learning Activities, Labs, and Resources:**

Lynch's Cardiovascular Folder

| **Assessments & Tracking & Rubrics:** | **Notes for teachers: **Virtual Learning** |
|---|---|
| ❏ FA Tracking Tool<br>❏ Arbor PS1 & PS3<br>❏ GRP PS1<br>❏ GRP PS3<br><br>FINAL VERSION edit where needed | ❏ 2.0 LT's on Quizlet (virtual learning)<br>❏ Must complete quizlet on 2 modes (Learn and Write mode)<br>❏ How to video from Jordan for accessing student data<br>❏ 3.0 LT's<br>❏ Complete FA |

| | |
|---|---|
| | ❑ 4.0 LT's<br>❑ Virtual Meeting must be scheduled with teacher 1:1 |

## Unit 7: Respiratory & Lymphatic Systems — Suggested Time: 3 weeks

### Priority Standards (LT if applicable): PS 1 & 3

**Students should be able to...**

- ❑ **2.0 TARGETS**
  - ❑ 1.2.1: Identify anatomical structure and their key features using descriptions and diagrams
  - ❑ 1.2.2: Identify the general function of a structure using descriptions or diagrams
  - ❑ 3.2.1: Define root words/terms
  - ❑ 3.2.2: Use sentence level context as a clue to determine the meaning of a word or phrase

- ❑ **3.0 TARGETS**
  - ❑ 1.3.1: Explain the process or features of a diagram, medically produced images and/or practical examination
  - ❑ 1.3.2: Explain the importance of a function of a structure to a greater system(s)
  - ❑ 3.3.1: Apply root words/terms to unknown words to determine meaning
  - ❑ 3.3.2: Explain how context clues create meaning to an unknown word or phrase

- ❑ **4.0 TARGETS**
  - ❑ 1.4.1: Apply information about anatomical structures and functions to an unknown structure or function discussing how it would impact the function of/change a body system
  - ❑ 3.4.1: Using root words/terms, create and justify a word based on a scenario
  - ❑ 3.4.2: Apply root words/terms to compare and/or contrast unknown terms

### Essential Questions:

- ❑ What are the components of the respiratory system?
- ❑ What allows for gas exchange?
- ❑ What are the components of the lymphatic system?
- ❑ How does the immune system respond?

### Academic Vocabulary:

| | | | | |
|---|---|---|---|---|
| Trachea | Larynx | Pharynx | Bronchi | Primary Bronchi |
| Secondary Bronchi | Tertiary Bronchi | Bronchioles | Alveoli | Surfactant |
| Lungs | Diaphragm | Hyperventilation | Asthma | Influenza |
| Pneumonia | Emphysema | Bronchitis | Laryngitis | Pleurisy |
| Pneumothorax | Immune Response | Vaccine | Immunity | B Cells |

| | | | | |
|---|---|---|---|---|
| T Cells | Virus | Lymph Vessels | Lymph Nodes | Lymphedema |
| Spleen | Tonsils | Autoimmune | | |

Respiratory & Lymphatic Study Set

Respiratory & Lymphatic Quizlet

**Suggested Learning Activities, Labs, and Resources:**

**Assessments & Tracking & Rubrics:**

- ❏ Arbor PS1 & PS3
- ❏ GRP PS1 & PS3

## Unit 8: Digestive System — Suggested Time: 3 weeks

**Priority Standards (LT if applicable): PS 1 & 3**

**Students should be able to...**

- ❏ **2.0 TARGETS**
  - ❏ 1.2.1: Identify anatomical structure and their key features using descriptions and diagrams
  - ❏ 1.2.2: Identify the general function of a structure using descriptions or diagrams
  - ❏ 3.2.1: Define root words/terms
  - ❏ 3.2.2: Use sentence level context as a clue to determine the meaning of a word or phrase

- ❏ **3.0 TARGETS**
  - ❏ 1.3.1: Explain the process or features of a diagram, medically produced images and/or practical examination
  - ❏ 1.3.2: Explain the importance of a function of a structure to a greater system(s)
  - ❏ 3.3.1: Apply root words/terms to unknown words to determine meaning
  - ❏ 3.3.2: Explain how context clues create meaning to an unknown word or phrase

- ❏ **4.0 TARGETS**
  - ❏ 1.4.1: Apply information about anatomical structures and functions to an unknown structure or function discussing how it would impact the function of/change a body system
  - ❏ 3.4.1: Using root words/terms, create and justify a word based on a scenario
  - ❏ 3.4.2: Apply root words/terms to compare and/or contrast unknown terms

**Essential Questions:**

- ❏ How does the digestive system perform mechanical and chemical digestion of foods?
- ❏ How does the digestive system absorb nutrients from food?
- ❏ How does the digestive system eliminate remaining waste from the GI tract?

## Academic Vocabulary:

| | | | | |
|---|---|---|---|---|
| Gastrointestinal tract | Oral cavity | Teeth | Tongue | Palate |
| Salivary glands | Saliva | Vestibule | Papillae | Bolus |
| Pharynx | Esophagus | Stomach | Fundus | Pylorus |
| Cardiac sphincter | Rugae | Gastric pit | Chief cells | Parietal cells |
| Chyme | Small intestine | Duodenum | Jejunum | Ileum |
| Villi | Liver | Bile | Bile duct | Hepatocytes |
| Gallbladder | Pancreas | Pancreatic juice | Large intestine | Appendix |
| Cecum | Colon | Rectum | Anal canal | Mesentery |
| Peritoneum | Lesser omentum | Greater omentum | Mucosa | Submucosa |
| Muscularis externa | Serosa | Bacterial flora | Peristalsis | |

Digestive System Study Set:
https://docs.google.com/document/d/1GnNLuQKXP6rcagvoxYwWCL6WsPrArT_opjd0UmF_w6A/edit?usp=sharing

## Suggested Learning Activities, Labs, and Resources:

Pig Digestive System Dissection
Digestive System Webquest

## Assessments & Tracking & Rubrics:

**Digestive System PS1 & PS3 FA Form**

- ❏ WPA Digestive FA
- ❏ GRP PS1

# Unit 9: Urinary & Reproductive Systems — Suggested Time: 3 weeks

## Priority Standards (LT if applicable): PS 1 & 3

**Students should be able to...**

- ❏ **2.0 TARGETS**
  - ❏ 1.2.1: Identify anatomical structure and their key features using descriptions and diagrams

- ❏ 1.2.2: Identify the general function of a structure using descriptions or diagrams
- ❏ 3.2.1: Define root words/terms
- ❏ 3.2.2: Use sentence level context as a clue to determine the meaning of a word or phrase

❏ **3.0 TARGETS**

- ❏ 1.3.1: Explain the process or features of a diagram, medically produced images and/or practical examination
- ❏ 1.3.2: Explain the importance of a function of a structure to a greater system(s)
- ❏ 3.3.1: Apply root words/terms to unknown words to determine meaning
- ❏ 3.3.2: Explain how context clues create meaning to an unknown word or phrase

❏ **4.0 TARGETS**

- ❏ 1.4.1: Apply information about anatomical structures and functions to an unknown structure or function discussing how it would impact the function of/change a body system
- ❏ 3.4.1: Using root words/terms, create and justify a word based on a scenario
- ❏ 3.4.2: Apply root words/terms to compare and/or contrast unknown terms

## Essential Questions:

- ❏ What are the structures of the urinary system?
- ❏ What are the functions of the urinary system?
- ❏ How is urine formed?
- ❏ How does the urinary system maintain homeostasis?
- ❏ What are the structures of the reproductive system?
- ❏ What are the functions of the reproductive system?

## Academic Vocabulary:

| | | | | |
|---|---|---|---|---|
| kidney | Renal vein | Kidney stones | uterus | Cervical cancer |
| ureter | urine | cystitis | Fallopian tube | Mammary glands |
| bladder | diuretic | Bladder cancer | ovaries | menopause |
| urethra | glomerulus | prostrate | cervix | Ovarian cancer |
| Renal cortex | Bowman's capsule | testes | Layers of uterine wall | Prostate cancer |
| Renal medulla | Proximal tubule | scrotum | fimbriae | Testicular cancer |
| Renal columns | Distal tubule | sperm | estrogen | Ovarian cyst |
| Renal pyramid | Loop of henle | testosterone | oocytes | Pelvic inflammatory response |
| Renal capsule | Collecting tubule | epididymis | progesterone | Antidiuretic hormone |
| nephron | vasectomy | Vas deferens | Pap smear | |
| Renal artery | catheter | vagina | | |

| | | | | |
|---|---|---|---|---|
| | | | | |

**Suggested Learning Activities, Labs, and Resources:**

Urinary System Match Game - I like to go outside and play this game when it's nice out
Reproductive System Crossword Puzzle

**Assessments & Tracking & Rubrics:**

GRP 1FA4 and 3FA4
1FA4 and 3FA4

1FA5 Quizlet (2.0s)
1FA5 (3.0s) (2020-2021)
3FA5 Quizlet (2.0s)
3FA5 (3.0s) (2020-2021)

# SBG Chemistry Semester 1
# Content Map and Pacing Guide

## Unit 1: Metric Measurement & Matter — Time: 4 weeks

### Science Content and Learning Targets:

**Students should be able to...**

- ❏ Identify the metric base units for mass, volume, length, and temperature.
- ❏ Determine the appropriate measurement tool to obtain mass, volume, length, and temperature measurements.
- ❏ Correctly make measurements using an electronic balance, triple beam balance, graduated cylinder, volumetric glassware, ruler, etc.
- ❏ Record measurements and calculated values with the correct number of significant digits.
- ❏ Round numbers to the correct number of significant digits using scientific notation.
- ❏ Use dimensional analysis to convert between units of measurement.
- ❏ Convert between scientific notation and the expanded form.
- ❏ Complete calculations with numbers in scientific notation.
- ❏ Interpret the magnitude of a number written in scientific notation: negative exponent smaller than 1, positive exponent larger than 1, etc.
- ❏ Differentiate between accuracy and precision.
- ❏ Calculate and interpret percent error
- ❏ Calculate averages.
- ❏ Create particle models to represent matter.
- ❏ Identify the properties of solids, liquids, and gases.
- ❏ Explain that particles of matter have kinetic energy and that changes in kinetic energy lead to state changes.
- ❏ Identify changes in state of matter as a physical change.
- ❏ Describe what happens to a substance on a particle level when it melts, freezes, boils, or condenses.
- ❏ Use models to represent changes in states of matter (melting, freezing, boiling, condensing, sublimation, & deposition)
- ❏ Calculate density.
- ❏ Describe density as a property of matter and compare relative densities of substances.

### Key Vocabulary:

| | | | | | |
|---|---|---|---|---|---|
| Metric system | Mass | Accuracy | Scientific notation | Temperature | Melting |
| English system | Gram | Percent Error | Expanded notation | States of matter | Boiling |
| Temperature | Volume | Measured value | Dimensional analysis | Solid | Evaporation |
| Celcius | Liter | Accepted value | Matter | Liquid | Sublimation |
| Fahrenheit | Kilo- | Average | Particle model | Gas | Deposition |
| Length | Milli- | Precision | Kinetic energy | Phase change | Density |
| Meter | Centi- | Significant Figures | Heat | Freezing | Condensation |

## Essential Models:

**2.0 Models to Interpret and/or Create (LT 1.2.1 & 1.2.2)**
- ❏ Determining a measurement with correct units based on a diagram of a measurement tool.
- ❏ Interpret the magnitude of values using a number line
- ❏ Diagrams representing accuracy and/or precision
- ❏ Create and interpret particle models of density
- ❏ Create and interpret models of states of matter
- ❏ Make or interpret a graph with a single set/trial of data
- ❏ Make conclusions based on a single table, graph, and/or figure

**3.0 Models to Interpret and/or Create (LT 1.3.1 & 1.3.2)**
- ❏ Determining a measurement based on a diagram of a measurement tool with the correct number of significant digits
- ❏ Interpret the magnitude of values using metric prefixes (centi = 1/100, milli = 1/1000, kilo = 1000, etc)
- ❏ Particle models of changes in states of matter
- ❏ Multiple diagrams to represent relative densities (i.e. density column)
- ❏ Make or interpret a graph with multiple trials or sets of data
- ❏ Extrapolate data or add a line of best fit to a scatter plot
- ❏ Make conclusions based on multiple tables, graphs, and/or figures

**2.0 Mathematical Models (LT 1.2.3)**
- ❏ Single step unit conversion
- ❏ Calculate average of a set of numbers
- ❏ Calculate percent error
- ❏ Rounding values correctly → when to round a digit up or leave it the same
- ❏ Rounding a number to a specific number of significant digits
- ❏ Interpret the magnitude of a number written in scientific notation
- ❏ Calculate density given mass and volume (no unit conversion)

**3.0 Mathematical Models (LT 1.3.3)**
- ❏ Multi-step unit conversion
- ❏ Calculations with scientific notation
- ❏ Convert between scientific notation and expanded form
- ❏ Complete a calculation and round solutions to the appropriate number of significant digits.
- ❏ Rearrange the density equation to solve for mass or volume
- ❏ Density calculations that require unit conversions

## Suggested Labs and Learning Activities:

- ❏ Measuring volume by displacement lab
- ❏ Measurement stations
- ❏ Comparing the significant figures of glassware
- ❏ Name that Tool - game show format choosing measurement tools
- ❏ Dimensional analysis races
- ❏ TED Ed: Why the Metric System Matters
- ❏ Building a density column lab → video
- ❏ Identifying a metal sample using density lab.
- ❏ Demonstration of sublimation with dry ice.

## Formative Assessment:

- ❏ 1FA1 - Unit 1 Modeling Metric Measurements & Matter
- ❏ 2FA1 - Unit 1 Lab Skills for Metric Measurements & Matter

# Unit 2: Atoms, Periodic Table, & Moles — Time: 4 weeks

## Science Content and Learning Targets:

**Students should be able to...**

- ❏ Describe how the periodic table is organized: periods vs group, main group elements vs transition metals.
- ❏ Identify properties of elements based on their placement on the periodic table (metal vs nonmetal, state of matter, diatomic gas).
- ❏ Describe the basic structure of an atom: nucleus, electron cloud, energy levels, core electrons, valence electrons, etc.
- ❏ Identify and describe the subatomic particles of atoms: protons, neutrons, and electrons.
- ❏ Draw a Bohr model to represent the atomic structure of a main group element.
- ❏ Identify the atomic number, atomic mass, and element symbol on a periodic table square.
- ❏ Identify that atomic mass is the mass of one mole of atoms
- ❏ Identify that a mole is equal to $6.02 \times 10^{23}$ atoms.
- ❏ Convert between mass and number of atoms (for elements only - not compounds yet!)
- ❏ Know the name and symbol for all main group elements and the following transition metals: Ti, V, Cr, Mn, Fe, Co, Ni, Cu, Zn, Zr, Ag, Cd, W, Pt, Au, Hg
- ❏ Explain the relationship between the periodic table and the arrangement of electrons in a given element.
- ❏ Calculate the number of protons, neutrons, and electrons using the periodic table.
- ❏ Differentiate between elements, ions, and isotopes.
- ❏ Determine the number of valence electrons for all main group (group A) elements.
- ❏ Use mass spec data to determine average atomic mass. (3.0 model)

## Key Vocabulary:

| | | | | |
|---|---|---|---|---|
| Element | Families | Atomic number | Anion | Neutron |
| Periodic table | Alkali metals | Average atomic mass | Isotope | Valence electron |
| Groups | Alkaline earth metals | Molar mass | Percent abundance | Mole |
| Periods | Transition metals | Atom | Bohr model | Avogadro's number |
| Metal | Halogen | Ion | Subatomic particle | |
| Nonmetal | Noble gases | Charge | Electron | |
| Metalloid | Element symbol | Cation | Proton | |

## Essential Models:

**2.0 Models to Interpret and/or Create (LT 1.2.1 & 1.2.2)**

- ❏ Use periodic table to determine metal vs nonmetal elements
- ❏ Interpret a periodic table square → number of protons, element symbol, element name, & atomic mass
- ❏ Make or interpret a graph with a single set/trial of data
- ❏ Make conclusions based on a single table, graph, and/or figure

**3.0 Models to Interpret and/or Create (LT 1.3.1 & 1.3.2)**

- ❏ Bohr models
- ❏ Use the periodic table to determine the number of valence electrons of an atom
- ❏ Use the periodic table to determine the chemical properties of an element (halogens, noble gases, etc)
- ❏ Make or interpret a graph with multiple trials or sets of data
- ❏ Extrapolate data or add a line of best fit to a scatter plot
- ❏ Make conclusions based on multiple tables, graphs, and/or figures

**2.0 Mathematical Models (LT 1.2.3)**

- ❏ Calculate the number of neutrons given mass number and atomic number
- ❏ Calculate mass number given number of protons and neutrons
- ❏ Calculate percent abundance of an isotope
- ❏ Convert between mass and moles (for elements only - not compounds yet)
- ❏ Convert between moles and atoms (for elements only - not compounds yet)

**3.0 Mathematical Models (LT 1.3.3)**

- ❏ Calculate the number of electrons of an ion
- ❏ Determine the charge of an ion given the number of protons and electrons
- ❏ Calculate the average atomic mass of an element using isotopic abundance
- ❏ Convert between mass and number of atoms (for elements only - not compounds yet)

## Suggested Labs and Learning Activities:

- ❏ Coloring the periodic table
- ❏ Candy models of atoms
- ❏ Proton, neutron, electron calculation races
- ❏ Video - What is a mole?
- ❏ Calculate the number of atoms of carbon it takes you to write your name.
- ❏ Calculate how long it would take to draw 1 mole of dots.
- ❏ How big is a mole? activity.

## Formative Assessment:

- ❏ 1FA2 - Unit 2 Modeling Atoms, Periodic Table, & Moles

# Unit 3: Mixtures & Compounds — Time: 4 weeks

## Science Content and Learning Targets:

**Students should be able to...**

- ❏ Differentiate between a chemical and physical change.
- ❏ Differentiate between pure substances (elements), mixtures (homogeneous vs heterogeneous), and compounds.
- ❏ Propose methods for separating mixtures.
- ❏ Describe the components of a solution: solvent and solute
- ❏ Differentiate between element and compound based on formula. Ex: Co vs CO vs $CO_2$ vs $O_2$
- ❏ Identify bonding as a chemical change.
- ❏ Determine the number of valence electrons for all main group (group A) elements.
- ❏ Explain the role of valence electrons in bonding.
- ❏ Predict the type of bond that will form between a pair of atoms (ionic vs covalent)
- ❏ Differentiate between the properties of ionic and covalent bonds.
- ❏ Calculate the charge of an ion in a binary compound ($Fe_2O_3 \rightarrow Fe^{3+}$ & $O^{2-}$)
- ❏ Separate an ionic compound into its ions ($NaCl \rightarrow Na^+ + Cl^-$)
- ❏ Interpret chemical formulas → determine if it is an element or compound, identify and determine number of elements, determine if the compound contains a polyatomic ion
- ❏ Know the names and formulas of the following polyatomic ions $OH^-$, $NO_3^-$, $NH_3^+$
- ❏ Match names of compounds with their chemical formulas and vice versa.
- ❏ Calculate formula mass of a compound.
- ❏ Calculate percent composition.
- ❏ Convert between mass, moles, molecules, and atoms of a compound.

## Key Vocabulary:

| | | | | |
|---|---|---|---|---|
| Chemical change | Filtration | Chemical formula | Cation | Moles |
| Physical change | Heterogeneous mixture | Subscript | Anion | Avogadro's number |
| Mixture | Homogeneous mixture | Lewis dot model | Charge | |
| Solution | Chemical bond | Valence electron | Polyatomic ion | |
| Solute | Element | Ionic bond | Formula mass | |
| Solvent | Compound | Covalent bond | Percent composition | |

## Essential Models:

**2.0 Models to Interpret and/or Create (LT 1.2.1 & 1.2.2)**

- ❏ Models representing chemical or physical changes
- ❏ Particle models of elements, mixtures (including solutions), and compounds
- ❏ Models of physical & chemical changes
- ❏ Interpret chemical formulas → element vs compound
- ❏ Lewis dot models to represent the number of valence electrons
- ❏ Interpret periodic table - metal or nonmetal, number of valence electrons
- ❏ Interpret chemical formulas - element or compound, number and types of elements, polyatomic ions, type of bond
- ❏ Pie chart to represent percent composition
- ❏ Make or interpret a graph with a single set/trial of data
- ❏ Make conclusions based on a single table, graph, and/or figure

**3.0 Models to Interpret and/or Create (LT 1.3.1 & 1.3.2)**

- ❏ Lewis dot models representing bonding
- ❏ Bohr models representing bonding
- ❏ Separate ionic compounds into its ions
- ❏ Interpret chemical formula - correctly name using a naming flow chart
- ❏ Particle models of mixture separation
- ❏ Make or interpret a graph with multiple trials or sets of data
- ❏ Extrapolate data or add a line of best fit to a scatter plot
- ❏ Make conclusions based on multiple tables, graphs, and/or figures

**2.0 Mathematical Models (LT 1.2.3)**

- ❏ Calculate the formula mass
- ❏ Convert between mass and moles of a compound → formula mass is given
- ❏ Convert between moles and molecules of a compound
- ❏ Convert between atoms and molecules

**3.0 Mathematical Models (LT 1.3.3)**

- ❏ Percent composition
- ❏ Balancing charges to write a chemical formula
- ❏ Convert between mass and molecules/atoms
- ❏ Calculating the charges of ions in an ionic bond

## Suggested Labs and Learning Activities:

- ❏ Chemical vs physical change lab
- ❏ Chemical formula lab (height of precipitate)
- ❏ Separation of a mixture lab.
- ❏ Nuts and bolts activity: Representing pure substances, mixtures, and compounds.
- ❏ Properties of ionic and covalent compounds lab
- ❏ Ionic bonding puzzle cards
- ❏ Naming races
- ❏ Percent composition of an oreo lab.
- ❏ Percent composition of sugar in gum lab.
- ❏ Percent composition of water in a hydrate lab.

## Formative Assessments:

- ❏ 1FA3 - Unit 3 Modeling Mixtures and Compounds
- ❏ 2FA2 - Unit 3 Lab Skills for Mixtures and Compounds

# Unit 4: Reactions — Time: 4 weeks

## Science Content and Learning Targets:

**Students should be able to...**

- ❏ Identify and interpret the components of a balanced chemical equation: reactants, products, coefficients, subscripts, states of matter, etc.
- ❏ Create a particle model to represent a chemical reaction.
- ❏ Identify signs of a chemical change: bubble formation, color change, formation of a precipitate, change in temperature etc.
- ❏ Identify and explain factors that affect the rate of a reaction (very basic reaction kinetics): surface area/particle size, concentration of reactants and products, heat, etc.
- ❏ Identify the types of reactions: single replacement, double replacement, synthesis, decomposition, and combustion.
- ❏ Explain that matter is conserved during a chemical reaction → same mass and number and types of atoms in both the products and reactants.
- ❏ Evaluate whether or not matter has been conserved (chemical equation is balanced) by counting the number and type of each type of atom on both side of the equation.
- ❏ Interpret the symbols used to represent states of matter in a chemical equation: (s) solid, (l) liquid, (g) gas, and aqueous (aq)
- ❏ Balance a chemical equation.

## Key Vocabulary:

| | | | | |
|---|---|---|---|---|
| Chemical reaction | Yield | Coefficient | Endothermic | Double replacement |
| Chemical equation | Solid | Subscript | Exothermic | Combustion |
| Products | Liquid | Balanced equation | Surface area | Synthesis |
| Reactants | Gas | Conservation of matter | Concentration | Decomposition |
| States of matter | Aqueous | Precipitate | Single replacement | |

## Essential Models:

**2.0 Models to Interpret and/or Create (LT 1.2.1 & 1.2.2)**

- ❏ Interpret chemical equation → reactants, products, coefficients, subscripts, states of matter, type of reaction
- ❏ Interpret a particle model of a chemical equation
- ❏ Make or interpret a graph with a single set/trial of data
- ❏ Make conclusions based on a single table, graph, and/or figure

**3.0 Models to Interpret and/or Create (LT 1.3.1 & 1.3.2)**

- ❏ Create a particle model to represent a balanced chemical equation
- ❏ Make or interpret a graph with multiple trials or sets of data
- ❏ Extrapolate data or add a line of best fit to a scatter plot
- ❏ Make conclusions based on multiple tables, graphs, and/or figures

**2.0 Mathematical Models (LT 1.2.3)**

- ❏ Counting atoms to determine if a chemical equation is balanced

**3.0 Mathematical Models (LT 1.3.3)**

- ❏ Balancing chemical equations

## Suggested Labs and Learning Activities:

- ❏ Types of reactions lab
- ❏ Single replacement/activity series lab
- ❏ Double replacement/precipitate lab
- ❏ Types of reactions as prom date scenarios
- ❏ Balancing races
- ❏ Chemistry theater, have students act out types of chemical reactions

**Formative Assessments:**

- [ ] 2FA3 - Unit 4 Lab Skills for Reactions
- [ ] 1FA4 - Semester 1 Final Exam
- [ ] 2FA4 - Semester 2 Final Exam

# SBG Chemistry Semester 2
# Content Map and Pacing Guide

## Unit 5: Stoichiometry — Time: 3-4 weeks

### Science Content and Learning Targets:

**Students should be able to...**

- ❏ Calculate formula mass
- ❏ Convert between moles and mass
- ❏ Convert between moles and atoms, particles, or formula units using Avogadro's number
- ❏ Convert between mass and atoms, particles, or formula units using Avogadro's number
- ❏ Create a mole ratio using a balanced chemical reaction
- ❏ Convert between moles of substance A and moles of substance B
- ❏ Convert between mass, moles, atoms, particles, or formula units of substance A and mass, moles, atoms, particles, or formula units of substance B
- ❏ Use BCA tables to solve stoichiometry problems
- ❏ Create a particle model to represent limiting and excess reactants
- ❏ Identify the limitations in modeling stoichiometric relationships
- ❏ Identify the limiting and excess reactants
- ❏ Calculate the maximum theoretical yield of a product
- ❏ Calculate percent yield
- ❏ Calculate the amount of excess reactant that will remain

### Essential Models:

**2.0 Models to Interpret and/or Create (LT 1.2.1 & 1.2.2)**

- ❏ Use balanced chemical equation to determine a mole ratio
- ❏ Particle model → determining limiting and excess
- ❏ Make or interpret a graph with a single set/trial of data
- ❏ Make conclusions based on a single table, graph, and/or figure

**3.0 Models to Interpret and/or Create (LT 1.3.1 & 1.3.2)**

- ❏ BCA table
- ❏ Make or interpret a graph with multiple trials or sets of data
- ❏ Extrapolate data or add a line of best fit to a scatter plot
- ❏ Make conclusions based on multiple tables, graphs, and/or figures

**2.0 Mathematical Models (LT 1.2.3)**

- ❏ Calculate formula mass
- ❏ Convert between mass and moles when molar mass is given
- ❏ Convert between moles and atoms, particles, or formula units using Avogadro's number
- ❏ Complete a BCA table when moles are given
- ❏ Calculate percent yield

**3.0 Mathematical Models (LT 1.3.3)**

- ❏ Convert between mass and atoms, particles, or formula units using Avogadro's number
- ❏ Complete a BCA table when starting values must be converted to moles first
- ❏ Use mole ratio to convert between units of different substances

### Suggested Labs and Learning Activities:

- ❏ Fizzy drink lab.
- ❏ % yield of popcorn lab.
- ❏ Mole ratio lab.
- ❏ PhET lab → Reactants, Products, and Leftovers

**Formative Assessments:**

- ❏ 1FA2B - Unit 5 Modeling Stoichiometry
- ❏ 2FA1B - Unit 5 Lab Skills Stoichiometry

# Unit 6: Solutions — Time: 3 weeks

## Science Content and Learning Targets:

**Students should be able to...**

- ❏ Use the equation $M_1V_1 = M_2V_2$
- ❏ Calculate the molarity of a solution
- ❏ Create a particle model to represent the concentration of a solution
- ❏ Use the solubility rules to predict whether or not a precipitate will form
- ❏ Write a complete ionic equation
- ❏ Write a net ionic equation
- ❏ Differentiate between dissolving and dissociation
- ❏ Identify the factors that affect the solubility of a substance → charge, particle size, concentration, temperature, etc
- ❏ Describe the properties of electrolytes

## Essential Models:

**2.0 Models to Interpret and/or Create (LT 1.2.1 & 1.2.2)**

- ❏ Particle models that represent the molarity/concentration of a solution
- ❏ Particle models representing dissolving and/or dissociation
- ❏ Make or interpret a graph with a single set/trial of data
- ❏ Make conclusions based on a single table, graph, and/or figure

**3.0 Models to Interpret and/or Create (LT 1.3.1 & 1.3.2)**

- ❏ Writing complete and net ionic equations
- ❏ Use solubility rules to determine the solubility of products of a reaction
- ❏ Particle models to represent precipitation reactions
- ❏ Solubility curves
- ❏ Make or interpret a graph with multiple trials or sets of data
- ❏ Extrapolate data or add a line of best fit to a scatter plot
- ❏ Make conclusions based on multiple tables, graphs, and/or figures

**2.0 Mathematical Models (LT 1.2.3)**

- ❏ Calculate the molarity of a solution when moles and volume are given
- ❏ Calculate molarity or volume using the dilution equation $M_1V_1=M_2V_2$

**3.0 Mathematical Models (LT 1.3.3)**

- ❏ Rearrange the molarity equation to solve for either volume or moles
- ❏ Complete molarity calculations that require unit conversions such as mass to moles
- ❏ Complete $M_1V_1=M_2V_2$ calculations that require unit conversions or additional calculations such as the amount of water that needs to be added

## Suggested Labs and Learning Activities:

- ❏ Dilution curve lab
- ❏ Concentration of Kool Aid lab
- ❏ Precipitate lab

## Formative Assessments:

- ❏ 1FA3B - Unit 6 Modeling Solutions
- ❏ 2FA2B - Unit 6 Lab Skills for Solutions

# Unit 7: Acid Bases — Time: 3-4 weeks

## Science Content and Learning Targets:

**Students should be able to...**

- ❏ Describe the properties of acids and bases.
- ❏ Calculate the pH and pOH of a solution.
- ❏ Calculate the H+ concentration of a solution.
- ❏ Explain the relationship between pH and H+ concentration.
- ❏ Determine the concentration of a strong acid or strong base by titration ($M_aV_a = M_bV_b$)
- ❏ Differentiate between strong and weak acids → complete dissociation vs partial dissociation.
- ❏ Interpret the value of pH as acidic, basic, or neutral.
- ❏ Describe the role of acid base indicators.

## Essential Models:

**2.0 Models to Interpret and/or Create (LT 1.2.1 & 1.2.2)**

- ❏ Particle models representing acids and bases
- ❏ Particle models representing strong and weak acids
- ❏ Create a net ionic equation to represent an acid base reaction when given the complete ionic equation.
- ❏ Interpret chemical formulas to determine whether the compound is an acid or a base.
- ❏ Make or interpret a graph with a single set/trial of data (titration curves!)
- ❏ Make conclusions based on a single table, graph, and/or figure

**3.0 Models to Interpret and/or Create (LT 1.3.1 & 1.3.2)**

- ❏ Particle models representing pH/H+ concentration
- ❏ Particle models representing changes in pH when mixing solutions of acids and bases (neutralization)
- ❏ Make or interpret a graph with multiple trials or sets of data (titration curves!)
- ❏ Extrapolate data or add a line of best fit to a scatter plot
- ❏ Make conclusions based on multiple tables, graphs, and/or figures

**2.0 Mathematical Models (LT 1.2.3)**

- ❏ Convert between pH and pOH (14 – pH = pOH)
- ❏ Calculate the pH and pOH of a solution when given [OH-] and [H+].
- ❏ Calculate [H+] when given pH.
- ❏ Calculate molarity or volume using the dilution equation $M_aV_a=M_bV_b$

**3.0 Mathematical Models (LT 1.3.3)**

- ❏ Calculate the pH when given [OH-] and pOH when given [H+].
- ❏ Calculate the [OH-] when given pH and [H+] when given pOH.
- ❏ Complete $M_aV_a = M_bV_b$ calculations that require unit conversions or additional calculations.

## Suggested Labs and Learning Activities:

- ❏ Red cabbage indicator lab.
- ❏ Titration lab.
- ❏ pH lab.

## Formative Assessments:

- ❏ 1FA4B - Unit 7 Modeling Acids & Bases
- ❏ 2FA4B - Unit 7 Lab Skills for Acids & Bases

# Unit 8: Energy — Time: 3-4 weeks

## Science Content and Learning Targets:

**Students should be able to...**

- ❏ Use models to represent energy, energy transfers and changes in states of matter.
- ❏ Identify changes in state of matter as a physical change.
- ❏ Describe what happens to a substance on a particle level when it melts, freezes, boils, or condenses.
- ❏ Describe what happens to energy during a phase change.
- ❏ Convert between units of heat: Joules, Kilojoules, calories, kilocalories, etc.
- ❏ Measure and calculate changes in heat using $q=mc\Delta T$.
- ❏ Describe the relationship between temperature, average kinetic energy, and heat.
- ❏ Describe the difference between specific heat and heat capacity.
- ❏ Create and interpret heating curves.
- ❏ Calculate molar heat of fusion and molar heat of vaporization.
- ❏ Use stoichiometry for heat calculations.

## Essential Models:

**2.0 Models to Interpret and/or Create (LT 1.2.1 & 1.2.2)**

- ❏ Models that represent energy transfer
- ❏ Models that represent endothermic and exothermic reactions
- ❏ Particle models to represent heat and energy changes
- ❏ Make or interpret a graph with a single set/trial of data
- ❏ Make conclusions based on a single table, graph, and/or figure

**3.0 Models to Interpret and/or Create (LT 1.3.1 & 1.3.2)**

- ❏ Heating curves
- ❏ Reaction coordinate diagrams
- ❏ Make or interpret a graph with multiple trials or sets of data
- ❏ Extrapolate data or add a line of best fit to a scatter plot
- ❏ Make conclusions based on multiple tables, graphs, and/or figures

**2.0 Mathematical Models (LT 1.2.3)**

- ❏ Convert between units of heat (Joules, Kilojoules, calories, kilocalories, etc.)
- ❏ Calculate heat using the equation $q = mc\Delta T$
- ❏ Heating curve calculations with our changes in state of matter.

**3.0 Mathematical Models (LT 1.3.3)**

- ❏ Rearrange the the heat equation to solve for other variables
- ❏ Complete calculations using the equation $q = mc\Delta T$ when unit conversions or other calculations are required
- ❏ Use stoichiometry to determine the amount of heat required to complete an endothermic reaction or heat released during an exothermic reaction.
- ❏ Heating curve calculations that include changes in states of matter.

## Suggested Labs and Learning Activities:

- ❏ Demonstration of sublimation with dry ice.
- ❏ Heating curve of water demo/lab.
- ❏ Calorimetry lab - heat transfer between metal and water.
- ❏ Discussion of whether you let the cold air in or the hot air out when you leave the door open in winter.
- ❏ Have students act out particle movement as heat is added or removed from a system.

## Formative Assessments:

- ❏ 2FA4B - Unit 8 Lab Skills for Energy, Energy, & Calorimetry

# Unit 9: Gas Laws — Time: 3-4 weeks

## Science Content and Learning Targets:

**Students should be able to...**

- ❏ Convert between different units of pressure: atm, Pa, kPa, mmHg, torr, psi.
- ❏ Explain what causes pressure.
- ❏ Describe the properties of an ideal gas.
- ❏ Describe the relationships between pressure, temperature, and volume of ideal gases.
- ❏ Perform calculations using the ideal gas law → PV=nRT
- ❏ Perform calculations using Charles' law, Boyle's law, Gay-Lussac's law, and combined gas law.
- ❏ Perform calculations using Avogadro's law.
- ❏ Perform calculations using Dalton's law of partial pressures.
- ❏ Create models to represent the behavior of gases under changing environmental factors.
- ❏ Graph the relationships between pressure, temperature, volume, and number of moles of ideal gases.

## Essential Models:

**2.0 Models to Interpret and/or Create (LT 1.2.1 & 1.2.2)**

- ❏ Particle models representing relative kinetic energy of gases
- ❏ Particle models representing kinetic molecular theory
- ❏ Make or interpret a graph with a single set/trial of data
- ❏ Make conclusions based on a single table, graph, and/or figure

**3.0 Models to Interpret and/or Create (LT 1.3.1 & 1.3.2)**

- ❏ Particle models to represent changes in pressure, temperature, volume, etc
- ❏ Make or interpret a graph with multiple trials or sets of data
- ❏ Extrapolate data or add a line of best fit to a scatter plot
- ❏ Make conclusions based on multiple tables, graphs, and/or figures

**2.0 Mathematical Models (LT 1.2.3)**

- ❏ Convert units of temperature
- ❏ Convert units of pressure
- ❏ Complete gas law calculations that require minimal rearrangement of equations and no unit conversions.

**3.0 Mathematical Models (LT 1.3.3)**

- ❏ Complete gas law calculations that require solving for variables in the denominator and/or unit conversions
- ❏ Gas law calculations that involve stoichiometry
- ❏ Dalton's law of partial pressure with mole fractions
- ❏ Recognizing direct and indirect relationships between variables

## Suggested Labs and Learning Activities:

- ❏ Marshmallow in a syringe demo
- ❏ Can crush demo
- ❏ Balloon in freezer demo
- ❏ Popcorn vapor pressure lab

## Formative Assessments:

- ❏ 1FA5B - Unit 9 Modeling Gas Laws
- ❏ 1FA6B - Semester 2 Final Exam
- ❏ 2FA5B - Semester 2 Final Exam

# MI 3rd Grade - Social Studies Year at-a-Glance

*You must be signed in to your NHA Google Account to access the links below.*

Social Studies Standard Language | InquirED Onboarding Support | Unit Unpacking Guide
Inquiry Journeys and Google Classroom | Inquiry Based Teaching Practices | Interims
Virtual QFT Jamboard | Inquiry Journeys Lesson Prep Guide | Discussion Strategies
Processing Tools/Graphic Organizers | Interim Standard Locations | MI 3rd Grade Crosswalk
Read Aloud Book List | Standard Locations in Inquiry Journeys

*All modules occur within inquirED, which can be accessed through Clever.*

*For more information on learning outcomes and checkpoint assessments, see the unit maps available on the InquirED Platform.*

| Unit | Weeks[1] | Module & Standards |
|---|---|---|
| **Culture** | 0-1 | *The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures.* |
| **1 - Global Connections**<br><br>**How can we act as global citizens?** | 2-12 | **Module 1:** Launch (4 days)<br>• **Standards:** P2.1, 3 - G1.0.3 |
| | | **Module 2:** What stories do maps tell? (6 days)<br>• **Standards:** 3 - G1.0.1, 3 - G1.0.2, 3 - G1.0.3 |
| | | **Module 3:** How is culture shaped by geography? (8 days)<br>• **Standards:** P2.4, P2.5, 3 - G1.0.2 |
| | | **Module 4:** How are we connected to people and places through what we produce and consume? (6 days)<br>• **Standards:** 3 - G4.0.1, 3 - G4.0.3, 3 - G5.0.2, 3 - E1.0.1, 3 - E1.0.3, 3 - E1.0.4, 3 - E2.0.1, 3 - E3.0.1 |
| | | **Module 5:** How am I part of a global community? (8 days)<br>• **Standards:** 3 - G4.0.3, 3 - E3.0.1, 3 - P4.2.2 |
| | | **Module 6:** Take Informed Action (22 days)<br>• **Standards:** 3 - P4.2.1, 3 - P4.2.2 |
| **Interim 1 - can be administered any time after completing Unit 1** | | |
| **2 - Our State's History**<br><br>**How can we help tell the story of our state?** | 13-24 | **Module 1:** Launch (4 days)<br>• **Standards:** P1.1, P2.1, P2.2, P2.5, 3 - H3.0.1, 3 - H3.0.10, 3 - G4.0.1, 3 - G4.0.4 |
| | | **Module 2:** How do connections to the land shape ways of life? (6 days)<br>• **Standards:** 3 - H3.0.4, 3 - H3.0.5, 3 - G4.0.4, 3 - G5.0.1, 3 - G5.0.2 |
| | | **Module 3:** How did European exploration and settlement shape the story of our state? (6 days)<br>• **Standards:** P2.5, 3 - H3.0.3, 3 - H3.0.7, 3 - H3.0.9, 3 - H3.0.10, 3 - G1.0.2 |

[1] Based on 45-minutes of daily instruction.

| | | |
|---|---|---|
| | | **Module 4:** How is the struggle for freedom part of our story? (8 days)<br>• **Standards:** P2.4, P1.4, 3 - H3.0.6, 3 - H3.0.8, 3 - G4.0.2, 3 - C5.0.1, 3 - P3.1.3 |
| | | **Module 5:** Why is it important to ask critical questions about historical sources? (10 days)<br>• **Standards:** P1.4, P2.4, P3.3, 3 - H3.0.1, 3 - H3.0.2, 3 - P3.1.1, 3 - P4.2.1, 3 - P4.2.2 |
| | | **Module 6:** Take Informed Action (24 days)<br>• **Standards:** 3 - P4.2.1, 3 - P4.2.2 |
| **Interim 2 - can be administered any time after completing Unit 2** | | |
| **3 - Migration and Movement**<br><br>**How can we honor and respect our many cultures?** | 25-36 | **Module 1:** Launch (4 days)<br>• **Standards:** P2.1, P2.3, P2.4 |
| | | **Module 2:** What happens when you leave your home for a new place? (6 days)<br>• **Standards:** 3 - G4.0.2, 3 - G4.0.3, 3 - E1.0.5 |
| | | **Module 3:** What timeless themes exist across stories of immigration? (8 days)<br>• **Standards:** P1.1, 3 - G4.0.2 |
| | | **Module 4:** How do we stay true to who we are when things around us change? (6 days)<br>• **Standards:** P1.1, P1.4 |
| | | **Module 5:** How does multiculturalism enrich our communities? (8 days)<br>• **Standards:** 3 - P3.3.1, 3 - P4.2.2 |
| | | **Module 6:** Take Informed Action (22 days)<br>• **Standards:** 3 - P4.2.1, 3 - P4.2.2 |
| **Interim 3 - can be administered any time after completing Unit 3** | | |

# MI 4th Grade - Social Studies Year at-a-Glance

*You must be signed in to your NHA Google Account to access the links below.*

Social Studies Standard Language | InquirED Onboarding Support | Unit Unpacking Guide
Inquiry Journeys and Google Classroom | Inquiry Based Teaching Practices | Interims
Virtual QFT Jamboard | Inquiry Journeys Lesson Prep Guide | Discussion Strategies
Processing Tools/Graphic Organizers | Interim Standard Locations | MI 4th Grade Crosswalk
Read Aloud Book List | Standard Locations in Inquiry Journeys

*All modules occur within inquirED, which can be accessed through Clever.*

*For more information on learning outcomes and checkpoint assessments, see the unit maps available on the InquirED Platform.*

| Unit | Weeks[1] | Module & Standards |
|---|---|---|
| **Culture** | 0-1 | *The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures.* |
| **1 - Natural Resources of the U.S.**<br><br>**How should we use the natural resources of the United States?** | 2-13 | **Module 1:** Launch (4 days)<br>• **Standard:** P2.1, P2.2, 4 - G1.0.1, 4 - G5.0.1 |
| | | **Module 2:** How is each region of the U.S. unique? (6 days)<br>• **Standards:** 4 - G1.0.3, 4 - G1.0.4, 4 - G2.0.1, 4 - G2.0.2 |
| | | **Module 3:** How can we use natural resources responsibly? (8 days)<br>• **Standards:** 4 - H3.0.7, 4 - G5.0.1, 4 - P4.2.2 |
| | | **Module 4:** What happens when the pillars of sustainability are stressed? (6 days)<br>• **Standards:** 4 - G5.0.1, 4 - E2.0.1, 4 - E1.0.2 |
| | | **Module 5:** What actions support sustainability? (8 days)<br>• **Standards:** 4 - H3.0.7, 4 - G5.0.1, 4 - P3.1.1, 4 - P3.1.2, 4 - P4.2.2 |
| | | **Module 6:** Take Informed Action (22 days)<br>• **Standards:** 4 - P4.2.1, 4 - P4.2.2 |
| **Interim 1 - can be administered any time after completing Unit 1** | | |
| **2 - Rights and Responsibilities**<br><br>**How can we contribute to a healthy democracy?** | 14-25 | **Module 1:** Launch (4 days)<br>• **Standards:** P2.1, P2.2, 4 - C1.0.1, 4 - C1.0.2 |
| | | **Module 2:** How is our government designed? (8 days)<br>• **Standards:** 4 - C1.0.2, 4 - C2.0.1, 4 - C3.0.1, 4 - C3.0.3, 4 - C3.0.4, 4 - C3.0.5, 4 - C3.0.6, 4 - C5.0.1, 4 - C5.0.2, 4 - C5.0.3 |
| | | **Module 3:** Do rules give us freedom? (8 days)<br>• **Standards:** 4 - C2.0.2, 4 - C5.0.2 |
| | | **Module 4:** Why don't more people vote? (8 days)<br>• **Standards:** 4 - C5.0.1, 4 - P3.1.2, 4 - P4.2.1 |

[1] Based on 45-minutes of daily instruction.

| | | |
|---|---|---|
| | | **Module 5:** What is my power to participate? (10 days)<br>• **Standards:** 4 - C3.0.2, 4 - C3.0.7, 4 - C5.0.1, 4 - C5.0.3, 4 - P3.1.1, 4 - P4.2.1 |
| | | **Module 6:** Take Informed Action (22 days)<br>• **Standards:** 4 - P3.3.1, 4 - P4.2.1, 4 - P4.2.2 |
| **Interim 2 - can be administered any time after completing Unit 2** | | |
| **3 - Economic Choices**<br><br>**How can we make economic choices that have positive impacts?** | 26-36 | **Module 1:** Launch (4 days)<br>• **Standards:** P2.1, P2.2, 4 - P3.1.1 |
| | | **Module 2:** How do the parts of an economy work together? (8 days)<br>• **Standards:** 4 - E1.0.2, 4 - E1.0.4, 4 - E1.0.6, 4 - E1.0.8, 4 - E3.0.1 |
| | | **Module 3:** How do producers both shape and reflect their communities? (8 days)<br>• **Standards:** P2.4, 4 - H3.0.1, 4 - H3.0.4, 4 - H3.0.5, 4 - H3.0.6, 4 - E1.0.1, 4 - E1.0.5 |
| | | **Module 4:** How can we make economic choices? (6 days)<br>• **Standards:** P2.4, 4 - E1.0.3, 4 - E1.0.4 |
| | | **Module 5:** How do people work toward economic goals? (8 days)<br>• **Standards:** 4 - E1.0.7, 4 - E2.0.1, 4 - P4.2.1, 4 - P4.2.2 |
| | | **Module 6:** Take Informed Action (22 days)<br>• **Standards:** 4 - P3.3.1, 4 - P4.2.1, 4 - P4.2.2 |
| **Interim 3 - can be administered any time after completing Unit 3** | | |

# MI 5th Grade - Social Studies Year at-a-Glance

*You must be signed in to your NHA Google Account to access the links below.*

Social Studies Standard Language | InquirED Onboarding Support | Unit Unpacking Guide
Inquiry Journeys and Google Classroom | Inquiry Based Teaching Practices | Interims
Virtual QFT Jamboard | Inquiry Journeys Lesson Prep Guide | Discussion Strategies
Processing Tools/Graphic Organizers | Interim Standard Locations | MI 5th Grade Crosswalk
Read Aloud Book List | Standard Locations in Inquiry Journeys

*All modules occur within inquirED, which can be accessed through Clever.*

*For more information on learning outcomes and checkpoint assessments, see the unit maps available on the InquirED Platform.*

| Unit | Weeks[1] | Module & Standards |
|---|---|---|
| **Culture** | 0-1 | *The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures.* |
| **1 - Native America**<br><br>**How can we better honor the cultural heritage of this land?** | 2-13 | **Module 1:** Launch (4 days)<br>• **Standards:** P2.1, P2.2 |
| | | **Module 2:** What was life like for historical Native American cultures? (8 days)<br>• **Standards:** 5 - U1.1.1, 5 - U1.1.2, 5 - U1.1.3, 5 - P4.2.2 |
| | | **Module 3:** What can stories teach us about people and cultures? (8 days)<br>• **Standard:** 5 - U1.1.3 |
| | | **Module 4:** How can artifacts teach us about the past? (8 days)<br>• **Standards:** P2.1, P2.4 |
| | | **Module 5:** Can we know the whole story behind an historical event? (8 days)<br>• **Standards:** 5 - U1.4.1, 5 - U1.4.3 |
| | | **Module 6:** Take Informed Action (22 days)<br>• **Standards:** 5 - P4.2.1, 5 - P4.2.2 |
| **Interim 1 - can be administered any time after completing Unit 1** | | |
| **2 - The Colonial Era**<br><br>**How can facing the complexities of America's past help us to meet the challenges of the present?** | 14-24 | **Module 1:** Launch (4 days)<br>• **Standards:** P2.1, P2.2, 5 - U2.1.3, 5 - U2.1.5 |
| | | **Module 2:** What did the So-Called New World represent for Native Americans, Africans, and Europeans? (8 days)<br>• **Standards:** 5 - U1.2.1, 5 - U1.2.2, 5 - U1.4.1, 5 - U1.4.2, 5 - U1.4.4, 5 - U2.1.1, 5 - U2.1.2, 5 - U2.1.3, 5 - U2.1.5, 5 - U2.3.1 |
| | | **Module 3:** How do cooperation and conflict affect the survival of a community? (8 days)<br>• **Standards:** 5 - U2.1.1, 5 - U2.1.2 |

[1] Based on 45-minutes of daily instruction.

| | | |
|---|---|---|
| | | **Module 4:** How did culture, geography, and economics shape the development of different colonial regions? (8 days)<br>• **Standards:** 5 - U2.1.1, 5 - U2.1.2, 5 - U2.1.3, 5 - U2.1.4, 5 - U2.2.1, 5 - U2.2.2, 5 - U2.2.3, 5 - U2.3.1, 5 - U2.3.2, 5 - U2.3.4, 5 - U2.3.5 |
| | | **Module 5:** How did social structures impact people in colonial America? (8 days)<br>• **Standards:** 5 - U2.3.3, 5 - P4.2.1 |
| | | **Module 6:** Take Informed Action (22 days)<br>• **Standards:** 5 - P4.2.1, 5 - P4.2.2 |
| **Interim 2 - can be administered any time after completing Unit 2** | | |
| **3 - American Revolution**<br><br>**How can we promote life, liberty, and the pursuit of happiness for all?** | 25-36 | **Module 1:** Launch (4 days)<br>• **Standards:** P2.1, P2.2, P2.4, P2.5 |
| | | **Module 2:** What sparks a revolution? (10 days)<br>• **Standard:** 5 - U2.1.5, 5 - U3.1.1, 5 - U3.1.2, 5 - U3.1.3, 5 - U3.1.4, 5 - U3.1.5, 5 - U3.1.7 |
| | | **Module 3:** What contributes to success? (8 days)<br>• **Standards:** 5 - U3.2.1, 5 - U3.2.2, 5 - U3.2.4 |
| | | **Module 4:** What makes someone a revolutionary? (8 days)<br>• **Standards:** 5 - U3.1.6, 5 - U3.2.3, 5 - P4.2.1, 5 - P4.2.2 |
| | | **Module 5:** How can we promote ideals of the revolution? (10 days)<br>• **Standards:** 5 - U3.1.5, 5 - U3.3.1, 5 - U3.3.2, 5 - U3.3.3, 5 - U3.3.4, 5 - U3.3.5, 5 - P4.2.1, 5 - P4.2.2 |
| | | **Module 6:** Take Informed Action (22 days)<br>• **Standards:** 5 - P4.2.1, 5 - P4.2.2 |
| **Interim 3 - can be administered any time after completing Unit 3** | | |

# MI 6th Grade - Social Studies Year-at-a-Glance

*You must be signed in to your NHA Google Account to access the links below.*

Social Studies Standard Language | Assessments | Unit Unpacking Guide | Talk Moves | Q-Chart | Summary Table Teacher Reference Guide | QFT Jamboard | QFT Protocol Slides | Source Evaluation Checklist | 6-12 SS Disciplinary Thinking Skills | Processing Tools | Reading Complex Texts Guide | Discussion and Share-Out Strategies | Remediation Opportunities | MGH Lesson Plan Template | 6th Compelling & Supporting Questions

*All units occur within McGraw-Hill, which can be accessed through Clever*

| Unit | Weeks | Standards and Curriculum Information |
|---|---|---|
| **Culture** | 0-1 | *The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures.* |
| **1 - North America** | 2-5 | **Standards:** Geography 6 - G1.1.1, 6 - G1.1.2, 6 - G1.2.3, 6 - G1.2.4, 6 - G1.3.1, 6 - G2.1.1, 6 - G2.1.2, 6 - G2.2.2, 6 - G2.2.3, 6 - G3.1.2, 6 - G3.2.1, 6 - G4.1.3, 6 - G4.3.1, 6 - G4.3.2, 6 - G4.3.3, 6 - G4.4.2, 6 - G5.1.1, 6 - G5.1.2, 6 - G5.1.3, 6 - G5.2.1<br>**Curricular Tool:** McGraw-Hill Chapter 2 Lessons 1-3, Chapter 3 Lesson 1, Chapter 4 Lessons 1-2, Chapter 5 Lessons 1 & 3, Chapter 6 Lessons 1 & 3, Chapter 7 Lessons 1-2, Blank Outline Map Resources, Images located throughout Chapters 4-10<br>Key Content (pp. 1-6) |
| | 5-6 | **Standards:** Economics 6 - E1.1.1, 6 - E3.1.1, 6 - E3.1.2, 6 - E3.3.2, 6 - E3.3.1<br>**Curricular Tool:** McGraw-Hill Chapter 3 Lesson 3 & Global Connections Feature, Charts and Graphs in Resources, Chapter 4 Lessons 3 & What Do You Think Feature, Chapter 5 Lesson 3, Chapter 6 Lesson 3, Chapter 7 Lesson 3<br>Key Content (pp. 6-10) |
| | 7-8 | **Standards:** Civics and Government 6 - C1.1.1, 6 - C3.6.2, 6 - C4.3.3<br>**Curricular Tool:** McGraw-Hill Chapter 3 Lesson 2, Chapter 4 Lesson 3, Chapter 6 Lesson 3<br>Key Content (pp. 10-12) |
| **2 - South America** | 9-11 | **Standards:** Geography 6 - G1.1.1, 6 - G1.1.2, 6 - G1.2.3, 6 - G1.2.4, 6 - G1.3.1, 6 - G2.1.1, 6 - G2.1.2, 6 - G3.1.2, 6 - G3.2.1, 6 - G4.1.3, 6 - G4.2.1, 6 - G4.3.1, 6 - G4.3.2, 6 - G4.3.3, 6 - G4.4.2, 6 - G5.1.1, 6 - G5.1.2, 6 - G5.2.1<br>**Curricular Tool:** McGraw-Hill Chapter 8 Lessons 1 & 3 and Global Connections Feature, Chapter 9 Lessons 1-3, Chapter 10 Lessons 1-2<br>Key Content (pp. 12-17) |
| | 12 | **Standards:** Economics 6 - E3.3.1, 6 - E3.1.2<br>**Curricular Tool:** McGraw-Hill Chapter 8 Lesson 3, Chapter 9 Lesson 3, Chapter 10 Lesson 3<br>Key Content (pp. 17-18) |
| | 13 | **Standards:** Civics and Government 6 - C1.1.1, 6 - C3.6.2<br>**Curricular Tool:** McGraw-Hill Chapter 8 Lesson 2<br>Key Content (pp. 18-19) |

| Week 13: Interim 1 | | |
|---|---|---|
| **3 - Europe** | 14-15 | **Standards:** Geography 6 - G1.1.2, 6 - G1.2.2, 6 - G1.2.3, 6 - G1.2.4, 6 - G1.2.5, 6 - G1.3.2, 6 - G2.2.1, 6 - G2.2.4, 6 - G2.2.5, 6 - G3.2.1, 6 - G4.1.3, 6 - G4.3.3, 6 - G5.2.1<br>**Curricular Tool:** McGraw-Hill Chapter 11 Lessons 1 & 3, Chapter 12 Lessons 1 & 3, Chapter 13 Lesson 1 & 3<br>**Key Content (pp. 19-23)** |
| | 16-17 | **Standards:** Economics 6 - E1.1.1, 6 - E2.3.1, 6 - E3.3.1<br>**Curricular Tool:** McGraw-Hill Chapter 11 Lesson 3, Chapter 12 Lesson 3, Chapter 13 Lesson 3<br>**Key Content (pp. 23-24)** |
| | 18-19 | **Standards:** Civics and Government 6 - C3.6.1, 6 - C3.6.2, 6 - C4.3.2, 6 - C4.3.3<br>**Curricular Tool:** McGraw-Hill Chapter 11 Lesson 3, Chapter 12 Lesson 3, Chapter 13 Lesson 3<br>**Key Content (pp. 23-24)** |
| **4 - Asia** | 20-21 | **Standards:** Geography 6 - G1.1.2, 6 - G1.2.3, 6 - G1.2.4, 6 - G2.1.2, 6 - G2.2.1, 6 - G2.2.2, 6 - G2.2.4, 6 - G2.2.5, 6 - G3.1.1, 6 - G3.2.1, 6 - G4.1.3, 6 - G4.3.1, 6 - G4.3.3, 6 - G5.1.1, 6 - G5.1.2, 6 - G5.2.1, 6 - G5.2.2<br>**Curricular Tool:** McGraw-Hill Chapter 14 Lessons 1 & 3 and Global Connections Feature, Chapter 15 Lessons 1 & 3, Chapter 16 Lessons 1 & 3<br>**Key Content (pp. 24-30)** |
| | 22-23 | **Standards:** Economics 6 - E1.1.1, 6 - E2.3.1, 6 - E3.3.1, 6 - E3.3.3<br>**Curricular Tool:** McGraw-Hill Chapter 14 Lesson 3, Chapter 15 Lesson 3, Chapter 16 Lesson 3<br>**Key Content (pp. 30-31)** |
| | 24-25 | **Standards:** Civics and Government 6 - C3.6.1, 6 - C4.3.2, 6 - C4.3.3<br>**Curricular Tool:** McGraw-Hill Chapter 14 Lesson 3, Chapter 15 Lesson 3, Chapter 16 Lesson 3<br>**Key Content (pp. 31-32)** |
| **Week 25: Interim 2** | | |
| **5 - Middle East** | 26-27 | **Standards:** Geography 6 - G1.1.2, 6 - G1.2.3, 6 - G4.1.2, 6 - G4.1.3, 6 - G4.3.1, 6 - G4.3.2, 6 - G4.3.3, 6 - G4.4.1, 6 - G4.4.2, 6 - G5.1.1, 6 - G5.1.3, 6 - G5.1.4, 6 - G5.2.1<br>**Curricular Tool:** McGraw-Hill Chapter 17 Lessons 1 & 3, Chapter 18 Lessons 1 & 3<br>**Key Content (pp. 31-36)** |
| | 28 | **Standards:** Economics 6 - E1.1.1, 6 - E2.3.1, 6 - E3.1.1, 6 - E3.3.1<br>**Key Content (pp. 36-38)** |
| | 29 | **Standards:** Civics and Government 6 - C3.6.2, 6 - C4.3.1, 6 - C4.3.2<br>**Key Content (pp. 38-39)** |

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|---|---|---|
| **6 - Africa** | 30-31 | **Standards:** Geography 6 - G1.1.2, 6 - G1.2.1, 6 - G1.2.3, 6 - G1.2.6, 6 - G2.1.3, 6 - G2.2.1, 6 - G3.2.1, 6 - G4.1.1, 6 - G4.1.3, 6 - G4.3.1, 6 - G4.3.2, 6 - G4.4.1, 6 - G4.4.2, 6 - G5.1.16 - G5.1.3, 6 - G5.1.4, 6 - G5.2.1<br>**Curricular Tool:** McGraw-Hill Chapter 19 Lessons 1-3, Chapter 20 Lessons 1-3 and Global Connections Feature, Chapter 21 Lessons 1-3 and What Do You Think Feature, Chapter 22 Lesson 1, Chapter 23 Lessons 1-2<br>**Key Content (pp. 40-45)** |
| | 32 | **Standards:** Economics 6 - E2.3.1, 6 - E3.1.1, 6 - E3.3.1<br>**Curricular Tool:** McGraw-Hill Charts and Graphs in Resources, Chapter 19 Lesson 3, Chapter 20 Lesson 3, Chapter 21 Lesson 3, Chapter 22 Lesson 3, Chapter 23 Lesson 3<br>**Key Content (p. 45)** |
| | 33 | **Standards:** Civics and Government 6 - C3.6.2, 6 - C4.3.1, 6 - C4.3.2<br>**Curricular Tool:** McGraw-Hill Charts and Graphs in Resources, Chapter 19 Lesson 3, Chapter 20 Lesson 3, Chapter 21 Lesson 3, Chapter 22 Lesson 3, Chapter 23 Lesson 3<br>**Key Content (p. 46)** |
| **7 - Australia and New Zealand** | 34-35 | **Standards:** Geography 6 - G1.2.1, 6 - G1.2.3, 6 - G2.1.3, 6 - G4.3.1, 6 - G4.3.2, 6 - G4.1.3, 6 - G4.1.4, 6 - G4.4.1, 6 - G4.4.2, 6 - G5.1.3, 6 - G5.1.4, 6 - G5.2.1, 6 - G6.1.1, 6 - G6.1.2, 6 - G6.1.3<br>**Curricular Tool:** McGraw-Hill Chapter 24 Lessons 1-3 and Global Connections Feature<br>**Key Content (pp. 46-51)** |
| | 36 | **Standards:** Economics 6 - E3.3.1, 6 - E3.3.2<br>**Curricular Tool:** McGraw-Hill Chapter 24 Lesson 3<br>**Key Content (p. 51)** |
| | 37 | **Standards:** Civics and Government 6 - C4.3.2<br>**Curricular Tool:** McGraw-Hill Chapter 24 Lesson 3<br>**Key Content (p. 51)** |
| **Week 37: Interim 3** | | |

# MI 7th Grade - Social Studies Year at-a-Glance

*You must be signed in to your NHA Google Account to access the links below.*

Social Studies Standard Language | Assessments | Unit Unpacking Guide | Talk Moves | Q-Chart | Summary Table Teacher Reference Guide | QFT Jamboard | QFT Protocol Slides | Source Evaluation Checklist | 6-12 SS Disciplinary Thinking Skills | Processing Tools | Reading Complex Texts Guide | Discussion and Share-Out Strategies | SBG Schools | Remediation Opportunities | MGH Lesson Plan Template | 7th Compelling & Supporting Questions

*All units occur within McGraw-Hill, which can be accessed through Clever.*

| Unit | Weeks | Standards and Curriculum Information |
|---|---|---|
| **Culture** | 0-1 | *The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures.* |
| **1 - Foundations of Historical Thinking** | 1-3 | **Standards:** 7 - H1.1.1, 7 - H1.2.1, 7 - H1.2.5<br>**Curricular Tool:** McGraw-Hill Chapter 1 Lessons 1-2<br>Key Content (pp. 1-3) |
| **2 - Era 1 The Beginnings of Human Society** | 4-6 | **Standards:** 7 - W1.1.1, 7 - W1.1.2, 7 - W1.2.1, 7 - W1.2.2, 7 - W1.2.3<br>**Curricular Tool:** McGraw-Hill Chapter 3 Lessons 1-2<br>Key Content (pp. 3-5) |
| **3 - Era 2 Early Civilizations and Cultures and the Emergence of Pastoral Peoples** | 7-10 | **Standards:** 7 - W2.1.1, 7 - W2.1.2, 7 - W2.1.3, 7 - W2.1.4, 7 - W2.1.5, 7 - W2.1.6<br>**Curricular Tool:** McGraw-Hill Chapter 4 Lesson 1, Chapter 5 Lessons 1-2, Chapter 9 Lesson 1, Chapter 10 Lessons 1 & 3<br>Key Content (pp. 6-11) |
| **Week 10: Interim 1** | | |
| **4 - Era 3 Classical Traditions** | 11-17 | **Standards:** 7 - W3.1.1, 7 - W3.1.2, 7 - W3.1.3, 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 - W3.1.11<br>**Curricular Tool:** McGraw-Hill Chapter 7 Lessons 1-4, Chapter 8 Lessons 1-4, Chapter 10 Lesson 3, Chapter 11 Lessons 3-4, Chapter 12 Lessons 1-3, Chapter 16 Lesson 2<br>Key Content (pp. 11-15) |
| **5 - World Religions** | 18-19 | **Standards:** 7 - 7 - W3.2.1, 7 - W3.2.2<br>**Curricular Tool:** McGraw-Hill Chapter 6 Lessons 1 & 3, Chapter 9 Lesson 2, Chapter 10 Lessons 2-3, Chapter 13 Lessons 1-3, Chapter 14 Lesson 1<br>Key Content (pp. 16-18) |
| **Week 19: Interim 2** | | |
| **6 - Investigation and Analysis** | 20-22 | **Standard:** 7 - G3.1.1<br>**Curricular Tool:** McGraw-Hill Chapters 1, 12, 17<br>Key Content (pp. 19-21) |
| **7 - Case Studies** | 26-28 | **Standards:** 7 - W4.1.1, 7 - W4.1.2, 7 - W4.1.3 |

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| **from Three Continents Europe, Africa, North America to 1500** | | **Curricular Tool:** McGraw-Hill Chapter 12 Lessons 2-3, Chapter 15, Chapter 16, Chapter 20 Lessons 1-2, Chapter 21<br>**Key Content (pp. 21-26)** |
| **Week 28: Interim 3** | | |

# MI 8th Grade - Social Studies Year-at-a-Glance

*You must be signed in to your NHA Google Account to access the links below.*

Social Studies Standard Language | Assessments | Unit Unpacking Guide | Talk Moves | Q-Chart | Summary Table Teacher Reference Guide | QFT Jamboard | QFT Protocol Slides | Source Evaluation Checklist | 6-12 SS Disciplinary Thinking Skills | Processing Tools | Reading Complex Texts Guide | Discussion and Share-Out Strategies | SBG Schools | Remediation Opportunities | MGH Lesson Plan Template | 8th Compelling & Supporting Questions

*All units occur within McGraw-Hill, which can be accessed through Clever.*

| Unit | Weeks | Standards and Curriculum Information |
|---|---|---|
| **Culture** | 0-1 | *The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures.* |
| **1 - Creating New Governments and a New Constitution** | 1-7 | **Standards:** F1.1, F1.2, F1.3, 8 - U3.3.1, 8 - U3.3.2, 8 - U3.3.3, 8 - U3.3.4, 8 - U3.3.5, 8 - U3.3.6, 8 - U3.3.7<br>**Curricular Tool:** McGraw-Hill Chapter 3 Lessons 1-4, Chapter 4 Lessons 1-4, Chapter 5 Lessons 1-4, Chapter 7 Lessons 1-4, Chapter 8 Lessons 1-2<br>Key Content (pp. 1-5) |
| **Week 7: Interim 1** | | |
| **2 - Challenges to an Emerging Nation** | 8-12 | **Standards:** 8 - U4.1.1, 8 - U4.1.2, 8 - U4.1.3, 8 - U4.1.4<br>**Curricular Tool:** McGraw-Hill Chapter 9 Lessons 2-3, Chapter 10 Lessons 1-4, Chapter 11 Lesson 3, Chapter 12 Lessons 1-3<br>Key Content (pp. 6-8) |
| **3 - Regional and Economic Growth** | 13-15 | **Standards:** 8 - U4.2.1, 8 - U4.2.2, 8 - U4.2.3, 8 - U4.2.4<br>**Curricular Tool:** McGraw-Hill Chapter 10 Lesson 2, Chapter 11 Lessons 2-3, Chapter 13 Lessons 1 & 3-4, Chapter 14 Lessons 1-4, Chapter 16 Lessons 1-2<br>Key Content (pp. 8-11) |
| **4 - Reform Movements** | 16-18 | **Standards:** 8 - U4.3.1, 8 - U4.3.2, 8 - U4.3.3, 8 - U4.3.4, 8 - U4.3.5<br>**Curricular Tool:** McGraw-Hill Chapter 15 Lessons 1-3, Chapter 16 Lessons 1-2<br>Key Content (pp. 11-13) |
| **Week 18: Interim 2** | | |
| **5 - The Coming of the Civil War** | 19-25 | **Standards:** 8 - U5.1.1, 8 - U5.1.2, 8 - U5.1.3, 8 - U5.1.4, 8 - U5.1.5, 8 - U5.1.6<br>**Curricular Tool:** McGraw-Hill Chapter 7 Lessons 1-2, Chapter 10 Lesson 3, Chapter 11 Lesson 3, Chapter 12 Lessons 1 & 3, Chapter 14 Lesson 4, Chapter 15 Lesson 2, Chapter 16 Lessons 1-3<br>Key Content (pp. 13-15) |
| **6 - Civil War** | 26-31 | **Standards:** 8 - U5.2.1, 8 - U5.2.2, 8 - U5.2.3, 8 - U5.2.4, 8 - U5.2.5<br>**Curricular Tool:** McGraw-Hill Chapter 16 Lesson 3, Chapter 17 Lessons 1-5<br>Key Content (pp. 15-18) |
| **7 - Reconstruction** | 32-36 | **Standards: 8 -** U5.3.1, 8 - U5.3.2, 8 - U5.3.3, 8 - U5.3.4, 8 - U5.3.5<br>**Curricular Tool:** McGraw-Hill Chapter 17 Lesson 1, Chapter 18 Lesson 1-5 |

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| | | Key Content (pp. 18-20) |
| Interim 3: Administer 4 weeks prior to the state test | | |

# U.S. History Curriculum Map

## U.S. History

**Year Long Resources:**

- 6-12 SS Disciplinary Thinking Skills.pdf
- Discussion and Share-Out Strategies
- High School Social Studies Assessment Creation Guidelines
- Planning Tools
- Processing Tools

| Week | Semester 1 |
|---|---|
| 0 | **Routines and Procedures** |
| 1<br>2<br>3<br>4 | **Unit 1: Growth of an Industrial and Urban America**<br>• **Compelling Question:** Does industrialization mean progress?<br>• **Focus Skills:**<br>  ○ Causation<br>• **Measurement Topic:** USH MT 1 Scale<br>• **3.0 Learning Targets:**<br>  ○ USH.1.3.1<br>  ○ USH.1.3.2<br>  ○ USH.1.3.3<br>  ○ USH.1.3.4<br>• **Required Assessment:** Unit 1 Assessment<br>• **Recommended Assessment:**<br>  ○ Recommended Assessment: Causation USH Unit 1 TV<br>  ○ Recommended Assessment: Causation USH Unit 1 SV |
| 5<br>6<br>7<br>8 | **Unit 2: Progressive Era**<br>• **Compelling Question:** Who is responsible for change: society or the government?<br>• **Focus Skills:**<br>  ○ Comparison<br>  ○ Sourcing<br>• **Measurement Topic:** USH MT 1 Scale<br>• **3.0 Learning Targets:**<br>  ○ USH.1.3.5<br>  ○ USH.1.3.6<br>  ○ USH.1.3.7<br>  ○ USH.1.3.8<br>• **Required Assessment:** Unit 2 Assessment<br>• **Recommended Assessment:**<br>  ○ Recommended Assessment: Comparison USH Unit 2 TV<br>  ○ Recommended Assessment: Comparison USH Unit 2 SV |
| 9 | **Unit 3: Becoming a World Power**<br>• **Compelling Question:** How does conflict change a nation?<br>• **Focus Skills:**<br>  ○ Causation |

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|---|---|
| 10<br>11<br>12 | ○ Change and Continuity Over Time (CCOT)<br>• **Measurement Topic:** USH MT 2 Scale<br>• **3.0 Learning Targets:**<br>○ USH.2.3.1<br>○ USH.2.3.2<br>○ USH.2.3.3<br>○ USH.2.3.4<br>• **Required Assessment:** Unit 3 Assessment<br>• **Recommended Assessment:**<br>○ Recommended Assessment: Causation USH Unit 3 TV<br>○ Recommended Assessment: Causation USH Unit 3 SV |
| 13<br>14<br>15 | **Unit 4: The Great Depression**<br>• **Compelling Question:** Was the New Deal a good deal?<br>• **Focus Skills:**<br>○ Contextualization<br>• **Measurement Topic:** USH MT 3 Scale<br>• **3.0 Learning Targets:**<br>○ USH.3.3.1<br>○ USH.3.3.2<br>○ USH.3.3.3<br>• **Required Assessment:** Unit 4 Assessment<br>• **Recommended Assessment:**<br>○ Recommended Assessment: Contextualization USH Unit 4 TV<br>○ Recommended Assessment: Contextualization USH Unit 4 SV |
| 16 | **Finals Review - Semester 1 Final Testing** |
| **Week** | **Semester 2** |
| 17<br>18<br>19 | **Unit 5: World War II**<br>• **Compelling Question:** Is war ever justified?<br>• **Focus Skills:**<br>○ Causation<br>• **Measurement Topic:** USH MT 3 Scale<br>• **3.0 Learning Targets:**<br>○ USH.3.3.4<br>○ USH.3.3.5<br>○ USH.3.3.6<br>○ USH.3.3.7<br>• **Required Assessment:** Unit 5 Assessment<br>• **Recommended Assessment:**<br>○ Recommended Assessment: Causation USH Unit 5 TV<br>○ Recommended Assessment: Causation USH Unit 5 SV |
| 20 | **Unit 6: The Cold War**<br>• **Compelling Question:** Is an ideological war or physical war more dangerous?<br>• **Focus Skills:**<br>○ Change and Continuity Over Time (CCOT)<br>○ Causation |

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|---|---|
| 21<br>22 | • **Measurement Topic:** USH MT 4 Scale<br>• **3.0 Learning Targets:**<br>  ○ USH.4.3.1<br>  ○ USH.4.3.2<br>  ○ USH.4.3.3<br>• **Required Assessment:** Unit 6 Assessment<br>• **Recommended Assessment:**<br>  ○ Recommended Assessment: CCOT USH Unit 6 TV<br>  ○ Recommended Assessment: CCOT USH Unit 6 SV |
| 23<br>24<br>25<br>26 | **Unit 7: Domestic Policies**<br>• **Compelling Question:** How can society influence government?<br>• **Focus Skills:**<br>  ○ Causation<br>  ○ Contextualization<br>• **Measurement Topic:** USH MT 5 Scale<br>• **3.0 Learning Targets:**<br>  ○ USH.5.3.1<br>  ○ USH.5.3.2<br>  ○ USH.5.3.3<br>  ○ USH.5.3.4<br>• **Required Assessment:** Unit 7 Assessment<br>• **Recommended Assessment:**<br>  ○ Recommended Assessment: Contextualization USH Unit 7 TV<br>  ○ Recommended Assessment: Contextualization USH Unit 7 SV |
| 27<br>28<br>29<br>30 | **Unit 8: Civil Rights in the Post-World War II Era**<br>• **Compelling Question:** Does protest lead to progress?<br>• **Focus Skills:**<br>  ○ Sourcing<br>• **Measurement Topic:** USH MT 5 Scale<br>• **3.0 Learning Targets:**<br>  ○ USH.5.3.5<br>  ○ USH.5.3.6<br>  ○ USH.5.3.7<br>  ○ USH.5.3.8<br>  ○ USH.5.3.9<br>• **Required Assessment:** Unit 8 Assessment<br>• **Recommended Assessment:**<br>  ○ Recommended Assessment: Sourcing USH Unit 8 TV<br>  ○ Recommended Assessment: Sourcing USH Unit 8 SV |
| 31 | **Unit 9: The Impact of Globalization on the United States**<br>• **Compelling Question:** Is change always progress?<br>• **Focus Skills:**<br>  ○ Contextualization<br>• **Measurement Topic:** USH MT 6 Scale<br>• **3.0 Learning Targets:**<br>  ○ USH.6.3.1<br>  ○ USH.6.3.2 |

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|---|---|
| 32 | ○ USH.6.3.5<br>● **Required Assessment:** Unit 9 Assessment<br>● **Recommended Assessment:**<br>○ Recommended Assessment: Contextualization USH Unit 9 TV<br>○ Recommended Assessment: Contextualization USH Unit 9 SV |
| 33 | **Unit 10: The United States in a Post-Cold War World**<br>● **Compelling Question:** Is it the responsibility of democratic nations to spread democracy in the world?<br>● **Focus Skills:**<br>○ Change and Continuity Over Time (CCOT)<br>○ Argumentation<br>● **Measurement Topic:** USH MT 6 Scale<br>● **3.0 Learning Targets:**<br>○ USH.6.3.3<br>○ USH.6.3.4<br>● **Required Assessment:** Unit 10 Assessment<br>● **Recommended Assessment:**<br>○ Recommended Assessment: CCOT USH Unit 10 TV<br>○ Recommended Assessment: CCOT USH Unit 10 SV |
| 34 | |
| 35 | |
| 36 | **Finals Review - Semester 2 Final Testing** |

# World History Curriculum Map

## World History

**Year Long Resources:**

- 6-12 SS Disciplinary Thinking Skills.pdf
- Discussion and Share-Out Strategies
- High School Social Studies Assessment Creation Guidelines
- Planning Tools
- Processing Tools

| Week | Semester 1 |
|---|---|
| 0 | Routines and Procedures |
| 1<br>2 | **Unit 1: Narrative and Frames of History**<br>• **Unit Problem:**<br>  ○ Why does it matter what stories we tell about the past, and how we tell them?<br>• **Content:**<br>  ○ Introduction to World History<br>  ○ Introduction to Historical Thinking Skills (Causation, Sourcing)<br>• **Skills:**<br>  ○ Causation<br>  ○ Argumentation<br>  ○ Contextualization<br>• **Recommended Assessment:** DBQ 0 Instructions |
| 3<br>4<br>5 | **Unit 2: The Global Tapestry (1200 - 1450 CE)**<br>• **Unit Problem:** How did networks of exchange connect societies, and how were communities changed by these connections?<br>• **Content:**<br>  ○ The Growth of Islam and World Religions<br>  ○ Unification of Eurasia under the Mongols<br>  ○ The Americas<br>  ○ Trade Networks<br>• **Skills:**<br>  ○ Sourcing<br>  ○ Comparison<br>  ○ Argumentation<br>  ○ Change and Continuity Over Time<br>• **Measurement Topic:** WH MT1 Scale<br>• **Required Assessment:** Unit 2 Assessment (Teacher Version)<br>• **Recommended Assessment:** Comparison-Life in 1200 and Today<br>  ○ Comparison Unit 2 TV: Recommended Assessment<br>  ○ Comparison Unit 2 SV: Recommended Assessment |

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| | |
|---|---|
| 6 | |
| 7<br>8<br>9 | **Unit 3: Transoceanic Connections (1450 - 1750 CE)**<br>● **Unit Problem:** How did transoceanic connections transform global economic systems and societies in different parts of the world?<br>● **Content:**<br>○ Early Modern Empires of Afro-Eurasia<br>○ Columbian Exchange<br>○ European Colonies in the Americas<br>○ Transatlantic Slave Trade<br>● **Skills:**<br>○ Sourcing<br>○ Argumentation<br>○ Change and Continuity Over Time<br>● **Measurement Topic:** WH MT2 Scale<br>● **Required Assessment:** Unit 3 Assessment (Teacher Version)<br>● **Recommended Assessments:** CCOT-The Global Tapestry to Transoceanic Connections & Claim Testing-Evidence<br>○ CCOT Unit 3 TV: Recommended Assessment<br>○ CCOT Unit 3 SV: Recommended Assessment<br>○ Claim Testing Unit 3 TV: Recommended Assessment<br>○ Claim Testing Unit 3 SV: Recommended Assessment |
| 10<br>11<br>12 | **Unit 4: Revolutions (1750 - 1914 CE)**<br>● **Unit Problem:** How did people transform the political systems under which they lived, and were these changes felt equally around the world and within communities?<br>● **Content:**<br>○ Revolutions:<br>■ American Revolution<br>■ French Revolution<br>■ Haitian Revolution<br>■ Latin American Revolutions<br>○ Nationalism<br>● **Skills:**<br>○ Argumentation<br>○ Change and Continuity Over Time<br>○ Cause and Effect<br>● **Measurement Topic:** WH MT3 Scale<br>● **Required Assessment:** Unit 4 Assessment<br>● **Recommended Assessment:** Causation-Recipe for a Revolution<br>○ Causation Unit 4 SV: Recommended Assessment<br>○ Causation Unit 4 TV: Recommended Assessment |

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|---|---|
| 13<br>14<br>15 | **Unit 5: Industrialization (1750 - 1914 CE)**<br>● **Unit Problem:** How did industrialization transform societies around the world?<br>● **Content:**<br>○ Industrial Revolution<br>○ Innovations<br>○ Migration and Population Changes<br>● **Skills:**<br>○ Sourcing<br>○ Argumentation<br>○ Change and Continuity Over Time<br>● **Measurement Topic:** WH MT3 Scale<br>● **Required Assessment:** Unit 5 Assessment |
| 16 | **Finals Review - Semester 1 Final Testing** |
| **Week** | **Semester 2** |
| 17<br>18<br>19<br>20 | **Unit 6: Empire and Other Consequences of Industrialization (1850 - 1950 CE)**<br>● **Unit Problem:** How were industrial empires created and contested, and how did those processes shape our world today?<br>● **Content:**<br>○ Effects of Industrialization<br>○ Nationalism<br>○ Imperialism<br>○ Responses to Imperialism<br>● **Skills:**<br>○ Sourcing<br>○ Causation<br>● **Measurement Topic:** WH MT3 Scale<br>● **Required Assessment:** Unit 6 Assessment<br>● **Recommended Assessment:** Sourcing-Differing Perspectives<br>○ Sourcing Unit 6 SV<br>○ Sourcing Unit 6 TV |
| 21<br>22 | **Unit 7: Global Conflict (1914 - 1945 CE)**<br>● **Unit Problem:** What caused the global conflicts and atrocities from 1914 to 1945, and how did people experience this period of global war?<br>● **Content:**<br>○ World War I<br>○ Armenian Genocide<br>○ Interwar Period<br>○ Great Depression<br>○ Fascism<br>○ World War II |

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- Holocaust
- **Skills:**
  - Sourcing
  - Argumentation
  - Change and Continuity Over Time
  - Cause and Effect
- **Measurement Topic:** WH MT4 Scale
- **Required Assessment:** Unit 7 Assessment
- **Recommended Assessment:**
  - Making Claims Unit 7 SV
  - Making Claims Unit 7 TV

## Unit 8: Cold War and Decolonization (1945 - 1990 CE)

- **Unit Problem:** What can we learn when we study the Cold War and decolonization together?
- **Content:**
  - Cold War
  - Communism
  - Decolonization
- **Skills:**
  - Sourcing
  - Argumentation
- **Measurement Topic:** WH MT4 Scale
- **Required Assessment:** Unit 8 Assessment

## Unit 9: Globalization (1900 - Present)

- **Unit Problem:** How are our lives today similar and different, and how can history help explain these variations and commonalities?
- **Content:**
  - Globalization
  - Population Change
  - Environmental Change
- **Skills:**
  - Sourcing
  - Argumentation
  - Change and Continuity Over Time
  - Cause and Effect
- **Measurement Topic:** WH MT5 Scale

| | |
|---|---|
| 34 | • **Required Assessment:** Unit 9 Assessment<br>• **Recommended Assessment:**<br>  ○ CCOT Unit 9 SV<br>  ○ CCOT Unit 9 TV<br>  ○ Causation Unit 9 SV<br>  ○ Causation Unit 9 TV |
| 35 | |
| 36 | **Finals Review - Semester 2 Final Testing** |

Updated: 6/7/2024

## Language Arts 8 (CA) A

| Unit 1 | Unit 2 | Unit 3 |
|---|---|---|
| Course Overview | Speaking and Listening | Reading Information Text |
| *Approximately*<br>*1 day* | *Approximately*<br>*3 days* | *Approximately*<br>*14 days* |
| | Speaking and Listening Standards<br>Comprehension and Collaboration - 1 (a, b, c, d)<br>Presentation of Knowledge and Ideas - 6 | Reading Standards for Informational Text<br>Key Ideas and Details - 1, 2, 3<br>Craft and Structure - 4, 5, 6<br>Range of Reading and Level of Text Complexity - 10<br><br>Writing Standards<br>Range of Writing - 10<br><br>Language Standards<br>Vocabulary Acquisition and Use - 4 (a), 5 (a) |

## Language Arts 8 (CA) B

| Unit 1 | Unit 2 | Unit 3 |
|---|---|---|
| Course Overview | Speaking and Listening | Novel Study Introduction |
| *Approximately*<br>*1 day* | *Approximately*<br>*3 days* | *Approximately*<br>*2 days* |
| | Writing Standards<br>Range of Writing - 10<br><br>Speaking and Listening Standards<br>Comprehension and Collaboration - 1 (a, b, c, d)<br>Presentation of Knowledge and Ideas - 6 | Reading Standards for Literature<br>Key Ideas and Details - 3 |

| Unit 4 | Unit 5 | Unit 6 |
|---|---|---|
| Grammar | Writing Explanatory Text | Building Vocabulary |
| *Approximately*<br>*10 days* | *Approximately*<br>*13 days* | *Approximately*<br>*9 days* |
| Writing Standards<br>Range of Writing - 10<br><br>Language Standards<br>Conventions of Standard English - 1 (a, b)<br>Knowledge of Language - 3 (a) | Writing Standards<br>Text Types and Purposes - 2 (a, b, c, d, e, f)<br>Production and Distribution of Writing - 4, 5, 6<br>Research to Build and Present Knowledge - 8, 9 (b)<br>Range of Writing - 10<br><br>Language Standards<br>Conventions of Standard English - 1 (b, d), 2 (c)<br>Vocabulary Acquisition and Use - 6 | Reading Standards for Informational Text<br>Craft and Structure - 4<br><br>Language Standards<br>Vocabulary Acquisition and Use - 4 (a, b, c, d), 6 |

| Unit 4 | Unit 5 | Unit 6 |
|---|---|---|
| Reading Literary Text | Novel Study | Language and Style |
| *Approximately*<br>*11 days* | *Approximately*<br>*1 day* | *Approximately*<br>*9 days* |
| Reading Standards for Literature<br>Key Ideas and Details - 1, 2, 3<br>Craft and Structure - 4<br>Range of Reading and Level of Text Complexity - 10<br><br>Writing Standards<br>Range of Writing - 10<br><br>Language Standards<br>Vocabulary Acquisition and Use - 5 (a), 6 | Reading Standards for Literature<br>Key Ideas and Details - 2<br>Range of Reading and Level of Text Complexity - 10<br><br>Language Standards<br>Vocabulary Acquisition and Use - 6 | Writing Standards<br>Range of Writing - 10<br><br>Language Standards<br>Vocabulary Acquisition and Use - 5 (a, b, c), 6 |

| Unit 7 | Unit 8 | Unit 9 |
|---|---|---|
| Analyze Informational Text | Writing an Argument | Punctuation |
| *Approximately*<br>*13 days* | *Approximately*<br>*14 days* | *Approximately*<br>*8 days* |
| Reading Standards for Informational Text<br>Key Ideas and Details - 2<br>Craft and Structure - 5, 6<br>Integration of Knowledge and Ideas - 7, 8, 9<br>Range of Reading and Level of Text Complexity - 10 | Writing Standards<br>Text Types and Purposes - 1 (a, b, c, d, e)<br>Production and Distribution of Writing - 4, 5, 6<br>Research to Build and Present Knowledge - 8<br>Range of Writing - 10<br><br>Language Standards<br>Conventions of Standard English - 1 (b, c), 2 (c)<br>Knowledge of Language - 3 (a) | Language Standards<br>Conventions of Standard English - 2 (a, b) |

| Unit 7 | Unit 8 | Unit 9 |
|---|---|---|
| Novel Study | Writing a Narrative | Novel Study |
| *Approximately*<br>*1 day* | *Approximately*<br>*14 days* | *Approximately*<br>*1 day* |
| Reading Standards for Literature<br>Craft and Structure - 6<br>Range of Reading and Level of Text Complexity - 10<br><br>Language Standards<br>Vocabulary Acquisition and Use - 6 | Writing Standards<br>Text Types and Purposes - 3 (a, b, c, d, e)<br>Production and Distribution of Writing - 4, 5, 6<br>Range of Writing - 10<br><br>Language Standards<br>Conventions of Standard English - 1 (c), 2 (c)<br>Knowledge of Language - 3 (a)<br>Vocabulary Acquisition and Use - 6 | Reading Standards for Literature<br>Key Ideas and Details - 3<br>Range of Reading and Level of Text Complexity - 10<br><br>Language Standards<br>Vocabulary Acquisition and Use - 6 |

| | | |
|---|---|---|
| **<u>Unit 10</u>** | **<u>Unit 11</u>** | **<u>Unit 12</u>** |
| Analyzing Literary Text | Novel Study | Verb Mood and Voice |
| *Approximately*<br>*12 days* | *Approximately*<br>*1 day* | *Approximately*<br>*9 days* |
| Reading Standards for Literature<br>Key Ideas and Details - 2<br>Craft and Structure - 5, 6<br>Integration of Knowledge and Ideas - 7, 9<br>Range of Reading and Level of Text Complexity - 10<br><br>Writing Standards<br>Research to Build and Present Knowledge - 9 (a)<br>Range of Writing - 10 | Reading Standards for Literature<br>Key Ideas and Details - 2<br>Craft and Structure - 4<br>Integration of Knowledge and Ideas - 9<br>Range of Reading and Level of Text Complexity - 10<br><br>Writing Standards<br>Range of Writing - 10<br><br>Language Standards<br>Vocabulary Acquisition and Use - 6 | Language Standards<br>Conventions of Standard English - 1 (c, d)<br>Knowledge of Language - 3 (a) |

| | |
|---|---|
| **<u>Unit 13</u>** | **<u>Unit 14</u>** |
| Novel Study | Research and Present |
| *Approximately*<br>*1 day* | *Approximately*<br>*14 days* |
| Reading Standards for Literature<br>Key Ideas and Details - 2<br><br>Writing Standards<br>Production and Distribution of Writing - 4<br>Research to Build and Present Knowledge - 9 (a)<br>Range of Writing - 10<br><br>Language Standards<br>Vocabulary Acquisition and Use - 6 | Writing Standards<br>Production and Distribution of Writing - 4, 5, 6<br>Research to Build and Present Knowledge - 7, 8, 9 (b)<br>Range of Writing - 10<br><br>Speaking and Listening Standards<br>Comprehension and Collaboration - 2, 3<br>Presentation of Knowledge and Ideas - 4, 5, 6 |

## Language Arts 5 (CA) A

| Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
|---|---|---|---|---|---|
| Shared Interests | Family Relationships | Open Minds | Good Leaders | Kind Characters | Family Values |
| *Approximately 4 days* | *Approximately 5 days* | *Approximately 5 days* | *Approximately 5 days* | *Approximately 5 days* | *Approximately 5 days* |
| Reading: Literature<br>Key Ideas and Details - 2<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Fluency - 4 (c)<br><br>Language<br>Conventions of Standard English - 2 (e)<br>Vocabulary Acquisition and Use - 4 (a, c) | Reading: Literature<br>Key Ideas and Details - 2, 3<br>Integration of Knowledge and Ideas - 7<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Fluency - 4 (b, c)<br><br>Writing<br>Research to Build and Present Knowledge - 9 (a)<br>Range of Writing - 10<br><br>Language<br>Conventions of Standard English - 2 (e)<br>Vocabulary Acquisition and Use - 4 (a, c), 6 | Reading: Literature<br>Key Ideas and Details - 2<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (a)<br>Fluency - 4 (b, c)<br><br>Writing<br>Range of Writing - 10<br><br>Language<br>Conventions of Standard English - 1 (c, d), 2 (e)<br>Vocabulary Acquisition and Use - 4 (a) | Reading: Literature<br>Key Ideas and Details - 1<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (a)<br>Fluency - 4 (c)<br><br>Speaking and Listening<br>Comprehension and Collaboration - 1 (a, b)<br><br>Language<br>Conventions of Standard English - 1 (b), 2 (e)<br>Vocabulary Acquisition and Use - 4 (a, c) | Reading: Literature<br>Craft and Structure - 4<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Fluency - 4 (b, c)<br><br>Writing<br>Text Types and Purposes - 3 (a)<br>Production and Distribution of Writing - 4<br><br>Language<br>Vocabulary Acquisition and Use - 4 (a), 5 (a) | Reading: Literature<br>Key Ideas and Details - 2<br>Craft and Structure - 4<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Fluency - 4 (a, b, c)<br><br>Writing<br>Text Types and Purposes - 3 (b, d, e)<br>Production and Distribution of Writing - 4, 5, 6<br>Range of Writing - 10<br><br>Speaking and Listening<br>Presentation of Knowledge and Ideas - 6<br><br>Language<br>Vocabulary Acquisition and Use - 4 (a), 5 (a, b) |

## Language Arts 5 (CA) B

| Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
|---|---|---|---|---|---|
| Say it With Poetry | Funny and Inspiring | Plays Can Tell a Message | Unsung Heroes | Believe in Yourself | Dare to Dream |
| *Approximately 4 days* | *Approximately 5 days* | *Approximately 5 days* | *Approximately 7 days* | *Approximately 5 days* | *Approximately 5 days* |
| Reading: Literature<br>Key Ideas and Details - 2<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (a)<br>Fluency - 4 (a, b)<br><br>Writing<br>Range of Writing - 10<br><br>Language<br>Conventions of Standard English - 2 (e)<br>Vocabulary Acquisition and Use - 4 (b) | Reading: Literature<br>Craft and Structure - 5, 6<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (a)<br>Fluency - 4 (a, b, c)<br><br>Speaking and Listening<br>Presentation of Knowledge and Ideas - 6<br><br>Language<br>Conventions of Standard English - 2 (e)<br>Vocabulary Acquisition and Use - 4 (a, b) | Reading: Literature<br>Key Ideas and Details - 2<br>Craft and Structure - 4<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (a)<br>Fluency<br>4 (a, b, c)<br><br>Speaking and Listening<br>Presentation of Knowledge and Ideas - 4 (b)<br><br>Language<br>Conventions of Standard English - 2 (e)<br>Knowledge of Language - 3 (b)<br>Vocabulary Acquisition and Use - 4 (a, b), 5 (a, b) | Reading: Literature<br>Key Ideas and Details - 2<br>Craft and Structure - 5<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (a)<br>Fluency - 4 (a, b, c)<br><br>Writing<br>Research to Build and Present Knowledge - 8<br><br>Speaking and Listening<br>Comprehension and Collaboration - 1 (a,b, c, d)<br><br>Language<br>Conventions of Standard English - 2 (e)<br>Knowledge of Language - 3 (b)<br>Vocabulary Acquisition and Use - 4 (a, b) | Reading: Literature<br>Craft and Structure - 6<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Fluency - 4 (a, b)<br><br>Writing<br>Text Types and Purpose - 1 (a, b)<br>Production and Distribution of Writing - 4<br>Range of Writing - 10<br><br>Speaking and Listening<br>Presentation of Knowledge and Ideas - 4 (a)<br><br>Language<br>Conventions of Standard English - 1 (a) | Reading: Literature<br>Craft and Structure - 6<br>Integration of Knowledge and Ideas - 7<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Fluency - 4 (a, c)<br><br>Writing<br>Text Types and Purposes - 1 (b, c, d)<br>Production and Distribution of Writing - 4<br>Range of Writing - 10<br><br>Language<br>Conventions of Standard English - 1 (a)<br>Vocabulary Acquisition and Use - 4 (a), 6 |

| Unit 7 | Unit 8 | Unit 9 | Unit 10 | Unit 11 | Unit 12 |
|---|---|---|---|---|---|
| Characters and Values | Reactions and Character | Stronger Together | Making a Difference | Showing the World | Call to Action |
| *Approximately*<br>*5 days* | *Approximately*<br>*6 days* | *Approximately*<br>*5 days* | *Approximately*<br>*5 days* | *Approximately*<br>*5 days* | *Approximately*<br>*7 days* |
| Reading: Literature<br>Integration of Knowledge and Ideas - 7<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Fluency - 4 (b)<br><br>Speaking and Listening<br>Presentation of Knowledge and Ideas - 5<br><br>Language<br>Conventions of Standard English - 2 (e)<br>Vocabulary Acquisition and Use - 4 (c), 5 (b, c) | Reading: Literature<br>Key Ideas and Details - 2<br>Craft and Structure - 4<br>Integration of Knowledge and Ideas - 9<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Fluency<br>4 (a, b)<br><br>Writing<br>Text Types and Purposes - 3 (b, c)<br>Production and Distribution of Writing - 4, 5, 6<br>Range of Writing - 10<br><br>Language<br>Vocabulary Acquisition and Use - 4 (c), 5 (a, c) | Reading: Informational Text<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (a)<br>Fluency - 4 (a)<br><br>Language<br>Conventions of Standard English - 2 (d, e) | Reading: Informational Text<br>Key Ideas and Details - 2<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Fluency - 4 (a, c)<br><br>Speaking and Listening<br>Comprehension and Collaboration - 2, 3<br><br>Language<br>Conventions of Standard English - 2 (d, e)<br>Vocabulary Acquisition and Use - 4 (a) | Reading: Informational Text<br>Key Ideas and Details - 1<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Fluency - 4 (a)<br><br>Writing<br>Research to Build and Present Knowledge - 7<br><br>Language<br>Conventions of Standard English - 2 (a, e) | Reading: Informational Text<br>Integration of Knowledge and Ideas - 7<br><br>Speaking and Listening<br>Comprehension and Collaboration - 1 (a)<br><br>Language<br>Conventions of Standard English - 2 (b, c, e) |

| Unit 7 | Unit 8 | Unit 9 | Unit 10 | Unit 11 | Unit 12 |
|---|---|---|---|---|---|
| Don't Give Up! | Follow Your Heart | Starting a New Life | Unearthing the Past | Learning from Our Ancestors | Immigrant Stories |
| *Approximately*<br>*5 days* | *Approximately*<br>*5 days* | *Approximately*<br>*5 days* | *Approximately*<br>*5 days* | *Approximately*<br>*5 days* | *Approximately*<br>*7 days* |
| Reading: Literature<br>Key Ideas and Details - 3<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Fluency - 4 (a)<br><br>Writing<br>Research to Build and Present Knowledge - 9 (a)<br><br>Speaking and Listening<br>Comprehension and Collaboration - 1 (c)<br><br>Language<br>Conventions of Standard English - 1 (e), 2 (e) | Reading: Literature<br>Key Ideas and Details - 2<br>Integration of Knowledge and Ideas - 9<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Fluency - 4 (a)<br><br>Writing<br>Text Types and Purposes - 1 (b), 2 (c)<br>Production and Distribution of Writing - 5, 6<br>Range of Writing - 10<br><br>Speaking and Listening<br>Presentation of Knowledge and Ideas - 4 (a)<br><br>Language<br>Conventions of Standard English - 1 (e)<br>Knowledge of Language - 3 (a, b) | Reading: Informational Text<br>Key Ideas and Details - 3<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Fluency - 4 (a, b, c)<br><br>Writing<br>Research to Build and Present Knowledge - 8<br><br>Language<br>Conventions of Standard English - 2 (e)<br>Vocabulary Acquisition and Use - 4 (a) | Reading: Informational Text<br>Key Ideas and Details - 2, 3<br>Craft and Structure - 5<br>Integration of Knowledge and Ideas - 9<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Fluency - 4 (a)<br><br>Speaking and Listening<br>Comprehension and Collaboration - 3<br><br>Language<br>Conventions of Standard English - 1 (c), 2 (e) | Reading: Informational Text<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (a)<br>Fluency - 4 (a)<br><br>Writing<br>Research to Build and Present Knowledge - 8<br><br>Language<br>Conventions of Standard English - 1 (c), 2 (e) | Reading: Informational Text<br>Craft and Structure - 6<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Fluency - 4 (a)<br><br>Writing<br>Research to Build and Present Knowledge - 8<br><br>Speaking and Listening<br>Comprehension and Collaboration - 1 (a, b, c, d)<br><br>Language<br>Conventions of Standard English - 1 (d), 2 (e)<br>Vocabulary Acquisition and Use - 4 (b) |

| Unit 13 | Unit 14 | Unit 15 | Unit 16 |
|---|---|---|---|
| What Makes You Unique? | Protecting the Data | Social Media | Robot Helpers |
| *Approximately*<br>*5 days* | *Approximately*<br>*5 days* | *Approximately*<br>*5 days* | *Approximately*<br>*5 days* |
| Reading: Informational Text<br>Key Ideas and Details - 2<br>Range of Reading and Level of Text Complexity - 10<br><br>Writing<br>Text Types and Purposes - 2 (b, c, d, e)<br>Production and Distribution of Writing - 4, 6<br><br>Speaking and Listening<br>Comprehension and Collaboration - 3<br><br>Language<br>Knowledge of Language - 3 (a)<br>Vocabulary Acquisition and Use - 4 (b), 6 | Reading: Informational Text<br>Integration of Knowledge and Ideas - 8<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Fluency - 4 (a, b, c)<br><br>Writing<br>Text Types and Purposes - 2 (b, c, d, e)<br>Production and Distribution of Writing - 4, 5, 6<br>Research to Build and Present Knowledge - 8, 9 (b)<br>Range of Writing - 10<br><br>Speaking and Listening<br>Comprehension and Collaboration - 3<br><br>Language<br>Knowledge of Language - 3 (a)<br>Vocabulary Acquisition and Use - 4 (a) | Reading: Informational Text<br>Craft and Structure - 5, 6<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (a)<br>Fluency - 4 (c)<br><br>Language<br>Conventions of Standard English - 2 (e), 3 (a)<br>Knowledge of Language - 3 (a)<br>Vocabulary Acquisition and Use - 4 (a) | Reading: Informational Text<br>Craft and Structure - 5<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Fluency - 4 (c)<br><br>Writing<br>Text Types and Purposes - 2 (a)<br>Production and Distribution of Writing - 5, 6<br>Research to Build and Present Knowledge - 7, 8<br>Range of Writing - 10<br><br>Language<br>Conventions of Standard English<br>Conventions of Standard English - 2 (e)<br>Knowledge of Language - 3 (a)<br>Vocabulary Acquisition and Use - 4 (a, b) |

| Unit 13 | Unit 14 | Unit 15 | Unit 16 |
|---|---|---|---|
| Branches of Government | Rights and Freedoms | Get Ready to Vote | Justice for All |
| *Approximately*<br>*5 days* | *Approximately*<br>*5 days* | *Approximately*<br>*5 days* | *Approximately*<br>*5 days* |
| Reading: Informational Text<br>Key Ideas and Details - 2<br><br>Reading: Foundational Skills<br>Fluency - 4 (a, c)<br><br>Writing<br>Text Types and Purposes - 2 (a, b)<br>Production and Distribution of Writing - 4, 6<br>Research to Build and Present Knowledge - 7, 8<br><br>Language<br>Vocabulary Acquisition and Use - 4 (a, c), 6 | Reading: Informational Text<br>Craft and Structure - 4<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Fluency - 4 (c)<br><br>Writing<br>Text Types and Purposes - 2 (a, b, c, d, e)<br>Production and Distribution of Writing - 4<br>Research to Build and Present Knowledge - 7, 8<br>Range of Writing - 10<br><br>Speaking and Listening<br>Presentation of Knowledge and Ideas - 5<br><br>Language<br>Vocabulary Acquisition and Use - 4 (a, c), 6 | Reading: Informational Text<br>Key Ideas and Details - 2<br>Integration of Knowledge and Ideas - 9<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Fluency - 4 (a)<br><br>Writing<br>Research to Build and Present Knowledge - 7, 8<br>Speaking and Listening<br>Comprehension and Collaboration - 2<br><br>Language<br>Conventions of Standard English - 2 (e)<br>Vocabulary Acquisition and Use - 6 | Reading: Informational Text<br>Craft and Structure - 4<br>Integration of Knowledge and Ideas - 7, 9<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Fluency - 4 (a)<br><br>Writing<br>Production and Distribution of Writing - 5, 6<br>Research to Build and Present Knowledge - 8<br>Range of Writing - 10<br><br>Speaking and Listening<br>Comprehension and Collaboration - 2<br><br>Language<br>Conventions of Standard English - 2 (d)<br>Vocabulary Acquisition and Use - 4 (c), 6 |

## Language Arts 6 (CA) A

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| Course Overview | Novel Study Introduction | Standard English | Novel Study Choice |
| *Approximately*<br>*1 day* | *Approximately*<br>*1 day* | *Approximately*<br>*16 days* | *Approximately*<br>*2 days* |
| | | Reading Standards for Informational Text<br>Craft and Structure - 4<br><br>Writing Standards<br>Range of Writing - 10<br><br>Language Standards<br>Conventions of Standard English - 1 (a, b, c, d, e), 2 (a, b)<br>Vocabulary Acquisition and Use - 4 (a, b, c, d), 5 (b, c) | Reading Standards for Literature<br>Key Ideas and Details - 2<br>Craft and Structure - 5<br>Range of Reading and Level of Text Complexity - 10<br><br>Writing Standards<br>Production and Distribution of Writing - 5<br>Research to Build and Present Knowledge - 9 (a)<br><br>Language Standards<br>Conventions of Standard English - 1 (a, c, d) |

## Language Arts 6 (CA) B

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| Course Overview | Novel Study Introduction | Argumentative Essay | Novel Study |
| *Approximately*<br>*1 day* | *Approximately*<br>*1 day* | *Approximately*<br>*13 days* | *Approximately*<br>*1 day* |
| | Reading Standards for Literature<br>Craft and Structure - 5<br>Range of Reading and Level of Text Complexity - 10 | Reading Standards for Informational Text<br>Key Ideas and Details - 2<br><br>Writing Standards<br>Text Types and Purposes - 1 (a, b, c, d, e), 2 (e)<br>Production and Distribution of Writing - 4, 5, 6<br>Research to Build and Present Knowledge - 7, 8<br>Range of Writing - 10<br><br>Speaking and Listening Standards<br>Comprehension and Collaboration - 3<br>Presentation of Knowledge and Ideas - 4<br><br>Language Standards<br>Conventions of Standard English - 2 (b)<br>Knowledge of Language - 3 (a)<br>Vocabulary Acquisition and Use - 4 (c) | Reading Standards for Literature<br>Craft and Structure - 6<br><br>Writing Standards<br>Research to Build and Present Knowledge - 9 (a) |

| Unit 5 | Unit 6 | Unit 7 |
|---|---|---|
| Informational Text Analysis | Novel Study | Informative Writing |
| *Approximately*<br>*18 days* | *Approximately*<br>*1 day* | *Approximately*<br>*14 days* |
| Reading Standards for Informational Text<br>Key Ideas and Details - 1, 2, 3<br>Craft and Structure - 4, 5, 6<br>Integration of Knowledge and Ideas - 7, 9<br>Range of Reading and Level of Text Complexity - 10<br><br>Writing Standards<br>Text Types and Purposes - 1 (d), 2 (e)<br>Research to Build and Present Knowledge - 7, 9 (b)<br>Range of Writing - 10<br><br>Speaking and Listening Standards<br>Comprehension and Collaboration - 2<br><br>Language Standards<br>Knowledge of Language - 3 (b)<br>Vocabulary Acquisition and Use - 4 (a, c), 6 | Reading Standards for Literature<br>Craft and Structure - 5<br>Range of Reading and Level of Text Complexity - 10 | Writing Standards<br>Text Types and Purposes - 2 (a, b, c, d, e, f)<br>Production and Distribution of Writing - 5, 6<br>Range of Writing - 10<br><br>Speaking and Listening Standards<br>Presentation of Knowledge and Ideas - 4, 5<br><br>Language Standards<br>Conventions of Standard English - 2 (b)<br>Knowledge of Language - 3 (b)<br>Vocabulary Acquisition and Use - 6 |

| Unit 5 | Unit 6 | Unit 7 |
|---|---|---|
| Literary Analysis | Novel Study | Writing a Narrative |
| *Approximately*<br>*19 days* | *Approximately*<br>*1 day* | *Approximately*<br>*17 days* |
| Reading Standards for Literature<br>Key Ideas and Details - 1, 2, 3<br>Craft and Structure - 4, 6<br>Integration of Knowledge and Ideas - 7, 9<br>Range of Reading and Level of Text Complexity - 10<br><br>Writing Standards<br>Text Types and Purposes - 3 (a, b, c, d)<br>Research to Build and Present Knowledge - 9 (a)<br><br>Language Standards<br>Vocabulary Acquisition and Use - 4 (a), 5 (a, c) | Reading Standards for Literature<br>Key Ideas and Details - 3<br>Craft and Structure - 5 | Reading Standards for Literature<br>Craft and Structure - 4<br><br>Writing Standards<br>Text Types and Purposes - 3 (a, b, c, e)<br>Production and Distribution of Writing - 4, 5, 6<br>Range of Writing - 10<br><br>Language Standards<br>Conventions of Standard English - 2 (b)<br>Knowledge of Language - 1 (b)<br>Vocabulary Acquisition and Use - 4 (a, c, d) |

| Unit 8 | Unit 9 | Unit 10 | Unit 11 |
|---|---|---|---|
| Novel Study | Research and Present | Novel Study | Argument Analysis |
| *Approximately*<br>*1 day* | *Approximately*<br>*15 days* | *Approximately*<br>*1 day* | *Approximately*<br>*13 days* |
| Reading Standards for Literature<br>Key Ideas and Details - 2<br>Craft and Structure - 5<br>Range of Reading and Level of Text Complexity - 10 | Reading Standards for Informational Text<br>Key Ideas and Details - 2<br>Integration of Knowledge and Ideas - 7<br><br>Writing Standards<br>Research to Build and Present Knowledge - 7, 8, 9 (b)<br><br>Speaking and Listening Standards<br>Comprehension and Collaboration - 2<br>Presentation of Knowledge and Ideas - 4, 5, 6<br><br>Language Standards<br>Conventions of Standard English - 2 (a) | Reading Standards for Literature<br>Key Ideas and Details - 3<br>Range of Reading and Level of Text Complexity - 10<br><br>Writing Standards<br>Research to Build and Present Knowledge - 9 (a) | Reading Standards for Informational Text<br>Integration of Knowledge and Ideas - 7, 8<br>Range of Reading and Level of Text Complexity - 10<br><br>Writing Standards<br>Text Types and Purposes - 1 (a, b, c, d, e)<br>Production and Distribution of Writing - 4<br>Research to Build and Present Knowledge - 9 (b)<br><br>Speaking and Listening Standards<br>Comprehension and Collaboration - 2, 3<br>Presentation of Knowledge and Ideas - 4, 6 |

| Unit 8 | Unit 9 | Unit 10 | Unit 11 |
|---|---|---|---|
| Novel Study | Comparisons | Novel Study | Debate |
| *Approximately*<br>*1 day* | *Approximately*<br>*14 days* | *Approximately*<br>*1 day* | *Approximately*<br>*17 days* |
| Reading Standards for Literature<br>Key Ideas and Details - 1, 2, 3<br>Craft and Structure - 5<br><br>Writing Standards<br>Research to Build and Present Knowledge - 9 (a) | Reading Standards for Literature<br>Key Ideas and Details - 1, 3<br>Craft and Structure - 6<br>Integration of Knowledge and Ideas - 7, 9<br>Range of Reading and Level of Text Complexity - 10<br><br>Writing Standards<br>Production and Distribution of Writing - 4<br>Research to Build and Present Knowledge - 9 (a, b)<br><br>Speaking and Listening Standards<br>Comprehension and Collaboration - 2 (a)<br><br>Language Standards<br>Knowledge of Language - 3 (a) | Reading Standards for Informational Text<br>Integration of Knowledge and Ideas - 9<br>Range of Reading and Level of Text Complexity - 10<br><br>Writing Standards<br>Research to Build and Present Knowledge - 9 (a) | Reading Standards for Informational Text<br>Range of Reading and Level of Text Complexity - 10<br><br>Writing Standards<br>Text Types and Purposes - 1 (a, b)<br><br>Speaking and Listening Standards<br>Comprehension and Collaboration - 1, 6 (a, b, c, d), 3<br>Presentation of Knowledge and Ideas - 4<br><br>Language Standards<br>Conventions of Standard English - 1 (e)<br>Knowledge of Language - 3 (a) |

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| **Unit 12** |
| Novel Study |
| *Approximately*<br>*1 day* |
| Reading Standards for Literature<br>Key Ideas and Details - 1, 3<br>Craft and Structure - 5<br><br>Writing Standards<br>Research to Build and Present Knowledge - 9 (a)<br><br>Speaking and Listening Standards<br>Presentation of Knowledge and Ideas - 4, 5 |

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| **Unit 12** |
| Novel Study |
| *Approximately*<br>*2 days* |
| Reading Standards for Literature<br>Key Ideas and Details - 1, 2, 3<br>Craft and Structure - 5, 6<br><br>Writing Standards<br>Research to Build and Present Knowledge - 9 (a) |

## Language Arts 7 (CA) A

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| Course Overview | Speaking and Listening | Reading Informational Text | Grammar and Punctuation |
| *Approximately*<br>*1 day* | *Approximately*<br>*4 days* | *Approximately*<br>*13 days* | *Approximately*<br>*11 days* |
| | Reading Standards for Informational Text<br>Key Ideas and Details - 1<br><br>Speaking and Listening Standards<br>Comprehension and Collaboration - 1 (a,b,c,d), 2, 3<br>Presentation of Knowledge and Ideas - 4 | Reading Standards for Informational Text<br>Key Ideas and Details - 1, 2, 3<br>Craft and Structure - 4<br>Range of Reading and Level of Text Complexity - 10<br><br>Writing Standards<br>Research to Build and Present Knowledge - 9 (b)<br>Range of Writing - 10<br><br>Speaking and Listening Standards<br>Comprehension and Collaboration - 2<br><br>Language Standards<br>Vocabulary Acquisition and Use - 4 (a) | Language Standards<br>Conventions of Standard English - 2 (a) |

## Language Arts 7 (CA) B

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| Course Overview | Speaking and Listening | Novel Study Introduction | Reading Literary Text |
| *Approximately*<br>*1 day* | *Approximately*<br>*2 days* | *Approximately*<br>*2 days* | *Approximately*<br>*11 days* |
| | Reading Standards for Informational Text<br>Key Ideas and Details - 1<br><br>Speaking and Listening Standards<br>Comprehension and Collaboration - 1 (a,b,c,d), 2, 3<br>Presentation of Knowledge and Ideas - 4 | Reading Standards for Literature<br>Key Ideas and Details - 2, 3<br>Craft and Structure - 5, 6<br>Range of Reading and Level of Text Complexity - 10<br><br>Language Standards<br>Vocabulary Acquisition and Use - 6 | Reading Standards for Literature<br>Key Ideas and Details - 1, 2, 3<br>Craft and Structure - 4<br>Range of Reading and Level of Text Complexity - 10<br><br>Writing Standards<br>Range of Writing - 10<br><br>Speaking and Listening Standards<br>Comprehension and Collaboration - 1 (d)<br><br>Language Standards<br>Vocabulary Acquisition and Use - 5 (c) |

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|---|---|---|---|
| **Unit 5** | **Unit 6** | **Unit 7** | **Unit 8** |
| Writing Informative Text | Building Vocabulary | Analyzing Informational Text | Writing an Argument |
| *Approximately*<br>*13 days* | *Approximately*<br>*10 days* | *Approximately*<br>*13 days* | *Approximately*<br>*13 days* |
| Writing Standards<br>Text Types and Purposes - 2 (a, b, c, d, e, f)<br>Production and Distribution of Writing - 4, 5, 6<br>Range of Writing - 10<br><br>Language Standards<br>Conventions of Standard English - 2 (b)<br>Knowledge of Language - 3 (a) | Language Standards<br>Vocabulary Acquisition and Use - 4 (a, b, c, d), 5 (b), 6 | Reading Standards for Informational Text<br>Craft and Structure - 6<br>Integration of Knowledge and Ideas - 7, 8, 9<br>Range of Reading and Level of Text Complexity - 10 | Writing Standards<br>Text Types and Purposes - 1 (a, b, c, d, e)<br>Production and Distribution of Writing - 4, 5, 6<br>Range of Writing - 10<br><br>Language Standards<br>Conventions of Standard English - 2 (b)<br>Knowledge of Language - 3 (a) |

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| **Unit 5** | **Unit 6** | **Unit 7** | **Unit 8** |
| Novel Study 2 | Language and Style | Novel Study 3 | Writing a Narrative |
| *Approximately*<br>*1 day* | *Approximately*<br>*9 days* | *Approximately*<br>*1 day* | *Approximately*<br>*12 days* |
| Reading Standards for Literature<br>Key Ideas and Details - 2<br>Craft and Structure - 6<br>Range of Reading and Level of Text Complexity - 10 | Reading Standards for Literature<br>Craft and Structure - 4, 5<br><br>Writing Standards<br>Range of Writing - 10<br><br>Language Standards<br>Vocabulary Acquisition and Use - 5 (a, b, c) | Reading Standards for Literature<br>Craft and Structure - 6<br>Range of Reading and Level of Text Complexity - 10 | Writing Standards<br>Text Types and Purposes - 3 (a, b, d, e)<br>Production and Distribution of Writing - 4, 5, 6<br>Range of Writing -10<br><br>Language Standards<br>Conventions of Standard English - 2 (b)<br>Knowledge of Language - 3 (a) |

| Unit 9 |
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| Cultural Literacy |
| *Approximately*<br>*7 days* |
| Reading Standards for Literature<br>Key Ideas and Details - 1<br>Craft and Structure - 5<br>Integration of Knowledge and Ideas - 9<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading Standards for Informational Text<br>Integration of Knowledge and Ideas - 9<br><br>Writing Standards<br>Research to Build and Present Knowledge - 9 (a)<br>Range of Writing - 10<br><br>Language Standards<br>Vocabulary Acquisition and Use - 6 |

| Unit 9 | Unit 10 | Unit 11 | Unit 12 |
| --- | --- | --- | --- |
| Novel Study 4 | Analyzing Literary Text | Novel Study 5 | Grammar/Punctuation II |
| *Approximately*<br>*1 day* | *Approximately*<br>*10 days* | *Approximately*<br>*1 day* | *Approximately*<br>*9 days* |
| Reading Standards for Literature<br>Key Ideas and Details - 3<br>Range of Reading and Level of Text Complexity - 10 | Reading Standards for Literature<br>Key Ideas and Details - 3<br>Craft and Structure - 4, 5, 6<br>Integration of Knowledge and Ideas - 7<br>Range of Reading and Level of Text Complexity - 10<br><br>Writing Standards<br>Range of Writing - 10 | Reading Standards for Literature<br>Integration of Knowledge and Ideas - 9<br>Range of Reading and Level of Text Complexity - 10 | Writing Standards<br>Range of Writing - 10<br><br>Language Standards<br>Conventions of Standard English - 1 (a, b, c) |

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| **Unit 13** | **Unit 14** | **Unit 15** |
| Novel Study 6 | Research and Presentation | Media Literacy |
| *Approximately*<br>*1 day* | *Approximately*<br>*13 days* | *Approximately*<br>*9 days* |
| Reading Standards for Literature<br>Key Ideas and Details - 2<br>Range of Reading and Level of Text Complexity - 10<br><br>Writing Standards<br>Production and Distribution of Writing - 4, 5 | Reading Standards for Informational Text<br>Integration of Knowledge and Ideas - 8<br><br>Writing Standards<br>Research to Build and Present Knowledge - 7, 8<br>Range of Writing - 10<br><br>Speaking and Listening Standards<br>Comprehension and Collaboration - 2, 3<br>Presentation of Knowledge and Ideas - 4, 6<br><br>Language Standards<br>Conventions of Standard English - 2 (b)<br>Knowledge of Language - 3 (a) | Writing Standards<br>Research to Build and Present Knowledge - 8<br>Range of Writing - 10<br><br>Speaking and Listening Standards<br>Presentation of Knowledge and Ideas - 5<br><br>Language Standards<br>Vocabulary Acquisition and Use - 6 |

## Language Arts 8 (CA) A

| Unit 1 | Unit 2 | Unit 3 |
|---|---|---|
| Course Overview | Speaking and Listening | Reading Information Text |
| *Approximately*<br>*1 day* | *Approximately*<br>*3 days* | *Approximately*<br>*14 days* |
| | Speaking and Listening Standards<br>Comprehension and Collaboration - 1 (a, b, c, d)<br>Presentation of Knowledge and Ideas - 6 | Reading Standards for Informational Text<br>Key Ideas and Details - 1, 2, 3<br>Craft and Structure - 4, 5, 6<br>Range of Reading and Level of Text Complexity - 10<br><br>Writing Standards<br>Range of Writing - 10<br><br>Language Standards<br>Vocabulary Acquisition and Use - 4 (a), 5 (a) |

## Language Arts 8 (CA) B

| Unit 1 | Unit 2 | Unit 3 |
|---|---|---|
| Course Overview | Speaking and Listening | Novel Study Introduction |
| *Approximately*<br>*1 day* | *Approximately*<br>*3 days* | *Approximately*<br>*2 days* |
| | Writing Standards<br>Range of Writing - 10<br><br>Speaking and Listening Standards<br>Comprehension and Collaboration - 1 (a, b, c, d)<br>Presentation of Knowledge and Ideas - 6 | Reading Standards for Literature<br>Key Ideas and Details - 3 |

| Unit 4 | Unit 5 | Unit 6 |
|---|---|---|
| Grammar | Writing Explanatory Text | Building Vocabulary |
| *Approximately*<br>*10 days* | *Approximately*<br>*13 days* | *Approximately*<br>*9 days* |
| Writing Standards<br>Range of Writing - 10<br><br>Language Standards<br>Conventions of Standard English - 1 (a, b)<br>Knowledge of Language - 3 (a) | Writing Standards<br>Text Types and Purposes - 2 (a, b, c, d, e, f)<br>Production and Distribution of Writing - 4, 5, 6<br>Research to Build and Present Knowledge - 8, 9 (b)<br>Range of Writing - 10<br><br>Language Standards<br>Conventions of Standard English - 1 (b, d), 2 (c)<br>Vocabulary Acquisition and Use - 6 | Reading Standards for Informational Text<br>Craft and Structure - 4<br><br>Language Standards<br>Vocabulary Acquisition and Use - 4 (a, b, c, d), 6 |

| Unit 4 | Unit 5 | Unit 6 |
|---|---|---|
| Reading Literary Text | Novel Study | Language and Style |
| *Approximately*<br>*11 days* | *Approximately*<br>*1 day* | *Approximately*<br>*9 days* |
| Reading Standards for Literature<br>Key Ideas and Details - 1, 2, 3<br>Craft and Structure - 4<br>Range of Reading and Level of Text Complexity - 10<br><br>Writing Standards<br>Range of Writing - 10<br><br>Language Standards<br>Vocabulary Acquisition and Use - 5 (a), 6 | Reading Standards for Literature<br>Key Ideas and Details - 2<br>Range of Reading and Level of Text Complexity - 10<br><br>Language Standards<br>Vocabulary Acquisition and Use - 6 | Writing Standards<br>Range of Writing - 10<br><br>Language Standards<br>Vocabulary Acquisition and Use - 5 (a, b, c), 6 |

| Unit 7 | Unit 8 | Unit 9 |
|---|---|---|
| Analyze Informational Text | Writing an Argument | Punctuation |
| *Approximately*<br>*13 days* | *Approximately*<br>*14 days* | *Approximately*<br>*8 days* |
| Reading Standards for Informational Text<br>Key Ideas and Details - 2<br>Craft and Structure - 5, 6<br>Integration of Knowledge and Ideas - 7, 8, 9<br>Range of Reading and Level of Text Complexity - 10 | Writing Standards<br>Text Types and Purposes - 1 (a, b, c, d, e)<br>Production and Distribution of Writing - 4, 5, 6<br>Research to Build and Present Knowledge - 8<br>Range of Writing - 10<br><br>Language Standards<br>Conventions of Standard English - 1 (b, c), 2 (c)<br>Knowledge of Language - 3 (a) | Language Standards<br>Conventions of Standard English - 2 (a, b) |

| Unit 7 | Unit 8 | Unit 9 |
|---|---|---|
| Novel Study | Writing a Narrative | Novel Study |
| *Approximately*<br>*1 day* | *Approximately*<br>*14 days* | *Approximately*<br>*1 day* |
| Reading Standards for Literature<br>Craft and Structure - 6<br>Range of Reading and Level of Text Complexity - 10<br><br>Language Standards<br>Vocabulary Acquisition and Use - 6 | Writing Standards<br>Text Types and Purposes - 3 (a, b, c, d, e)<br>Production and Distribution of Writing - 4, 5, 6<br>Range of Writing - 10<br><br>Language Standards<br>Conventions of Standard English - 1 (c), 2 (c)<br>Knowledge of Language - 3 (a)<br>Vocabulary Acquisition and Use - 6 | Reading Standards for Literature<br>Key Ideas and Details - 3<br>Range of Reading and Level of Text Complexity - 10<br><br>Language Standards<br>Vocabulary Acquisition and Use - 6 |

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|---|---|---|
| **<u>Unit 10</u>** | **<u>Unit 11</u>** | **<u>Unit 12</u>** |
| Analyzing Literary Text | Novel Study | Verb Mood and Voice |
| *Approximately*<br>*12 days* | *Approximately*<br>*1 day* | *Approximately*<br>*9 days* |
| Reading Standards for Literature<br>Key Ideas and Details - 2<br>Craft and Structure - 5, 6<br>Integration of Knowledge and Ideas - 7, 9<br>Range of Reading and Level of Text Complexity - 10<br><br>Writing Standards<br>Research to Build and Present Knowledge - 9 (a)<br>Range of Writing - 10 | Reading Standards for Literature<br>Key Ideas and Details - 2<br>Craft and Structure - 4<br>Integration of Knowledge and Ideas - 9<br>Range of Reading and Level of Text Complexity - 10<br><br>Writing Standards<br>Range of Writing - 10<br><br>Language Standards<br>Vocabulary Acquisition and Use - 6 | Language Standards<br>Conventions of Standard English - 1 (c, d)<br>Knowledge of Language - 3 (a) |

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|---|---|
| **<u>Unit 13</u>** | **<u>Unit 14</u>** |
| Novel Study | Research and Present |
| *Approximately*<br>*1 day* | *Approximately*<br>*14 days* |
| Reading Standards for Literature<br>Key Ideas and Details - 2<br><br>Writing Standards<br>Production and Distribution of Writing - 4<br>Research to Build and Present Knowledge - 9 (a)<br>Range of Writing - 10<br><br>Language Standards<br>Vocabulary Acquisition and Use - 6 | Writing Standards<br>Production and Distribution of Writing - 4, 5, 6<br>Research to Build and Present Knowledge - 7, 8, 9 (b)<br>Range of Writing - 10<br><br>Speaking and Listening Standards<br>Comprehension and Collaboration - 2, 3<br>Presentation of Knowledge and Ideas - 4, 5, 6 |

## English 9 A

| Unit 1 | Unit 2 | Unit 3 |
|---|---|---|
| English 9 A Course Overview | Discussion and Debate | Studying Informational Text |
| *1 day* | *6 days* | *11 days* |
| | CCSS.ELA-Literacy.SL.9-10.1.b | CCSS.ELA-Literacy.RI.9-10.1 |

## English 9 B

| Unit 1 | Unit 2 | Unit 3 |
|---|---|---|
| English 9 B Course Overview | Discussion and Debate | Analyzing Informational Text |
| *1 day* | *6 days* | *14 days* |
| | CCSS.ELA-Literacy.SL.9-10.1.b<br>CCSS.ELA-Literacy.SL.9-10.1.c<br>CCSS.ELA-Literacy.SL.9-10.1.d<br>CCSS.ELA-Literacy.SL.9-10.3<br>CCSS.ELA-Literacy.SL.9-10.1.a | CCSS.ELA-Literacy.RI.9-10.7<br>9.2.W.2<br>9.3.R.6<br>CCSS.ELA-Literacy.RI.9-10.6<br>CCSS.ELA-Literacy.L.9-10.4.b<br>9.4.R.3<br>L5.b.1<br>CCSS.ELA-Literacy.RI.9-10.8<br>CCSS.ELA-Literacy.RI.9-10.9<br>9-10.RI.9 |

| Unit 4 | Unit 5 | Unit 6 |
|---|---|---|
| Writing Argumentative Text | Media Literacy | Research and Presentation |
| *15 days* | *9 days* | *10 days* |
| CCSS.ELA-Literacy.W.9-10.2.a | CCSS.ELA-Literacy.RL.9-10.1 | CCSS.ELA-Literacy.L.9-10.5.a |

| Unit 4 | Unit 5 | Unit 6 |
|---|---|---|
| Writing Argumentative Text | Media Literacy | Research and Presentation |
| *15 days* | *9 days* | *10 days* |
| CCSS.ELA-Literacy.W.9-10.1.a<br>CCSS.ELA-Literacy.W.9-10.1.b<br>CCSS.ELA-Literacy.L.9-10.1.b<br>CCSS.ELA-Literacy.L.9-10.2.a<br>CCSS.ELA-Literacy.L.9-10.2.b<br>CCSS.ELA-Literacy.W.9-10.1.d<br>CCSS.ELA-Literacy.W.9-10.1.e<br>CCSS.ELA-Literacy.W.9-10.4<br>CCSS.ELA-Literacy.W.9-10.1.c<br>CCSS.ELA-Literacy.L.9-10.3.a<br>CCSS.ELA-Literacy.W.9-10.5<br>CCSS.ELA-LITERACY.W.9-10.6<br>CCSS.ELA-Literacy.L.9-10.2.c | SL.9.9.7.7.b<br>RL.9-10.7<br>SL.9.9.7.7.a<br>9-10.ML.2.1<br>9-10.ML.1.1<br>9-10.ML.2.2<br>SL.9.9.7.7.c<br>SL.9.9.8.8.a | CCSS.ELA-Literacy.W.9-10.7<br>CCSS.ELA-Literacy.W.9-10.8<br>CCSS.ELA-Literacy.SL.9-10.2<br>CCSS.ELA-Literacy.W.9-10.9.b<br>CCSS.ELA-Literacy.W.9-10.6<br>CCSS.ELA-Literacy.SL.9-10.6<br>CCSS.ELA-Literacy.SL.9-10.3<br>CCSS.ELA-Literacy.SL.9-10.4<br>CCSS.ELA-Literacy.SL.9-10.5<br>RW.H1.1.2.d<br>CCSS.ELA-Literacy.W.9-10.5 |

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|---|---|---|
| **Unit 7** | **Unit 7** | **Unit 7** |
| Analyzing Literary Text | Book Review | ELA 9 Semester A Review and Exam |
| *15 days* | *9 days* | *2 days* |
| CCSS.ELA-Literacy.W.9-10.3.a | RL.9-10.13 | |

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| **Unit 7** | **Unit 7** | **Unit 7** |
| Analyzing Literary Text | Book Review | ELA 9 Semester B Review and Exam |
| *15 days* | *9 days* | *2 days* |
| CCSS.ELA-Literacy.RL.9-10.5<br>9-10.RL.3.2<br>CCSS.ELA-Literacy.RL.9-10.6<br>R.9.4.g<br>9.3.R.1<br>RW.H1.2.1.c.iii<br>RL.9-10.6<br>CCSS.ELA-Literacy.W.9-10.9.a<br>CCSS.ELA-Literacy.RL.9-10.7<br>CCSS.ELA-Literacy.RL.9-10.9 | CCSS.ELA-Literacy.RL.9-10.2<br>CCSS.ELA-Literacy.RL.9-10.5<br>CCSS.ELA-Literacy.RL.9-10.4<br>OH.ELA-Literacy.W.9-10.1a<br>9-10.W.RBPK.9<br>RL.9-10.7<br>R.9-10.2<br>9.3.W.3.d<br>R.10.4.f<br>CCSS.ELA-Literacy.W.9-10.4<br>9.3.W.3.g<br>CCSS.ELA-Literacy.W.9-10.5 | |

## English 10 A

| Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 |
|---|---|---|---|---|
| English Language Arts 10 A Course Overview | Discussions | Studying Informational Text | Writing Explanatory Text | Studying Literary Text |
| *1 day* | *6 days* | *11 days* | *15 days* | *14 days* |
| | CCSS.ELA-Literacy.SL.9-10.1.b<br>CCSS.ELA-Literacy.SL.9-10.1.c<br>CCSS.ELA-Literacy.SL.9-10.1.d<br>CCSS.ELA-Literacy.SL.9-10.3<br>CCSS.ELA-Literacy.SL.9-10.1.a | CCSS.ELA-Literacy.RI.9-10.1<br>CCSS.ELA-Literacy.L.9-10.4.a<br>CCSS.ELA-Literacy.L.9-10.4.b<br>CCSS.ELA-Literacy.L.9-10.4.d<br>CCSS.ELA-Literacy.L.9-10.4.c<br>CCSS.ELA-Literacy.RI.9-10.4<br>CCSS.ELA-Literacy.RI.9-10.2<br>CCSS.ELA-Literacy.RI.9-10.5<br>CCSS.ELA-Literacy.RI.9-10.3 | CCSS.ELA-Literacy.W.9-10.2.a<br>CCSS.ELA-Literacy.L.9-10.1.a<br>CCSS.ELA-Literacy.W.9-10.2.b<br>9-10.W.4.1c<br>W.9.7.d<br>10.5.W.1<br>L.9-10.1.a<br>L.9-10.3.B<br>9-10.W.6.1b<br>CCSS.ELA-Literacy.L.9-10.1.b<br>CCSS.ELA-Literacy.W.9-10.2.c<br>CCSS.ELA-Literacy.W.9-10.2.d<br>CCSS.ELA-Literacy.W.9-10.2.e<br>CCSS.ELA-Literacy.W.9-10.2.f<br>CCSS.ELA-Literacy.W.9-10.4<br>CCSS.ELA-Literacy.L.9-10.2.c<br>CCSS.ELA-Literacy.W.9-10.5 | CCSS.ELA-Literacy.RL.9-10.1<br>CCSS.ELA-Literacy.RL.9-10.4<br>CCSS.ELA-Literacy.L.9-10.6<br>CCSS.ELA-Literacy.RL.9-10.2<br>RL2.2<br>CCSS.ELA-Literacy.RL.9-10.5<br>CCSS.ELA-Literacy.W.9-10.3.d<br>CCSS.ELA-Literacy.RL.9-10.3<br>CCSS.ELA-Literacy.W.9-10.3.a |

## English 10 B

| Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 |
|---|---|---|---|---|
| English Language Arts 10 B Course Overview | Discussion and Debate | Analyzing Informational Text | Writing Argumentative Text | Media Literacy |
| *1 day* | *6 days* | *14 days* | *15 days* | *9 days* |
| | CCSS.ELA-Literacy.SL.9-10.1.b<br>CCSS.ELA-Literacy.SL.9-10.1.c<br>CCSS.ELA-Literacy.SL.9-10.1.d<br>CCSS.ELA-Literacy.SL.9-10.3<br>CCSS.ELA-Literacy.SL.9-10.1.a | CCSS.ELA-Literacy.RI.9-10.7<br>10.2.W.2<br>10.3.R.6<br>CCSS.ELA-Literacy.RI.9-10.6<br>CCSS.ELA-Literacy.L.9-10.4.b<br>10.4.R.3<br>L5.b.1<br>CCSS.ELA-Literacy.RI.9-10.8<br>CCSS.ELA-Literacy.RI.9-10.9<br>9-10.RI.9 | CCSS.ELA-Literacy.W.9-10.1.a<br>CCSS.ELA-Literacy.W.9-10.1.b<br>CCSS.ELA-Literacy.L.9-10.1.b<br>CCSS.ELA-Literacy.L.9-10.2.a<br>CCSS.ELA-Literacy.L.9-10.2.b<br>CCSS.ELA-Literacy.W.9-10.1.d<br>CCSS.ELA-Literacy.W.9-10.1.e<br>CCSS.ELA-Literacy.W.9-10.4<br>CCSS.ELA-Literacy.W.9-10.1.c<br>CCSS.ELA-Literacy.L.9-10.3.a<br>CCSS.ELA-Literacy.W.9-10.5<br>CCSS.ELA-LITERACY.W.9-10.6<br>CCSS.ELA-Literacy.L.9-10.2.c | SL.9.9.7.7.b<br>RL.9-10.7<br>SL.9.9.7.7.a<br>9-10.ML.2.1<br>9-10.ML.1.1<br>9-10.ML.2.2<br>SL.9.9.7.7.c<br>SL.9.9.8.8.a |

| Unit 6 | Unit 7 | Unit 7 | Unit 7 |
|---|---|---|---|
| Language and Style | Writing Narrative Text | Poetry and Drama | ELA 10 Semester A Review and Exam |
| *10 days* | *12 days* | *12 days* | *2 days* |
| CCSS.ELA-Literacy.L.9-10.5.a<br>W3.d.2<br>10.4.R.1<br>W3.d.1<br>CCSS.ELA-Literacy.L.9-10.5.b<br>CCSS.ELA-Literacy.W.9-10.3.d<br>10.3.R.4.c<br>10.3.R.1 | CCSS.ELA-Literacy.W.9-10.3.a<br>10.2.R.2<br>CCSS.ELA-Literacy.RL.9-10.5<br>CCSS.ELA-Literacy.W.9-10.3.c<br>CCSS.ELA-Literacy.W.9-10.3.b<br>CCSS.ELA-Literacy.W.9-10.3.d<br>CCSS.ELA-Literacy.W.9-10.3.e<br>CCSS.ELA-Literacy.W.9-10.5 | RL.9-10.13<br>R.9.4.d<br>RW.H1.3.3.a.vi<br>10.3.R.3.a - 10.3.R.4.c | |

| Unit 6 | Unit 7 | Unit 7 | Unit 7 |
|---|---|---|---|
| Research and Presentation | Analyzing Literary Text | Book Review | ELA 10 Semester B Review and Exam |
| *10 days* | *15 days* | *9 days* | *2 days* |
| CCSS.ELA-Literacy.W.9-10.7<br>CCSS.ELA-Literacy.W.9-10.8<br>CCSS.ELA-Literacy.SL.9-10.2<br>CCSS.ELA-Literacy.W.9-10.10.b<br>CCSS.ELA-Literacy.W.9-10.6<br>CCSS.ELA-Literacy.SL.9-10.6<br>CCSS.ELA-Literacy.SL.9-10.3<br>CCSS.ELA-Literacy.SL.9-10.4<br>CCSS.ELA-Literacy.SL.9-10.5<br>RW.H1.1.2.d<br>CCSS.ELA-Literacy.W.9-10.5 | CCSS.ELA-Literacy.RL.9-10.5<br>9-10.RL.3.2<br>CCSS.ELA-Literacy.RL.9-10.6<br>RI.9-10.9<br>10.3.R.1<br>RW.H1.2.1.c.iii<br>RL.9-10.6<br>CCSS.ELA-Literacy.W.9-10.9.a<br>CCSS.ELA-Literacy.RL.9-10.7<br>CCSS.ELA-Literacy.RL.9-10.9 | CCSS.ELA-Literacy.RI.9-10.2<br>CCSS.ELA-Literacy.RI.9-10.5<br>CCSS.ELA-Literacy.RI.9-10.4<br>OH.ELA-Literacy.W.9-10.1a<br>9-10.W.RBPK.9<br>R.9-10.2<br>10.3.W.3.d<br>RI.LCS.11.1<br>CCSS.ELA-Literacy.W.9-10.4<br>10.3.W.3.g<br>CCSS.ELA-Literacy.W.9-10.5 | |

## English 11 A

| Unit 1 | Unit 2 | Unit 3 |
|---|---|---|
| English Language Arts 11 A Course Overview | Discussion and Debate | Studying Informational Text |
| *1 day* | *6 days* | *11 days* |
| | CCSS.ELA-Literacy.SL.11-12.1.b | CCSS.ELA-Literacy.RI.11-12.1 |

## English 11 B

| Unit 1 | Unit 2 | Unit 3 |
|---|---|---|
| English Language Arts 11 B Course Overview | Discussion and Debate | Analyzing Informational Text |
| *1 day* | *6 days* | *x days* |
| | CCSS.ELA-Literacy.SL.11-12.1.b<br>CCSS.ELA-Literacy.SL.11-12.1.c<br>CCSS.ELA-Literacy.SL.11-12.1.d<br>CCSS.ELA-Literacy.SL.11-12.3<br>CCSS.ELA-Literacy.SL.11-12.1.a | CCSS.ELA-Literacy.RI.11-12.7<br>11.2.W.2<br>11.3.R.6<br>CCSS.ELA-Literacy.RI.11-12.6<br>CCSS.ELA-Literacy.L.11-12.4.b<br>11.4.R.3<br>L5.b.1<br>CCSS.ELA-Literacy.RI.11-12.8<br>CCSS.ELA-Literacy.RI.11-12.9 |

| Unit 4 | Unit 5 | Unit 6 |
|---|---|---|
| Writing Explanatory Text | Studying Literary Text | Language and Style |
| *15 days* | *14 days* | *10 days* |
| CCSS.ELA-Literacy.W.11-12.2.a | CCSS.ELA-Literacy.RL.11-12.1 | CCSS.ELA-Literacy.L.11-12.5.a |

| Unit 4 | Unit 5 | Unit 6 |
|---|---|---|
| Writing Argumentative Text | Media Literacy | Research and Presentation |
| *15 days* | *9 days* | *10 days* |
| CCSS.ELA-Literacy.W.11-12.1.a | SL.11.9.7.7.b | CCSS.ELA-Literacy.W.11-12.7 |
| CCSS.ELA-Literacy.W.11-12.1.b | SL.11.9.7.7.a | CCSS.ELA-Literacy.W.11-12.8 |
| CCSS.ELA-Literacy.L.11-12.2.a | CM.11.2.c | CCSS.ELA-Literacy.SL.11-12.2 |
| CCSS.ELA-Literacy.L.11-12.1.b | CM.11.2.e | CCSS.ELA-Literacy.W.11-12.9 |
| L.1.9-Diploma.b | 11-12.ML.1 | CCSS.ELA-Literacy.W.11-12.6 |
| CCSS.ELA-Literacy.W.11-12.1.c | 11-12.ML.2.2 | CCSS.ELA-Literacy.SL.11-12.6 |
| CCSS.ELA-Literacy.W.11-12.1.d | SL.11.9.7.7.d | CCSS.ELA-Literacy.SL.11-12.3 |
| CCSS.ELA-Literacy.W.11-12.1.e | SL.11.9.8.8.a | E3.11.B |
| CCSS.ELA-Literacy.W.11-12.4 | | CCSS.ELA-Literacy.SL.11-12.4 |
| CCSS.ELA-Literacy.L.11-12.3.a | | CCSS.ELA-Literacy.SL.11-12.5 |
| CCSS.ELA-Literacy.W.11-12.5 | | SL.11.9.6.6.a |
| CCSS.ELA-Literacy.L.11-12.2.c | | CCSS.ELA-Literacy.W.11-12.5 |
| CCSS.ELA-Literacy.W.11-12.6 | | |

| | | |
|---|---|---|
| **Unit 7** | **Unit 7** | **Unit 7** |
| Writing Narrative Text | Poetry and Drama | ELA 11 Semester A Review and Exam |
| *12 days* | *12 days* | *2 days* |
| CCSS.ELA-Literacy.RL.11-12.3.a | RL7.5 | |

| | | |
|---|---|---|
| **Unit 7** | **Unit 7** | **Unit 7** |
| Analyzing Literary Text | Book Review | ELA 11 Semester B Review and Exam |
| *14 days* | *9 days* | *2 days* |
| CCSS.ELA-Literacy.RL.11-12.5<br>E4.6.A<br>CCSS.ELA-Literacy.RL.11-12.6<br>CCSS.ELA-Literacy.RL.11-12.9<br>CCSS.ELA-LITERACY.RL.11-12.10<br>CCSS.ELA-LITERACY.RL.11-12.7<br>CCSS.ELA-Literacy.RL.11-12.9<br>RL7.3 | CCSS.ELA-Literacy.RL.11-12.2<br>CCSS.ELA-Literacy.RL.11-12.5<br>CCSS.ELA-Literacy.RL.11-12.4<br>11.3.W.3.a - 11.3.W.3.b<br>11.3.W.3.e<br>RL.11-12.7<br>R.11-12.2<br>11.3.W.3.d<br>R.11.4.f<br>CCSS.ELA-Literacy.W.11-12.4<br>11.3.W.3.g<br>CCSS.ELA-Literacy.W.11-12.5 | |

| Course Name A | | |
|---|---|---|
| **Unit 1** | **Unit 2** | **Unit 3** |
| English Language Arts 12 A Course Overview | Discussion and Debate | Studying Informational Text |
| *1 day* | *6 days* | *11 days* |
| | CCSS.ELA-Literacy.SL.11-12.1.b | CCSS.ELA-Literacy.RI.11-12.1 |

| Course Name B | | |
|---|---|---|
| **Unit 1** | **Unit 2** | **Unit 3** |
| English Language Arts 12 B Course Overview | Discussion and Debate | Analyzing Informational Text |
| *1 day* | *6 days* | *14 days* |
| | CCSS.ELA-Literacy.SL.11-12.1.b | CCSS.ELA-Literacy.RI.11-12.7 |

| Unit 4 | Unit 5 | Unit 6 |
|---|---|---|
| Writing Explanatory Text | Studying Literary Text | Language and Style |
| *15 days* | *14 days* | *10 days* |
| CCSS.ELA-Literacy.W.11-12.2.a | CCSS.ELA-Literacy.RL.11-12.1 | CCSS.ELA-Literacy.L.11-12.5.a |

| Unit 4 | Unit 5 | Unit 6 |
|---|---|---|
| Writing Argumentative Text | Media Literacy | Research and Presentation |
| *15 days* | *9 days* | *10 days* |
| CCSS.ELA-Literacy.W.11-12.1.a | SL.11.9.7.7.b | CCSS.ELA-Literacy.W.11-12.7 |

| | | |
|---|---|---|
| **Unit 7** | **Unit 7** | **Unit 7** |
| Writing Narrative Text | Poetry and Drama | ELA 12 Semester A Review and Exam |
| *12 days* | *12 days* | *2 days* |
| CCSS.ELA-Literacy.RL.11-12.3.a | RL7.5 | |

| | | |
|---|---|---|
| **Unit 7** | **Unit 7** | **Unit 7** |
| Analyzing Literary Text | Book Review | ELA 12 Semester B Review and Exam |
| *14 days* | *9 days* | *2 days* |
| CCSS.ELA-Literacy.RL.11-12.5 | CCSS.ELA-Literacy.RI.9-10.2 | List Unit Standards |

## Language Arts K (CA) A

| Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 |
|---|---|---|---|---|
| Course Overview | Different Kinds of Families | Outside in Any Weather | Fun for Everyone | No Place Like Home |
| *Approximately*<br>*1 day* | *Approximately*<br>*5 days* | *Approximately*<br>*5 days* | *Approximately*<br>*5 days* | *Approximately*<br>*5 days* |
| | Reading: Literature<br>Key Ideas and Details - 3<br>Craft and Structure - 6<br><br>Reading: Foundational Skills<br>Print Concepts - 1 (d)<br>Phonological Awareness - 2 (a)<br>Phonics and Word Recognition - 3 (c)<br><br>Speaking and Listening<br>Comprehension and Collaboration - 1 (a) | Reading: Literature<br>Key Ideas and Details - 1, 3<br>Craft and Structure - 6<br><br>Reading: Foundational Skills<br>Print Concepts - 1 (d)<br>Phonological Awareness - 2 (a, c, d, e) | Reading: Literature<br>Key Ideas and Details - 1, 3<br>Craft and Structure - 4, 6<br><br>Reading: Foundational Skills<br>Print Concepts - 1 (a, b, d)<br>Phonics and Word Recognition - 3 (c)<br><br>Speaking and Listening<br>Comprehension and Collaboration - 1 (b) | Reading: Literature<br>Key Ideas and Details - 1<br>Craft and Structure - 6<br><br>Reading: Foundational Skills<br>Print Concepts - 1 (c)<br>Phonological Awareness - 2 (b, d)<br>Phonics and Word Recognition - 3 (a, c)<br><br>Language<br>Conventions of Standard English - 1 (a) |

## Language Arts K (CA) (B)

| Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 |
|---|---|---|---|---|
| Course Overview | We Learn About the World | Now I Can Do It | Say Goodbye to Fear! | On Our Own |
| *Approximately*<br>*1 day* | *Approximately*<br>*5 days* | *Approximately*<br>*5 days* | *Approximately*<br>*5 days* | *Approximately*<br>*5 days* |
| | Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (a, c)<br><br>Speaking and Listening<br>Comprehension and Collaboration - 2 (a)<br>Presentation of Knowledge and Ideas - 4<br><br>Language<br>Conventions of Standard English - 1 (a, c) | Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (a, c, d)<br><br>Speaking and Listening<br>Presentation of Knowledge and Ideas - 4<br><br>Language<br>Conventions of Standard English - 1 (a) | Reading: Literature<br>Key Ideas and Details - 2<br><br>Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (a, d)<br><br>Language<br>Conventions of Standard English - 1 (a, b) | Reading: Foundational Skills<br>Phonological Awareness - 2 (b, e)<br>Phonics and Word Recognition - 3 (b)<br><br>Language<br>Conventions of Standard English - 1 (a, b), 2 (a, b) |

| Unit 6 | Unit 7 | Unit 8 | Unit 9 | Unit 10 |
|---|---|---|---|---|
| What a Surprise! | Friends Help Each Other | Friends are Kind | What a Friend Needs | Animals Learn and Grow |
| *Approximately*<br>*5 days* | *Approximately*<br>*5 days* | *Approximately*<br>*5 days* | *Approximately*<br>*5 days* | *Approximately*<br>*5 days* |
| Reading: Literature<br>Key Ideas and Details - 1<br>Craft and Structure - 6<br>Integration of Knowledge and Ideas - 7<br>Range of Reading and Level of Text Complexity - 10 (a, b)<br><br>Reading: Foundational Skills<br>Phonological Awareness - 2 (d)<br>Phonics and Word Recognition - 3 (a, c)<br><br>Speaking and Listening<br>Presentation of Knowledge and Ideas - 4<br><br>Language<br>Conventions of Standard English - 1 (a) | Reading: Literature<br>Key Ideas and Details - 1<br>Craft and Structure - 6<br><br>Reading: Foundational Skills<br>Phonological Awareness - 2 (d)<br>Phonics and Word Recognition - 3 (b, c)<br><br>Writing<br>Text Types and Purposes - 3<br>Production and Distribution of Writing - 5<br><br>Language<br>Conventions of Standard English - 1 (a) | Reading: Literature<br>Key Ideas and Details - 2<br><br>Reading: Foundational Skills<br>Phonological Awareness - 2 (b, d)<br>Phonics and Word Recognition - 3 (a, c)<br><br>Language<br>Conventions of Standard English - 1 (a), 2 (a)<br><br>Speaking and Listening<br>Comprehension and Collaboration - 3 | Reading: Foundational Skills<br>Phonological Awareness - 2 (b, d)<br>Phonics and Word Recognition - 3 (b)<br><br>Writing<br>Text Types and Purposes - 1<br><br>Language<br>Conventions of Standard English - 1 (a, d), 2 (a) | Reading: Informational Text<br>Craft and Structure - 6<br>Key Ideas and Details - 1, 2<br><br>Reading: Foundational Skills<br>Phonological Awareness - 2 (b)<br>Phonics and Word Recognition - 3 (a, c)<br><br>Speaking and Listening<br>Comprehension and Collaboration - 3<br><br>Language<br>Conventions of Standard English - 1 (a), 2 (a, b) |

| Unit 6 | Unit 7 | Unit 8 | Unit 9 | Unit 10 |
|---|---|---|---|---|
| Help Can Be a Surprise | Help Can Be Anywhere | Small Helpers | Ways We Help | Where the Wind Blows |
| *Approximately*<br>*5 days* | *Approximately*<br>*5 days* | *Approximately*<br>*5 days* | *Approximately*<br>*5 days* | *Approximately*<br>*5 days* |
| Reading: Literature<br>Integration of Knowledge and Ideas - 9<br><br>Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (c)<br>Fluency - 4<br><br>Writing<br>Text Types and Purposes - 1<br><br>Speaking and Listening<br>Comprehension and Collaboration - 3<br>Presentation of Knowledge and Ideas - 6<br><br>Language<br>Conventions of Standard English - 1 (a, d) | Reading: Literature<br>Craft and Structure - 5<br>Key Ideas and Details - 2<br><br>Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (a)<br><br>Writing<br>Text Types and Purposes - 1<br>Production and Distribution of Writing - 5<br><br>Speaking and Listening<br>Presentation of Knowledge and Ideas - 6<br><br>Language<br>Conventions of Standard English - 1 (a), 2 (a, b) | Reading: Literature<br>Key Ideas and Details - 2, 3<br>Craft and Structure - 5<br><br>Reading: Foundational Skills<br>Phonological Awareness - 2 (e)<br>Phonics and Word Recognition - 3 (b)<br><br>Writing<br>Text Types and Purposes - 3<br>Production and Distribution of Writing - 5<br><br>Language<br>Conventions of Standard English - 1 (a, f) | Reading: Literature<br>Craft and Structure - 5<br><br>Reading: Foundational Skills<br>Phonological Awareness - 2 (a)<br>Phonics and Word Recognition - 3 (a, b)<br><br>Language<br>Conventions of Standard English - 1 (a)<br>Vocabulary Acquisition and Use - 4 (b) | Reading: Informational Text<br>Range of Reading and Level of Text Complexity - 10 (a, b)<br><br>Reading: Foundational Skills<br>Phonological Awareness - 2 (b)<br>Phonics and Word Recognition - 3 (b)<br><br>Speaking and Listening<br>Presentation of Knowledge and Ideas - 6<br><br>Language<br>Vocabulary Acquisition and Use - 5 (b) |

| Unit 11 | Unit 12 | Unit 13 | Unit 14 | Unit 15 |
|---|---|---|---|---|
| Ways Animals are Different | Animal Parents and Babies | Animals Working Together | Feeling Angry | Feeling Happy |
| *Approximately*<br>*5 days* | *Approximately*<br>*5 days* | *Approximately*<br>*5 days* | *Approximately*<br>*5 days* | *Approximately*<br>*6 days* |
| Reading: Informational Text<br>Key Ideas and Details - 1, 2, 3<br>Craft and Structure - 6<br>Integration of Knowledge and Ideas - 7<br><br>Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (a, b, c)<br><br>Language<br>Conventions of Standard English - 1 (a) | Reading: Informational Text<br>Key Ideas and Details - 1, 3<br>Craft and Structure - 6<br><br>Reading: Foundational Skills<br>Phonological Awareness<br>2 (e)<br>Phonics and Word Recognition<br>3 (a, c)<br>Fluency - 4<br><br>Speaking and Listening<br>Presentation of Knowledge and Ideas - 4<br><br>Language<br>Conventions of Standard English - 1 (a) | Reading: Informational Text<br>Key Ideas and Details - 1<br>Craft and Structure - 4, 6<br>Integration of Knowledge and Ideas - 7<br><br>Reading: Foundational Skills<br>Phonological Awareness<br>2 (b)<br>Phonics and Word Recognition - 3 (a, b, c)<br><br>Language<br>Conventions of Standard English - 1 (a)<br>Vocabulary Acquisition and Use - 5 (a) | Reading: Informational Text<br>Craft and Structure - 5<br><br>Reading: Foundational Skills<br>Phonics and Word Recognition<br>3 (a, c)<br><br>Speaking and Listening<br>Presentation of Knowledge and Ideas - 4<br><br>Language<br>Conventions of Standard English - 1 (a, e) | Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (b, c)<br><br>Writing<br>Text Types and Purposes - 2<br><br>Speaking and Listening<br>Presentation of Knowledge and Ideas - 6<br><br>Language<br>Vocabulary Acquisition and Use - 4 (a), 6<br>Conventions of Standard English - 1 (a) |

| Unit 11 | Unit 12 | Unit 13 | Unit 14 | Unit 15 |
|---|---|---|---|---|
| Ready for the Rain | Snowy Days | All About Fog | Good Food for You | A World of Healthy Food |
| *Approximately*<br>*5 days* | *Approximately*<br>*5 days* | *Approximately*<br>*5 days* | *Approximately*<br>*5 days* | *Approximately*<br>*5 days* |
| Reading: Informational Text<br>Key Ideas and Details - 3<br>Integration of Knowledge and Ideas - 9<br><br>Reading: Foundational Skills<br>Phonological Awareness - 2 (e, f)<br>Phonics and Word Recognition - 3 (b)<br><br>Language<br>Conventions of Standard English - 1 (e), 2 (d) | Reading: Informational Text<br>Key Ideas and Details - 2<br><br>Reading: Foundational Skills<br>Phonological Awareness - 2 (b)<br>Phonics and Word Recognition - 3 (b, c)<br><br>Language<br>Conventions of Standard English - 2 (a) | Reading: Informational Text<br>Key Ideas and Details - 2<br><br>Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (b) | Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (b)<br><br>Writing<br>Text Types and Purposes - 2<br>Production and Distribution of Writing - 6<br><br>Language<br>Conventions of Standard English - 1 (a)<br>Vocabulary Acquisition and Use - 4 (b) | Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (b)<br><br>Writing<br>Text Types and Purposes - 2<br>Production and Distribution of Writing - 5<br><br>Language<br>Vocabulary Acquisition and Use - 4 (b) |

| | |
|---|---|
| **Unit 16** | **Unit 17** |
| Feeling Sad | Feeling Scared |
| *Approximately*<br>*5 days* | *Approximately*<br>*5 days* |
| Reading: Foundational Skills<br>Phonological Awareness - 2 (e)<br>Phonics and Word Recognition - 3 (c)<br>Fluency - 4<br><br>Speaking and Listening<br>Presentation of Knowledge and Ideas - 5<br><br>Language<br>Vocabulary Acquisition and Use - 5 (b) | Reading: Informational Text<br>Integration of Knowledge and Ideas - 8<br><br>Reading: Foundational Skills<br>Phonological Awareness - 2 (f)<br>Phonics and Word Recognition - 3 (b, c)<br><br>Writing<br>Research to Build and Present Knowledge - 7, 8<br><br>Speaking and Listening<br>Presentation of Knowledge and Ideas - 5, 6<br><br>Language<br>Conventions of Standard English - 1 (f)<br>Vocabulary Acquisition and Use - 5 (d) |

| | |
|---|---|
| **Unit 16** | **Unit 17** |
| Many Ways to Eat a Food | Chefs Cook |
| *Approximately*<br>*5 days* | *Approximately*<br>*5 days* |
| Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (b)<br><br>Language<br>Conventions of Standard English - 1 (a)<br>Vocabulary Acquisition and Use - 4 (a), 5 (d) | Writing<br>Production and Distribution of Writing - 5, 6<br><br>Language<br>Conventions of Standard English - 1 (a, f), 2 (c, d) |

## Language Arts 1 (CA) A

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| Adventures Near and Far | At the Park | Surprising Things Can Happen | Watching Animals |
| *Approximately*<br>*5 days* | *Approximately*<br>*5 days* | *Approximately*<br>*5 days* | *Approximately*<br>*6 days* |
| Reading: Literature<br>Key Ideas and Details - 1, 3<br>Craft and Structure - 5<br><br>Reading: Foundational Skills<br>Phonological Awareness - 2 (b, c)<br>Phonics and Word Recognition - 3 (g)<br>Fluency - 4 (b, c)<br><br>Speaking and Listening<br>Comprehension and Collaboration - 3<br><br>Language<br>Conventions of Standard English - 1 (c) | Reading: Literature<br>Key Ideas and Details - 2, 3<br><br>Reading: Foundational Skills<br>Print Concepts - 1 (a)<br>Phonological Awareness - 2 (b, c)<br>Phonics and Word Recognition - 3 (g)<br>Fluency - 4 (a, b)<br><br>Language<br>Conventions of Standard English - 1 (a, c) | Reading: Literature<br>Key Ideas and Details - 1, 3<br>Craft and Structure - 5<br>Integration of Knowledge and Ideas - 7<br><br>Reading: Foundational Skills<br>Print Concepts - 1 (a)<br>Phonics and Word Recognition - 3 (g)<br>Fluency - 4 (b)<br><br>Language<br>Conventions of Standard English - 1 (a, b), 2 (b) | Reading: Literature<br>Key Ideas and Details - 3<br>Craft and Structure - 5<br>Integration of Knowledge and Ideas - 7<br><br>Reading: Foundational Skills<br>Phonological Awareness - 2 (b)<br>Phonics and Word Recognition - 3 (g)<br>Fluency - 4 (b)<br><br>Language<br>Conventions of Standard English - 1 (a, b) |

## Language Arts 1 (CA) B

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| Long Ago | One Thing Can Have Many Uses | Changes Over Time | People Change and Grow |
| *Approximately*<br>*5 days* | *Approximately*<br>*5 days* | *Approximately*<br>*5 days* | *Approximately*<br>*6 days* |
| Reading: Informational Text<br>Craft and Structure - 4<br><br>Reading: Foundational Skills<br>Phonological Awareness - 2 (c)<br><br>Speaking and Listening<br>Comprehension and Collaboration - 1 (c)<br><br>Language<br>Conventions of Standard English - 1 (a, g) | Reading: Informational Text<br>Key Ideas and Details - 2<br><br>Reading: Foundational Skills<br>Phonological Awareness - 2 (c)<br><br>Language<br>Conventions of Standard English - 1 (a, h) | Reading: Foundational Skills<br>Phonological Awareness - 2 (c)<br><br>Speaking and Listening<br>Presentation of Knowledge and Ideas - 6<br><br>Language<br>Conventions of Standard English - 1 (a, i) | Reading: Informational Text<br>Key Ideas and Details - 3<br><br>Reading: Foundational Skills<br>Phonological Awareness - 2 (d)<br>Phonics and Word Recognition - 3 (c)<br><br>Speaking and Listening<br>Presentation of Knowledge and Ideas - 6<br><br>Language<br>Conventions of Standard English - 1 (a, j) |

| Unit 5 | Unit 6 | Unit 7 |
|---|---|---|
| Animals on Land and Sea | Turtles Are Special | Helpful Hands! |
| *Approximately*<br>*5 days* | *Approximately*<br>*5 days* | *Approximately*<br>*5 days* |
| Reading: Informational Text<br>Key Ideas and Details - 1, 2<br>Craft and Structure - 4<br>Integration of Knowledge and Ideas - 7<br><br>Reading: Foundational Skills<br>Phonological Awareness - 2 (b)<br>Fluency - 4 (b)<br><br>Language<br>Conventions of Standard English - 1 (a, b), 2 (a) | Reading: Informational Text<br>Key Ideas and Details - 2<br><br>Reading: Foundational Skills<br>Fluency - 4 (a)<br><br>Writing<br>Text Types and Purpose - 2 | Reading: Informational Text<br>Key Ideas and Details - 1<br>Integration of Knowledge and Ideas - 7<br><br>Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (g)<br>Fluency - 4 (a, b)<br><br>Language<br>Conventions of Standard English - 1 (a), 2 (b) |

| Unit 5 | Unit 6 | Unit 7 |
|---|---|---|
| Discover a Good Friend | Show That You Care | Work and Play Together |
| *Approximately*<br>*5 days* | *Approximately*<br>*5 days* | *Approximately*<br>*5 days* |
| Writing<br>Text Types and Purpose - 1<br><br>Speaking and Listening<br>Comprehension and Collaboration - 1 (a)<br><br>Language<br>Conventions of Standard English - 1 (a) | Reading: Literature<br>Key Ideas and Details - 2<br><br>Writing<br>Text Types and Purpose - 1<br><br>Language<br>Conventions of Standard English -1 (a)<br>Vocabulary Acquisition and Use - 4 (b) | Reading: Literature<br>Key Ideas and Details - 3<br><br>Reading: Foundational Skills<br>Phonological Awareness - 2 (a)<br>Phonics and Word Recognition - 3 (b, f)<br><br>Language<br>Conventions of Standard English - 1 (a)<br>Vocabulary Acquisition and Use - 4 (c) |

| Unit 8 | Unit 9 | Unit 10 |
|---|---|---|
| Amazing Bodies | Alike and Different | Moving All Around |
| *Approximately*<br>*7 days* | *Approximately*<br>*5 days* | *Approximately*<br>*5 days* |
| Reading: Informational Text<br>Key Ideas and Details - 3<br><br>Reading: Foundational Skills<br>Fluency - 4 (c)<br><br>Writing<br>Production and Distribution of Writing - 5, 6<br><br>Speaking and Listening<br>Presentation of Knowledge and Ideas - 5<br><br>Language<br>Conventions of Standard English - 1 (a, j), 2 (b) | Reading: Informational Text<br>Craft and Structure - 5<br>Range of Reading and Level of Text Complexity - 10 (b)<br><br>Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (a)<br>Fluency - 4 (b, c)<br><br>Language<br>Conventions of Standard English - 1 (a, e) | Reading: Informational Text<br>Craft and Structure - 5<br><br>Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (a)<br>Fluency - 4 (c)<br><br>Language<br>Conventions of Standard English - 1 (a, e) |

| Unit 8 | Unit 9 | Unit 10 |
|---|---|---|
| Friends Find Ways to Agree | Dream It, Do It! | The Wonders Outside |
| *Approximately*<br>*6 days* | *Approximately*<br>*5 days* | *Approximately*<br>*5 days* |
| Writing<br>Production and Distribution of Writing - 6<br><br>Speaking and Listening<br>Presentation of Knowledge and Ideas - 4, 5<br><br>Language<br>Vocabulary Acquisition and Use - 4 (c) | Reading: Literature<br>Range of Reading and Level of Text Complexity - 10 (a, b)<br><br>Reading: Foundational Skills<br>Phonological Awareness - 2 (a)<br>Phonics and Word Recognition - 3 (c)<br>Fluency - 4 (b)<br><br>Speaking and Listening<br>Comprehension and Collaboration - 1 (a)<br>Presentation of Knowledge and Ideas - 4 (a)<br><br>Language<br>Vocabulary Acquisition and Use - 5 (a, b) | Reading: Literature<br>Craft and Structure - 4<br><br>Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (c)<br><br>Language<br>Conventions of Standard English - 1 (a)<br>Vocabulary Acquisition and Use - 5 (d) |

| Unit 11 | Unit 12 | Unit 13 | Unit 14 |
|---|---|---|---|
| Hide and Seek | Animal Features | Special People and Special Things | Things We Treasure |
| *Approximately*<br>*5 days* | *Approximately*<br>*6 days* | *Approximately*<br>*5 days* | *Approximately*<br>*5 days* |
| Reading: Literature<br>Craft and Structure - 5<br><br>Reading: Informational Text<br>Key Ideas and Details - 1<br>Integration of Knowledge and Ideas - 9<br><br>Writing<br>Research to Build and Present Knowledge - 7<br><br>Language<br>Conventions of Standard English - 1 (a, e) | Reading: Informational Text<br>Key Ideas and Details - 1<br>Craft and Structure - 6<br>Integration of Knowledge and Ideas - 9<br><br>Reading: Foundational Skills<br>Fluency - 4 (c)<br><br>Writing<br>Production and Distribution of Writing - 5<br><br>Language<br>Conventions of Standard English - 1 (a, e) | Reading: Literature<br>Key Ideas and Details - 3<br>Craft and Structure - 6<br><br>Reading: Foundational Skills<br>Phonological Awareness - 2 (c)<br><br>Writing<br>Text Types and Purpose - 3<br>Production and Distribution of Writing - 5<br><br>Language<br>Conventions of Standard English - 1 (a, d) | Reading: Literature<br>Craft and Structure - 4<br><br>Writing<br>Text Types and Purpose - 3<br>Production and Distribution of Writing - 5<br><br>Language<br>Conventions of Standard English - 1 (a)<br>Vocabulary Acquisition and Use - 5 (d) |

| Unit 11 | Unit 12 | Unit 13 | Unit 14 |
|---|---|---|---|
| Be Creative! | Something Better | Something Everyone Can Use | Parts That Help |
| *Approximately*<br>*5 days* | *Approximately*<br>*6 days* | *Approximately*<br>*5 days* | *Approximately*<br>*5 days* |
| Reading: Literature<br>Craft and Structure - 5<br>Range of Reading and Level of Text Complexity - 10 (b)<br><br>Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (d, e)<br>Fluency - 4 (b)<br><br>Language<br>Conventions of Standard English - 1 (a)<br>Vocabulary Acquisition and Use - 4 (a) | Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (e)<br><br>Speaking and Listening<br>Comprehension and Collaboration - 1 (b)<br><br>Language<br>Conventions of Standard English - 1 (a)<br>Vocabulary Acquisition and Use - 5 (c), 6 | Reading: Informational Text<br>Integration of Knowledge and Ideas - 8<br><br>Reading: Foundational Skills<br>Phonological Awareness - 2 (b)<br><br>Writing<br>Text Types and Purpose - 2<br>Research to Build and Present Knowledge - 7<br><br>Speaking and Listening<br>Comprehension and Collaboration - 3<br><br>Language<br>Conventions of Standard English - 2 (c) | Reading: Informational Text<br>Key Ideas and Details - 3<br>Range of Reading and Level of Text Complexity - 10 (a)<br><br>Writing<br>Text Types and Purpose - 2<br>Research to Build and Present Knowledge - 7<br><br>Language<br>Conventions of Standard English - 1 (a), 2 (c) |

| | |
|---|---|
| **Unit 15** | **Unit 16** |
| Show You Care | Someone Special |
| *Approximately*<br>*5 days* | *Approximately*<br>*7 days* |
| Reading: Literature<br>Integration of Knowledge and Ideas - 9<br><br>Reading: Foundational Skills<br>Phonological Awareness - 2 (a)<br>Fluency - 4 (b)<br><br>Language<br>Conventions of Standard English - 1 (a, f) | Reading: Literature<br>Integration of Knowledge and Ideas - 9<br>Range of Reading and Level of Text Complexity - 10 (a)<br><br>Writing<br>Production and Distribution of Writing - 5<br><br>Language<br>Conventions of Standard English - 1 (a, g), 2 (a)<br>Vocabulary Acquisition and Use - 6 |

| | |
|---|---|
| **Unit 15** | **Unit 16** |
| Using What You Know | All Parts Needed |
| *Approximately*<br>*5 days* | *Approximately*<br>*6 days* |
| Reading: Informational Text<br>Craft and Structure - 6<br><br>Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (c)<br><br>Language<br>Conventions of Standard English - 1 (a), 2 (d, e) | Reading: Informational Text<br>Craft and Structure - 5<br><br>Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (f)<br><br>Writing<br>Research to Build and Present Knowledge - 8<br><br>Speaking and Listening<br>Comprehension and Collaboration - 2 (a)<br><br>Language<br>Conventions of Standard English - 2 (d) |

## Language Arts 2 (CA) A

| Unit 1 | Unit 2 | Unit 3 |
|---|---|---|
| I See It Differently | Knowing What's Important | Be Your True Self |
| *Approximately*<br>*5 days* | *Approximately*<br>*5 days* | *Approximately*<br>*5 days* |
| Reading: Literature<br>Key Ideas and Details - 1<br><br>Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (a)<br>Fluency - 4 (b) | Reading: Literature<br>Key Ideas and Details - 2<br>Craft and Structure - 5<br>Integration of Knowledge and Ideas - 9<br><br>Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (a)<br>Fluency - 4 (c)<br><br>Language<br>Conventions of Standard English - 1 (a) | Reading: Literature<br>Key Ideas and Details - 1, 3<br>Integration of Knowledge and Ideas - 7<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Fluency - 4 (b)<br><br>Speaking and Listening<br>Comprehension and Collaboration - 1 (a) |

## Language Arts 2 (CA) B

| Unit 1 | Unit 2 | Unit 3 |
|---|---|---|
| Telling Stories | Thinking Outside the Box | Teamwork |
| *Approximately*<br>*5 days* | *Approximately*<br>*5 days* | *Approximately*<br>*5 days* |

| | | |
|---|---|---|
| Reading: Literature<br>Key Ideas and Details - 2<br><br>Reading: Foundational Skills<br>Fluency - 4 (c)<br><br>Language<br>Conventions of Standard English - 2 (b, d) | Reading: Literature<br>Key Ideas and Details - 1, 3<br>Craft and Structure - 6<br><br>Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (c)<br>Fluency - 4 (a, b)<br><br>Language<br>Conventions of Standard English - 2 (c)<br>Vocabulary Acquisition and Use - 4 (a) | Reading: Literature<br>Craft and Structure - 6<br>Integration of Knowledge and Ideas - 9<br><br>Language<br>Conventions of Standard English - 1 (f) |

| Unit 4 | Unit 5 | Unit 6 |
|---|---|---|
| Big Idea | Fun in Every Season | Friends of the Earth |
| *Approximately*<br>*5 days* | *Approximately*<br>*5 days* | *Approximately*<br>*5 days* |
| Reading: Literature<br>Integration of Knowledge and Ideas - 7<br>Craft and Structure - 6<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Fluency - 4 (b)<br>Phonics and Word Recognition - 3 (a)<br><br>Language<br>Conventions of Standard English - 1 (b), 2 (d) | Reading: Informational Text<br>Key Ideas and Details - 1<br>Craft and Structure - 6<br><br>Writing<br>Text Types and Purpose - 2<br>Range of Writing - 10 | Reading: Informational Text<br>Craft and Structure - 5<br><br>Writing<br>Text Types and Purpose - 2<br>Production and Distribution of Writing - 4, 5<br>Range of Writing - 10<br><br>Speaking and Listening<br>Comprehension and Collaboration - 2 (a)<br><br>Language<br>Conventions of Standard English - 1 (c, g) |

| Unit 4 | Unit 5 | Unit 6 |
|---|---|---|
| Stories Old and New | Staying Fit | From Farm to You |
| *Approximately*<br>*6 days* | *Approximately*<br>*5 days* | *Approximately*<br>*5 days* |

| | | |
|---|---|---|
| Reading: Literature<br>Key Ideas and Details - 1<br>Craft and Structure - 4<br><br>Language<br>Conventions of Standard English - 1 (e) | Reading: Informational Text<br>Key Ideas and Details - 2<br><br>Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (b)<br><br>Writing<br>Text Types and Purpose - 3<br>Research to Build and Present Knowledge - 8<br>Range of Writing - 10<br><br>Language<br>Conventions of Standard English - 2 (d) | Reading: Informational Text<br>Key Ideas and Details - 3<br>Craft and Structure - 4, 6<br><br>Reading: Foundational Skills<br>Fluency - 4 (c)<br><br>Writing<br>Text Types and Purpose - 3<br>Production and Distribution of Writing - 4, 5<br>Range of Writing - 10<br><br>Language<br>Conventions of Standard English - 1 (g) - 2 (e) |

| Unit 7 | Unit 8 | Unit 9 |
|---|---|---|
| How Do They Do That? | Look Closer | Trying New Things |
| *Approximately*<br>*5 days* | *Approximately*<br>*6 days* | *Approximately*<br>*5 days* |
| Reading: Informational Text<br>Key Ideas and Details - 1<br>Craft and Structure - 5<br><br>Reading: Foundational Skills<br>Fluency - 4 (b)<br><br>Speaking and Listening<br>Comprehension and Collaboration - 3<br>Presentation of Knowledge and Ideas - 4 (a)<br><br>Language<br>Conventions of Standard English - 1 (d)<br>Vocabulary Acquisition and Use - 4 (e) | Reading: Informational Text<br>Craft and Structure - 5<br><br>Writing<br>Production and Distribution of Writing - 5, 6<br><br>Speaking and Listening<br>Presentation of Knowledge and Ideas - 4 (a) - 5<br><br>Language<br>Vocabulary Acquisition and Use - 5 (b) | Reading: Literature<br>Key Ideas and Details - 1<br>Craft and Structure - 5<br>Integration of Knowledge and Ideas - 7<br><br>Reading: Informational Text<br>Craft and Structure - 6<br><br>Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (b)<br>Fluency - 4 (b)<br><br>Writing<br>Research to Build and Present Knowledge - 8<br><br>Speaking and Listening<br>Presentation of Knowledge and Ideas - 4 (a)<br>Comprehension and Collaboration - 3 |

| Unit 7 | Unit 8 | Unit 9 |
|---|---|---|
| Move It! | Machines at Work | Our Senses |
| *Approximately*<br>*5 days* | *Approximately*<br>*6 days* | *Approximately*<br>*5 days* |

| | | |
|---|---|---|
| Reading: Informational Text<br>Integration of Knowledge and Ideas - 9<br><br>Language<br>Knowledge of Language - 3 (a)<br>Vocabulary Acquisition and Use - 4 (a) | Reading: Informational Text<br>Craft and Structure - 6<br><br>Writing<br>Production and Distribution of Writing - 5, 6<br><br>Speaking and Listening<br>Presentation of Knowledge and Ideas - 4 (a)<br><br>Language<br>Conventions of Standard English - 1 (g)<br>Vocabulary Acquisition and Use - 4 (a) | Reading: Literature<br>Craft and Structure - 4<br><br>Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (b, e)<br><br>Language<br>Vocabulary Acquisition and Use - 4 (a, e) |

| Unit 10 | Unit 11 | Unit 12 |
|---|---|---|
| Many Ways to Have Fun | The Things We Learn | Everyday Adventures |
| *Approximately*<br>*5 days* | *Approximately*<br>*5 days* | *Approximately*<br>*5 days* |
| Reading: Literature<br>Craft and Structure - 6<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (b, c)<br>Fluency - 4 (b, c)<br><br>Speaking and Listening<br>Comprehension and Collaboration - 1 (a, c)<br><br>Language<br>Vocabulary Acquisition and Use - 6 | Reading: Literature<br>Key Ideas and Details - 1<br>Craft and Structure - 4<br>Integration of Knowledge and Ideas - 7<br><br>Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (f)<br><br>Speaking and Listening<br>Comprehension and Collaboration - 1 (c)<br>Presentation of Knowledge and Ideas - 6<br><br>Language<br>Conventions of Standard English - 1 (e)<br>Vocabulary Acquisition and Use - 4 (a) | Reading: Literature<br>Craft and Structure - 4<br><br>Reading: Informational Text<br>Craft and Structure - 6<br><br>Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (b)<br>Fluency - 4 (c)<br><br>Speaking and Listening<br>Comprehension and Collaboration - 1 (a, c) - 3<br>Presentation of Knowledge and Ideas - 5<br><br>Language<br>Conventions of Standard English - 1 (e) |

| Unit 10 | Unit 11 | Unit 12 |
|---|---|---|
| Feelings Change | We All Have Feelings | What Scares You? |
| *Approximately*<br>*5 days* | *Approximately*<br>*5 days* | *Approximately*<br>*6 days* |

| | | |
|---|---|---|
| Reading: Literature<br>Key Ideas and Details - 1, 3<br><br>Reading: Foundational Skills<br>Fluency - 4 (a)<br><br>Speaking and Listening<br>Comprehension and Collaboration - 1 (b)<br><br>Language<br>Conventions of Standard English - 2 (d)<br>Vocabulary Acquisition and Use - 4 (c) | Reading: Literature<br>Integration of Knowledge and Ideas - 7<br><br>Reading: Foundational Skills<br>Fluency - 4 (c)<br><br>Language<br>Conventions of Standard English - 2 (a) | Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (f)<br>Fluency - 4 (c) |

| | | |
|---|---|---|
| **Unit 13** | **Unit 14** | **Unit 15** |
| Taking a Stand | See How You've Grown | Be the Change |
| *Approximately*<br>*5 days* | *Approximately*<br>*5 days* | *Approximately*<br>*5 days* |
| Reading: Informational Text<br>Key Ideas and Details - 1<br>Craft and Structure - 6<br>Range of Reading and Level of Text Complexity - 10<br><br>Writing<br>Text Types and Purpose - 1<br>Range of Writing - 10<br><br>Speaking and Listening<br>Presentation of Knowledge and Ideas - 6<br><br>Language<br>Conventions of Standard English - 1 (f) | Reading: Informational Text<br>Craft and Structure - 4, 5, 6<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (c)<br>Fluency - 4 (a, c)<br><br>Writing<br>Text Types and Purpose - 1<br>Production and Distribution of Writing - 4, 5<br>Range of Writing - 10<br><br>Speaking and Listening<br>Comprehension and Collaboration - 3<br><br>Language<br>Conventions of Standard English - 1 (f, g), 2 | Reading: Informational Text<br>Craft and Structure - 6<br>Integration of Knowledge and Ideas - 8<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (c)<br>Fluency - 4 (a, b)<br><br>Speaking and Listening<br>Presentation of Knowledge and Ideas - 6<br><br>Language<br>Vocabulary Acquisition and Use - 4 (d) |

| | | |
|---|---|---|
| **Unit 13** | **Unit 14** | **Unit 15** |
| Stay Prepared | Ever-Changing Earth | Time Zones |
| *Approximately*<br>*5 days* | *Approximately*<br>*5 days* | *Approximately*<br>*5 days* |

| | | |
|---|---|---|
| Reading: Informational Text<br>Key Ideas and Details - 1, 2<br><br>Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (d)<br><br>Writing<br>Text Types and Purpose - 2<br>Production and Distribution of Writing - 5<br>Research to Build and Present Knowledge - 7<br>Range of Writing - 10<br><br>Language<br>Vocabulary Acquisition and Use - 4 (b) | Reading: Informational Text<br>Craft and Structure - 5<br><br>Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (d)<br><br>Writing<br>Text Types and Purpose - 2<br>Production and Distribution of Writing - 4, 5<br>Range of Writing - 10<br><br>Speaking and Listening<br>Comprehension and Collaboration - 3<br><br>Language<br>Conventions of Standard English - 1 (g) | Reading: Informational Text<br>Integration of Knowledge and Ideas - 9<br><br>Language<br>Vocabulary Acquisition and Use - 5 (a) |

**Unit 16**

Our World is Always Changing

*Approximately*
*5 days*

Reading: Informational Text
Key Ideas and Details - 1
Integration of Knowledge and Ideas - 7

Writing
Production and Distribution of Writing - 5, 6

Speaking and Listening
Presentation of Knowledge and Ideas - 5

Language
Conventions of Standard English - 2 (c)

**Unit 16**

Wonderful Water

*Approximately*
*5 days*

Reading: Informational Text
Craft and Structure - 4

Writing
Production and Distribution of Writing - 6

Language
Conventions of Standard English - 1 (f)

## Language Arts 3 (CA) A

| Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 |
|---|---|---|---|---|---|---|
| Adventure Stories | Better Together | Adventures on Water | Adventures Near and Far | Discovering Folktales | Characters Who Change | Clever Characters |
| *Approximately 5 days* | *Approximately 5 days* | *Approximately 5 days* | *Approximately 6 days* | *Approximately 5 days* | *Approximately 5 days* | *Approximately 5 days* |
| Reading Standards for Literature<br>Key Ideas and Details - 1<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading Standards: Foundational Skills<br>Phonics and Word Recognition - 3 (a, b, c)<br>Fluency - 4 (a, b)<br><br>Writing Standards<br>Range of Writing - 10<br><br>Speaking and Listening Standards<br>Comprehension and Collaboration - 1 (b)<br><br>Language Standards<br>Vocabulary Acquisition and Use - 4 (b, c), 5 (a) | Reading Standards for Literature<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading Standards: Foundational Skills<br>Phonics and Word Recognition - 3 (a, c)<br><br>Writing Standards<br>Range of Writing - 10<br><br>Language Standards<br>Vocabulary Acquisition and Use<br>4 (d) | Reading Standards for Literature<br>Key Ideas and Details - 1, 3<br>Craft and Structure - 6<br>Integration of Knowledge and Ideas - 7, 9<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading Standards: Foundational Skills<br>Fluency - 4 (b)<br><br>Writing Standards<br>Range of Writing - 10<br><br>Speaking and Listening Standards<br>Comprehension and Collaboration - 2<br>Presentation of Knowledge and Ideas - 6<br><br>Language Standards<br>Conventions of Standard English - 1 (f), 2 (f, g)<br>Vocabulary Acquisition and Use - 4 (d) | Reading Standards for Literature<br>Key Ideas and Details - 1, 2<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading Standards: Foundational Skills<br>Phonics and Word Recognition - 3 (c)<br>Fluency - 4 (a, b)<br><br>Speaking and Listening Standards<br>Comprehension and Collaboration - 2<br><br>Language Standards<br>Conventions of Standard English - 2 (f)<br>Vocabulary Acquisition and Use - 4 (a) | Reading Standards for Literature<br>Key Ideas and Details - 1, 2, 3<br>Integration of Knowledge and Ideas - 9<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading Standards: Foundational Skills<br>Phonics and Word Recognition - 3(a)<br>Fluency - 4 (b)<br><br>Writing Standards<br>Text Types and Purposes - 1 (a, b), 3 (a)<br>Production and Distribution of Writing - 4, 5<br>Range of Writing - 10<br><br>Speaking and Listening Standards<br>Comprehension and Collaboration - 1, 2<br><br>Language Standards<br>Conventions of Standard English - 1 (g), 2(c, e) | Reading Standards for Literature<br>Key Ideas and Details - 1, 3<br>Craft and Structure - 5<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading Standards: Foundational Skills<br>Fluency - 4 (a, b)<br><br>Writing Standards<br>Text Types and Purposes - 1 (b, d)<br>Range of Writing - 10<br><br>Language Standards<br>Conventions of Standard English - 1 (g), 2 (f) | Reading Standards for Literature<br>Key Ideas and Details - 1, 3<br>Craft and Structure - 5<br>Integration of Knowledge and Ideas - 9<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading Standards: Foundational Skills<br>Fluency - 4 (a, b)<br><br>Writing Standards<br>Range of Writing - 10<br><br>Speaking and Listening Standards<br>Comprehension and Collaboration - 2<br>Presentation of Knowledge and Ideas - 5<br><br>Language Standards<br>Conventions of Standard English - 1 (a, j), 2 (d, f)<br>Vocabulary Acquisition and Use - 4 (c) |

## Language Arts 3 (CA) B

| Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 |
|---|---|---|---|---|---|---|
| Use Your Imagination | Family First | Think Creatively | Conflicts Help Us Grow | Getting to Know You | Surprising Characters | Keeping an Open Mind |
| *Approximately 5 days* | *Approximately 5 days* | *Approximately 5 days* | *Approximately 6 days* | *Approximately 5 days* | *Approximately 5 days* | *Approximately 5 days* |
| Reading Standards for Literature<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading Standards: Foundational Skills<br>Fluency - 4 (b)<br><br>Language Standards<br>Conventions of Standard English - 2 (f)<br>Vocabulary Acquisition and Use - 5 (a, b) | Reading Standards for Literature<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading Standards: Foundational Skills<br>Fluency - 4 (a, b)<br><br>Writing Standards<br>Range of Writing<br>10<br><br>Speaking and Listening Standards<br>Presentation of Knowledge and Ideas - 5, 6<br><br>Language Standards<br>Conventions of Standard English - 2f<br>Vocabulary Acquisition and Use - 4 (a) | Reading Standards for Literature<br>Key Ideas and Details - 1, 3<br>Craft and Structure - 6<br>Integration of Knowledge and Ideas - 7, 9<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading Standards: Foundational Skills<br>Fluency - 4 (b)<br><br>Writing Standards<br>Range of Writing - 10<br><br>Speaking and Listening Standards<br>Comprehension and Collaboration - 2<br><br>Language Standards<br>Conventions of Standard English - 1 (f), 2 (f) | Reading Standards for Literature<br>Key Ideas and Details - 1, 3<br>Integration of Knowledge and Ideas - 9<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading Standards: Foundational Skills<br>Fluency - 4 (a, b, c)<br><br>Speaking and Listening Standards<br>Comprehension and Collaboration - 2<br><br>Language Standards<br>Conventions of Standard English - 1 (a, f), 2 (e) | Reading Standards for Literature<br>Key Ideas and Details - 1, 2, 3<br>Integration of Knowledge and Ideas - 9<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading Standards: Foundational Skills<br>Phonics and Word Recognition - 3 (a)<br>Fluency - 4 (b)<br><br>Writing Standards<br>Text Types and Purposes - 1 (a, b)<br>Production and Distribution of Writing - 5<br>Range of Writing - 10<br><br>Speaking and Listening Standards<br>Comprehension and Collaboration - 1, 2<br><br>Language Standards<br>Conventions of Standard English - 1 (g), 2 (e) | Reading Standards for Literature<br>Key Ideas and Details - 1, 3<br>Craft and Structure - 5<br><br>Reading Standards: Foundational Skills<br>Fluency - 4 (a, b)<br><br>Writing Standards<br>Text Types and Purposes - 1 (b, d)<br>Range of Writing - 10<br><br>Language Standards<br>Conventions of Standard English - 1 (g), 2 (f) | Reading Standards for Literature<br>Key Ideas and Details - 1, 3<br>Integration of Knowledge and Ideas - 9<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading Standards: Foundational Skills<br>Fluency - 4(a, b)<br><br>Writing Standards<br>Range of Writing<br>10<br><br>Speaking and Listening Standards<br>Comprehension and Collaboration - 2<br>Presentation of Knowledge and Ideas - 5<br><br>Language Standards<br>Conventions of Standard English - 1(j), 2(d, f)<br>Vocabulary Acquisition and Use - 4 (c) |

| Unit 8 | Unit 9 | Unit 10 | Unit 11 | Unit 12 | Unit 13 | Unit 14 |
|---|---|---|---|---|---|---|
| Acting Out Folktales | Amazing Animals | Animals and Their Habitats | Animal Behaviors | Animal Features | Learning New Things | Learning Starts with Questions |
| *Approximately 6 days* | *Approximately 5 days* | *Approximately 5 days* | *Approximately 5 days* | *Approximately 6 days* | *Approximately 5 days* | *Approximately 5 days* |
| Reading Standards for Literature<br>Key Ideas and Details - 1<br>Craft and Structure - 5<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading Standards: Foundational Skills<br>Phonics and Word Recognition - 3 (a, c)<br>Fluency - 4(b, c)<br><br>Writing Standards<br>Production and Distribution of Writing - 5, 6<br>Range of Writing - 10<br><br>Speaking and Listening Standards<br>Comprehension and Collaboration - 1 (b), 2<br>Presentation of Knowledge and Ideas - 5<br><br>Language Standards<br>Conventions of Standard English - 1 (b), 2 (f) | Reading Standards for Literature<br>Key Ideas and Details - 1<br>Craft and Structure - 4, 5<br>Integration of Knowledge and Ideas - 7, 8<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading Standards for Informational Text<br>Key Ideas and Details - 1, 2<br>Range of Reading and Level of Text Complexity -10<br><br>Reading Standards: Foundational Skills<br>Phonics and Word Recognition - 3 (c), 4 (a)<br><br>Speaking and Listening Standards<br>Comprehension and Collaboration - 2<br><br>Language Standards<br>Conventions of Standard English - 1 (b), 2 (f) | Reading Standards for Informational Text<br>Key Ideas and Details - 1<br>Craft and Structure - 4<br>Integration of Knowledge and Ideas - 7<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading Standards: Foundational Skills<br>Fluency - 4 (a)<br><br>Language Standards<br>Conventions of Standard English - 1(c), 2 (f) | Reading Standards for Informational Text<br>Key Ideas and Details - 1<br>Craft and Structure - 4, 5<br>Integration of Knowledge and Ideas - 7<br>Range of Reading and Level of Text Complexity - 10<br><br>Writing Standards<br>Range of Writing - 10<br>Research to Build and Present Knowledge - 7, 8<br><br>Speaking and Listening Standards<br>Comprehension and Collaboration - 2<br><br>Language Standards<br>Conventions of Standard English - 1 (d, e), 2 (f) | Reading Standards for Informational Text<br>Key Ideas and Details - 3<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading Standards: Foundational Skills<br>Fluency - 4 (a, c)<br><br>Writing Standards<br>Range of Writing - 10<br><br>Speaking and Listening Standards<br>Comprehension and Collaboration<br>1 (a, b, c, d), 3<br><br>Language Standards<br>Conventions of Standard English - 1 (d), 2(f) | Reading Standards for Informational Text<br>Key Ideas and Details - 2<br>Craft and Structure - 4<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading Standards: Foundational Skills<br>Phonics and Word Recognition - 3 (a)<br><br>Writing Standards<br>Text Types and Purposes - 2 (a)<br>Range of Writing - 10<br><br>Speaking and Listening Standards<br>Comprehension and Collaboration - 2<br><br>Language Standards<br>Conventions of Standard English -1 (d, e), 2 (f) | Reading Standards for Informational Text<br>Key Ideas and Details - 2<br>Range of Reading and Level of Text Complexity - 10<br><br>Writing Standards<br>Text Types and Purposes - 1 (c), 2 (c)<br>Range of Writing - 10 |

| Unit 8 | Unit 9 | Unit 10 | Unit 11 | Unit 12 | Unit 13 | Unit 14 |
|---|---|---|---|---|---|---|
| Asking for Help | Out in Space | Creatures of the Night | It Happens at Night! | Changes in the Night Sky | Sea Creatures | The Importance of Oceans |
| *Approximately 5 days* | *Approximately 5 days* | *Approximately 5 days* | *Approximately 5 days* | *Approximately 7 days* | *Approximately 5 days* | *Approximately 5 days* |
| Reading Standards for Literature<br>Key Ideas and Details - 1, 3<br>Integration of Knowledge and Ideas - 7<br>Range of Reading and Level of Text Complexity - 10<br><br>Writing Standards<br>Production and Distribution of Writing - 5, 6<br>Range of Writing - 10<br><br>Speaking and Listening Standards<br>Comprehension and Collaboration - 1 (a), 2, 3<br><br>Language Standards<br>Conventions of Standard English - 2 (d, f)<br>Vocabulary Acquisition and Use - 4 (a) | Reading Standards for Informational Text<br>Key Ideas and Details - 1, 2<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading Standards: Foundational Skills<br>Phonics and Word Recognition - 3(a, b)<br>Fluency - 4 (a)<br><br>Writing Standards<br>Range of Writing - 10<br><br>Speaking and Listening Standards<br>Comprehension and Collaboration - 1(b, c, d), 3<br><br>Language Standards<br>Conventions of Standard English - 1 (h), 2 (e)<br>Vocabulary Acquisition and Use - 4 (a) | Reading Standards for Informational Text<br>Key Ideas and Details - 1<br>Craft and Structure - 5<br>Integration of Knowledge and Ideas 7, 8<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading Standards: Foundational Skills<br>Fluency - 4(a)<br><br>Writing Standards<br>Text Types and Purposes - 1 (c)<br><br>Language Standards<br>Conventions of Standard English - 1 (c), 2 (a, f)<br>Knowledge of Language - 3 (a)<br>Vocabulary Acquisition and Use - 4 (a) | Reading Standards for Informational Text<br>Key Ideas and Details - 1, 2, 3<br>Craft and Structure - 4, 5<br>Integration of Knowledge and Ideas - 7, 8<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading Standards: Foundational Skills<br>Phonics and Word Recognition - 3<br><br>Writing Standards<br>Range of Writing - 10<br><br>Speaking and Listening Standards<br>Comprehension and Collaboration - 1 (b, c), 3<br><br>Language Standards<br>Conventions of Standard English - 1 (d, e, i), 2 (f)<br>Vocabulary Acquisition and Use - 4 (a) | Reading Standards for Literature<br>Craft and Structure - 5<br><br>Reading Standards for Informational Text<br>Key Ideas and Details - 1, 3<br>Integration of Knowledge and Ideas - 8<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading Standards: Foundational Skills<br>Phonics and Word Recognition - 3 (a)<br><br>Writing Standards<br>Range of Writing - 10<br><br>Speaking and Listening Standards<br>Comprehension and Collaboration - 1 (a, b, c), 2, 3<br><br>Language Standards<br>Conventions of Standard English - 1 (d, j), 2 (a) | Reading Standards for Informational Text<br>Key Ideas and Details - 1, 2<br>Range of Reading and Level of Text Complexity - 10<br><br>Writing Standards<br>Text Types and Purposes - 2 (a, b)<br>Production and Distribution of Writing - 5<br>Research to Build and Present Knowledge - 7, 8<br>Range of Writing - 10<br><br>Language Standards<br>Conventions of Standard English - 1 (d, e, i), 2(f) | Reading Standards for Informational Text<br>Key Ideas and Details - 1, 2<br>Integration of Knowledge and Ideas - 9<br>Range of Reading and Level of Text Complexity - 10<br><br>Writing Standards<br>Text Types and Purposes - 2 (b, d)<br>Range of Writing - 10<br><br>Speaking and Listening Standards<br>Presentation of Knowledge and Ideas - 5<br><br>Language Standards<br>Conventions of Standard English - 1 (i), 2 (f) |

| Unit 15 | Unit 16 |
|---|---|
| Learning from Science | Exploring the World |
| *Approximately*<br>*5 days* | *Approximately*<br>*6 days* |
| Reading Standards for Informational Text<br>Key Ideas and Details - 3<br>Craft and Structure - 4<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading Standards: Foundational Skills<br>Phonics and Word Recognition - 3, 3 (d)<br><br>Writing Standards<br>Range of Writing - 10<br><br>Speaking and Listening Standards<br>Comprehension and Collaboration - 2<br><br>Language Standards<br>Conventions of Standard English - 2 (f)<br>Vocabulary Acquisition and Use - 4 (a) | Reading Standards for Informational Text<br>Key Ideas and Details - 3<br>Range of Reading and Level of Text Complexity - 10<br><br>Writing Standards<br>Production and Distribution of Writing - 5<br><br>Speaking and Listening Standards<br>Comprehension and Collaboration - 2<br>Presentation of Knowledge and Ideas - 4 (a)<br><br>Language Standards<br>Conventions of Standard English - 1 (b), 2 (f) |

| Unit 15 | Unit 16 |
|---|---|
| Ocean Journeys | Dangers to Our Oceans |
| *Approximately*<br>*5 days* | *Approximately*<br>*5 days* |
| Reading Standards for Informational Text<br>Key Ideas and Details - 1, 2<br>Craft and Structure - 4, 5, 6<br>Integration of Knowledge and Ideas - 9<br>Range of Reading and Level of Text Complexity - 10<br><br>Writing Standards<br>Range of Writing - 10<br><br>Language Standards<br>Conventions of Standard English - 1 (j), 2 (f)<br>Vocabulary Acquisition and Use - 4 (a), 5 (c), 6 | Reading Standards for Informational Text<br>Key Ideas and Details - 3<br>Craft and Structure - 5<br>Integration of Knowledge and Ideas - 7<br>Range of Reading and Level of Text Complexity - 10<br><br>Writing Standards<br>Production and Distribution of Writing - 6<br>Research to Build and Present Knowledge - 8<br>.<br>Speaking and Listening Standards<br>Presentation of Knowledge and Ideas - 5, 6<br><br>Language Standards<br>Conventions of Standard English - 1 (c), 2 (g, f)<br>Vocabulary Acquisition and Use - 4 (a), 6 |

## Language Arts 4 (CA) A

| Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
|---|---|---|---|---|---|
| Actions Speak Louder than Words | Kindness Goes a Long Way | Lessons in Kindness | A Boost in Kindness | Watching Animals | Understanding Animals |
| *Approximately 1 day* | *Approximately 5 days* | *Approximately 5 days* | *Approximately 6 days* | *Approximately 5 days* | *Approximately 5 days* |
| Reading: Literature<br>Key Ideas and Details - 1, 2<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (a)<br>Fluency - 4 (c)<br><br>Speaking and Listening<br>Comprehension and Collaboration - 2<br><br>Language<br>Conventions of Standard English - 1 (f), 2 (d)<br>Vocabulary Acquisition and Use - 4 (a) | Reading: Literature<br>Key Ideas and Details - 1, 3<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (a)<br>Fluency - 4 (a, c)<br><br>Writing<br>Research to Build and Present Knowledge - 9 (a)<br>Range of Writing - 10<br><br>Language<br>Conventions of Standard English - 2 (a, d) | Reading: Literature<br>Key Ideas and Details - 1, 2<br><br>Reading: Informational Text<br>Key Ideas and Details - 2<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (a)<br>Fluency - 4 (c)<br><br>Speaking and Listening<br>Comprehension and Collaboration - 1 (c)<br><br>Language<br>Conventions of Standard English - 1 (h), 2 (d)<br>Vocabulary Acquisition and Use - 4 (a) | Reading: Literature<br>Key Ideas and Details - 1, 3<br><br>Reading: Informational Text<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (a)<br><br>Writing<br>Research to Build and Present Knowledge - 9 (a)<br><br>Speaking and Listening<br>Comprehension and Collaboration - 1 (a, c)<br><br>Language<br>Conventions of Standard English - 2 (d) | Reading: Literature<br>Key Ideas and Details - 1, 3<br>Craft and Structure - 6<br><br>Writing<br>Text Types and Purposes - 3 (a)<br>Research to Build and Present Knowledge - 9 (a)<br><br>Speaking and Listening<br>Presentation of Knowledge and Ideas - 4 (a)<br><br>Language<br>Conventions of Standard English - 1 (a, f)<br>Knowledge of Language - 3 (a) | Reading: Literature<br>Key Ideas and Details - 1, 2, 3<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Fluency - 4 (c)<br><br>Writing<br>Text Types and Purposes - 3 (b, e)<br>Production and Distribution of Writing - 4, 5<br>Research to Build and Present Knowledge - 9 (a)<br>Range of Writing - 10<br><br>Speaking and Listening<br>Presentation of Knowledge and Ideas - 4 (a)<br><br>Language<br>Conventions of Standard English - 1 (a)<br>Vocabulary Acquisition and Use - 4 (a, c) |

## Language Arts 4 (CA) B

| Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
|---|---|---|---|---|---|
| Seriously Funny | Acting Out History | A World of Gods and Heroes | Explaining the Natural World | A Fresh Point of View | You Can Make a Difference |
| *Approximately 2 days* | *Approximately 5 days* | *Approximately 3 days* | *Approximately 5 days* | *Approximately 5 days* | *Approximately 3 days* |
| Reading: Literature<br>Key Ideas and Details - 1<br>Craft and Structure - 5<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (a)<br>Fluency - 4 (b, c)<br><br>Writing<br>Range of Writing - 10<br><br>Speaking and Listening<br>Comprehension and Collaboration - 2<br><br>Language<br>Conventions of Standard English - 1 (f, h), 2 (d)<br>Vocabulary Acquisition and Use - 4 (a), 5 (a) | Reading: Literature<br>Key Ideas and Details - 1, 2, 3<br>Craft and Structure - 5<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (a)<br>Fluency - 4 (c)<br><br>Writing<br>Research to Build and Present Knowledge - 9 (a)<br>Range of Writing - 10<br><br>Speaking and Listening<br>Comprehension and Collaboration - 2<br><br>Language<br>Conventions of Standard English - 2 (d)<br>Vocabulary Acquisition and Use - 4 (a), 5 (b) | Reading: Literature<br>Key Ideas and Details - 1<br>Craft and Structure - 4<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (a)<br>Fluency - 4 (c)<br><br>Writing<br>Range of Writing - 10<br><br>Speaking and Listening<br>Comprehension and Collaboration - 2<br><br>Language<br>Conventions of Standard English - 2 (d)<br>Vocabulary Acquisition and Use - 4 (a, b, c) | Reading: Literature<br>Craft and Structure - 4, 5<br>Integration of Knowledge and Ideas - 9<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (a)<br>Fluency - 4 (b, c)<br><br>Speaking and Listening<br>Comprehension and Collaboration - 1 (a, b, d)<br><br>Language<br>Conventions of Standard English - 2 (d)<br>Knowledge of Language - 3 (c)<br>Vocabulary Acquisition and Use - 4 (b), 5 (c) | Reading: Literature<br>Key Ideas and Details - 2<br>Craft and Structure - 6<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Informational Text<br>Craft and Structure - 6<br><br>Reading: Foundational Skills<br>Fluency - 4 (b, c)<br><br>Writing<br>Text Types and Purposes - 1 (a, b)<br><br>Language<br>Conventions of Standard English - 2 (b, c)<br>Knowledge of Language - 3 (c)<br>Vocabulary Acquisition and Use - 4 (a) | Reading: Literature<br>Key Ideas and Details - 1<br>Craft and Structure - 6<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Fluency - 4 (c)<br><br>Writing<br>Text Types and Purposes - 1 (a, b, c, d)<br>Production and Distribution of Writing - 4, 5, 6<br>Range of Writing - 10<br><br>Language<br>Knowledge of Language - 3 (a)<br>Vocabulary Acquisition and Use - 4 (a), 6 |

| Unit 7 | Unit 8 | Unit 9 | Unit 10 | Unit 11 | Unit 12 |
|---|---|---|---|---|---|
| A Bird's Eye View | People Need Animals | Mighty Medicines | Nature's Medicines | The Science of Sickness | Finding the Cure |
| *Approximately 5 days* | *Approximately 5 days* | *Approximately 5 days* | *Approximately 5 days* | *Approximately 5 days* | *Approximately 7 days* |
| Reading: Literature<br>Key Ideas and Details - 1, 2<br>Integration of Knowledge and Ideas - 9<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (a)<br><br>Speaking and Listening<br>Comprehension and Collaboration - 2<br><br>Language<br>Conventions of Standard English - 2 (d) | Reading: Literature<br>Integration of Knowledge and Ideas - 7<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Informational Text<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Fluency - 4 (c)<br><br>Writing<br>Text Types and Purposes - 3 (c, d)<br>Production and Distribution of Writing - 5, 6<br>Research to Build and Present Knowledge - 8<br>Range of Writing - 10<br><br>Speaking and Listening<br>Comprehension and Collaboration - 2<br><br>Language<br>Conventions of Standard English - 1 (b)<br>Vocabulary Acquisition and Use - 4 (a) | Reading: Informational Text<br>Key Ideas and Details - 1, 2<br>Craft and Structure - 4<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (a)<br>Fluency - 4 (c)<br><br>Writing<br>Research to Build and Present Knowledge - 7<br><br>Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (a)<br><br>Language<br>Conventions of Standard English - 1 (c, f), 2 (d)<br>Vocabulary Acquisition and Use - 4 (a) | Reading: Informational Text<br>Key Ideas and Details - 1, 3<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Fluency - 4 (c)<br><br>Language<br>Conventions of Standard English - 1 (c), 2 (d)<br>Vocabulary Acquisition and Use - 4 (a) | Reading: Informational Text<br>Key Ideas and Details - 2<br>Integration of Knowledge and Ideas - 9<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Fluency - 4 (a, c)<br><br>Language<br>Conventions of Standard English - 1 (d), 2 (d)<br>Vocabulary Acquisition and Use - 4 (a) | Reading: Informational Text<br>Key Ideas and Details - 1<br>Integration of Knowledge and Ideas - 7<br>Range of Reading and Level of Text Complexity - 10<br><br>Speaking and Listening<br>Comprehension and Collaboration - 1 (a)<br><br>Language<br>Conventions of Standard English - 1 (d), 2 (d)<br>Vocabulary Acquisition and Use - 4 (b) |

| Unit 7 | Unit 8 | Unit 9 | Unit 10 | Unit 11 | Unit 12 |
|---|---|---|---|---|---|
| Animal Power | It Takes Teamwork | Clues from Long Ago | Unearthing the Past | Trial, Error, and--Oops | Creature Features |
| *Approximately 2 days* | *Approximately 4 days* | *Approximately 5 days* | *Approximately 1 day* | *Approximately 1 day* | *Approximately 7 days* |
| Reading: Literature<br>Key Ideas and Details - 1, 2, 3<br>Integration of Knowledge and Ideas - 9<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Fluency - 4 (b, c)<br><br>Writing<br>Research to Build and Present Knowledge - 9 (a)<br><br>Language<br>Conventions of Standard English - 1 (g), 2 (d)<br>Vocabulary Acquisition and Use - 4 (a, c) | Reading: Literature<br>Key Ideas and Details - 1, 2, 3<br>Integration of Knowledge and Ideas - 7<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Fluency - 4 (b)<br><br>Writing<br>Production and Distribution of Writing - 4, 5<br>Research to Build and Present Knowledge - 9 (a)<br><br>Speaking and Listening<br>Comprehension and Collaboration - 2<br><br>Language<br>Knowledge of Language - 3 (b)<br>Vocabulary Acquisition and Use - 4 (c) | Reading: Literature<br>Key Ideas and Details - 3<br><br>Reading: Informational Text<br>Key Ideas and Details - 1, 2<br>Craft and Structure - 4, 5<br>Range of Reading and Level of Text Complexity - 10<br><br>Writing<br>Research to Build and Present Knowledge - 9 (a)<br>Range of Writing - 10<br><br>Language<br>Conventions of Standard English - 1 (f), 2 (d)<br>Knowledge of Language - 3 (a)<br>Vocabulary Acquisition and Use - 4 (b) | Reading: Informational Text<br>Key Ideas and Details - 1, 2, 3<br>Integration of Knowledge and Ideas - 7<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (a)<br>Fluency - 4 (c)<br><br>Language<br>Conventions of Standard English - 2 (d)<br>Knowledge of Language - 3 (a)<br>Vocabulary Acquisition and Use - 4 (a, c) | Reading: Literature<br>Key Ideas and Details - 3<br><br>Reading: Informational Text<br>Key Ideas and Details - 1, 2<br>Integration of Knowledge and Ideas - 9<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Phonics and Word Recognition - 3 (a)<br>Fluency - 4 (c)<br><br>Writing<br>Research to Build and Present Knowledge - 8<br>Research to Build and Present Knowledge - 9 (a)<br><br>Language<br>Conventions of Standard English - 1 (h), 2 (a, d)<br>Vocabulary Acquisition and Use - 2 (a) | Reading: Informational Text<br>Integration of Knowledge and Ideas - 7<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Fluency - 4 (c)<br><br>Writing<br>Research to Build and Present Knowledge - 8<br><br>Speaking and Listening<br>Comprehension and Collaboration - 1 (b, c, d), 2<br>Presentation of Knowledge and Ideas - 5, 6<br><br>Language<br>Conventions of Standard English - 2 (d)<br>Knowledge of Language - 3 (c)<br>Vocabulary Acquisition and Use - 4 (a), 5 (b) |

| Unit 13 | Unit 14 | Unit 15 | Unit 16 |
|---|---|---|---|
| Holding Onto History | Keeping Promises | Protecting Everyone's Environment | Objects Tell Stories |
| *Approximately*<br>*5 days* | *Approximately*<br>*5 days* | *Approximately*<br>*5 days* | *Approximately*<br>*5 days* |
| Reading: Informational Text<br>Key Ideas and Details - 1<br>Craft and Structure - 5<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Fluency - 4 (c)<br><br>Writing<br>Text Types and Purposes - 2 (b)<br>Research to Build and Present Knowledge - 7<br><br>Speaking and Listening<br>Comprehension and Collaboration - 2<br><br>Language<br>Conventions of Standard English - 1 (f)<br>Vocabulary Acquisition and Use - 4 (b) | Reading: Informational Text<br>Key Ideas and Details - 1<br>Integration of Knowledge and Ideas - 8<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Fluency - 4 (c)<br><br>Writing<br>Text Types and Purposes - 2 (a, b, c, d, e)<br>Production and Distribution of Writing - 4, 5, 9 (b), 10<br>Research to Build and Present Knowledge - 9 (b)<br>Range of Writing - 10<br><br>Speaking and Listening<br>Presentation of Knowledge and Ideas - 6<br><br>Language<br>Conventions of Standard English - 1 (e)<br>Knowledge of Language - 3 (c)<br>Vocabulary Acquisition and Use - 4 (a), 6 | Reading: Informational Text<br>Key Ideas and Details - 1<br>Craft and Structure - 6<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Fluency - 4 (c)<br><br>Language<br>Conventions of Standard English - 1 (f), 2 (d) | Reading: Informational Text<br>Key Ideas and Details - 1, 2<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Fluency - 4 (c)<br><br>Writing<br>Text Types and Purposes - 2 (a)<br>Production and Distribution of Writing - 5, 6<br>Research to Build and Present Knowledge - 8<br><br>Speaking and Listening<br>Comprehension and Collaboration - 2<br><br>Language<br>Conventions of Standard English - 1 (f), 2 (a, b)<br>Vocabulary Acquisition and Use - 4 (a, c) |

| Unit 13 | Unit 14 | Unit 15 | Unit 16 |
|---|---|---|---|
| All Fired Up | We Need Trees | Controlling Fire | Humans Help Out |
| *Approximately*<br>*5 days* | *Approximately*<br>*4 days* | *Approximately*<br>*4 days* | *Approximately*<br>*3 days* |
| Reading: Informational Text<br>Craft and Structure - 5, 6<br>Integration of Knowledge and Ideas - 7<br>Range of Reading and Level of Text Complexity - 10<br><br>Writing<br>Research to Build and Present Knowledge - 7, 8<br><br>Language<br>Conventions of Standard English - 1 (f)<br>Vocabulary Acquisition and Use - 4 (b, c), 6 | Reading: Informational Text<br>Key Ideas and Details - 1, 2<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Fluency - 4 (c)<br><br>Writing<br>Text Types and Purposes - 2 (a, b, c, d, e)<br>Production and Distribution of Writing - 4<br>Research to Build and Present Knowledge - 7, 8<br>Range of Writing - 10<br><br>Speaking and Listening<br>Comprehension and Collaboration - 3<br>Presentation of Knowledge and Ideas - 6<br><br>Language<br>Knowledge of Language - 3 (c)<br>Vocabulary Acquisition and Use - 4 (a) | Reading: Informational Text<br>Key Ideas and Details - 1<br>Craft and Structure - 6<br>Range of Reading and Level of Text Complexity - 10<br><br>Language<br>Conventions of Standard English - 2 (d)<br>Vocabulary Acquisition and Use 4 (b) | Reading: Informational Text<br>Key Ideas and Details - 2<br>Integration of Knowledge and Ideas - 7<br>Integration of Knowledge and Ideas - 9<br>Range of Reading and Level of Text Complexity - 10<br><br>Reading: Foundational Skills<br>Fluency - 4 (c)<br><br>Writing<br>Production and Distribution of Writing - 5, 6<br>Research to Build and Present Knowledge - 8<br>Range of Writing - 10<br><br>Speaking and Listening<br>Presentation of Knowledge and Ideas - 5<br><br>Language<br>Vocabulary Acquisition and Use - 4 (c) |

| Michigan K-12 Standards<br>Mathematics: Kindergarten | Math K (CIDs 89255/89280) | |
|---|---|---|
| | Unit Name | Lesson Number |
| **K.CC Counting and Cardinality** | | |
| **Know number names and the count sequence.** | | |
| 1. Count to 100 by ones and by tens. | Numbers to 100 | 1, 3, 4, 7 |
| 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). | Comparing and Ordering Numbers 0 to 10 | 9, 10 |
| | Numbers to 20 | 6 |
| | Numbers to 100 | 1, 4, 5, 6, 7 |
| 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). | One to Five | 3, 4, 7, 9 |
| | Comparing and Ordering 0 to 5 | 4, 5, 7 |
| | Six to Ten | 2, 4, 5, 7 |
| | Comparing and Ordering Numbers 0 to 10 | 9, 11 |
| | Numbers to 20 | 1, 2, 3, 4, 5, 6 |
| | Numbers to 100 | 5 |
| **Count to tell the number of objects.** | | |
| 4. Understand the relationship between numbers and quantities; connect counting to cardinality. | | |
| a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. | One to Five | 1, 2, 3, 4, 5, 7, 9 |
| | Comparing and Ordering 0 to 5 | 5, 7 |
| | Six to Ten | 2, 4, 5, 7, 8, 9 |
| | Sort, Classify, Count, and Categorize Data | 8 |
| b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. | One to Five | 2, 3, 4, 7 |
| | Comparing and Ordering 0 to 5 | 5, 7, 10 |
| | Six to Ten | 1, 2, 3, 4, 5, 6, 7, 8, 9 |
| | Numbers to 20 | 1, 2, 3, 4, 5, 6 |
| | Numbers to 100 | 1, 4 |
| | Composing Numbers 11 to 19 | 1, 2 |
| c. Understand that each successive number name refers to a quantity that is one larger. | Comparing and Ordering 0 to 5 | 8, 9, 10 |
| | Six to Ten | 8 |
| | Comparing and Ordering Numbers 0 to 10 | 9 |
| 5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. | One to Five | 1, 3, 4, 5, 6, 7, 8 |
| | Comparing and Ordering 0 to 5 | 5 |
| | Six to Ten | 1, 2, 3, 4, 5, 6, 7 |
| | Numbers to 100 | 2, 4 |
| **Compare numbers.** | | |
| 6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. | Comparing and Ordering 0 to 5 | 1, 2, 3, 6, 7, 10 |
| | Comparing and Ordering Numbers 0 to 10 | 1, 2, 3, 4, 5, 6, 7, 8 |
| 7. Compare two numbers between 1 and 10 presented as written numerals. | Comparing and Ordering Numbers 0 to 10 | 1, 2, 3, 4, 5, 6, 7, 8, 11 |
| **K.OA Operations and Algebraic Thinking** | | |
| **Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.** | | |

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| 1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. | Comparing and Ordering 0 to 5 | 2, 3 |
| | Comparing and Ordering Numbers 0 to 10 | 4, 5, 6, 7, 8, 10, 11 |
| | Understanding Addition | 1, 2, 3, 4, 5, 6, 7, 8 |
| | Understanding Subtraction | 1, 2, 3, 4, 5, 6, 7, 8 |
| | Composing Numbers 11 to 19 | 6 |
| | Decomposing Numbers 11 to 19 | 6 |
| 2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. | Understanding Addition | 1, 2, 3, 4, 5, 6, 7, 8 |
| | Understanding Subtraction | 1, 2, 3, 4, 5, 6, 7, 8 |
| 3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). | Composing and Decomposing Numbers to 10 | 1, 2, 3, 4, 5, 6, 7, 8, 9 |
| 4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. | Composing and Decomposing Numbers to 10 | 8, 9 |
| 5. Fluently add and subtract within 5. | Understanding Addition | 1, 2, 3, 4, 5, 6, 7, 8 |
| | Understanding Subtraction | 1, 2, 3, 4, 5, 6, 7, 8 |
| **K.NBT Number and Operations in Base Ten** | | |
| **Work with numbers 11–19 to gain foundations for place value.** | | |
| 1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand | Composing Numbers 11 to 19 | 1, 2, 3, 4, 5, 6 |
| | Decomposing Numbers 11 to 19 | 1, 2, 3, 4, 5, 6 |
| **K.MD Measurement and Data** | | |
| **Describe and compare measurable attributes.** | | |
| 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. | Measurement | 1, 2, 3, 5, 9, 10 |
| 2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter* . | Measurement | 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| **Classify objects and count the number of objects in each category.** | | |
| 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. | Composing and Decomposing Numbers to 10 | 10 |
| | Sort, Classify, Count, and Categorize Data | 1, 2, 3, 4, 5, 6, 7, 8 |
| **K.G Geometry** | | |
| **Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).** | | |
| 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. | Identifying and Describing Shapes | 1, 2, 3, 4, 5, 7, 9, 10 |
| | Position and Location of Shapes | 1, 2, 3, 4, 5 |
| 2. Correctly name shapes regardless of their orientations or overall size. | Identifying and Describing Shapes | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| | Geometry | 1, 3, 4, 5, 6, 7 |
| 3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). | Identifying and Describing Shapes | 7, 8, 10 |
| | Geometry | 5, 6 |
| **Analyze, compare, create, and compose shapes.** | | |
| 4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other | Identifying and Describing Shapes | 7, 8, 9, 10 |
| | Geometry | 1, 2, 3, 4, 5, 6, 7 |
| 5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. | Geometry | 5, 7 |

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| 6. Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"* | Geometry | 2, 4, 5 |

| Michigan K-12 Standards<br>Mathematics: Grade 1 | Math 1 (CIDs 89301/89337) | |
|---|---|---|
| | Unit Name | Lesson Number |
| **1.OA Operations and Algebraic Thinking** | | |
| **Represent and solve problems involving addition and subtraction.** | | |
| 1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. | Addition and Subtraction Problems to 10 | 1, 2, 3, 4, 5, 6, 7, 8 |
| | Fluently Add and Subtract within 10 | 1, 2, 3, 4, 5, 6, 7, 8, 9 |
| | Addition Facts to 20: Use Strategies | 1, 2, 4, 5, 6, 7, 8 |
| | Subtraction Facts to 20: Use Strategies | 1, 2, 3, 6, 7 |
| | Work With Addition and Subtraction Equations | 1, 2, 3, 4, 5, 6, 7 |
| | Use Models and Strategies to Add Tens and Ones | 1, 2, 3, 4, 5, 6, 7, 8, 9 |
| | Use Models to Subtract Tens | 1, 2, 3, 4, 5, 6, 7 |
| 2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. | Work With Addition and Subtraction Equations | 4, 5 |
| **Understand and apply properties of operations and the relationship between addition and subtraction.** | | |
| 3. Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.) | Fluently Add and Subtract within 10 | 5 |
| | Work With Addition and Subtraction Equations | 4, 5 |
| 4. Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8* . | Addition and Subtraction Problems to 10 | 1, 2, 3, 4, 5, 6, 7, 8 |
| | Fluently Add and Subtract within 10 | 1, 2, 3, 4, 5, 6, 7, 8, 9 |
| | Subtraction Facts to 20: Use Strategies | 4, 5 |
| **Add and subtract within 20.** | | |
| 5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). | Addition and Subtraction Problems to 10 | 1, 2, 4, 5, 6, 7, 8 |
| | Fluently Add and Subtract within 10 | 1, 2, 3, 4, 5, 6, 7, 8, 9 |
| | Addition Facts to 20: Use Strategies | 1, 2, 4, 5, 6, 7, 8 |
| | Subtraction Facts to 20: Use Strategies | 1, 2, 3, 4, 5, 6, 7, 8 |
| 6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + | Addition and Subtraction Problems to 10 | 1, 2, 3, 4, 5, 6, 7, 8 |
| | Fluently Add and Subtract within 10 | 1, 2, 3, 4, 5, 6, 7, 8, 9 |
| | Addition Facts to 20: Use Strategies | 1, 2, 4, 5, 6, 7, 8 |
| | Subtraction Facts to 20: Use Strategies | 1, 2, 3, 4, 5, 6, 7, 8 |

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| 12 − 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). | Work With Addition and Subtraction Equations | 1, 2, 3, 4, 5, 6, 7 |
| | Use Models and Strategies to Add Tens and Ones | 1, 2, 3, 4, 5, 6, 7, 8, 9 |
| | Use Models to Subtract Tens | 1, 2, 3, 4, 5, 6, 7 |
| **Work with addition and subtraction equations.** | | |
| 7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2* . | Work With Addition and Subtraction Equations | 2, 3 |
| 8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = □ – 3, 6 + 6 = □.* | Work With Addition and Subtraction Equations | 1, 2, 3 |
| **1.NBT Number and Operations in Base Ten** | | |
| **Extend the counting sequence.** | | |
| 1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. | Fluently Add and Subtract within 10 | 1 |
| | Addition Facts to 20: Use Strategies | 2 |
| | Subtraction Facts to 20: Use Strategies | 3 |
| | Extend the Counting Sequence | 2, 3, 4, 5 |
| | Understand Place Value | 1 |
| | Compare Two-Digit Numbers | 1, 2 |
| **Understand place value.** | | |
| 2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: | | |
| a. 10 can be thought of as a bundle of ten ones — called a “ten.” | Understand Place Value | 1, 2, 3, 4, 5 |
| | Compare Two-Digit Numbers | 1, 2, 3, 4 |
| | Use Models and Strategies to Add Tens and Ones | 5, 6, 7, 8, 9 |
| | Use Models to Subtract Tens | 1, 2, 4, 5, 6, 7 |
| b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. | Understand Place Value | 1, 2, 3, 4, 5 |
| | Compare Two-Digit Numbers | 1, 2, 3, 4 |
| | Use Models and Strategies to Add Tens and Ones | 5, 6, 7, 8, 9 |
| | Use Models to Subtract Tens | 1, 2, 4, 5, 6, 7 |
| c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). | Understand Place Value | 1, 2, 3, 4, 5 |
| | Compare Two-Digit Numbers | 1, 2, 3, 4 |
| | Use Models and Strategies to Add Tens and Ones | 5, 6, 7, 8, 9 |
| | Use Models to Subtract Tens | 1, 2, 4, 5, 6, 7 |
| 3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. | Addition and Subtraction Problems to 10 | 2, 5 |
| | Work With Addition and Subtraction Equations | 6 |
| | Compare Two-Digit Numbers | 3, 4, 5 |

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| **Use place value understanding and properties of operations to add and subtract.** | | |
| 4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. | Addition and Subtraction Problems to 10 | 1, 2, 3, 6, 7, 8 |
| | Fluently Add and Subtract within 10 | 1, 2, 3, 4, 5, 7, 8, 9 |
| | Addition Facts to 20: Use Strategies | 1, 2, 4, 5, 6, 7, 8 |
| | Subtraction Facts to 20: Use Strategies | 4, 5, 7 |
| | Work With Addition and Subtraction Equations | 1, 2, 3, 4, 5, 6, 7 |
| | Use Models and Strategies to Add Tens and Ones | 1, 2, 3, 4, 5, 6, 7, 8, 9 |
| | Use Models to Subtract Tens | 1, 2, 3, 4, 5, 6, 7 |
| 5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. | Compare Two-Digit Numbers | 1, 2 |
| | Use Models and Strategies to Add Tens and Ones | 1, 2, 3, 4, 5, 9 |
| | Use Models to Subtract Tens | 1, 2, 3, 4, 5, 6, 7 |
| 6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. | Compare Two-Digit Numbers | 1, 2 |
| | Use Models and Strategies to Add Tens and Ones | 1, 2, 3, 4, 5, 9 |
| | Use Models to Subtract Tens | 1, 2, 3, 4, 5, 6, 7 |
| **1.MD Measurement and Data** | | |
| **Measure lengths indirectly and by iterating length units.** | | |
| 1. Order three objects by length; compare the lengths of two objects indirectly by using a third object. | Measure Lengths | 1, 2, 3, 4 |
| 2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. | Measure Lengths | 3, 4 |
| **Tell and write time.** | | |
| 3. Tell and write time in hours and half-hours using analog and digital clocks. | Time | 1, 2, 3, 4 |
| **Represent and interpret data.** | | |
| 4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. | Represent and Interpret Data | 1, 2, 3, 4, 5 |
| **1.G Geometry** | | |
| **Reason with shapes and their attributes.** | | |
| 1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. | Reason with Shapes and Their Attributes | 4, 7 |
| 2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. | Reason with Shapes and Their Attributes | 4, 7 |
| 3. Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. | Equal Shares of Circles and Rectangles | 1, 2, 3, 4 |

| Michigan K-12 Standards<br>Mathematics: Grade 2 | Math 2 (CIDs 89397/89448) | |
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| | Unit Name | Lesson Number |
| **2.OA Operations and Algebraic Thinking** | | |
| **Represent and solve problems involving addition and subtraction.** | | |
| 1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. | Fluently Add and Subtract within 20 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| | Work with Equal Groups | 2, 3, 4 |
| | Add within 100 Using Strategies | 1, 2, 3, 4, 5, 6, 7 |
| | Fluently Add within 100 | 1, 2, 3, 4, 5, 6 |
| | Subtract within 100 Using Strategies | 1, 2, 3, 4, 5, 6, 7 |
| | Fluently Subtract within 100 | 1, 2, 3, 4, 5, 6, 7, 8 |
| | Solving with Addition and Subtraction | 1, 2, 3, 4 |
| | Add using Models and Strategies | 1, 2, 3, 4, 5, 6, 7 |
| | Subtract using Models and Strategies | 1, 2, 3, 4, 5, 6, 7 |
| **Add and subtract within 20.** | | |
| 2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. | Fluently Add and Subtract within 20 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| | Work with Equal Groups | 2, 3 |
| **Work with equal groups of objects to gain foundations for multiplication.** | | |
| 3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. | Work with Equal Groups | 1 |
| 4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. | Work with Equal Groups | 2, 3, 4 |
| | Shapes and Their Attributes | 5 |
| **2.NBT Number and Operations in Base Ten** | | |
| **Understand place value.** | | |
| 1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: | | |
| a. 100 can be thought of as a bundle of ten tens — called a “hundred.” | Add within 100 Using Strategies | 1, 2, 3, 4, 6 |
| | Fluently Add within 100 | 1, 2, 3, 4, 5, 6 |
| | Fluently Subtract within 100 | 2, 3, 4 |
| | Numbers to 1,000 | 1, 2, 3, 4, 5, 6, 8, 9, 10 |
| | Add using Models and Strategies | 1, 5, 6, 7 |
| | Subtract using Models and Strategies | 1, 5, 6, 7 |
| b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). | Numbers to 1,000 | 1, 2, 3, 4, 5, 6, 8, 9, 10 |
| | Add using Models and Strategies | 1, 5, 6, 7 |
| | Subtract using Models and Strategies | 1, 5, 6, 7 |
| 2. Count within 1000; skip-count by 5s, 10s, and 100s. | Numbers to 1,000 | 1, 6, 7 |
| 3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. | Numbers to 1,000 | 2, 4, 5 |

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| 4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. | Numbers to 1,000 | 8, 9, 10 |
| **Use place value understanding and properties of operations to add and subtract.** | | |
| 5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. | Fluently Add and Subtract within 20 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| | Work with Equal Groups | 2, 3, 4 |
| | Add within 100 Using Strategies | 1, 2, 3, 4, 5, 6, 7 |
| | Fluently Add within 100 | 1, 2, 3, 4, 5 |
| | Subtract within 100 Using Strategies | 1, 2, 3, 4, 5, 6, 7 |
| | Fluently Subtract within 100 | 1, 2, 3, 4, 5, 6, 7, 8 |
| | Solving with Addition and Subtraction | 1, 2, 3, 4 |
| | Add using Models and Strategies | 1, 2, 3, 4, 5, 6, 7 |
| | Subtract using Models and Strategies | 1, 2, 3, 4, 5, 6, 7 |
| | More Addition, Subtraction, and Length | 3 |
| 6. Add up to four two-digit numbers using strategies based on place value and properties of operations. | Fluently Add and Subtract within 20 | 1, 2, 3, 4, 6, 8, 9, 10 |
| | Work with Equal Groups | 2, 3, 4 |
| | Add within 100 Using Strategies | 1, 2, 3, 4, 5, 6, 7 |
| | Fluently Add within 100 | 1, 2, 3, 4, 5 |
| | Subtract within 100 Using Strategies | 7 |
| | Fluently Subtract within 100 | 5, 8 |
| | Solving with Addition and Subtraction | 1, 2, 3, 4 |
| | Add using Models and Strategies | 1, 2, 3, 4, 5, 6, 7 |
| | More Addition, Subtraction, and Length | 3 |
| 7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. | Fluently Add and Subtract within 20 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| | Work with Equal Groups | 2, 3, 4 |
| | Add within 100 Using Strategies | 1, 2, 3, 4, 5, 6, 7 |
| | Fluently Add within 100 | 1, 2, 3, 4, 5 |
| | Subtract within 100 Using Strategies | 1, 2, 3, 4, 5, 6, 7 |
| | Fluently Subtract within 100 | 1, 2, 3, 4, 5, 6, 7, 8 |
| | Solving with Addition and Subtraction | 1, 2, 3, 4 |
| | Add using Models and Strategies | 1, 2, 3, 4, 5, 6, 7 |
| | Subtract using Models and Strategies | 1, 2, 3, 4, 5, 6, 7 |

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| | More Addition, Subtraction, and Length | 3 |
| 8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. | Add using Models and Strategies | 1 |
| | Subtract using Models and Strategies | 1 |
| 9. Explain why addition and subtraction strategies work, using place value and the properties of operations. | Fluently Add and Subtract within 20 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| | Work with Equal Groups | 2, 3, 4 |
| | Add within 100 Using Strategies | 1, 2, 3, 4, 5, 6, 7 |
| | Fluently Add within 100 | 1, 2, 3, 4, 5 |
| | Subtract within 100 Using Strategies | 1, 2, 3, 4, 5, 6, 7 |
| | Fluently Subtract within 100 | 1, 2, 3, 4, 5, 6, 7, 8 |
| | Solving with Addition and Subtraction | 1, 2, 3, 4 |
| | Add using Models and Strategies | 1, 2, 3, 4, 5, 6, 7 |
| | Subtract using Models and Strategies | 1, 2, 3, 4, 5, 6, 7 |
| | More Addition, Subtraction, and Length | 3 |
| **2.MD Measurement and Data** | | |
| **Measure and estimate lengths in standard units.** | | |
| 1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. | Measuring Length | 1, 2, 3, 4, 5, 6, 7, 8 |
| | More Addition, Subtraction, and Length | 1, 2, 4 |
| | Graphs and Data | 1 |
| 2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. | Measuring Length | 4 |
| 3. Estimate lengths using units of inches, feet, centimeters, and meters. | Measuring Length | 1, 2, 3, 4, 5, 6 |
| 4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. | Measuring Length | 7, 8 |
| | More Addition, Subtraction, and Length | 1, 2 |
| **Relate addition and subtraction to length.** | | |
| 5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. | Measuring Length | 1, 2, 3, 4, 5, 6, 7, 8 |
| | More Addition, Subtraction, and Length | 1, 2, 3, 4 |
| 6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram. | Fluently Add and Subtract within 20 | 5 |
| | Add within 100 Using Strategies | 2, 5, 6, 7 |
| | Subtract within 100 Using Strategies | 2, 3 |
| | Numbers to 1,000 | 7, 9, 10 |
| | Add using Models and Strategies | 2, 6, 7 |
| | Subtract using Models and Strategies | 2, 3, 6, 7 |

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| | More Addition, Subtraction, and Length | 3 |
| **Work with time and money.** | | |
| 7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. | Work with Time and Money | 3 |
| 8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? | Work with Time and Money | 1, 2, 5 |
| **Represent and interpret data.** | | |
| 9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. | Measuring Length | 1, 2, 3, 4, 5, 6, 7, 8 |
| | More Addition, Subtraction, and Length | 1, 2, 4 |
| | Graphs and Data | 1 |
| 10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple puttogether, take-apart, and compare problems using information presented in a bar graph. | Graphs and Data | 2, 3, 4, 5 |
| **2.G Geometry** | | |
| **Reason with shapes and their attributes.** | | |
| 1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. | Shapes and Their Attributes | 1, 2, 3, 5 |
| 2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. | Work with Equal Groups | 2, 3, 4 |
| | Shapes and Their Attributes | 5 |
| 3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. | Shapes and Their Attributes | 6, 7, 8 |

| Michigan K-12 Standards<br>Mathematics: Grade 3 | Math 3 (CIDs 89734/89754) | |
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| | Unit Name | Lesson Number |
| **3.OA Operations and Algebraic Thinking** | | |
| **Represent and solve problems involving multiplication and division.** | | |
| 1. Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 × 7*. | Whole Number Multiplication and Division | 1 |
| 2. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8*. | Whole Number Multiplication and Division | 5, 6, 7 |
| | Division Facts: Use Multiplication | 1, 2, 3, 4, 5, 6, 7, 8, 9 |
| | Fluently Multiply and Divide Within 100 | 2, 3, 5, 6, 7 |
| | Solve Problems with Whole Numbers | 2, 3, 4 |
| 3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. | Whole Number Multiplication and Division | 1, 2, 3, 4, 5, 6, 7 |
| | Multiplication Facts: Use Patterns | 1, 2, 3, 4, 5, 6 |
| | Apply Properties of Multiplication | 1, 2, 3, 4, 5, 6, 7 |
| | Division Facts: Use Multiplication | 1, 2, 3, 4, 5, 6, 7, 8, 9 |
| | Fluently Multiply and Divide Within 100 | 1, 2, 3, 4, 5, 6, 7 |
| | Multiply by Multiples of 10 | 1, 2, 3 |
| | Solve Problems with Whole Numbers | 2 |
| 4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = □ ÷ 3, 6 × 6 = ?*. | Fluently Multiply and Divide Within 100 | 1, 3, 4 |
| **Understand properties of multiplication and the relationship between multiplication and division.** | | |
| 5. Apply properties of operations as strategies to multiply and divide. Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.) | Whole Number Multiplication and Division | 4 |
| | Multiplication Facts: Use Patterns | 3, 6 |
| | Apply Properties of Multiplication | 1, 2, 3, 4, 5, 6, 7 |
| | Fluently Multiply and Divide Within 100 | 1, 4, 5, 6, 7 |
| | Multiply by Multiples of 10 | 2, 3 |
| | Strategies to Add and Subtract | 1 |
| | Connect Area to Multiplication and Addition | 5 |
| 6. Understand division as an unknown-factor problem. *For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8*. | Division Facts: Use Multiplication | 1, 2, 3, 4, 5, 7, 8, 9 |
| | Fluently Multiply and Divide Within 100 | 2, 3, 5, 6, 7 |
| **Multiply and divide within 100.** | | |
| 7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division | Whole Number Multiplication and Division | 1, 2, 3, 4, 5, 6, 7 |
| | Multiplication Facts: Use Patterns | 1, 2, 3, 4, 5, 6 |
| | Apply Properties of Multiplication | 1, 2, 3, 4, 5, 6, 7 |

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| 7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. | Division Facts: Use Multiplication | 1, 2, 3, 4, 5, 6, 7, 8, 9 |
| | Fluently Multiply and Divide Within 100 | 1, 2, 3, 4, 5, 6, 7 |
| | Multiply by Multiples of 10 | 1, 2, 3 |
| | Solve Problems with Whole Numbers | 2 |
| **Solve problems involving the four operations, and identify and explain patterns in arithmetic.** | | |
| 8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. | Whole Number Multiplication and Division | 1, 2, 3, 4, 5, 6, 7 |
| | Multiplication Facts: Use Patterns | 1, 2, 3, 4, 5, 6 |
| | Apply Properties of Multiplication | 1, 2, 3, 4, 5, 6, 7 |
| | Division Facts: Use Multiplication | 1, 2, 3, 4, 5, 6, 7, 8, 9 |
| | Fluently Multiply and Divide Within 100 | 1, 2, 3, 4, 5, 6, 7 |
| | Multiply by Multiples of 10 | 1, 2, 3 |
| | Strategies to Add and Subtract | 1, 2, 3, 4, 5, 6 |
| | Fluently Add and Subtract within 1,000 | 1, 2, 3, 4, 5, 6 |
| | Solve Problems with Whole Numbers | 1, 2, 3, 4 |
| 9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends* . | Fluently Multiply and Divide Within 100 | 1 |
| **3.NBT Number and Operations in Base Ten** | | |
| **Use place value understanding and properties of operations to perform multi-digit arithmetic.** | | |
| 1. Use place value understanding to round whole numbers to the nearest 10 or 100. | Strategies to Add and Subtract | 3, 5 |
| 2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. | Strategies to Add and Subtract | 1, 2, 4, 5, 6, 7 |
| | Fluently Add and Subtract within 1,000 | 1, 2, 3, 4, 5, 6 |
| | Solve Problems with Whole Numbers | 1, 3, 4 |
| 3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations. | Multiply by Multiples of 10 | 3 |
| **3.NF Number and Operations—Fractions** | | |
| **Develop understanding of fractions as numbers.** | | |
| 1. Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b. | Understand Fractions as Numbers | 1, 2, 3, 4, 5, 6 |
| | Fraction Equivalence and Comparison | 1, 2, 3, 4, 5, 6, 7, 8 |
| 2. Understand a fraction as a number on the number line; represent fractions on a number line diagram. | | |
| a. Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line. | Understand Fractions as Numbers | 4, 5, 6 |
| | Fraction Equivalence and Comparison | 2, 6, 8 |
| b. Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line. | Understand Fractions as Numbers | 4, 5, 6 |
| | Fraction Equivalence and Comparison | 2, 6, 8 |

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| 3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. | | |
| a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. | Fraction Equivalence and Comparison | 1, 2, 3, 8 |
| b. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3. Explain why the fractions are equivalent, e.g., by using a visual fraction model. | Fraction Equivalence and Comparison | 1, 2, 3, 8 |
| c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram. | Understand Fractions as Numbers | 1, 2, 3, 4, 5, 6 |
| | Fraction Equivalence and Comparison | 1, 2, 3, 4, 5, 6, 7, 8 |
| d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. | Fraction Equivalence and Comparison | 3, 4, 5, 6, 8 |
| **3.MD Measurement and Data** | | |
| **Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.** | | |
| 1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. | Time, Mass, Capacity | 1, 2, 3, 8 |
| 2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. | Time, Mass, Capacity | 4, 5, 6, 7, 8 |
| **Represent and interpret data.** | | |
| 3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets*. | Represent and Interpret Data | 2, 3, 4, 5 |
| 4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters. | Represent and Interpret Data | 1 |
| **Geometric measurement: understand concepts of area and relate area to multiplication and to addition.** | | |
| 5. Recognize area as an attribute of plane figures and understand concepts of area measurement. | | |
| a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. | Connect Area to Multiplication and Addition | 1, 2, 3, 4, 5, 6, 7 |
| b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units. | Connect Area to Multiplication and Addition | 1, 2, 3, 4, 5, 6, 7 |
| 6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). | Connect Area to Multiplication and Addition | 1, 2, 3, 4, 5, 6, 7 |
| 7. Relate area to the operations of multiplication and addition. | | |
| a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. | Connect Area to Multiplication and Addition | 4, 5, 6, 7 |
| b. Multiply side lengths to find areas of rectangles with wholenumber side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning | Whole Number Multiplication and Division | 1, 3 |
| | Multiplication Facts: Use Patterns | 5, 6 |
| | Apply Properties of Multiplication | 2, 3, 4, 5, 6 |

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| and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. | Division Facts: Use Multiplication | 1, 2, 3, 4, 9 |
| | Connect Area to Multiplication and Addition | 4, 5, 6, 7 |
| c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning. | Apply Properties of Multiplication | 1, 2, 3, 4, 5, 7 |
| | Fluently Multiply and Divide Within 100 | 1, 4, 5, 6, 7 |
| | Multiply by Multiples of 10 | 2, 3 |
| | Connect Area to Multiplication and Addition | 5 |
| d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. | Connect Area to Multiplication and Addition | 1, 6, 7 |
| **Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.** | | |
| 8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. | Solve Perimeter Problems | 1, 2, 3, 4, 5, 6 |
| **3.G Geometry** | | |
| **Reason with shapes and their attributes.** | | |
| 1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. | Attributes of Two-Dimensional Shapes | 1, 2, 3, 4 |
| 2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape* . | Understand Fractions as Numbers | 1, 2, 3, 4, 5, 6 |
| | Fraction Equivalence and Comparison | 1, 2, 3, 4, 5, 6, 7, 8 |

| Michigan K-12 Standards<br>Mathematics: Grade 4 |
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| **4.OA Operations and Algebraic Thinking** |
| **Use the four operations with whole numbers to solve problems.** |
| 1. Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. |
| 2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. |
| 3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. |
| **Gain familiarity with factors and multiples.** |
| 4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite. |
| **Generate and analyze patterns.** |
| 5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way*. |
| **4.NBT Number and Operations in Base Ten** |
| **Generalize place value understanding for multi-digit whole numbers.** |

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| 1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.* |
| 2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. |
| 3. Use place value understanding to round multi-digit whole numbers to any place. |
| **Use place value understanding and properties of operations to perform multi-digit arithmetic.** |
| 4. Fluently add and subtract multi-digit whole numbers using the standard algorithm. |
| 5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. |
| 6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. |

| **4.NF Number and Operations—Fractions** |
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| **Extend understanding of fraction equivalence and ordering.** |
| 1. Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. |
| 2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. |
| **Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.** |
| 3. Understand a fraction a/b with a > 1 as a sum of fractions 1/b. |
| a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. |
| b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8. |
| c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. |
| d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. |
| 4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. |
| a. Understand a fraction a/b as a multiple of 1/b. *For example, use a visual fraction model to represent 5/4 as the* |

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| *product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4)*. |
| b. Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)* |
| c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie*? |
| **Understand decimal notation for fractions, and compare decimal fractions.** |
| 5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. *For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100* . |
| 6. Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram*. |
| 7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model. |
| **4.MD Measurement and Data** |
| **Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.** |
| 1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a twocolumn table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...* |
| 2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing |

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| objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. |
| 3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor*. |
| **Represent and interpret data.** |
| 4. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection*. |
| **Geometric measurement: understand concepts of angle and measure angles.** |
| 5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: |
| a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a “one-degree angle,” and can be used to measure angles. |
| b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees. |
| 6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. |
| 7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure. |
| **4.G Geometry** |
| **Draw and identify lines and angles, and classify shapes by properties of their lines and angles.** |
| 1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. |
| 2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. |

3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

| Math 4 (CIDs 89869/89916) | |
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| **Unit Name** | **Lesson Number** |
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| | |
| Multiply by 1-Digit Numbers | 3 |
| Multiply by 1-Digit Numbers | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| Multiply by 2-Digit Numbers | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| Divide by 1-Digit Numbers | 1, 2, 3, 4, 5, 6, 7, 8, 9 |
| Solve Problems with Whole Numbers | 1, 2, 3, 4 |
| Fluently Add and Subtract Multi-Digit Numbers | 1, 2, 3, 4, 5, 6 |
| Multiply by 1-Digit Numbers | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| Multiply by 2-Digit Numbers | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| Divide by 1-Digit Numbers | 1, 2, 3, 4, 5, 6, 7, 8, 9 |
| Solve Problems with Whole Numbers | 1, 2, 3, 4 |
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| Factors and Multiples | 1, 2, 3, 4, 5 |
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| Algebra: Generate and Analyze Patterns | 1, 2, 3, 4 |
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| Generalize Place Value Understanding | 1, 2, 3, 4, 5 |
| Fluently Add and Subtract Multi-Digit Numbers | 1, 4 |
| Multiply by 1-Digit Numbers | 1, 4, 5, 6, 7, 8, 9, 10 |
| Multiply by 2-Digit Numbers | 2, 5, 7, 8 |
| Divide by 1-Digit Numbers | 1, 3, 5, 7, 9 |
| Understand and Compare Decimals | 2, 5 |
| Generalize Place Value Understanding | 1, 2, 3 |
| Solve Problems with Whole Numbers | 1 |
| Generalize Place Value Understanding | 4 |
| Fluently Add and Subtract Multi-Digit Numbers | 2 |
| Multiply by 1-Digit Numbers | 2 |
| Multiply by 2-Digit Numbers | 3, 4 |
| Divide by 1-Digit Numbers | 2 |
| | |
| Fluently Add and Subtract Multi-Digit Numbers | 1, 3, 4, 5, 6 |
| Solve Problems with Whole Numbers | 1, 2, 3, 4 |
| Multiply by 1-Digit Numbers | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| Multiply by 2-Digit Numbers | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| Factors and Multiples | 1, 2 |
| Fraction Equivalence and Ordering | 1, 5, 6 |
| Divide by 1-Digit Numbers | 1, 2, 3, 4, 5, 6, 7, 8, 9 |

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| Fraction Equivalence and Ordering | 1, 2, 3, 4 |
| Addition and Subtraction of Fractions | 8 |
| Fraction Equivalence and Ordering | 5, 6 |
| Addition and Subtraction of Fractions | 7 |
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| Addition and Subtraction of Fractions | 1, 3, 4, 5, 6, 7, 8, 9, 10, 11 |
| Understand and Compare Decimals | 3, 4 |
| Addition and Subtraction of Fractions | 2, 9, 10 |
| Multiplication Concepts with Fractions | 1 |
| Addition and Subtraction of Fractions | 8, 9, 10, 11 |
| Addition and Subtraction of Fractions | 3, 5, 6, 8, 9, 10, 11 |
| Understand and Compare Decimals | 3 |
| | |
| Fraction Equivalence and Ordering | 1, 2, 3, 4, 5, 6 |
| Addition and Subtraction of Fractions | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 |

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| Multiplication Concepts with Fractions | 1, 2, 3, 5 |
| Understand and Compare Decimals | 1, 3, 4, 5 |
| Fraction Equivalence and Ordering | 3 |
| Multiplication Concepts with Fractions | 2, 5 |
| Fraction Equivalence and Ordering | 3 |
| Multiplication Concepts with Fractions | 2, 5 |
| | |
| Understand and Compare Decimals | 1, 3 |
| Understand and Compare Decimals | 1, 3 |
| Understand and Compare Decimals | 2 |
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| Find Equivalence in Units of Measure | 1, 2, 3, 4, 5 |
| Multiplication Concepts with Fractions | 4 |

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| Understand and Compare Decimals | 4 |
| Find Equivalence in Units of Measure | 1, 2, 3, 4, 5 |
| Find Equivalence in Units of Measure | 6, 7 |
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| Show and Interpret Data on Line Plots | 1, 2, 3, 4 |
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| Angles and Angle Measurement | 1, 2, 3, 4, 5, 6 |
| Angles and Angle Measurement | 2, 3, 4, 5, 6 |
| Angles and Angle Measurement | 2, 3, 4, 5, 6 |
| Angles and Angle Measurement | 5 |
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| Angles and Angle Measurement | 1, 2, 3, 4, 5, 6 |
| Lines, Angles, and Shapes | 1 |
| Lines, Angles, and Shapes | 2, 3, 6 |

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| Lines, Angles, and Shapes | 4, 5 |

| Michigan K-12 Standards<br>Mathematics: Grade 5 | Math 5 (CIDs 89096/89166) | |
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| | Unit Name | Lesson Number |
| **5.OA Operations and Algebraic Thinking** | | |
| **Write and interpret numerical expressions.** | | |
| 1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. | Algebra: Numerical Expressions | 1, 2, 5 |
| 2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product* . | Algebra: Numerical Expressions | 4 |
| **Analyze patterns and relationships.** | | |
| 3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so* . | Graph Points on the Coordinate Plane | 3 |
| **5.NBT Number and Operations in Base Ten** | | |
| **Understand the place value system.** | | |
| 1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. | Understand Place Value | 1, 2, 3, 4, 5, 6, 7 |
| | Multiply Multi-Digit Whole Numbers | 4 |
| | Strategies to Multiply Decimals | 1, 3, 7, 8, 9 |
| | Strategies to Divide Whole Numbers | 1, 2 |
| | Strategies to Divide Decimals | 1, 3, 4, 5, 6 |
| 2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. | Multiply Multi-Digit Whole Numbers | 1 |
| | Strategies to Multiply Decimals | 1 |
| | Strategies to Divide Whole Numbers | 1, 4 |
| | Strategies to Divide Decimals | 1 |
| 3. Read, write, and compare decimals to thousandths. | | |
| a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000). | Understand Place Value | 3, 4, 5, 6, 7 |
| | Add and Subtract Decimals to Hundredths | 1, 2, 3, 4, 5, 6 |
| | Strategies to Multiply Decimals | 1, 2, 3, 4, 5, 6, 7, 8, 9 |
| | Strategies to Divide Decimals | 1, 2, 3, 4, 5, 6, 7 |
| b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. | Understand Place Value | 5, 7 |
| 4. Use place value understanding to round decimals to any place. | Understand Place Value | 6 |
| | Add and Subtract Decimals to Hundredths | 2 |

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| | Strategies to Multiply Decimals | 2 |
| | Strategies to Divide Decimals | 2 |
| **Perform operations with multi-digit whole numbers and with decimals to hundredths.** | | |
| 5. Fluently multiply multi-digit whole numbers using the standard algorithm. | Multiply Multi-Digit Whole Numbers | 3, 4, 5, 6, 7 |
| 6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. | Strategies to Divide Whole Numbers | 1, 2, 3, 4, 5, 6, 7 |
| 7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. | Add and Subtract Decimals to Hundredths | 1, 3, 4, 5, 6 |
| | Strategies to Multiply Decimals | 1, 2, 3, 4, 5, 6, 7, 8, 9 |
| | Strategies to Divide Decimals | 1, 2, 3, 4, 5, 6, 7 |
| **5.NF Number and Operations—Fractions** | | |
| **Use equivalent fractions as a strategy to add and subtract fractions.** | | |
| 1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)* | Add and Subtract Fractions | 3, 4, 5, 7, 8, 9, 10 |
| 2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2 .* | Understand Place Value | 3 |
| | Add and Subtract Fractions | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| | Multiply Fractions | 1, 2, 3, 4, 6, 7 |
| | Divide Fractions | 1, 2, 3, 4, 5, 6, 7, 8 |
| **Apply and extend previous understandings of multiplication and division to multiply and divide fractions.** | | |
| 3. Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of* | Understand Place Value | 3 |
| | Add and Subtract Fractions | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| | Multiply Fractions | 1, 2, 3, 4, 5, 6, 7 |
| | Divide Fractions | 1, 2, 3, 4, 5, 6, 7, 8 |
| 4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. | | |
| a. Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b. *For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)* | Multiply Fractions | 1, 2, 3, 4, 6, 7 |
| b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas. | Multiply Fractions | 1, 2, 3, 4, 6, 7 |
| 5. Interpret multiplication as scaling (resizing), by: | | |
| a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. | Multiply Fractions | 5, 6 |

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| b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence a/b = (n×a)/(n×b) to the effect of multiplying a/b by 1. | Multiply Fractions | 5 |
| 6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. | Multiply Fractions | 1, 2, 3, 4, 5, 6, 7 |
| 7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. | | |
| a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3* . | Divide Fractions | 2, 3, 4, 5, 6, 7, 8 |
| b. Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4* . | Divide Fractions | 2, 3, 4, 5, 6, 7, 8 |
| c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?* | Divide Fractions | 2, 3, 4, 5, 6, 7, 8 |
| **5.MD Measurement and Data** | | |
| **Convert like measurement units within a given measurement system.** | | |
| 1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. | Convert Measurements | 1, 2, 3, 4, 5, 6, 7, 8 |
| **Represent and interpret data.** | | |
| 2. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally* . | Represent and Interpret Data | 1, 2, 3, 4 |
| **Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.** | | |
| 3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement. | | |
| a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume. | Understand Volume Concepts | 1, 2, 3, 4, 5, 6 |
| b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units. | Understand Volume Concepts | 1, 2, 3, 4, 5, 6 |
| 4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. | Understand Volume Concepts | 1, 2, 3, 4, 5, 6 |
| 5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. | | |
| a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. | Understand Volume Concepts | 1, 2, 3, 4, 5, 6 |

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| b. Apply the formulas V = l × w × h and V = b × h for rectangular prisms to find volumes of right rectangular prisms with wholenumber edge lengths in the context of solving real world and mathematical problems. | Understand Volume Concepts | 2, 3, 4, 5, 6 |
| c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems. | Understand Volume Concepts | 4, 5, 6 |
| **5.G Geometry** | | |
| **Graph points on the coordinate plane to solve real-world and mathematical problems.** | | |
| 1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second | Graph Points on the Coordinate Plane | 1, 2, 3, 4 |
| | Algebra: Patterns and Relationships | 3, 4 |
| 2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. | Graph Points on the Coordinate Plane | 1, 2, 3, 4 |
| | Algebra: Patterns and Relationships | 3, 4 |
| **Classify two-dimensional figures into categories based on their properties.** | | |
| 3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles* . | Classify Two-Dimensional Figures | 1, 2, 3 |
| 4. Classify two-dimensional figures in a hierarchy based on properties. | Classify Two-Dimensional Figures | 1, 2, 3, 4 |

## Course Name A

| Unit 1 | Unit 2 | Unit 3 |
|---|---|---|
| Algebra 1 A Course Overview | Rational & Irrational Numbers | Structures of Expressions |
| *Approximately*<br>*1 days* | *Approximately*<br>*9 days* | *Approximately*<br>*10 days* |
| N/A | HSN-RN.B.3<br>HSN-RN.A.1<br>HSN-RN.A.2 | HSA-SSE.A.1.A<br>HSA-SSE.A.1.B<br>HSA-SSE.A.2<br>HSA-APR.A.1 |

## Course Name B

| Unit 1 | Unit 2 | Unit 3 |
|---|---|---|
| Algebra 1 B Course Overview | Function Analysis | Transformations of Functions |
| *Approximately*<br>*1 days* | *Approximately*<br>*13 days* | *Approximately*<br>*15 days* |
| N/A | HSF-IF.C.7.B<br>HSF-BF.A.1.A<br>HSF-IF.C.7.A<br>HSF-IF.C.7.E<br>HSF-IF.C.9<br>HSF-IF.C.7.B<br>HSF-IF.B.6 | HSF-BF.B.3<br>HSF-IF.B.4<br>HSF-BF.A.1.A |

| Unit 4 | Unit 5 | Unit 6 |
|---|---|---|
| 1-Variable Equations & Inequalities | Quadratic Equations | 2-Variable Equations & Inequalities |
| *Approximately 14 days* | *Approximately 12 days* | *Approximately 11 days* |
| HSA-REI.A.1<br>HSA-REI.B.3<br>HSA-CED.A.4<br>HSN-Q.A.1<br>HSA-CED.A.1<br>HSA-CED.A.3 | HSA-REI.A.1<br>HSA-REI.B.4.B<br>HSA-REI.B.4.A<br>HSF-IF.C.7.A<br>HSA-SSE.B.3.A<br>HSA-SSE.B.3.B | HSA-REI.D.10<br>HSA-CED.A.2<br>HSA-CED.A.3<br>HSA-REI.D.12<br>HSA.REI.C.6<br>HAS.REI.C.7<br>HSA-REI.C.7<br>HSA-REI.C.5 |

| Unit 4 | Unit 5 | Unit 6 |
|---|---|---|
| Solving Problems with Functions | Unitvariate Data Sets | Bivariate Data Sets |
| *Approximately 13 days* | *Approximately 11 days* | *Approximately 14 days* |
| HSA-REI.D.11<br>HSA-CED.A.1<br>HSF-IF.B.4<br>HSF-LE.B.5<br>HSA-SSE.B.3.C<br>HSF-IF.C.8.A<br>HSF-BF.A.1.B | HSS-ID.A.1<br>HSS-ID.A.2<br>HSS-ID.A.3 | HSS-ID.B.5<br>HSS-ID.B.6.A<br>HSS-ID.B.6.C<br>HSS-ID.C.7<br>HSS-ID.B.6.B<br>HSS-ID.C.8<br>HSS-ID.C.9 |

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|---|---|---|
| **Unit 7** | **Unit 8** | **Unit 9** |
| Functions & Their Graphs | Linear & Exponential Sequences | Algebra 1 A Semester Review & Exam |
| *Approximately 12 days* | *Approximately 12 days* | *Approximately 2 days* |
| HSF-IF.A.1<br>HSF-IF.A.2<br>HSF-IF.B.5<br>HSN-Q.A.1<br>HSF-IF.B.4 | HSF-IF.A.3<br>HSF-BF.A.2<br>HSF-BF.A.1.A<br>HSF-LE.A.2<br>HSF-LE.A.1.B<br>HSF-IF.C.7.A<br>HSF-LE.A.1.C<br>HSF-IF.C.8.B<br>HSF-LE.A.1.A<br>HSF-LE.A.3 | N/A |

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| **Unit 7** | **Unit 8** |
| Modeling with Algebra | Algebra 1 B Semester Review & Exam |
| *Approximately 12 days* | *Approximately 2 days* |
| HSF-IF.B.4<br>HSF-BF.A.1.A<br>HSN-Q.A.2<br>HSN-Q.A.3<br>HSF-IF.A.3<br>HSS-ID.B.6.A | N/A |

| Unit # | Unit Name | Lesson # | Lesson Name | Lesson Days | Assessment | Learning Goal | Standard |
|---|---|---|---|---|---|---|---|
| 1 | Math 6 B Course Overview | 1 | Math 6 B Course Overview | 1 | Quick Check | N/A | N/A |
| 2 | Multiply and Divide Fractions | 1 | Multiply Whole Numbers and Fractions | 1 | Lesson Online<br>Practice<br>Quick Check | Find the product of a whole number and a fraction. | N/A |
| 2 | Multiply and Divide Fractions | 2 | Multiply Two Fractions | 1 | Lesson Online<br>Practice<br>Quick Check | Find the product of two fractions. | N/A |
| 2 | Multiply and Divide Fractions | 3 | Multiply Fractions and Mixed Numbers | 1 | Lesson Online<br>Practice<br>Quick Check | Multiply fractions and mixed numbers. | N/A |
| 2 | Multiply and Divide Fractions | 4 | Multiply Fractions to Solve Problems | 1 | Lesson Online<br>Practice<br>Quick Check | Solve real-world problems by multiplying fractions. | N/A |
| 2 | Multiply and Divide Fractions | 5 | Multiply Fractions to Solve Problems Prompt | 1 | | N/A | N/A |
| 2 | Multiply and Divide Fractions | 6 | Multiply Fractions to Solve Problems Discussion | 1 | Discussion | N/A | N/A |
| 2 | Multiply and Divide Fractions | 7 | Quotients of Fractions | 1 | Lesson Online<br>Practice<br>Quick Check | Compute quotients of fractions.<br>Interpret quotients of fractions. | N/A |
| 2 | Multiply and Divide Fractions | 8 | Divide Fractions and Whole Numbers | 1 | Lesson Online<br>Practice<br>Quick Check | Find the quotient of a fraction and a whole number. | 6.NS.A.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?* |
| 2 | Multiply and Divide Fractions | 9 | Divide Fractions to Solve Problems | 1 | Lesson Online<br>Practice<br>Quick Check | Solve word problems involving division of fractions by fractions. | 6.NS.A.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?* |
| 2 | Multiply and Divide Fractions | 10 | Multiply and Divide Fractions Apply | 1 | Sample Work | N/A | N/A |
| 2 | Multiply and Divide Fractions | 11 | Multiply and Divide Fractions Review | 1 | Online Practice | N/A | N/A |
| 2 | Multiply and Divide Fractions | 12 | Multiply and Divide Fractions Unit Test | 1 | Unit Test | N/A | N/A |
| 3 | Expressions | 1 | Expressions Introduction | 1 | | N/A | N/A |

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| 3 | Expressions | 2 | Numerical Expressions | 1 | Lesson Online<br>Practice<br>Quick Check | Write numerical expressions involving whole-number exponents.<br>Evaluate numerical expressions involving whole-number exponents. | 6.EE.A.1 Write and evaluate numerical expressions involving whole-number exponents. |
| 3 | Expressions | 3 | Variable Expressions | 1 | Lesson Online<br>Practice<br>Quick Check | Use a variable to represent an unknown number that would lead to solving a problem.<br>Write an expression to represent a real-world problem using variables to represent numbers. | 6.EE.A.1 Write and evaluate numerical expressions involving whole-number exponents.<br>6.EE.A.2 Write, read, and evaluate expressions in which letters stand for numbers.<br>a. Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as 5 −  .*<br>6.EE.B.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.<br>6.EE.B.7 Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers. |
| 3 | Expressions | 4 | Evaluate Expressions | 1 | Lesson Online<br>Practice<br>Quick Check | Evaluate expressions at specific values of their variables.<br>Evaluate expressions that arise from formulas used in real-world problems at specific values of their variables. | 6.EE.A.1 Write and evaluate numerical expressions involving whole-number exponents.<br>6.EE.A.2 Write, read, and evaluate expressions in which letters stand for numbers.<br>a. Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as 5 −  .*<br>c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). *For example, use the formulas  =  3 and  = 6  2 to find the volume and surface area of a cube with sides of length  =12.*<br>6.EE.B.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.<br>6.EE.B.7 Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers. |
| 3 | Expressions | 5 | Translate Expressions | 1 | Lesson Online<br>Practice<br>Quick Check | Translate words into algebraic expressions.<br>Translate algebraic expressions into words. | 6.EE.A.2 Write, read, and evaluate expressions in which letters stand for numbers.<br>a. Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as 5 −  .*<br>6.EE.B.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. |

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| 3 | Expressions | 6 | Parts of an Expression | 1 | Lesson Online<br>Practice<br>Quick Check | Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient).<br>Describe one or more parts of an expression as a single entity. | 6.EE.A.2 Write, read, and evaluate expressions in which letters stand for numbers.<br>b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. *For example, describe the expression 2(8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.* |
| 3 | Expressions | 7 | Use the Order of Operations | 1 | Lesson Online<br>Practice<br>Quick Check | Use the order of operations to perform arithmetic operations when there are no parentheses to specify a particular order. | 6.EE.B.7 Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers. |
| 3 | Expressions | 8 | Properties of Operations | 1 | Lesson Online<br>Practice<br>Quick Check | Identify the associative and commutative properties of addition and the associative, commutative, and distributive properties of multiplication. | 6.EE.A.3 Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.* |
| 3 | Expressions | 9 | Equivalent Expressions | 1 | Lesson Online<br>Practice<br>Quick Check | Identify when two expressions are equivalent.<br>Apply the properties of operations to generate equivalent expressions. | 6.EE.A.3 Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.*<br>6.EE.A.4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). *For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.* |
| 3 | Expressions | 10 | Expressions Apply | 1 | Sample Work | Look for and make use of structure. | N/A |
| 3 | Expressions | 11 | Expressions Review | 1 | Online Practice | N/A | N/A |
| 3 | Expressions | 12 | Expressions Unit Test | 1 | Unit Test | N/A | N/A |
| 4 | Equations | 1 | Equations Introduction | 1 | | N/A | N/A |
| 4 | Equations | 2 | True Equations | 1 | Lesson Online<br>Practice<br>Quick Check | Describe solving an equation as a process of determining values that make the equation true.<br>Use substitution to determine whether a given number in a specified set makes an equation true. | N/A |
| 4 | Equations | 3 | Solve Equations By Adding or Subtracting | 1 | Lesson Online<br>Practice<br>Quick Check | Solve one step equations in the form x + p = q, where p, q, and x are nonnegative rational numbers.<br>Solve one step equations in the form x - p = q, where p, q, and x are nonnegative rational numbers.<br>Solve real-world problems by writing equations of the forms x + p = q and x - p = q for cases in which p, q and x are all nonnegative rational numbers. | N/A |
| 4 | Equations | 4 | Solve Equations By Dividing | 1 | Lesson Online<br>Practice<br>Quick Check | Solve one step equations in the form px = q, where p, q, and x are nonnegative rational numbers.<br>Solve problems involving finding the whole, given a part and the percent.<br>Solve real-world problems by writing equations of the form px = q for cases in which p, q and x are all nonnegative rational numbers. | N/A |

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| 4 | Equations | 5 | Solve Equations By Multiplying | 1 | Lesson Online<br>Practice<br>Quick Check | Solve one step equations in the form x/p = q, where p, q, and x are positive rational numbers.<br>Solve real-world problems by writing equations of the form x/p = q, where p, q, and x are positive rational numbers. | N/A |
| 4 | Equations | 6 | Types of Variables in Equations | 1 | Lesson Online<br>Practice<br>Quick Check | Define the dependent and independent variables for a real-world problem. | N/A |
| 4 | Equations | 7 | Write Equations | 1 | Lesson Online<br>Practice<br>Quick Check | Write an equation to represent the relationship between two variables in a real-world problem. | N/A |
| 4 | Equations | 8 | Compare Representations | 1 | Lesson Online<br>Practice<br>Quick Check | In a real-world problem, analyze the relationship between the dependent and independent variables using graphs and tables.<br>In a real-world problem, describe how the table, the graph, and the equation that represent the relationship are related. | 6.EE.C.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. *For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time.* |
| 4 | Equations | 9 | Compare Representations Portfolio | 1 | Portfolio | N/A | 6.EE.C.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. *For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time.* |
| 4 | Equations | 10 | Equations Apply | 1 | Sample Work | Look for and express regularity in repeated reasoning. | N/A |
| 4 | Equations | 11 | Equations Review | 1 | Online Practice | N/A | N/A |
| 4 | Equations | 12 | Equations Unit Test | 1 | Unit Test | N/A | N/A |
| 5 | Inequalities | 1 | Inequalities Introduction | 1 | | N/A | N/A |
| 5 | Inequalities | 2 | Solve Inequalities | 1 | Lesson Online<br>Practice<br>Quick Check | Use substitution to determine whether a given number in a specified set makes an inequality true.<br>Describe solving an inequality as a process of determining values that make the inequality true. | 6.EE.B.5 Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.<br>6.EE.B.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. |

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| 5 | Inequalities | 3 | Solutions of Inequalities | 1 | Lesson Online<br>Practice<br>Quick Check | Show the solution set of an inequality on a number line.<br>Identify an infinite number of solutions represented by the solution set of an inequality. | 6.EE.B.5 Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.<br>6.EE.B.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.<br>6.EE.B.8 Write an inequality of the form x > c or x < c to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form x > c or x < c have infinitely many solutions; represent solutions of such inequalities on number line diagrams. |
| 5 | Inequalities | 4 | Write Inequalities to Solve Problems | 1 | Lesson Online<br>Practice<br>Quick Check | Write inequalities of the forms x > c and x < c to represent a constraint or condition in mathematical and real-world problems. | 6.EE.B.8 Write an inequality of the form x > c or x < c to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form x > c or x < c have infinitely many solutions; represent solutions of such inequalities on number line diagrams. |
| 5 | Inequalities | 5 | Solve Inequalities By Adding or Subtracting | 1 | Lesson Online<br>Practice<br>Quick Check | Solve one step inequalties involving addition or subtraction.<br>Solve real-world problems by writing inequalities involving addition or subtraction. | 6.EE.B.8 Write an inequality of the form x > c or x < c to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form x > c or x < c have infinitely many solutions; represent solutions of such inequalities on number line diagrams. |
| 5 | Inequalities | 6 | Solve Inequalities By Multiplying or Dividing | 1 | Lesson Online<br>Practice<br>Quick Check | Solve one step inequalities involving multiplication or division.<br>Solve real-world problems by writing inequalities involving multiplication or division. | 6.EE.B.8 Write an inequality of the form x > c or x < c to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form x > c or x < c have infinitely many solutions; represent solutions of such inequalities on number line diagrams. |
| 5 | Inequalities | 7 | Inequalities Apply | 1 | Sample Work | N/A | N/A |
| 5 | Inequalities | 8 | Inequalities Review | 1 | Online Practice | N/A | N/A |
| 5 | Inequalities | 9 | Inequalities Unit Test | 1 | Unit Test | N/A | N/A |
| 6 | Area and Volume | 1 | Area and Volume Introduction | 1 | | N/A | N/A |
| 6 | Area and Volume | 2 | Area of Rectangles and Right Triangles | 1 | Lesson Online<br>Practice<br>Quick Check | Find the area of a rectangle.<br>Find the area of right triangles by composing into rectangles. | 6.G.A.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. |
| 6 | Area and Volume | 3 | Area of Non-right Triangles | 1 | Lesson Online<br>Practice<br>Quick Check | Find the area of non-right triangles by composing the shape into rectangles or decomposing it into triangles and other shapes. | 6.G.A.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. |
| 6 | Area and Volume | 4 | Area of Special Quadrilaterals | 1 | Lesson Online<br>Practice<br>Quick Check | Find the area of special quadrilaterals by composing into rectangles or decomposing into triangles and other shapes. | 6.G.A.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. |
| 6 | Area and Volume | 5 | Area of Polygons | 1 | Lesson Online<br>Practice<br>Quick Check | Find the area of polygons by composing into rectangles or decomposing into triangles and other shapes. | 6.G.A.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. |

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| 6 | Area and Volume | 6 | Use Area to Solve Problems | 1 | Lesson Online<br>Practice<br>Quick Check | Compose figures into rectangles to solve real-world problems.<br>Decompose figures into different shapes to solve real world problems. | N/A |
| 6 | Area and Volume | 7 | Use Area to Solve Problems Portfolio | 1 | Portfolio | N/A | N/A |
| 6 | Area and Volume | 8 | Volume of a Right Rectangular Prism | 1 | Lesson Online<br>Practice<br>Quick Check | Find the volume of a right rectangular prism with whole number edge lengths using the formulas V = l x w x h and V = B x h.<br>Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths. | 6.G.A.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = l w h and V = b h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. |
| 6 | Area and Volume | 9 | Compare Methods of Finding Volume | 1 | Lesson Online<br>Practice<br>Quick Check | Multiply the edge lengths of a right rectangular prism with fractional edge lengths to show that the product is the same as the volume found by packing the prism with unit cubes of the appropriate unit fraction edge lengths. | 6.G.A.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = l w h and V = b h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. |
| 6 | Area and Volume | 10 | Length x Width x Height | 1 | Lesson Online<br>Practice<br>Quick Check | Apply the formula V = l x w x h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving mathematical problems.<br>Apply the formula V = l x w x h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world problems. | N/A |
| 6 | Area and Volume | 11 | Base x Height | 1 | Lesson Online<br>Practice<br>Quick Check | Apply the formula V = B x h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving mathematical problems.<br>Apply the formula V = B x h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world problems. | N/A |
| 6 | Area and Volume | 12 | Area and Volume Apply | 1 | Sample Work | N/A | N/A |
| 6 | Area and Volume | 13 | Area and Volume Review | 1 | Online Practice | N/A | N/A |
| 6 | Area and Volume | 14 | Area and Volume Unit Test | 1 | Unit Test | N/A | N/A |
| 7 | Coordinate Geometry and Nets | 1 | Coordinate Geometry and Nets Introduction | 1 | | N/A | N/A |
| 7 | Coordinate Geometry and Nets | 2 | Polygons in the Coordinate Plane | 1 | Lesson Online<br>Practice<br>Quick Check | Draw polygons in all four quadrants of the coordinate plane given coordinates for the vertices.<br>For polygons in the coordinate plane, use coordinates to find the length of a side joining points with the same first coordinate.<br>For polygons in the coordinate plane, apply the technique of using coordinates to find the length of a side joining points with the same first coordinate in the context of solving real-world problems. | 6.G.A.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. |
| 7 | Coordinate Geometry and Nets | 3 | Use Coordinate Geometry to Solve Problems | 1 | Lesson Online<br>Practice<br>Quick Check | For polygons in the coordinate plane, use coordinates to find the length of a side joining points with the same second coordinate.<br>For polygons in the coordinate plane, apply the technique of using coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate in the context of solving mathematical problems. | 6.G.A.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. |

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| 7 | Coordinate Geometry and Nets | 4 | Nets with Rectangles and Triangles | 1 | Lesson Online<br>Practice<br>Quick Check | Represent three-dimensional figures using nets made up of rectangles.<br>Represent three-dimensional figures using nets made up of rectangles and triangles. | N/A |
| 7 | Coordinate Geometry and Nets | 5 | Surface Area of Rectangular Prisms | 1 | Lesson Online<br>Practice<br>Quick Check | Use nets to find the surface area of rectangular prisms. | 6.G.A.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. |
| 7 | Coordinate Geometry and Nets | 6 | Use Nets to Solve Rectangular Problems | 1 | Lesson Online<br>Practice<br>Quick Check | Apply the technique of using nets to find the surface area of rectangular prisms in the context of solving mathematical problems.<br>Apply the technique of using nets to find the surface area of rectangular prisms in the context of solving real-world problems. | 6.G.A.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. |
| 7 | Coordinate Geometry and Nets | 7 | Use Nets to Solve Rectangular Problems Prompt | 1 | | N/A | N/A |
| 7 | Coordinate Geometry and Nets | 8 | Use Nets to Solve Rectangular Problems Discussion | 1 | Discussion | N/A | N/A |
| 7 | Coordinate Geometry and Nets | 9 | Surface Area of Triangular Prisms | 1 | Lesson Online<br>Practice<br>Quick Check | Use nets to find the surface area of triangular prisms. | 6.G.A.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. |
| 7 | Coordinate Geometry and Nets | 10 | Use Nets to Solve Triangular Problems | 1 | Lesson Online<br>Practice<br>Quick Check | Apply the technique of using nets to find the surface area of triangular prisms in the context of solving mathematical problems.<br>Apply the technique of using nets to find the surface area of triangular prisms in the context of solving real-world problems. | 6.G.A.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. |
| 7 | Coordinate Geometry and Nets | 11 | Coordinate Geometry and Nets Apply | 1 | Sample Work | Use appropriate tools strategically. | N/A |
| 7 | Coordinate Geometry and Nets | 12 | Coordinate Geometry and Nets Review | 1 | Online Practice | N/A | N/A |
| 7 | Coordinate Geometry and Nets | 13 | Coordinate Geometry and Nets Unit Test | 1 | Unit Test | N/A | N/A |
| 8 | Statistics | 1 | Statistical Questions | 1 | Lesson Online<br>Practice<br>Quick Check | Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.<br>For a numerical data set, describe what is being investigated, how the data is measured, and the units of measurements used. | 6.SP.B.5 Summarize numerical data sets in relation to their context, such as by:<br>b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. |
| 8 | Statistics | 2 | Represent Numerical Data | 1 | Lesson Online<br>Practice<br>Quick Check | Report the number of observations in a data set.<br>Display numerical data using a dot plot.<br>Display numerical data using a histogram. | 6.SP.A.2 Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.<br>6.SP.B.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.<br>6.SP.B.5 Summarize numerical data sets in relation to their context, such as by:<br>a. Reporting the number of observations.<br>b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. |

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| 8 | Statistics | 3 | Describe Data Sets | 1 | Lesson Online<br>Practice<br>Quick Check | Recognize patterns in a data set in context of the problem, including outliers.<br>Describe a set of data collected to answer a statistical question as having a distribution which can be described by its center, spread, and overall shape. | 6.SP.A.2 Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.<br>6.SP.B.5 Summarize numerical data sets in relation to their context, such as by:<br>b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.<br>c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.<br>d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered. |
| 8 | Statistics | 4 | Measures of Center | 1 | Lesson Online<br>Practice<br>Quick Check | Find the mean and median of a data set.<br>Recognize that a measure of center for a numerical data set summarizes all of its values with a single number.<br>Determine whether the mean or median best describes the shape of a data set. | 6.SP.A.2 Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.<br>6.SP.A.3 Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.<br>6.SP.B.5 Summarize numerical data sets in relation to their context, such as by:<br>c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.<br>d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered. |
| 8 | Statistics | 5 | Measures of Variation | 1 | Lesson Online<br>Practice<br>Quick Check | Determine the quartiles and extremes of a data set.<br>Find the range and interquartile range of a data set. | 6.SP.A.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.*<br>6.SP.B.5 Summarize numerical data sets in relation to their context, such as by:<br>c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.<br>d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered. |
| 8 | Statistics | 6 | Box Plots | 1 | Lesson Online<br>Practice<br>Quick Check | Display numerical data using a box plot. | 6.SP.B.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots. |

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| 8 | Statistics | 7 | Mean Absolute Deviation | 1 | Lesson Online<br>Practice<br>Quick Check | Find the mean absolute deviation of a data set. | 6.SP.B.5 Summarize numerical data sets in relation to their context, such as by:<br>c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.<br>d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered. |
| 8 | Statistics | 8 | Compare Measures of Variation | 1 | Lesson Online<br>Practice<br>Quick Check | Recognize that a measure of variation for a numerical data set describes how its values vary with a single number.<br>Determine whether the range or interquartile range best describes the spread of a data set.<br>Determine whether the interquartile range or the mean absolute deviation best describes the shape of a data set. | 6.SP.B.5 Summarize numerical data sets in relation to their context, such as by:<br>c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.<br>d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered. |
| 8 | Statistics | 9 | Analyze Data Shape and Context | 1 | Lesson Online<br>Practice<br>Quick Check | Summarize numerical data sets in relation to their context by relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered. | 6.SP.A.2 Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.<br>6.SP.B.5 Summarize numerical data sets in relation to their context, such as by:<br>d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered. |
| 8 | Statistics | 10 | Statistics Apply | 1 | Sample Work | Construct viable arguments and critique the reasoning of others. | N/A |
| 8 | Statistics | 11 | Statistics Review | 1 | Online Practice | N/A | N/A |
| 8 | Statistics | 12 | Statistics Unit Test | 1 | Unit Test | N/A | N/A |

| Unit # | Unit Name | Lesson # | Lesson Name | Lesson Days | Assessment | Learning Goal | Standard |
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| 1 | Math 7 B Course Overview | 1 | Math 7 B Course Overview | 1 | Quick Check | N/A | N/A |
| 2 | Inequalities | 1 | Inequalities Introduction | 1 | | N/A | N/A |
| 2 | Inequalities | 2 | Solve Addition Inequalities | 1 | Lesson Online Practice<br>Quick Check | Solve linear inequalities in the form x + p > q and x + p < q, where p and q are nonnegative rational numbers.<br>Graph the solution to linear inequalities in the form x + p > q and x + p < q, where p and q are nonnegative rational numbers. | 7.EE Expressions and Equations<br>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.<br>4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.<br>b. Solve word problems leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.<br>Mathematical Practices<br>MP.2. Reason abstractly and quantitatively. |
| 2 | Inequalities | 3 | Solve Multiplication Inequalities | 1 | Lesson Online Practice<br>Quick Check | Solve linear inequalities in the form px > q and px < q, where p and q are nonnegative rational numbers.<br>Graph the solution to linear inequalities in the form px > q and px < q, where p and q are nonnegative rational numbers. | 7.EE Expressions and Equations<br>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.<br>4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.<br>b. Solve word problems leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.<br>Mathematical Practices<br>MP.2. Reason abstractly and quantitatively.<br>MP.3. Construct viable arguments and critique the reasoning of others. |
| 2 | Inequalities | 4 | Solve Two-Step Inequalities | 1 | Lesson Online Practice<br>Quick Check | Solve linear inequalities in the form px + q > r and px + q < r, where p and q are nonnegative rational numbers.<br>Graph the solution to linear inequalities in the form px + q > r and px + q < r, where p and q are nonnegative rational numbers. | 7.EE Expressions and Equations<br>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.<br>4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.<br>b. Solve word problems leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.<br>Mathematical Practices<br>MP.2. Reason abstractly and quantitatively.<br>MP.3. Construct viable arguments and critique the reasoning of others. |
| 2 | Inequalities | 5 | Applications of Inequalities | 1 | Lesson Online Practice<br>Quick Check | Given a real-world or mathematical problem, write an inequality in the form px + q > r or px + q < r, where p, q, and r are specific rational numbers.<br>Solve an inequality in the form px + q > r or px + q < r that represents a real-world or mathematical problem. | N/A |
| 2 | Inequalities | 6 | Solutions to Real-World Inequality Problems | 1 | Lesson Online Practice<br>Quick Check | Graph the solutions to a real-world problem that can be represented by an inequality on a number line.<br>For a real-world problem that can be represented by an inequality, interpret the solution in the context of the problem. | 7.EE Expressions and Equations<br>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.<br>4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.<br>b. Solve word problems leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.<br>Mathematical Practices<br>MP. 1.Make sense of problems and persevere in solving them.<br>MP.2. Reason abstractly and quantitatively. |
| 2 | Inequalities | 7 | Real-World Inequality Problems Prompt | 1 | | N/A | N/A |
| 2 | Inequalities | 8 | Real-World Inequality Problems Discussion | 1 | Discussion | N/A | N/A |
| 2 | Inequalities | 9 | Inequalities Apply | 1 | Sample Work | Attend to precision. | N/A |
| 2 | Inequalities | 10 | Inequalities Review | 1 | Online Practice | N/A | N/A |
| 2 | Inequalities | 11 | Inequalities Unit Test | 1 | Unit Test | N/A | N/A |
| 3 | Angle Pairs | 1 | Angle Pairs Introduction | 1 | | N/A | N/A |
| 3 | Angle Pairs | 2 | Adjacent Angles | 1 | Lesson Online Practice<br>Quick Check | Determine whether two angles in a geometric figure are adjacent.<br>Use the angle addition postulate to find the measure of an unknown angle in a simple figure. | 7.G Geometry<br>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.<br>5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.<br>Mathematical Practices<br>MP.7. Look for and make use of structure. |
| 3 | Angle Pairs | 3 | Solve Equations with Adjacent Angles | 1 | Lesson Online Practice<br>Quick Check | Use facts about adjacent angles in a multi-step problem to write simple equations for an unknown angle in a figure.<br>Use facts about adjacent angles in a multi-step problem to solve simple equations for an unknown angle in a figure. | 7.G Geometry<br>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.<br>5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.<br>Mathematical Practices<br>MP.7. Look for and make use of structure. |
| 3 | Angle Pairs | 4 | Complementary Angles | 1 | Lesson Online Practice<br>Quick Check | Determine whether two angles in a geometric figure are complementary.<br>Use the relationship between complementary angles to find the measure of an unknown angle in a simple figure. | 7.G Geometry<br>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.<br>5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.<br>Mathematical Practices<br>MP.7. Look for and make use of structure. |
| 3 | Angle Pairs | 5 | Solve Equations with Complementary Angles | 1 | Lesson Online Practice<br>Quick Check | Use facts about complementary angles in a multi-step problem to write simple equations for an unknown angle in a figure.<br>Use facts about complementary angles in a multi-step problem to solve simple equations for an unknown angle in a figure. | 7.G Geometry<br>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.<br>5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.<br>Mathematical Practices<br>MP.7. Look for and make use of structure. |
| 3 | Angle Pairs | 6 | Supplementary Angles | 1 | Lesson Online Practice<br>Quick Check | Determine whether two angles in a geometric figure are supplementary.<br>Use the relationship between supplementary angles to find the measure of an unknown angle in a simple figure. | 7.G Geometry<br>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.<br>5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.<br>Mathematical Practices<br>MP.7. Look for and make use of structure. |
| 3 | Angle Pairs | 7 | Solve Equations with Supplementary Angles | 1 | Lesson Online Practice<br>Quick Check | Use facts about supplementary angles in a multi-step problem to write simple equations for an unknown angle in a figure.<br>Use facts about supplementary angles in a multi-step problem to solve simple equations for an unknown angle in a figure. | 7.G Geometry<br>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.<br>5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.<br>Mathematical Practices<br>MP.7. Look for and make use of structure. |

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| 3 | Angle Pairs | 8 | Vertical Angles | 1 | Lesson Online Practice<br>Quick Check | Determine whether two angles in a geometric figure are vertical angles.<br>Use the relationship between vertical angles to find the measure of an unknown angle in a simple figure. | 7.G Geometry<br>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.<br>5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.<br>Mathematical Practices<br>MP.7. Look for and make use of structure. |
| 3 | Angle Pairs | 9 | Solve Equations with Vertical Angles | 1 | Lesson Online Practice<br>Quick Check | Use facts about vertical angles in a multi-step problem to write simple equations for an unknown angle in a figure.<br>Use facts about vertical angles in a multi-step problem to solve simple equations for an unknown angle in a figure. | 7.G Geometry<br>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.<br>5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.<br>Mathematical Practices<br>MP.7. Look for and make use of structure. |
| 3 | Angle Pairs | 10 | Find Missing Angles | 1 | Lesson Online Practice<br>Quick Check | Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write simple equations for an unknown angle in a figure.<br>Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to solve simple equations for an unknown angle in a figure. | 7.G Geometry<br>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.<br>5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.<br>Mathematical Practices<br>MP. 1.Make sense of problems and persevere in solving them.<br>MP.7. Look for and make use of structure. |
| 3 | Angle Pairs | 11 | Angle Pairs Apply | 1 | Sample Work | N/A | N/A |
| 3 | Angle Pairs | 12 | Angle Pairs Review | 1 | Online Practice | N/A | N/A |
| 3 | Angle Pairs | 13 | Angle Pairs Unit Test | 1 | Unit Test | N/A | N/A |
| 4 | Triangles | 1 | Triangles Introduction | 1 | | N/A | N/A |
| 4 | Triangles | 2 | Triangle Angle Sum Theorem | 1 | Lesson Online Practice<br>Quick Check | Use the triangle angle sum theorem to find a missing angle in a triangle given the other two angles.<br>Use the triangle angle sum theorem to find missing angles in a triangle given algebraic expressions for the measure of each angle. | 7.G Geometry<br>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.<br>5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.<br>Mathematical Practices<br>MP.7. Look for and make use of structure. |
| 4 | Triangles | 3 | Triangle Inequality Theorem | 1 | Lesson Online Practice<br>Quick Check | Determine the conditions relating to whether three segments can form a triangle.<br>Apply the triangle inequality theorem. | 7.G Geometry<br>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.<br>5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.<br>Mathematical Practices<br>MP.3. Construct viable arguments and critique the reasoning of others.<br>MP.7. Look for and make use of structure. |
| 4 | Triangles | 4 | Drawing Triangles Portfolio | 2 | Portfolio | Determine the conditions relating to the measure of angles and lengths of sides that determine a unique triangle or more than one triangle.<br>Draw (freehand, with ruler and protractor, and with technology) triangles given three measures of angles.<br>Draw (freehand, with ruler and protractor, and with technology) triangles given three measures of sides. | 7.G Geometry<br>Draw construct, and describe geometrical figures and describe the relationships between them.<br>2. Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.<br>Mathematical Practices<br>MP.5. Use appropriate tools strategically.<br>MP.7. Look for and make use of structure. |
| 4 | Triangles | 5 | Triangles Apply | 1 | Sample Work | N/A | N/A |
| 4 | Triangles | 6 | Triangles Review | 1 | Online Practice | N/A | N/A |
| 4 | Triangles | 7 | Triangles Unit Test | 1 | Unit Test | N/A | N/A |
| 5 | Area and Perimeter | 1 | Area and Perimeter Introduction | 1 | | N/A | N/A |
| 5 | Area and Perimeter | 2 | Area of Rectangles & Triangles | 1 | Lesson Online Practice<br>Quick Check | Use the formulas for area of rectangles and squares appropriately.<br>Use the formula for the area of triangles appropriately. | 7.G Geometry<br>Draw construct, and describe geometrical figures and describe the relationships between them.<br>1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.<br>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.<br>6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. |
| 5 | Area and Perimeter | 3 | Area of Composite Figures | 1 | Lesson Online Practice<br>Quick Check | Solve mathematical problems involving area of two-dimensional objects composed of triangles, quadrilaterals, and other polygons.<br>Solve real-world problems involving area of two-dimensional objects composed of triangles, quadrilaterals, and other polygons. | 7.G Geometry<br>Draw construct, and describe geometrical figures and describe the relationships between them.<br>1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.<br>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.<br>6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. |
| 5 | Area and Perimeter | 4 | Length and Area in Scale Drawings | 1 | Lesson Online Practice<br>Quick Check | Solve problems by computing actual lengths from a scale drawing of a geometric figure.<br>Solve problems by computing actual areas from a scale drawing of a geometric figure. | 7.G Geometry<br>Draw construct, and describe geometrical figures and describe the relationships between them.<br>1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. |
| 5 | Area and Perimeter | 5 | Circumference & Area of Circles | 1 | Lesson Online Practice<br>Quick Check | Use the formula for the circumference of a circle to solve problems.<br>Describe the proportional relationship between the diameter and circumference of a circle and that the unit rate (constant of proportionality) is $\pi$ .<br>Use the formula for the area of a circle to solve problems. | 7.G Geometry<br>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.<br>4. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.<br>6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. |
| 5 | Area and Perimeter | 6 | The Relationship Between Circumference & Area | 1 | Lesson Online Practice<br>Quick Check | Describe the relationship between the circumference and area of a circle.<br>Complete a table given a radius for circumference and area. | 7.G Geometry<br>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.<br>4. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle. "<br>6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.<br>Mathematical Practices<br>MP.6. Attend to precision. |
| 5 | Area and Perimeter | 7 | Area and Perimeter Apply | 1 | Sample Work | Model with mathematics. | N/A |
| 5 | Area and Perimeter | 8 | Area and Perimeter Review | 1 | Online Practice | N/A | N/A |
| 5 | Area and Perimeter | 9 | Area and Perimeter Unit Test | 1 | Unit Test | N/A | N/A |
| 6 | Surface Area | 1 | Surface Area Introduction | 1 | | N/A | N/A |
| 6 | Surface Area | 2 | Prisms | 1 | Lesson Online Practice<br>Quick Check | Identify the bases, faces, edges, and vertices of rectangular and triangular prisms.<br>Describe the two-dimensional figures that result from slicing right rectangular and triangular prisms. | 7.G Geometry<br>Draw construct, and describe geometrical figures and describe the relationships between them.<br>3. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.<br>Mathematical Practices<br>MP.2. Reason abstractly and quantitatively.<br>MP.7. Look for and make use of structure. |

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| 6 | Surface Area | 3 | Surface Area of Cubes & Rectangular Prisms | 1 | Lesson Online Practice Quick Check | Decompose a cube or right rectangular prism into squares and rectangles to derive the surface area formulas for a cube and a right rectangular prism.<br>Solve mathematical problems involving surface area of cubes and right rectangular prisms. | 7.G Geometry<br>Draw construct, and describe geometrical figures and describe the relationships between them.<br>3. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.<br>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.<br>6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.<br>Mathematical Practices<br>MP.2. Reason abstractly and quantitatively.<br>MP.7. Look for and make use of structure. |
| 6 | Surface Area | 4 | Surface Area of Triangular Prisms | 1 | Lesson Online Practice Quick Check | Decompose a triangular prism into triangles and rectangles or squares to derive the surface area formula for a rectangular prism.<br>Solve mathematical problems involving surface area of triangular prisms. | N/A |
| 6 | Surface Area | 5 | Applications of Surface Area of Prisms | 1 | Lesson Online Practice Quick Check | Solve real-world problems involving surface area of rectangular prisms, including cubes.<br>Solve real-world problems involving surface area of triangular prisms. | 7.G Geometry<br>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.<br>6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. |
| 6 | Surface Area | 6 | Pyramids | 1 | Lesson Online Practice Quick Check | Identify the bases, faces, edges, and vertices of rectangular pyramids.<br>Describe the two-dimensional figures that result from slicing right rectangular pyramids. | 7.G Geometry<br>Draw construct, and describe geometrical figures and describe the relationships between them.<br>3. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.<br>Mathematical Practices<br>MP.2. Reason abstractly and quantitatively.<br>MP.7. Look for and make use of structure. |
| 6 | Surface Area | 7 | Surface Area of Rectangular Pyramids | 1 | Lesson Online Practice Quick Check | Decompose a rectangular pyramid into a rectangle and triangles to derive the surface area formula for a rectangular pyramid.<br>Solve mathematical problems involving surface area of rectangular pyramids. | 7.G Geometry<br>Draw construct, and describe geometrical figures and describe the relationships between them.<br>3. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.<br>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.<br>6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.<br>Mathematical Practices<br>MP.2. Reason abstractly and quantitatively.<br>MP.7. Look for and make use of structure. |
| 6 | Surface Area | 8 | Surface Area of Composite 3D Figures | 1 | Lesson Online Practice Quick Check | Solve mathematical problems involving surface area of three-dimensional objects composed of cubes and right prisms.<br>Solve real-world problems involving surface area of three-dimensional objects composed of cubes and right prisms. | 7.G Geometry<br>Draw construct, and describe geometrical figures and describe the relationships between them.<br>3. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.<br>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.<br>6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.<br>Mathematical Practices<br>MP.2. Reason abstractly and quantitatively.<br>MP.7. Look for and make use of structure. |
| 6 | Surface Area | 9 | Surface Area Apply | 1 | Sample Work | N/A | N/A |
| 6 | Surface Area | 10 | Surface Area Review | 1 | Online Practice | N/A | N/A |
| 6 | Surface Area | 11 | Surface Area Unit Test | 1 | Unit Test | N/A | N/A |
| 7 | Volume | 1 | Volume Introduction | 1 | | N/A | N/A |
| 7 | Volume | 2 | Volume of Prisms | 1 | Lesson Online Practice Quick Check | Describe volume as a concept applied to three-dimensional figures such as cubes, right rectangular prisms, and right triangular prisms.<br>Use the formulas for volume of cubes appropriately.<br>Use the formulas for volume of right rectangular prisms appropriately. | 7.G Geometry<br>Draw construct, and describe geometrical figures and describe the relationships between them.<br>3. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.<br>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.<br>6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.<br>Mathematical Practices<br>MP.2. Reason abstractly and quantitatively.<br>MP.7. Look for and make use of structure. |
| 7 | Volume | 3 | Volume of Pyramids | 1 | Lesson Online Practice Quick Check | Solve mathematical problems involving the volume of rectangular pyramids.<br>Solve real-world problems involving volume of rectangular pyramids. | 7.G Geometry<br>Draw construct, and describe geometrical figures and describe the relationships between them.<br>3. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.<br>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.<br>6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.<br>Mathematical Practices<br>MP.2. Reason abstractly and quantitatively.<br>MP.7. Look for and make use of structure. |
| 7 | Volume | 4 | Relationship Between Volume of Prisms & Pyramids | 1 | Lesson Online Practice Quick Check | Model the relationship between the volume of a rectangular prism and a rectangular pyramid having both congruent bases and heights.<br>Use a model that shows the relationship between the volume of a triangular prism and a triangular pyramid having congruent bases to describe the relationship between their heights and their formulas. | N/A |
| 7 | Volume | 5 | Volume of Prisms & Pyramids Prompt | 1 | | N/A | N/A |
| 7 | Volume | 6 | Volume of Prisms & Pyramids Discussion | 1 | Discussion | N/A | N/A |
| 7 | Volume | 7 | Volume of Composite 3D Figures | 1 | Lesson Online Practice Quick Check | Solve mathematical problems involving volume of three-dimensional objects composed of cubes and right prisms.<br>Solve real-world problems involving volume of three-dimensional objects composed of cubes and right prisms. | 7.G Geometry<br>Draw construct, and describe geometrical figures and describe the relationships between them.<br>3. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.<br>6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.<br>Mathematical Practices<br>MP.2. Reason abstractly and quantitatively.<br>MP.7. Look for and make use of structure. |
| 7 | Volume | 8 | Volume Apply | 1 | Sample Work | N/A | N/A |
| 7 | Volume | 9 | Volume Review | 1 | Online Practice | N/A | N/A |
| 7 | Volume | 10 | Volume Unit Test | 1 | Unit Test | N/A | N/A |
| 8 | Probability | 1 | Probability Introduction | 1 | | N/A | N/A |

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| 8 | Probability | 2 | Probability Basics | 1 | Lesson Online Practice<br>Quick Check | Define probability as a ratio between 1 and 0 that compares favorable outcomes to all possible outcomes.<br>Describe the probability of a chance event as having a greater likelihood of occurring the greater the probability is. | 7.SP Statistics and Probability<br>Investigate chance processes and develop, use, and evaluate probability models.<br>5. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.<br>6. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.<br>Mathematical Practices<br>MP.2. Reason abstractly and quantitatively.<br>MP.4. Model with mathematics.<br>MP.8. Look for and express regularity in repeated reasoning. |
| 8 | Probability | 3 | Experimental Probability | 1 | Lesson Online Practice<br>Quick Check | Predict the approximate relative frequency given the probability of a chance event.<br>Explain why experimental probability will not always equal theoretical probability. | 7.SP Statistics and Probability<br>Investigate chance processes and develop, use, and evaluate probability models.<br>6. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.<br>Mathematical Practices<br>MP.2. Reason abstractly and quantitatively.<br>MP.4. Model with mathematics.<br>MP.8. Look for and express regularity in repeated reasoning. |
| 8 | Probability | 4 | Uniform Probability Models | 1 | Lesson Online Practice<br>Quick Check | Develop a uniform probability model by assigning equal probability to all outcomes.<br>Use a uniform probability model to determine probabilities of events. | 7.SP Statistics and Probability<br>Investigate chance processes and develop, use, and evaluate probability models.<br>7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.<br>a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.<br>b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?<br>Mathematical Practices<br>MP.2. Reason abstractly and quantitatively.<br>MP.4. Model with mathematics.<br>MP.8. Look for and express regularity in repeated reasoning. |
| 8 | Probability | 5 | Probability of Chance Events | 1 | Lesson Online Practice<br>Quick Check | Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency.<br>Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.<br>For situation where a probability model is not in agreement with observed frequencies, explain possible sources of the discrepancy. | 7.SP Statistics and Probability<br>Investigate chance processes and develop, use, and evaluate probability models.<br>6. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.<br>7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.<br>b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?<br>Mathematical Practices<br>MP.2. Reason abstractly and quantitatively.<br>MP.4. Model with mathematics.<br>MP.8. Look for and express regularity in repeated reasoning. |
| 8 | Probability | 6 | Compound Events | 1 | Lesson Online Practice<br>Quick Check | Describe the probability of a compound event as the fraction of outcomes in the sample space for which the compound event occurs.<br>Determine the probability of a compound event. | 7.SP Statistics and Probability<br>Investigate chance processes and develop, use, and evaluate probability models.<br>7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.<br>b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?<br>8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.<br>a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.<br>b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.<br>c. Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one |
| 8 | Probability | 7 | Compound Events Portfolio | 2 | Portfolio | For an event described in everyday language, identify the outcomes in the sample space which compose the event.<br>Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams.<br>Design a simulation to generate frequencies for compound events.<br>Use a simulation to generate frequencies for compound events.<br>Use frequencies generated by a simulation to determine the probability of a compound event. | 7.SP Statistics and Probability<br>Investigate chance processes and develop, use, and evaluate probability models.<br>7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.<br>b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?<br>8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.<br>a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.<br>b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.<br>c. Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one |

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| 8 | Probability | 8 | Probability Apply | 1 | Sample Work | Look for and express regularity in repeated reasoning. | Mathematical Practices<br>MP.8. Look for and express regularity in repeated reasoning. |
| 8 | Probability | 9 | Probability Review | 1 | Online Practice | N/A | N/A |
| 8 | Probability | 10 | Probability Unit Test | 1 | Unit Test | N/A | N/A |
| 9 | Statistics | 1 | Statistics Introduction | 1 | | N/A | N/A |
| 9 | Statistics | 2 | Statistics Basics | 1 | Lesson Online Practice<br>Quick Check | Describe statistics as a way to gain information about a population by examining a sample of the population.<br>Determine whether it is valid to make generalizations about a population from a sample. | 7.SP Statistics and Probability<br>Use random sampling to draw inferences about a population.<br>1. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.<br>2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.<br>Mathematical Practices<br>MP.2. Reason abstractly and quantitatively.<br>MP.8. Look for and express regularity in repeated reasoning. |
| 9 | Statistics | 3 | Random Sampling | 1 | Lesson Online Practice<br>Quick Check | Describe random sampling as a method that tends to produce representative samples and support valid inferences.<br>Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. | 7.SP Statistics and Probability<br>Use random sampling to draw inferences about a population.<br>1. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.<br>2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.<br>Draw informal comparative inferences about two populations.<br>3. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is |
| 9 | Statistics | 4 | Measures of Center | 1 | Lesson Online Practice<br>Quick Check | Determine the mean for a quantitative data set or a data set represented in a display.<br>Determine the median for a quantitative data set or a data set represented in a display.<br>Use measures of center for numerical data from random samples to draw informal comparative inferences about two populations. | 7.SP Statistics and Probability<br>Use random sampling to draw inferences about a population.<br>2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.<br>Draw informal comparative inferences about two populations.<br>3. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.<br>4. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book. |
| 9 | Statistics | 5 | Measures of Variation | 1 | Lesson Online Practice<br>Quick Check | Determine the range for a quantitative data set or a data set represented in a display.<br>Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.<br>Use measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. | 7.SP Statistics and Probability<br>Use random sampling to draw inferences about a population.<br>2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.<br>Draw informal comparative inferences about two populations.<br>3. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.<br>4. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book. |
| 9 | Statistics | 6 | Comparing Data Distributions | 1 | Lesson Online Practice<br>Quick Check | Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities.<br>For two numerical data distributions with similar variabilities, measure the difference between the centers by expressing it as a multiple of a measure of variability. | 7.SP Statistics and Probability<br>Use random sampling to draw inferences about a population.<br>1. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.<br>2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.<br>Draw informal comparative inferences about two populations.<br>4. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.<br>Mathematical Practices<br>MP.2. Reason abstractly and quantitatively.<br>MP.8. Look for and express regularity in repeated |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 9 | Statistics | 7 | Statistics Apply | 1 | Sample Work | Use appropriate tools strategically. | N/A |
| 9 | Statistics | 8 | Statistics Review | 1 | Online Practice | N/A | N/A |
| 9 | Statistics | 9 | Statistics Unit Test | 1 | Unit Test | N/A | N/A |

| Math 8 (CA) A | | |
|---|---|---|
| **Unit 1** | **Unit 2** | **Unit 3** |
| Math 8 A Course Overview | The Number System | Exponent Rules |
| *Approximately*<br>*1 day* | *Approximately*<br>*12 days* | *Approximately*<br>*12 days* |
| | 8.NS.1<br>8.NS.2<br>8.EE.2<br>MP.2<br>MP.3 | 8.EE.1<br>MP.1<br>MP.3 |

| Math 8 (CA) B | | |
|---|---|---|
| **Unit 1** | **Unit 2** | **Unit 3** |
| Math 8 B Course Overview | Transformations and Congruence | Transformations and Similarity |
| *Approximately*<br>*1 day* | *Approximately*<br>*13 days* | *Approximately*<br>*11 days* |
| | 8.G.1 (a, b, c)<br>8.G.2<br>8.G.3<br>MP.1<br>MP.5<br>MP.6<br>MP.7 | 8.G.3<br>8.G.4<br>8.G.5<br>MP.3<br>MP.5<br>MP.7 |

| Unit 4 | Unit 5 | Unit 6 |
|---|---|---|
| Scientific Notation | Roots and Irrational Numbers | Triangles |
| *Approximately*<br>*14 days* | *Approximately*<br>*10 days* | *Approximately*<br>*12 days* |
| 8.EE.3<br>8.EE.4<br>MP. 1<br>MP.4 | 8.EE.2 | 8.G.5<br>8.G.6<br>8.G.7<br>8.G.8<br>MP.1<br>MP.2<br>MP.5<br>MP.7 |

| Unit 4 | Unit 5 | Unit 6 |
|---|---|---|
| Solving Linear Equations | Graphing Linear Equations | Systems of Linear Equations |
| *Approximately*<br>*12 days* | *Approximately*<br>*13 days* | *Approximately*<br>*11 days* |
| MP.7 | 8.EE.5<br>8.EE.6<br>MP.1<br>MP.4 | 8.EE.7 (a, b)<br>8.EE.8 (a, b, c)<br>MP.3<br>MP.1 |

| | |
|---|---|
| **Unit 7** | **Unit 8** |
| Cones, Cylinders, & Spheres | Right Rectangular Prisms & Pyramids |
| *Approximately*<br>*12 days* | *Approximately*<br>*9 days* |
| 8.G.9<br>MP.4 | MP.8 |

| | |
|---|---|
| **Unit 7** | **Unit 8** |
| Scatter Plots & Data Analysis | Functions |
| *Approximately*<br>*12 days* | *Approximately*<br>*11 days* |
| 8.SP.1<br>8.SP.2<br>8.SP.3<br>8.SP.4<br>MP.3<br>MP.5 | 8.F.1<br>8.F.2<br>8.F.3<br>8.F.4<br>8.F.5<br>MP.1<br>MP.4 |

| Science K A | | | | | |
|---|---|---|---|---|---|
| **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** | **Unit 6** |
| Science K A Course Overview | Living and Non-Living Things | Plants and Animals | Plant and Animal Environments | Sun, Moon, and Stars | Sunlight |
| *1 days* | *10 days* | *10 days* | *11 days* | *8 days* | *10 days* |
| | K.L1.U1.8 | SC.K.L.14.2 | K-ESS2-2 | SC.K.E.5.2 | K-PS3-1 |

| Science K B | | | | | |
|---|---|---|---|---|---|
| **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** | **Unit 6** |
| Science K B Course Overview | Pushes and Pulls | Energy | Matter | Weather | Weather Emergencies |
| *1 days* | *11 days* | *9 days* | *11 days* | *9 days* | *10 days* |
| | SC.K.P.13.1 | SC.K.P.10.A | SC.K.P.8.A | K.E1.U1.3 | K-ESS3-2 |

## Science 1 A

| Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 |
|---|---|---|---|---|---|---|
| Introduction | Animal Structures | Plant Structures | Plant and animal Survival | Heredity | Sound | Unit Name |
| *Approximately x days* | *Approximately 9 days* | *Approximately 10 days* | *Approximately 10 days* | *Approximately 10 days* | *Approximately 11 days* | *Approximately x days* |
| List Unit Standards | 1-LS1-1: Use materials to design a solution to a human problem by mimicking how plants and/or | 1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or | 1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that | 1-LS3-1. Make observations to construct an evidence-based account that young plants and | 1-PS4-1. Plan and conduct investigations to provide evidence that vibrating materials can | List Unit Standards |

## Science 1 B

| Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 |
|---|---|---|---|---|---|---|
| | Light | Light and Sound Communication | Weather | Patterns in the Sky | Daylight Patterns | Unit Name |
| *Approximately x days* | *Approximately 9 days* | *Approximately 10 days* | *Approximately 9 days* | *Approximately 10 days* | *Approximately 11 days* | *Approximately x days* |
| List Unit Standards | 1-PS4-2. Make observations to construct an evidence-based account that objects in darkness | 1-PS4-3. Plan and conduct investigations to determine the effect of placing objects made with | (TX)1.8.A Earth and space. The student knows that the natural world includes the air around us and | (TN) 1.ESS1.2 Observe natural objects in the sky that can be seen from Earth with the naked eye | 1-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time | List Unit Standards |

## Science 2 A

| Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
|---|---|---|---|---|---|
| Science 2 A Course Overview | Scientists and Engineers | Properties of Matter | Matter Changes | Force and Motion | Sun and Sky |
| *Approximately 1 days* | *Approximately 9 days* | *Approximately 11 days* | *Approximately 10 days* | *Approximately 11 days* | *Approximately 9 days* |
| | K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.<br>(WI) SCI.ETS3.A.K-2.i People of diverse backgrounds can become scientists and engineers.<br>(WI) SCI.ETS3.A.K-2.ii People have practiced science and engineering for a long time.<br>(WI) SCI.ETS3.B.K-2.iii Engineers solve problems to meet the needs of people and communities.<br>(OH) NOS.K-2.3.e People address questions through collaboration with peers and continued exploration.<br>(OH) NOS.K-2.3.f Everyone can see themselves as scientists. | 2-PS1-1<br>Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties<br>2-PS1-2<br>Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose | 2-PS1-3 Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.<br>2-PS1-4 Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. | (VA) 2.2.c The student will investigate and understand that different types of forces may cause an object's motion to change. Key ideas include forces have applications in our lives.<br>(FL) SC.2.P.13.1 Investigate the effect of applying various pushes and pulls on different objects.<br>(FL) SC.2.P.13.4 Demonstrate that the greater the force (push or pull) applied to an object, the greater the change in motion of the object.<br>(FL) SC.2.P.13.A It takes energy to change the motion of objects.<br>(FL) SC.2.P.13.2 Demonstrate that magnets can be used to make some things move without touching them.<br>(FL) SC.2.P.13.3 Recognize that objects are pulled toward the ground unless something holds them up.<br>K-2-ETS1-2 Compare multiple solutions to slow or prevent wind or water from changing the shape of the land. | (AZ) 2.E2 The Earth and our solar system are a very small part of one of many galaxies within the Universe.<br>(AZ) 2.E2U1.8 Observe and explain the Sun's position at different times during a twenty-four-hour period and changes in the apparent shape of the Moon from one night to another.<br>(GA) S2E1.a Ask questions to describe the physical attributes (size and brightness) of stars.<br>(GA) S2E1.b Construct an argument to support the claim that although the sun appears to be the brightest and largest star, it is actually medium in size and brightness.<br>(GA) S2E2.c Represent data in tables and/or graphs of the length of the day and night to recognize the change in seasons.<br>(GA) S2E2.d Use data from personal observations to describe, illustrate, and predict how the appearance of the moon changes over time in a pattern. |

## Science 2 B

| Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
|---|---|---|---|---|---|
| Science 2 B Course Overview | Our Changing Earth | Land and Water | Environmental Engineering Portfolio | Ecosystems | Plants and Animals |
| *Approximately 1 days* | *Approximately 10 days* | *Approximately 8 days* | *Approximately 9 days* | *Approximately 12 days* | *Approximately 11 days* |
| | National 2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly<br>National 2-ESS2-1 Compare multiple solutions to slow or prevent wind or water from changing the shape of the land. | National 2-ESS2-2 Develop a model to represent the shapes and kinds of land and bodies of water in an area.<br>National 2-ESS2-3 Obtain information to identify where water is found on Earth and that it can be solid or liquid.<br>(AZ) 2.E1U1.5 Develop and use models to represent that water can exist in different states and is found in oceans, glaciers, lakes, rivers, ponds, and the atmosphere. | National 2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly<br>National K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.<br>National 2-ESS2-1 Compare multiple solutions to slow or prevent wind or water from changing the shape of the land.<br>National 2-PS1-2 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose<br>National K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.<br>National K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs | National 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.<br>(AL) ECO.7 Obtain information from literature and other media to illustrate that there are many different kinds of living things and that they exist in different places on land and in water (e.g., woodland, tundra, desert, rainforest, ocean, river).<br>(VA) 2.5.a The student will investigate and understand that living things are part of a system. Key ideas include plants and animals are interdependent with their living and nonliving surroundings. I. plants and animals are interdependent with their living and nonliving surroundings;<br>(VA) 2.5.b The student will investigate and understand that living things are part of a system. Key ideas include plants and animals are interdependent with their living and nonliving surroundings. ii. an animal's habitat provides all of its basic needs; and<br>(VA) 2.5.c The student will investigate and understand that living things are part of a system. Key ideas include plants and animals are interdependent with their living and nonliving surroundings. iii. habitats change over time due to many influences. | National 2-LS2-1 Plan and conduct an investigation to determine if plants need sunlight and water to grow<br>National 2-LS2-2 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants<br>National K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. |

## Science 3 A

| Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
|---|---|---|---|---|---|
| Course Overview | Forces and Motion | Magnets | Plant and Animal Life Cycles | Heredity | Animal Groups |
| *Approximately 1 day* | *Approximately 11 days* | *Approximately 12 days* | *Approximately 11 days* | *Approximately 10 days* | *Approximately 7 days* |
| | 3-PS2-1<br>3-PS2-2 | 3-PS2-3<br>3-PS2-4<br>3-5-ETS1-1<br>3-5-ETS1-3 | 3-LS1-1 | 3-LS3-1<br>3-LS3-2 | 3-LS2-1<br>3-LS4-4 |

## Science 3 B

| Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
|---|---|---|---|---|---|
| Course Overview | Variation and Change | Habitats | Environmental Changes | Fossils | Weather and Climate |
| *Approximately 1 day* | *Approximately 10 days* | *Approximately 9 days* | *Approximately 9 days* | *Approximately 9 days* | *Approximately 13 days* |
| | 3-LS4-2 | 3-LS4-3 | 3-LS4-4 | 3-LS4-1 | 3-ESS2-1<br>3-ESS2-2<br>3-ESS3-1<br>3-5-ETS1-2 |

## Science 4 A

| Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
|---|---|---|---|---|---|
| Course Overview | Mechanical Energy and Speed | Energy Transfer | Waves and Light | Plant Structures | Animal Structures |
| *Approximately 1 day* | *Approximately 8 days* | *Approximately 12 days* | *Approximately 12 days* | *Approximately 10 days* | *Approximately 8 days* |
| | 4-PS3-1<br>4-PS3-3 | 4-PS3-2<br>4-PS3-4<br>3-5-ETS1-3 | 4-PS4-1<br>4-PS4-2<br>4-PS4-3 | 4-LS1-1 | 4-LS1-1 |

## Science 4 B

| Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
|---|---|---|---|---|---|
| Course Overview | Senses and the Brain | Weathering and Erosion | Earth's Layers and Features | Impact on Humans | Natural Energy Resources |
| *Approximately 1 day* | *Approximately 9 days* | *Approximately 13 days* | *Approximately 9 days* | *Approximately 10 days* | *Approximately 11 days* |
| | 4-LS1-2 | 4-ESS2-1 | 4-ESS1-1<br>4-ESS2-2 | 4-ESS3-2<br>3-5-ETS1-2 | 4-ESS3-1<br>3-5-ETS1-1 |

## Science 5 A

| Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
|---|---|---|---|---|---|
| Course Overview | The Solar System | Earth, Sun, and Stars | Earth's Systems and Water Resources | Gravity | Properties of Matter |
| *Approximately 1 day* | *Approximately 8 days* | *Approximately 12 days* | *Approximately 8 days* | *Approximately 9 days* | *Approximately 13 days* |
| | | 5-ESS1-1<br>5-ESS1-2 | 5-ESS2-1<br>5-ESS2-2 | 5-PS2-1 | 5-PS1-1<br>5-PS1-3 |

## Science 5 B

| Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
|---|---|---|---|---|---|
| Course Overview | Changes in Matter | Ecosystems | Transfer of Energy | Food Webs and Cycles | Conserving Earth's Resources |
| *Approximately 1 day* | *Approximately 11 days* | *Approximately 8 days* | *Approximately 10 days* | *Approximately 13 days* | *Approximately 8 days* |
| | 5-PS1-2<br>5-PS1-4 | | 5-PS3-1<br>5-LS1-1<br>5-LS2-1 | 5-PS3-1<br>5-LS2-1 | 5-ESS3-1<br>3-5-ETS1-1<br>3-5-ETS1-2 |

| Science 6 (MI) A | | | | | | |
|---|---|---|---|---|---|---|
| **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** | **Unit 6** | **Unit 7** |
| Course Overview | Sun, Moon, Earth | Solar System | The Universe | Earth's Changing Surface | Earth's Energy Systems | Unit Name |
| *Approximately 1 days* | *Approximately 11 days* | *Approximately 13 days* | *Approximately 7 days* | *Approximately 15 days* | *Approximately 13 days* | *Approximately 8 days* |
| | MS-ESS1-1<br>MS-ESS1-3<br>MS-ETS1-4 | MS-ESS1-2<br>MS-ESS1-3<br>MS-ESS1-4 | | MS-ESS2-1<br>MS-ESS2-2<br>MS-ESS2-3<br>MS-ESS3-1<br>MS-ESS3-2<br>MS-ESS3-4 | MS-ETS1-3<br>MS-ESS2-1<br>MS-ESS2-4 | MS-ESS2-3 |

| Science 6 (MI) B | | | | | | |
|---|---|---|---|---|---|---|
| **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** | **Unit 6** | **Unit 7** |
| Course Overview | Weather | Natural Hazards | Climate | Atmosphere | Natural Resources | Impact of Humans |
| *Approximately 1 days* | *Approximately 12 days* | *Approximately 10 days* | *Approximately 13 days* | *Approximately 8 days* | *Approximately 12 days* | *Approximately 10 days* |
| | MS-ESS2-5<br>MS-ESS3-2 | MS-ESS3-2 | MS-ESS2-6<br>MS-ESS3-5 | | MS-ETS1-2 | MS-ESS3-3<br>MS-ESS3-4<br>MS-ETS1-1<br>MS-ETS1-4 |

| Science 7 (National) A | | | | | | |
|---|---|---|---|---|---|---|
| **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** | **Unit 6** | **Unit 7** |
| Course Overview | Cells | Body Systems | Reproductive Success | Reproductive Strategies | Genetics | Matter and Energy |
| *Approximately 1 day* | *Approximately 11 days* | *Approximately 14 days* | *Approximately 9 days* | *Approximately 8 days* | *Approximately 11 days* | *Approximately 14 days* |
| | MS-LS1-1<br>MS-LS1-2 | MS-LS1-1<br>MS-LS1-3<br>MS-LS1-8 | MS-LS1-4 | MS-LS3-2 | MS-LS1-5<br>MS-LS3-1 | MS-LS1-6<br>MS-LS1-7<br>MS-LS2-3 |

| Science 7 (National) B | | | | | | |
|---|---|---|---|---|---|---|
| **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** | **Unit 6** | **Unit 7** |
| Course Overview | Plants | Population and Ecosystems | Biodiversity | Evolution | Natural Selection | Classification |
| *Approximately 1 day* | *Approximately 8 days* | *Approximately 14 days* | *Approximately 13 days* | *Approximately 11 days* | *Approximately 11 days* | *Approximately 9 days* |
| | | MS-LS2-1<br>MS-LS2-2<br>MS-LS2-4 | MS-LS2-5<br>MS-ETS1-1<br>MS-ETS1-2<br>MS-ETS1-3 | MS-LS4-1<br>MS-LS4-2<br>MS-LS4-3 | MS-LS4-4<br>MS-LS4-5<br>MS-LS4-6 | |

## Science 8 (MI) A

| Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
|---|---|---|---|---|---|
| Science 8 Course Overview | Properties of Matter | Matter Interactions | Energy of Motion | Thermal Energy | Force and Motion |
| *Approximately 1 day* | *Approximately 10 days* | *Approximately 14 days* | *Approximately 10 days* | *Approximately 12 days* | *Approximately 14 days* |
| | MS-PS1-2<br>MS-PS1-3<br>MS-PS1-4<br>MS-PS1-5<br>MS-ETS1-2 | MS-PS1-1<br>MS-PS1-2<br>MS-PS1-5<br>MS-PS1-6<br>MS-ETS1-3 | MS-PS3-2<br>MS-PS3-5 | MS-PS3-3<br>MS-PS3-4<br>MS-PS3-5<br>MS-PS1-6<br>MS-ETS1-4 | MS-PS2-1<br>MS-PS2-2<br>MS-ETS1-1 |

## Science 8 (MI) B

| Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
|---|---|---|---|---|---|
| Science 8 Course Overview | Waves | Force and Work | Gravity | Non-Contact Forces | The Design World |
| *Approximately 1 day* | *Approximately 14 days* | *Approximately 8 days* | *Approximately 9 days* | *Approximately 13 days* | *Approximately 7 days* |
| | MS-PS4-1<br>MS-PS4-2<br>MS-PS4-3 | | MS-PS2-4 | MS-PS2-3<br>MS-PS2-5 | MS-ETS1-1 |

## Biology (CA) A

| Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 |
|---|---|---|---|---|---|---|---|---|
| Course Overview | Biochemistry | Cells and Body Systems | Cell Work | DNA | Mitosis | Homeostasis Portfolio | Genetic Variation | Biology A Semester Review and Exam |
| *Approximately 1 day* | *Approximately 11 days* | *Approximately 11 days* | *Approximately 15 days* | *Approximately 13 days* | *Approximately 12 days* | *Approximately 4 days* | *Approximately 13 days* | *Approximately 2 days* |
| | HS-LS1-6 | HS-LS1-1<br>HS-LS1-2 | HS-LS1-5<br>HS-LS1-7 | HS-LS1-1<br>HS-LS3-1<br>HS-LS3-3 | HS-LS1-4 | HS-LS1-3 | HS-LS3-2<br>HS-LS3-3 | |

## Biology (CA) B

| Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 |
|---|---|---|---|---|---|---|---|---|
| Course Overview | Carbon Cycle | Energy Flow | Biodiversity | Biodiversity Portfolio | Biological Evolution | Natural Selection | Biological Evolution Evidence | Biology B Semester Review and Exam |
| *Approximately 1 day* | *Approximately 9 days* | *Approximately 13 days* | *Approximately 17 days* | *Approximately 5 days* | *Approximately 12 days* | *Approximately 11 days* | *Approximately 10 days* | *Approximately 2 days* |
| | HS-LS2-5 | HS-LS2-3<br>HS-LS2-4 | HS-LS2-1<br>HS-LS2-2<br>HS-LS2-6<br>HS-LS2-7<br>HS-LS4-6<br>HS-ETS1-1<br>HS-ETS1-4 | HS-LS2-7<br>HS-ETS1-2<br>HS-ETS1-3<br>HS-ETS1-4 | HS-LS2-8<br>HS-LS4-5 | HS-LS4-2<br>HS-LS4-4<br>HS-LS4-5 | HS-LS4-1<br>HS-LS4-5 | |

## Chemistry (CA) A

| Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 |
|---|---|---|---|---|---|---|---|---|
| Course Overview | Introduction to Chemistry | The Periodic Table | Nuclear Processes | Simple Chemical Reactions | Particulate Electrical Forces | Conservation of Mass | Gases | Chemistry A Semester Review and Exam |
| *Approximately 1 day* | *Approximately 6 days* | *Approximately 13 days* | *Approximately 10 days* | *Approximately 17 days* | *Approximately 16 days* | *Approximately 12 days* | *Approximately 8 days* | *Approximately 2 days* |
| | HS-PS1-8 | HS-PS1-1<br>HS-PS1-2<br>HS-PS1-3 | HS-PS1-8<br>HS-ETS1-2 | HS-PS1-1<br>HS-PS1-2<br>HS-PS1-7<br>HS-ETS1-1 | HS-PS1-3<br>HS-PS1-4<br>HS-PS1-5<br>HS-PS2-3<br>HS-PS2-4<br>HS-PS3-1<br>HS-PS3-2<br>HS-PS3-5<br>HS-ETS1-2<br>HS-ETS1-3 | HS-PS1-7 | HS-PS2-3<br>HS-ETS1-2 | |

## Chemistry (CA) B

| Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 |
|---|---|---|---|---|---|---|---|---|
| Course Overview | Solutions, Acids, and Bases | Energy In Chemical Reactions I | Energy In Chemical Reactions II | Reaction Rates | Chemical Reaction Systems | Oxidation | Ecology Chemistry | Chemistry B Semester Review and Exam |
| *Approximately 1 day* | *Approximately 11 days* | *Approximately 11 days* | *Approximately 14 days* | *Approximately 3 days* | *Approximately 14 days* | *Approximately 9 days* | *Approximately 11 days* | *Approximately 2 days* |
| | HS-PS3-3<br>HS-ETS1-1<br>HS-ETS1-2<br>HS-ETS1-3 | HS-PS1-4<br>HS-PS1-7<br>HS-PS3-2 | HS-PS1-5<br>HS-PS1-7<br>HS-PS3-1<br>HS-PS3-2<br>HS-PS3-4<br>HS-PS3-5 | HS-PS1-5 | HS-PS1-6<br>HS-PS2-3<br>HS-PS2-6<br>HS-PS3-3<br>HS-ETS1-1<br>HS-ETS1-2<br>HS-ETS1-3<br>HS-ETS1-4 | HS-ETS1-1 | HS-ETS1-1<br>HS-ETS1-2<br>HS-ETS1-3 | |

## Course Name A

| Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 |
|---|---|---|---|---|
| Social Studies K A Course Overview | The World & its Geography | My Community & its Geography | My Community & its Government | My Community & its Values |
| *Approximately 1 day* | *Approximately 12 days* | *Approximately 14 days* | *Approximately 12 days* | *Approximately 12 days* |
| N/A | D2.Geo.1.K-2<br>D2.Geo.3.K-2<br>D2.Geo.4.K-2<br>D2.Geo.5.K-2<br>D2.Geo.6.K-2<br>D2.Geo.8.K-2<br>D2.Geo.12.K-2<br>G.11.K.2 | D2.Geo.1.K-2<br>D2.Geo.2.K-2 | D2.Civ.1.K-2<br>D2.Civ.2.K-2<br>D2.Civ.3.K-2<br>D2.Civ.6.K-2<br>D2.Civ.8.K-2<br>D2.Civ.12.K-2<br>D2.Civ.14.K-2 | D1.1.K-2<br>D2.Civ.8.K-2<br>D2.Civ.9.K-2<br>D2.Civ.10.K-2<br>D2.Civ.11.K-2<br>D4.6.K-2<br>D4.7.K-2 |

## Course Name B

| Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 |
|---|---|---|---|---|
| Social Studies K B Course Overview | My Community & its Culture | My Community & its History | My Community & its Traditions | My Community & its Economy |
| *Approximately 1 day* | *Approximately 9 days* | *Approximately 14 days* | *Approximately 15 days* | *Approximately 12 days* |
| N/A | D2.His.10.K-2<br>D2.His.9.K-2 | D2.His.1.K-2<br>D2.His.2.K-2 | N/A | D2.Eco.1.K-2<br>D2.Eco.2.K-2<br>D2.Eco.3.K-2<br>D2.Eco.5.K-2<br>D2.Eco.6.K-2<br>D2.Eco.10.K-2<br>D2.Eco.12.K-2<br>D2.Eco.14.K-2 |

| Michigan K-12 Standards Social Studies (2019)<br>Social Studies: Kindergarten | Social Studies K A/B<br>Unit Name | <br>Lesson Name |
|---|---|---|
| **HISTORY** | | |
| **Individually and collaboratively, students will engage in planned inquiries to investigate ways people learn about the past.** | | |
| H2 Living and Working Together | | |
| Use historical thinking to understand the past. | | |
| K – H2.0.1 Distinguish among the past, present, and future. | My Community & its History | • Past, Present & Future<br>Extend the lesson to distinguish the future and engage in planned inquiries. |
| K – H2.0.2 Create a timeline using events from their own lives. | My Community & its History | • Personal Timeline Portfolio 1 |
| K – H2.0.3 Describe ways people learn about the past. | My Community & its Culture | • Sources<br>Extend the lesson to engage in planned inquiries. |
| | My Community & its History | • First, Next, Last<br>• School Then & Now |
| **GEOGRAPHY** | | |
| **Individually and collaboratively, students will engage in planned inquiries to investigate how the environment provides for people's needs and wants.** | | |
| G1 The World in Spatial Terms | | |
| Use geographic representations to acquire, process, and report information from a spatial perspective. | | |
| K – G1.0.1 Recognize that maps and globes represent places. | The World & its Geography | • Globes |
| | My Community & its Geography | • Map Tools: Map Scale<br>Extend the lesson to engage in planned inquiries. |
| K – G1.0.2 Use directions or positional words to identify significant locations in the classroom. | My Community & its Geography | • Location & Direction<br>Extend the lesson to identify significant locations in the classroom and engage in planned inquiries. |
| G2 Places and Regions | | |
| Understand how regions are created from common physical and human characteristics. | | |
| K – G2.0.1 Identify and describe places in the immediate environment. | The World & its Geography | • Earth's Resources<br>• The World & its Geography Apply |
| | My Community & its Geography | • Places in the Community<br>Extend the lesson to engage in planned inquiries. |
| G5 Environment and Society | | |
| Understand the effects of human-environment interactions. | | |
| K – G5.0.1 Describe ways in which the environment provides for basic human needs and wants. | The World & its Geography | • Earth's Resources<br>Extend the lesson to describe basics wants and engage in planned inquiries. |
| **CIVICS AND GOVERNMENT** | | |
| **Individually and collaboratively, students will engage in planned inquiries to investigate ways in which people can get along with each other.** | | |
| C1 Purposes of Government | | |
| Explain why people create governments. | | |
| K – C1.0.1 Identify and explain reasons for rules at home and in school. | My Community & its Government | • Rules & their Purpose<br>• Types of Rules<br>Extend the lesson to engage in planned inquiries. |
| C2 Democratic Values and Constitutional Principles of American Government | | |
| K – C2.0.1 Identify the American flag as an important symbol of the United States. | My Community & its Traditions | • The American Flag<br>Extend the lesson to engage in planned inquiries. |
| K – C2.0.2 Explain why people do not have the right to do whatever they want. | My Community & its Government | • Individual Rights<br>Extend the lesson to explain why people do not have the right to do whatever they want and engage in individual and collaborative planned inquiries. |
| K – C2.0.3 Describe fair ways for groups to make decisions. | My Community & its Values | • Making Decisions<br>Extend the lesson to engage in planned inquiries. |
| C5 Civic Participation | | |
| Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life. | | |
| K – C5.0.1 Describe situations in which they demonstrated self-discipline and individual responsibility. | My Community & its Government | • Community Helpers<br>• Individual Rights<br>• Choices & Consequences |
| | My Community & its Values | • Making Decisions<br>Extend the lesson to engage in planned inquiries. |
| **ECONOMICS** | | |
| **Individually and collaboratively, students will engage in planned inquiries to investigate how people meet their economic wants.** | | |
| E1 Market Economy | | |
| Use fundamental principles and concepts of economics to understand economic activity in a market economy. | | |
| K – E1.0.1 Describe economic wants they have experienced. | My Community & its Economy | • Wants vs. Needs<br>Extend the lesson to engage in planned inquiries. |
| K – E1.0.2 Distinguish between goods and services. | My Community & its Economy | • Goods & Services<br>Extend the lesson to engage in planned inquiries. |
| K – E1.0.3 Recognize situations in which people trade. | My Community & its Economy | • Goods & Services in the Community<br>• Goods & Services Around the World<br>Extend the lessons to engage in planned inquiries. |
| **PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)** | | |
| **P3.1 Identifying and Analyzing Public Issues** | | |
| Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions. | | |
| K – P3.1.1 Identify classroom issues. | Incorporate and assign an activity to identify classroom issues. | |
| K – P3.1.2 Use simple graphs to explain information about a classroom issue. | Incorporate and assign an activity to use simple graphs to explain information about a classroom issue. | |
| K – P3.1.3 Compare their viewpoint about a classroom issue with the viewpoint of another person. | Incorporate and assign an activity to compare their viewpoint about a classroom issue with the viewpoint of another person. | |
| **P3.3 Persuasive Communication About a Public Issue** | | |
| Communicate a reasoned position on a public issue. | | |
| K – P3.3.1 Express a position on a classroom issue. | Incorporate and assign an activity to express a position on a classroom issue. | |
| **P4.2 Civic Participation** | | |
| Act constructively to further the public good. | | |
| K – P4.2.1 Develop and implement an action plan to address or inform others about a classroom issue. | Incorporate and assign an activity to develop and implement an action plan to address or inform others about a classroom issue. | |
| K – P4.2.2 Participate in projects to help or inform others. | My Community & its Values | • Taking Action Portfolio 1<br>• Taking Action Portfolio 2 |

| Michigan K-12 Standards<br>Social Studies: Grade 1 | Social Studies 1 (CIDs 88318/88350) | |
|---|---|---|
| | Unit Name | Lesson Number |
| **HISTORY** | | |
| **H2 Living and Working Together in Families and Schools** | | |
| **Use historical thinking to understand the past.** | | |
| 1 – H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events. | Our Past, Our Present | 5, 6, 7 |
| 1 – H2.0.2 Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life. | Our Past, Our Present | 8, 9, 13: Extend lesson 13 to investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life. |
| 1 – H2.0.3 Use historical sources to draw possible conclusions about family or school life in the past. | Our Past, Our Present | 5, 6, 12, 13, 14, 15, 16 |
| 1 – H2.0.4 Compare life today with life in the past using the criteria of family, school, jobs, or communication. | Our Past, Our Present | 5, 6, 12, 13, 14, 15, 16 |
| 1 – H2.0.5 Identify the events or people celebrated during U.S. national holidays and why we celebrate them. | Traditions We Share | 9, 10 |
| **GEOGRAPHY** | | |
| **G1 The World in Spatial Terms** | | |
| **Use geographic representations to acquire, process, and report information from a spatial perspective.** | | |
| 1 – G1.0.1 Construct simple maps of the classroom to demonstrate aerial perspective. | Finding Places | 12 |
| 1 – G1.0.2 Describe places using absolute location or relative location. | Finding Places | 3,5 |
| 1 – G1.0.3 Distinguish between landmasses and bodies of water using maps and globes. | Finding Places | 1, 7 |
| | Looking at Our World | 5, 6 |
| **G2 Places and Regions** | | |
| **Understand how regions are created from common physical and human characteristics.** | | |
| 1 – G2.0.1 Distinguish between physical and human characteristics of places. | Looking at Our World | 3 |
| 1 – G2.0.2 Describe the unifying characteristics and boundaries of different school regions. | Finding Places | 3: Extend the lesson to describe the unifying characteristics and boundaries of different school regions. |
| **G4 Human Systems** | | |
| **Understand how human activities help shape the Earth's surface.** | | |
| 1 – G4.0.1 Use components of culture to describe diversity in family life. | Traditions We Share | 2, 3, 5, 6, 7, 8, 13, 14 |
| **G5 Environment and Society** | | |
| **Understand the effects of human-environment interactions.** | | |
| 1 – G5.0.1 Describe ways in which people are part of, modify, and adapt to their physical environments. | Looking at Our World | 3, 7, 8 |
| 1 – G5.0.2 Describe ways in which the physical environment in a place or region affects people's lives. | Looking at Our World | 7, 8 |
| **CIVICS AND GOVERNMENT** | | |
| **C1 Purposes of Government** | | |
| **Explain why people create governments.** | | |
| 1 – C1.0.1 Explain the need for rules and purposes of rules. | My School, My Community | 7 |
| 1 – C1.0.2 Give examples of the use of power with authority and power without authority in school. | My School, My Community | 7, 8, 10, 11 |

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|---|---|---|
| **C2 Democratic Values and Constitutional Principles of American Government** | | |
| 1 – C2.0.1 Explain fair ways to make decisions and resolve conflicts in the school community. | My School, My Community | 1, 9 |
| 1 – C2.0.2 Identify important symbols of the United States of America and what they represent. | My School, My Community | 14, 15 |
| **C5 Civic Participation** | | |
| **Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.** | | |
| 1 – C5.0.1 Describe some responsibilities people have at home and at school. | My School, My Community | 5, 6 |
| 1 – C5.0.2 Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life. | My School, My Community | 5, 6 |
| **ECONOMICS** | | |
| **E1 Market Economy** | | |
| **Use fundamental principles and concepts of economics to understand economic activity in a market economy.** | | |
| 1 – E1.0.1 Distinguish between producers and consumers of goods and services. | Work in the Community | 9, 10 |
| 1 – E1.0.2 Describe ways in which families consume goods and services. | Work in the Community | 7, 8, 9, 10, 11 |
| 1 – E1.0.3 Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice). | Work in the Community | 5, 6 |
| 1 – E1.0.4 Describe reasons why people voluntarily trade. | Work in the Community | 9, 11 |
| 1 – E1.0.5 Describe ways in which people earn money. | Work in the Community | 3, 14, 15, 16 |
| 1 – E1.0.6 Describe how money simplifies trade. | Work in the Community | 11 |
| **PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)** | | |
| **P3.1 Identifying and Analyzing Public Issues** | | |
| **Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.** | | |
| 1 – P3.1.1 Identify public issues in the school community. | My School, My Community | 9 |
| 1 – P3.1.2 Use graphic data to analyze information about a public issue in the school community. | My School, My Community | 9 |
| 1 – P3.1.3 Identify alternative resolutions to a public issue in the school community. | My School, My Community | 9 |
| **P3.3 Persuasive Communication About a Public Issue** | | |
| **Communicate a reasoned position on a public issue.** | | |
| 1 – P3.3.1 Express a position on a public policy issue in the school community and justify the position with a reasoned argument. | My School, My Community | 2, 3, 5, 6 |
| **P4.2 Civic Participation** | | |
| **Act constructively to further the public good.** | | |
| 1 – P4.2.1 Develop and implement an action plan to address or inform others about a school issue. | Looking at Our World | 7, 8: Extend lesson 8 to develop and implement an action plan to address or inform others about a school issue. |
| 1 – P4.2.2 Participate in projects to help or inform others. | My School, My Community | 2, 3: Extend lesson 3 to participate in projects to help or inform others. |
| | Looking at Our World | 8 |

| Michigan K-12 Standards<br>Social Studies: Grade 2 | Social Studies 2 (CIDs 88466/88476) | |
|---|---|---|
| | Unit Name | Lesson Number |
| **HISTORY** | | |
| **H2 Living and Working Together in Communities** | | |
| **Use historical thinking to understand the past.** | | |
| 2 – H2.0.1 Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events. | Our Nation Past and Present | 2, 3, 4: Extend lesson 4 to include a timeline of local community events. |
| 2 – H2.0.2 Examine different perspectives of the same event in a community and explain how and why they are different. | Our Nation Past and Present | 3: Extend the lesson to examine different perspectives of the same event in a community and explain how and why they are different. |
| 2 – H2.0.3 Explain how individuals and groups have made significant historical changes. | Our Nation Past and Present | 10, 13, 14, 15 |
| 2 – H2.0.4 Describe changes in the local community over time. | The World Around Us | 5, 6, 9, 10 |
| | Our Nation Past and Present | 13, 16 |
| 2 – H2.0.5 Describe how community members responded to a problem in the past. | Our Nation Past and Present | 3: Extend the lesson to describe how community members responded to a problem in the past. |
| 2 – H2.0.6 Construct a historical narrative about the history of the local community from a variety of sources. | Our Nation Past and Present | 16 |
| **GEOGRAPHY** | | |
| **G1 The World in Spatial Terms** | | |
| **Use geographic representations to acquire, process, and report information from a spatial perspective.** | | |
| 2 – G1.0.1 Construct maps of the local community that contain symbols, labels, and legends denoting human and physical characteristics of place. | Finding Places | 11 |
| 2 – G1.0.2 Use maps to describe the spatial organization of the local community by applying concepts including relative location, and using distance, direction, and scale. | Finding Places | 2, 3, 5, 6, 11 |
| 2 – G1.0.3 Use maps to describe the location of the local community within the state of Michigan in relation to other significant places in the state. | Finding Places | 6: Extend the lesson to use maps to describe the location of the local community within the state of Michigan in relation to other signficant places in the state. |
| **G2 Places and Regions** | | |
| **Understand how regions are created from common physical and human characteristics.** | | |
| 2 – G2.0.1 Compare the physical and human characteristics of the local community with those of another community. | Celebrating Our Traditions | 11, 12 |
| 2 – G2.0.2 Describe how the local community is part of a larger region. | My Community, My Country | New Lesson Suggested: Incorporate and assign an activity to describe how the local community is part of a larger region. |
| **G4 Human Systems** | | |
| **Understand how human activities help shape the earth's surface.** | | |

| | | |
|---|---|---|
| 2 – G4.0.1 Describe land use in the community. | The World Around Us | 5, 6: Extend the lessons to describe land use in the community. |
| 2 – G4.0.2 Describe the means people create for moving people, goods, and ideas within the local community. | The World Around Us | 9, 10: Extend lesson 10 to describe the means people create for moving people, goods, and ideas within the local community. |
| 2 – G4.0.3 Use components of culture to describe diversity in the local community. | Celebrating Our Traditions | 2, 3, 5, 6 |
| **G5 Environment and Society** | | |
| **Understand the effects of human-environment interactions.** | | |
| 2 – G5.0.1 Suggest ways in which people can responsibly interact with the environment in the local community. | The World Around Us | 5, 6, 7, 8 |
| 2 – G5.0.2 Describe positive and negative consequences of changing the physical environment of the local community. | The World Around Us | 5, 6, 7, 8 |
| **CIVICS AND GOVERNMENT** | | |
| **C1 Purposes of Government** | | |
| **Explain why people create governments.** | | |
| 2 – C1.0.1 Explain why people form governments. | My Community, My Country | 10 |
| | Our Nation Past and Present | 10 |
| 2 – C1.0.2 Distinguish between government action and private action. | My Community, My Country | 10: Incorporate and assign an activity to distinguish between government action and private action. |
| **C2 Democratic Values and Constitutional Principles of American Government** | | |
| 2 – C2.0.1 Explain how local governments balance individual rights with the common good to solve local community problems. | My Community, My Country | 10, 12: Extend the lessons to include an explanation of how local governments consider individuals rights. |
| 2 – C2.0.2 Describe how the Pledge of Allegiance reflects the Democratic Value of patriotism. | My Community, My Country | 14: Extend the lesson to describe how the Pledge of Allegiance reflects the Democrativ Value of patriotism. |
| **C3 Structure and Functions of Government** | | |
| **Describe the structure of government in the United States and how it functions.** | | |
| 2 – C3.0.1 Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community. | My Community, My Country | 8, 9: Extend the lessons to give examples of how local governments interpret laws (ordinances) in the local community. |
| 2 – C3.0.2 Use examples to describe how local government affects the lives of people in a community. | My Community, My Country | 12 |
| 2 – C3.0.3 Identify services commonly provided by local governments. | My Community, My Country | 10, 12 |
| **C5 Civic Participation** | | |
| **Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.** | | |
| 2 – C5.0.1 Identify ways in which people participate in community decisions. | My Community, My Country | 5, 7, 10, 12 |

| | | |
|---|---|---|
| 2 – C5.0.2 Distinguish between personal and civic responsibilities and explain why they are important in community life. | My Community, My Country | 3: Extend the lesson to distinguish between personal and civic responsibilities and explain why they are important in community life. |
| 2 – C5.0.3 Design and participate in community improvement projects that help or inform others. | My Community, My Country | 7: Extend the lesson to design and participate in community improvement projects that help or inform others. |
| **ECONOMICS** | | |
| **E1 Market Economy** | | |
| **Use fundamental principles and concepts of economics to understand economic activity in a market economy.** | | |
| 2 – E1.0.1 Identify the opportunity cost involved in a consumer decision. | Working to Meet Our Needs | 6 |
| 2 – E1.0.2 Describe how businesses in the local community meet economic wants of consumers. | Working to Meet Our Needs | 16 |
| 2 – E1.0.3 Describe the natural, human, and capital resources needed for production of a good or service in a community. | Working to Meet Our Needs | 8 |
| 2 – E1.0.4 Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants (interdependence). | Working to Meet Our Needs | 12, 13 |
| 2 – E1.0.5 Utilize a decision-making process to analyze the benefits and costs of a personal decision. | Working to Meet Our Needs | 5 |
| **PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)** | | |
| **P3.1 Identifying and Analyzing Public Issues** | | |
| **Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.** | | |
| 2 – P3.1.1 Identify public issues in the local community that influence people's daily lives. | New Unit Suggested | New Lesson Suggested: Incorporate and assign an activity to identify public issues in the local community that influence people's daily lives. |
| 2 – P3.1.2 Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions. | New Unit Suggested | Incorporate and assign an activity to use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions. |
| 2 – P3.1.3 Give examples of how conflicts over Democratic Values lead people to differ on resolutions to a public policy issue in the local community. | New Unit Suggested | Incorporate and assign an activity to give examples of how conflicts over Democratic Values lead people to differ on resolutions to a public policy issue in the local community. |
| **P3.3 Persuasive Communication About a Public Issue** | | |
| **Communicate a reasoned position on a public issue.** | | |

| | | |
|---|---|---|
| 2 – P3.3.1 Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument. | New Unit Suggested | Incorporate and assign an activity to compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument. |
| **P4.2 Civic Participation** | | |
| **Act constructively to further the public good.** | | |
| 2 – P4.2.1 Develop and implement an action plan to address or inform others about a community issue. | New Unit Suggested | Incorporate and assign an activity to develop and implement an action plan to address or inform others about a community issue. |
| 2 – P4.2.2 Participate in projects to help or inform others. | New Unit Suggested | Incorporate and assign an activity to participate in projects to help or inform others. |

| Michigan K-12 Standards Social Studies: Grade 3 | Social Studies 3 A/B (CIDs 99656/99652) | |
|---|---|---|
| | Unit Name | Lesson Name |
| **HISTORY** | | |
| **H3 The History of Michigan (Through Statehood)** | | |
| 3 – H3.0.1 Identify questions historians ask in examining the past in Michigan. | Our Communities | • Apply: Michigan State History Activity |
| 3 – H3.0.2 Explain how historians use primary and secondary sources to answer questions about the past. | Our Communities | • Conflict in Communities |
| 3 – H3.0.3 Describe the causal relationships between three events in Michigan's past. | Our Communities | • Apply: Michigan State History Activity |
| 3 – H3.0.4 Draw upon traditional stories and/or teachings of Indigenous Peoples who lived and continue to live in Michigan in order to better understand their beliefs and histories. | Our Communities | • Apply: Michigan State History Activity |
| 3 – H3.0.5 Use informational text and visual data to compare how Indigenous Peoples and non-Indigenous Peoples in the early history of Michigan interacted with, adapted to, used, and/or modified their environments. | Our Communities | • People and the Environment<br>• Apply: Michigan State History Activity |
| 3 – H3.0.6 Use a variety of sources to describe interactions that occurred between Indigenous Peoples and the first European explorers and settlers in Michigan. | Our Communities | • Conflict in Communities<br>• Apply: Michigan State History Activity |
| 3 – H3.0.7 Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood). | Our Communities | • Apply: Michigan State History Activity |
| 3 – H3.0.8 Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan (pre-statehood). | Our Communities | • Apply: Michigan State History Activity |
| 3 – H3.0.9 Describe how Michigan attained statehood. | Our Communities | • Apply: Michigan State History Activity |
| 3 – H3.0.10 Create a timeline to sequence and describe major eras and events in early Michigan history. | Our Communities | • Apply: Michigan State History Activity |
| **GEOGRAPHY** | | |
| **G1 The World in Spatial Terms** | | |
| 3 – G1.0.1 Use cardinal directions (north, south, east, west) to describe the relative locations of significant places in the immediate environment. | Our Communities | • Locating Communities |
| 3 – G1.0.2 Use thematic maps to identify and describe the physical and human characteristics of Michigan. | Our Environment | • Using Earth's Resources |
| 3 – G1.0.3 Use a world map to describe North America in relation to the equator and other continents and oceans, and Michigan within North America. | Our Environment | • World Geography |
| **G2 Places and Regions** | | |
| 3 – G2.0.1 Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions. | Our Environment | • Using Earth's Resources |
| 3 – G2.0.2 Describe different regions to which Michigan belongs. | Our Communities | • Environments in Communities |
| **G4 Human Systems** | | |
| 3 – G4.0.1 Describe major kinds of economic activity in Michigan today, such as agriculture, forestry, manufacturing, services and tourism, and research and develop ment, and explain the factors influencing the location of these economic activities. | Our Environment | • Using Earth's Resources |
| 3 – G4.0.2 Describe diverse groups that have migrated into a region of Michigan and reasons why they came (push/pull factors). | Our Environment<br>A Growing Nation | • Using Earth's Resources<br>• New Lands |
| 3 – G4.0.3 Describe some of the current movements of goods, people, jobs, or information to, from, or within Michigan and explain reasons for the movements. | Our Environment | • Using Earth's Resources |
| 3 – G4.0.4 Use data and current information about the Anishinaabek and other Indigenous Peoples living in Michigan today to describe the cultural aspects of modern life. | Communities Build a Nation<br>Celebrating Communities | • Traditions<br>• Our Nation's Diversity |
| **G5 Environment and Society** | | |
| 3 – G5.0.1 Describe how people are a part of, adapt to, use, and modify the physical environment of Michigan. | Our Environment<br>Communities Build a Nation | • Using Earth's Resources<br>• Modifying the Environment |
| 3 – G5.0.2 Locate natural resources in Michigan and explain the consequences of their use. | Our Environment<br>Communities Build a Nation | • Using Earth's Resources<br>• Modifying the Environment |
| **CIVICS AND GOVERNMENT** | | |
| **C1 Purposes of Government** | | |
| 3 – C1.0.1 Give an example of how Michigan state government fulfills one of the purposes of government. | US Government | • Purpose of a Government |
| **C2 Democratic Values and Constitutional Principles of American Government** | | |
| 3 – C2.0.1 Describe how the Michigan state government reflects the principle of representative government. | US Government | • Purpose of a Government<br>• Our Democracy |
| **C3 Structure and Functions of Government** | | |
| 3 – C3.0.1 Distinguish between the roles of tribal, state, and local governments. | US Government | • Apply: Local Government Activity |
| 3 – C3.0.2 Identify goods and services provided by the state government and de scribe how they are funded. | US Government | • Local Government Activity<br>• Legislative Branch of Government |
| 3 – C3.0.3 Identify the three branches of state government in Michigan and the powers of each. | US Government | • Purpose of a Government<br>• Our Democracy<br>• Executive Branch of Government<br>• Rules and Laws |
| 3 – C3.0.4 Explain how state courts function to resolve conflict. | US Government | • Our Democracy<br>• Judicial Branch of Government |
| 3 – C3.0.5 Describe the purpose of the Michigan Constitution. | US Government | • Purpose of a Government |
| **C5 Civic Participation** | | |
| 3 – C5.0.1 Identify and explain rights and responsibilities of citizenship. | Citizenship | • Citizenship Intro<br>• Civic Virtues<br>• Rights and Responsibilities<br>• Taking Action for a Cause<br>• Apply: Citizenship Portfolio Day 1<br>• Apply: Citizenship Portfolio Day 2 |
| **Economics** | | |

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|---|---|---|
| **E1 Market Economy** | | |
| 3 – E1.0.1 Using a Michigan example, explain how scarcity, choice, and opportunity cost affect what is produced and consumed. | Economics | • Meeting Wants and Needs<br>• Producers and Consumers |
| 3 – E1.0.2 Identify incentives that influence economic decisions people make in Michigan. | Economics | • Meeting Wants and Needs |
| 3 – E1.0.3 Analyze how Michigan's location and natural resources influenced its economic development. | Economics | • Producers and Consumers<br>• Exchange<br>• Local Economy |
| 3 – E1.0.4 Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan. | Economics | • Goods and Services<br>• Exchange |
| 3 – E1.0.5 Explain the role of entrepreneurship and business development in Michigan's economic future. | Economics | • Goods and Services<br>• Exchange |
| **E2 National Economy** | | |
| 3 – E2.0.1 Using a Michigan example, explain how specialization leads to increased interdependence. | Economics | • Jobs<br>• Local Economy |
| **E3 International Economy** | | |
| 3 – E3.0.1 Identify products produced in other countries and consumed by people in Michigan. | Economics | • The Global Economy |
| **PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)** | | |
| **P3.1 Identifying and Analyzing Public Issues** | | |
| 3 – P3.1.1 Identify public issues in Michigan that influence the daily lives of its citizens. | Citizenship | • Taking Action for Our Rights |
| 3 – P3.1.2 Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions. | Citizenship | • Working Together |
| 3 – P3.1.3 Give examples of how conflicts over Democratic Values lead people to differ on resolutions to a public policy issue in Michigan. | Citizenship | • Working Together |
| **P3.3 Persuasive Communication About a Public Issue** | | |
| 3 – P3.3.1 Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument. | Citizenship | • Taking Action for Our Rights |
| **P4.2 Civic Participation** | | |
| 3 – P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue. | Citizenship | • Taking Action for Our Rights<br>• Apply: Citizenship Portfolio Day 1 |
| 3 – P4.2.2 Participate in projects to help or inform others. | Citizenship | • Taking Action for a Cause<br>• Apply: Citizenship Portfolio Day 2 |

| Michigan K-12 Standards Social Studies: Grade 4 | Social Studies 4 A/B (CIDs 99713 / 99700) | |
|---|---|---|
| | Unit Name | Lesson Name |
| **HISTORY** | | |
| **H3 The History of Michigan (Beyond Statehood)** | | |
| 4 – H3.0.1 Use historical inquiry questions to investigate the development of Michigan's major economic activities from statehood to present. | Regions: The Midwest | • Resources in Michigan<br>• Economy and Industry in Michigan |
| 4 – H3.0.2 Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan. | Regions: The Midwest | • Settling in the Midwest |
| 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. | United States History | • Movements for Rights |
| 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. | Regions: The Midwest | • Resources in Michigan<br>• Economy and Industry in Michigan |
| 4 – H3.0.5 Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same activity or a related activity in the past. | Regions: The Midwest | • Economy and Industry in Michigan<br>• The Midwest on the Move |
| 4 – H3.0.6 Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan. | Regions: The Midwest | • Economy and Industry in Michigan |
| 4 – H3.0.7 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. | Regions: The Midwest | • Resources in Michigan |
| **GEOGRAPHY** | | |
| **G1 The World in Spatial Terms** | | |
| 4 – G1.0.1 Identify questions geographers ask in examining the United States. | United States Geography | • Examining the United States |
| 4 – G1.0.2 Identify and describe the characteristics and purposes of a variety of technological geographic tools. | United States Geography | • Land and Regions in the United States |
| 4 – G1.0.3 Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States. | United States Geography | • Land and Regions in the United States<br>• U.S. Geography Portfolio Day 1 |
| 4 – G1.0.4 Use maps to describe elevation, climate, and patterns of population density in the United States. | United States Geography | • Land and Regions in the United States |
| 4 – G1.0.5 Use hemispheres, continents, oceans, and major lines of latitude to describe the relative location of the United States on a world map. | United States Geography | • U.S. Geography Portfolio Day 1 |
| **G2 Places and Regions** | | |
| 4 – G2.0.1 Describe ways in which the United States can be divided into different regions. | Regions: The Midwest | • Regions: The Midwest Introduction |
| 4 – G2.0.2 Locate and describe human and physical characteristics of major U.S. regions and compare them to the Great Lakes region. | United States Geography<br>Regions: The Midwest | • Examining the United States<br>• Regions: The Midwest Introduction |
| **G4 Human Systems** | | |
| 4 – G4.0.1 Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration. | United States Geography | • Examining the United States |
| 4 – G4.0.2 Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States. | Regions: The Northeast<br>Regions: The Southeast<br>Regions: The Midwest<br>Regions: The Southwest<br>Regions: The West | • Growth and Change in the Northeast<br>• Settling the Southeast<br>• Settling in the Midwest<br>• Growth of the Southwest<br>• Growth of the West |
| 4 – G4.0.3 Describe some of the movements of resources, goods, people, and information to, from, or within the United States, and explain the reasons for the movements. | United States Geography | • Examining the United States<br>• Economy and Industry in Michigan |
| **G5 Environment and Society** | | |
| 4 – G5.0.1 Assess the positive and negative consequences of human activities on the physical environment of the United States and identify the causes of those activities. | Regions: The Midwest | • Resources and Farming |
| **CIVICS AND GOVERNMENT** | | |
| **C1 Purposes of Government** | | |
| 4 – C1.0.1 Identify questions political scientists ask in examining the United States. | Our Government | • Principles of Our Government |
| 4 – C1.0.2 Describe the purposes of government as identified in the Preamble of the Constitution. | Our Government | • Principles of Our Government |
| **C2 Democratic Values and Constitutional Principles of American Government** | | |
| 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. | Our Government | • Constitution(s)<br>• Branches of Government |

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| 4 – C2.0.2 Describe how rights guaranteed by the Constitution, including the Bill of Rights, and Democratic Values are involved in everyday situations. | Our Government | • Constitution(s) |
| **C3 Structure and Functions of Government** | | |
| 4 – C3.0.1 Give examples of ways the Constitution limits the powers of the federal government. | Our Government | • Constitution(s) |
| 4 – C3.0.2 Give examples of powers exercised by the federal government, tribal governments and state governments. | Our Government | • Levels of Government |
| 4 – C3.0.3 Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches). | Our Government | • Branches of Government |
| 4 – C3.0.4 Describe how the powers of the federal government are separated among the branches. | Our Government | • Branches of Government<br>• Levels of Government |
| 4 – C3.0.5 Give examples of how the system of checks and balances limits the power of the federal government. | Our Government | • Branches of Government |
| 4 – C3.0.6 Describe how the President, members of the Congress, Supreme Court Justices are elected or appointed. | Our Government | • Branches of Government<br>• Elections |
| 4 – C3.0.7 Explain how the federal government uses taxes and spending to serve the purposes of government. | Our Government | • Branches of Government |
| **C5 Civic Participation** | | |
| 4 – C5.0.1 Explain the responsibilities of members of American society. | Our Government | • Constitution(s)<br>• Levels of Government |
| | Citizenship | • Citizenship<br>• Civic Virtues<br>• Participation in Government |
| 4 – C5.0.2 Explain rights of citizenship, why rights have limits, and the relationships between rights and responsibilities. | Our Government | • Levels of Government |
| | Citizenship | • Citizenship<br>• Civic Virtues<br>• Participation in Government |
| 4 – C5.0.3 Describe ways in which people can work together to promote the values and principles of American democracy. | Our Government | • Origin of Rules and Laws<br>• Constitution(s)<br>• Levels of Government |
| | Citizenship | • Citizenship<br>• Civic Virtues<br>• Civics in Communities<br>• Participation in Government |
| **ECONOMICS** | | |
| **E1 Market Economy** | | |
| 4 – E1.01 Identify a good or service produced in the United States and apply the three economic questions all economies must address. | Economics Basics | • Goods and Services |
| 4 – E1.0.2 Describe characteristics of a market economy. | Economics Basics | • Factors of Production |
| 4 – E1.0.3 Describe how positive and negative incentives influence behavior in a market economy. | Economics Basics | |
| 4 – E1.0.4 Explain how price affects decisions about purchasing goods and services. | Economics Basics | • Financial Institutions |
| 4 – E1.0.5 Explain how specialization and division of labor increase productivity. | Economics Basics | • Factors of Production |
| 4 – E1.0.6 Explain how competition among buyers results in higher prices, and competition among sellers results in lower prices. | | |
| 4 – E1.0.7 Describe the role of money in the exchange of goods and services. | Economics Basics | • Exchange |
| 4 – E1.0.8 List goods and services governments provide in a market economy and explain how these goods and services are funded. | Economics Basics | • Economics and the Government |
| **E2 National Economy** | | |
| 4 – E2.0.1 Explain how changes in the United States economy impact levels of employment and unemployment. | Economics Basics | • Financial Institutions |
| **E3 International Economy** | | |
| 4 – E3.0.1 Identify advantages and disadvantages of global competition. | Economics Basics | • Financial Institutions<br>• Economics and the Government |
| **PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)** | | |
| **P3.1 Identifying and Analyzing Public Issues** | | |
| 4 – P3.1.1 Identify public issues in the United States that influence the daily lives of its citizens. | Citizenship | • Civic Virtues<br>• Civics in Communities<br>• Participation in Government<br>• Analyzing Public Issues |
| 4 – P3.1.2 Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions. | Citizenship | • Analyzing Public Issues |
| 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 United States. | Citizenship | • Citizenship<br>• Participation in Government<br>• Analyzing Public Issues |
| **P3.3 Persuasive Communication About a Public Issue** | | |

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| 4 – P3.3.1 Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument. | Citizenship | • Analyzing Public Issues |
| **P4.2 Civic Participation** | | |
| 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. | Citizenship | • Civic Virtues<br>• Civics in Communities<br>• Participation in Government<br>• Citizen Involvement |
| 4 – P4.2.2 Participate in projects to help or inform others. | Citizenship | • Citizenship<br>• Civic Virtues<br>• Civics in Communities<br>• Participation in Government |

| Michigan K-12 Standards Social Studies: Grade 5 | Social Studies 5 A/B | |
|---|---|---|
| | Unit Name | Lesson Name |
| **U1 USHG ERA 1 – BEGINNINGS TO 1620** | | |
| **U1.1 Indigenous Peoples' Lives in the Americas** | | |
| 5 – U1.1.1 Use maps to locate peoples in the Eastern Woodland (the Woodland Peoples east of the Mississippi River), desert Southwest, the Pacific Northwest, and the nomadic nations of the Great Plains. | Early Exploration | • Ancient American Civilization<br>• Adapting to Different Places |
| 5 – U1.1.2 Compare how Indigenous Peoples in the Eastern Woodland and another tribal region adapted to or modified the environment. | Early Exploration | • Adapting to Different Places<br>• Native American Culture<br>• Eastern Woodland Life |
| 5 – U1.1.3 Describe Eastern Woodland life with respect to governmental and family structures, trade, and their relationship to the land. | Early Exploration | • Adapting to Different Places<br>• Native American Culture<br>• Eastern Woodland Life |
| **U1.2 European Exploration** | | |
| 5 – U1.2.1 Explain the technological and political developments that made sea exploration possible. | Changes to Exploration | • Technology Shapes Exploration<br>• Explorers for Spain |
| 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. | Changes to Exploration | • Technology Shapes Exploration<br>• Explorers for Spain |
| **U1.3 African Life Before the 16th Century** | | |
| 5 – U1.3.1 Use maps to locate the major regions of Africa (North Africa, West Africa, Central Africa, East Africa, Southern Africa). | Changes to Exploration | • West African Life |
| 5 – U1.3.2 Describe the life and cultural development of people living in West 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. | Changes to Exploration | • West African Life |
| **U1.4 Three World Interactions** | | |
| 5 – U1.4.1 Describe the convergence of Europeans, Indigenous Peoples, and Africans in the Americas after 1492 from the perspective of these three groups. | Changes to Exploration | • The Columbian Exchange |
| | Early Settlements | • The Spanish Colony in the Americas<br>• The English Colonies in Virginia |
| 5 – U1.4.2 Use primary and secondary sources to compare Europeans, Africans, and Indigenous Peoples who converged in the Western Hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use. | Changes to Exploration | • The Columbian Exchange |
| 5 – U1.4.3 Explain the cultural impact that occurred between the British, French, and Spanish on the lives of Indigenous Peoples. | Changes to Exploration | • The Columbian Exchange |
| | Early Settlements | • The Spanish Colony in the Americas<br>• The English Colonies in Virginia |
| 5 – U1.4.4 Describe the Columbian Exchange and its impact on Europeans, Indigenous Peoples, and Africans. | Changes to Exploration | • The Columbian Exchange |
| **U2 USHG ERA 2 – COLONIZATION AND SETTLEMENT (1585-1763)** | | |
| **U2.1 European Struggle for Control of North America** | | |
| 5 – U2.1.1 Describe significant developments in the Southern colonies, including: | | |
| • patterns of settlement and control, including the impact of geography (land forms and climate) on settlement. | Early Settlements | • Development in Southern Colonies |
| • the establishment of Jamestown. | Early Settlements | • The English Colonies in Virginia<br>• Development in Southern Colonies |
| • the development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia). | Early Settlements | • Development in Southern Colonies |
| • interactions with Indigenous Peoples, including the trading of goods, services, and ideas among Europeans and Indigenous Peoples. | Early Settlements | • The English Colonies in Virginia<br>• Development in Southern Colonies |
| • the development of colonial representative assemblies (House of Burgesses). | Early Settlements | • Establishing a Colonial Government |
| • the development of slavery. | Colonies and Migration | • Daily Life in the Colonies<br>• Slavery in the Colonies Day 1 |
| 5 – U2.1.2 Describe significant developments in the New England colonies, including: | | |
| • patterns of settlement and control including the impact of geography (land forms and climate) on settlement. | Early Settlements | • Pilgrims and Puritans in New England |
| • interactions with Indigenous Peoples, including the trading of goods, services, and ideas among Europeans and Indigenous Peoples, growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies. | Early Settlements | • Development in New England Colonies<br>• Pilgrims and Puritans in New England |
| • the development of government, including the establishment of town meetings, development of colonial legislatures, and growth of royal government. | Early Settlements | • Development in New England Colonies |
| • religious tensions in Massachusetts that led to the establishment of other colonies in New England. | Early Settlements | • Development in New England Colonies<br>• Pilgrims and Puritans in New England |
| 5 – U2.1.3 Describe significant developments in the Middle colonies, including: | | |

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| • patterns of settlement and control, including the impact of geography (land forms and climate) on settlement. | Early Settlements<br>Colonies and Migration | • Development in Middle Colonies<br>• Locating the 13 Colonies |
| • interactions with Indigenous Peoples, including the trading of goods, services, and ideas among Europeans and Indigenous Peoples. | Early Settlements | • Development in Middle Colonies |
| • the growth of economies in the Middle colonies, the Dutch settlement in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle colonies. | Early Settlements | • Development in Middle Colonies<br>• The French and Dutch in North America |
| • immigration patterns leading to ethnic diversity in the Middle colonies. | Early Settlements<br>Colonies and Migration | • Development in Middle Colonies<br>• Comparing Settlement Patterns |
| 5 – U2.1.4 Compare the regional settlement patterns of the Southern colonies, New England, and the Middle colonies. | Early Settlements<br>Colonies and Migration | • Development in Middle Colonies<br>• Locating the 13 Colonies<br>• Locating the 13 Colonies |
| 5 – U2.1.5 Explain the economic, political, cultural, and religious causes of migration to colonial North America. | Early Settlements | • Development in Middle Colonies<br>• Pilgrims and Puritans in New England<br>• The French and Dutch in North America |
| **U2.2 European Slave Trade and Slavery in Colonial America** | | |
| 5 – U2.2.1 Describe Triangular Trade, including: | | |
| • the trade routes. | Colonies and Migration | • Slavery in the Colonies Day 1 |
| • the people and goods that were traded. | Colonies and Migration | • Slavery in the Colonies Day 1 |
| • the Middle Passage. | Colonies and Migration | • Slavery in the Colonies Day 1 |
| • the impact on life in Africa. | Incorporate and assign an activity to describe Triangular Trade, including the impact on life in Africa. | |
| 5 – U2.2.2 Describe the lives of enslaved Africans and free Africans, including fugitive and escaped slaves in the American colonies. | Colonies and Migration | • Slavery in the Colonies Day 1<br>• Slavery in the Colonies Day 2 |
| 5 – U2.2.3 Describe how enslaved and free Africans struggled to retain elements of their diverse African histories and cultures to develop distinct African-American identities. | Colonies and Migration | • Slavery in the Colonies Day 2 |
| **U2.3 Life in Colonial America** | | |
| 5 – U2.3.1 Locate the New England, Middle, and Southern colonies on a map. | Colonies and Migration | • Locating the 13 Colonies |
| 5 – U2.3.2 Describe the daily lives of people living in the New England, Middle, and Southern colonies. | Early Settlements<br>Colonies and Migration | • Building a New Society<br>• Comparing the 13 Colonies<br>• Daily Life in the Colonies |
| 5 – U2.3.3 Describe colonial life in America from the perspectives of at least three different groups of people. | Early Settlements<br>Colonies and Migration | • Building a New Society<br>• Comparing the 13 Colonies |
| 5 – U2.3.4 Describe the development of the emerging labor force in the colonies. | Colonies and Migration | • Comparing the 13 Colonies<br>• Daily Life in the Colonies |
| 5 – U2.3.5 Make generalizations about the reasons for regional differences in colonial America. | Early Settlements<br>Colonies and Migration | • Building a New Society<br>• Comparing the 13 Colonies<br>• Comparing the 13 Colonies |
| **U3 USHG ERA 3 REVOLUTION AND THE NEW NATION (1754-1800)** | | |
| **U3.1 Causes of the American Revolution** | | |
| 5 – U3.1.1 Describe how the French and Indian War affected British policy toward the colonies and subsequent colonial dissatisfaction with the new policy. | Colonies and Migration | • The French and Indian War |
| 5 – U3.1.2 Describe the causes and effects of events such as the Stamp Act, the Boston Massacre, the Boston Tea Party, and the Intolerable Acts. | The American Revolution | • Tensions with Britain |
| 5 – U3.1.3 Using an event from the Revolutionary era, explain how British and colonial views on authority and the use of power without authority differed (views on representative government). | The American Revolution | • Tensions with Britain |
| 5 – U3.1.4 Describe the role of the First and Second Continental Congresses in unifying the colonies. | The American Revolution<br>Independence | • Unity Among the Colonies<br>• Declaring Independence Day 1<br>• Declaring Independence Day 2 |
| 5 – U3.1.5 Use the Declaration of Independence to explain why many colonists wanted to separate from Great Britain and why they believed they had the right to do so. | Independence | • Declaring Independence Day 1<br>• Declaring Independence Day 2 |
| 5 – U3.1.6 Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine. | The American Revolution | • Unity Among the Colonies<br>• Advantages and Disadvantages |
| 5 – U3.1.7 Describe how colonial experiences with self-government and ideas about government influenced the decision to declare independence. | Early Settlements | • Establishing a Colonial Government |
| 5 – U3.1.8 Identify a problem that people in the colonies faced, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken. | Independence | • Shaping the Outcome of the War<br>• The American Revolution Day 1 Apply |
| **U3.2 The American Revolution and its Consequences** | | |
| 5 – U3.2.1 Describe the advantages and disadvantages each side had during the American Revolution with respect to military leadership, geography, types of resources, and motivations. | The American Revolution | • Advantages and Disadvantages |
| 5 – U3.2.2 Describe the importance of Valley Forge, the Battle of Saratoga, and the Battle of Yorktown in the American Revolution. | Independence | • Events of the Revolution |

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| 5 – U3.2.3 Investigate the role of women, enslaved and freed Africans, Indigenous Peoples, and France in helping shape the outcome of the war. | Independence | • Diverse Perspectives<br>• Shaping the Outcome of the War |
| 5 – U3.2.4 Describe the significance of the Treaty of Paris (establishment of the United States and its initial boundaries). | Independence | • Winning Independence |
| **U3.3 Creating New Government(s) and a New Constitution** | | |
| 5 – U3.3.1 Describe the powers of the national government and state governments under the Articles of Confederation. | Building Our Nation | • Articles of Confederation |
| 5 – U3.3.2 Give examples of problems the country faced under the Articles of Confederation. | Building Our Nation | • Articles of Confederation |
| 5 – U3.3.3 Explain why the Constitutional Convention was convened and why the Constitution was written. | Building Our Nation | • The Constitutional Convention |
| 5 – U3.3.4 Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution. | Building Our Nation | • The Constitutional Convention |
| 5 – U3.3.5 Give reasons why the Framers wanted to limit the power of government. | Building Our Nation | • The Division of Power |
| 5 – U3.3.6 Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution. | Building Our Nation | • Key Concepts of the Constitution |
| 5 – U3.3.7 Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification. | Building Our Nation | • Federalist vs. Anti-Federalists<br>• The Bill of Rights |
| 5 – U3.3.8 Describe the rights of individuals protected in the Bill of Rights (the first 10 amendments) to the U.S. Constitution. | Building Our Nation | • The Bill of Rights |
| **PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)** | | |
| **P3.1 Identifying and Analyzing Public Issues** | | |
| 5 – P3.1.1 Identify contemporary public issues related to the U.S. Constitution and their related factual, definitional, and ethical questions. | Building Our Nation | • Public Issues |
| 5 – P3.1.2 Use graphic data and other sources to analyze information about a contemporary public issue related to the U.S. Constitution and evaluate alternative resolutions. | Building Our Nation | • Public Issues |
| 5 – P3.1.3 Give examples of how conflicts over Democratic Values lead people to differ on contemporary Constitutional issues in the United States. | Building Our Nation | • Public Issues |
| **P3.3 Persuasive Communication About a Public Issue** | | |
| 5 – P3.3.1 Compose a short essay expressing a position on a contemporary public-policy issue related to the Constitution and justify the position with a reasoned argument. | Building Our Nation | • Public Issues<br>• Taking Action on a Public Issue |
| **P4.2 Civic Participation** | | |
| 5 – P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue. | Building Our Nation | • Taking Action on a Public Issue |
| 5 – P4.2.2 Participate in projects to help or inform others. | Building Our Nation | • Taking Action on a Public Issue |

| Michigan K-12 Standards<br>Social Studies: Grade 6 World Geography | Social Studies 6 (CIDs 79785/79786) | |
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| | Unit Name | Lesson Number |
| **GEOGRAPHY** | | |
| **G1 THE WORLD IN SPATIAL TERMS: GEOGRAPHICAL HABITS OF MIND** | | |
| **G1.1 Spatial Thinking** | | |
| **Use maps and other geographic tools to acquire and process information from a spatial perspective.** | | |
| 6 – G1.1.1 Use a variety of geographic tools (maps, globes, and web-based geography technology) to analyze the world at global, regional, and local scales. | Introduction to Geography | 1 |
| 6 – G1.1.2 Draw a sketch map, or add information to an outline map, of the world or a world region. | Introduction to Geography | 1: Extend the lesson to draw a sketch map, or add information to an outline map, of the world or a world region. |
| **G1.2 Geographical Inquiry and Analysis** | | |
| **Use skills of geographic inquiry and analysis to answer important questions about relationships between people, their cultures, and their environments, in their communities and within the larger world context. Students use information to make reasoned judgments based on the authenticity of the information, critically analyze the information, and present the results.** | | |
| 6 – G1.2.1 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a geographic problem or issue. | Introduction to Geography | 1, 2, 3, 4, 5, 6 |
| 6 – G1.2.2 Explain why maps of the same place may vary, including the perspectives and purposes of the cartographers. | Introduction to Geography | 1 |
| 6 – G1.2.3 Use, interpret, and create maps and graphs representing population characteristics, natural features, and land use of the region under study. | Introduction to Geography | 4: Extend the lesson to create maps and graphs representing population characteristics, natural features, and land use of the region under study. |
| 6 – G1.2.4 Use images as the basis for answering geographic questions about the human and physical characteristics of places and major world regions. | Introduction to Geography | 4: Extend the lesson to use images as the basis for answering geographic questions about the human and physical characteristics of places and major world regions. |
| 6 – G1.2.5 Locate and use information from GIS and satellite remote sensing to answer geographic questions. | Introduction to Geography | New Lesson Suggested: Incorporate and assign an activity to locate and use information from GIS and satellite remote sensing to answer geographic questions. |
| 6 – G1.2.6 Create or interpret a map of the population distribution of a region and generalize about the factors influencing the distribution of the population. | Introduction to Geography | 4 |
| **G1.3 Geographical Understanding** | | |
| **The purpose of middle school geography curriculum is to develop content, themes, skills, and perspectives that can help students understand a diverse and interconnected world.** | | |
| 6 – G1.3.1 Use the fundamental themes of geography (location, place, human-environment interaction, movement, region) to describe regions or places on earth. | Introduction to Geography | 1, 2, 3, 4, 5 |

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| 6 – G1.3.2 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility. | Introduction to Geography | 6, 7, 8, 9 |
| **G2 PLACES AND REGIONS** | | |
| **G2.1 Physical Characteristics of Places** | | |
| **Describe the physical characteristics of places.** | | |
| 6 – G2.1.1 Locate and describe the basic patterns of landforms. | Introduction to Geography | 1: Extend the lesson to locate and describe the basic patterns of landforms. |
| 6 – G2.1.2 Locate and describe the basic patterns and processes of plate tectonics. | Introduction to Geography | New Lesson Suggested: Incorporate and assign an activity to locate and describe the basic patterns and processes of plate tectonics. |
| 6 – G2.1.3 Locate and describe the characteristics and patterns of major world climates and ecosystems. | Introduction to Geography | 3 |
| **G2.2 Human Characteristics of Places** | | |
| **Describe the human characteristics of places.** | | |
| 6 – G2.2.1 Describe the human characteristics of the region under study, including languages, religions, economic system, governmental system, cultural traditions. | Europe Today | 1, 2, 3, 4 |
| | Africa | 1, 2, 3, 4, 5, 6, 7 |
| | Southwest and South Asia Today | 1, 2, 3, 4, 5, 6, 7, 8 |
| | East and Southeast Asia Today | 1, 2, 3, 4, 5, 6, 7, 8, 9 |
| | The United States and Canada | 1, 2, 3, 4, 5, 6, 7 |
| | Middle America | 6, 7, 8, 9 |
| | South America | 1, 2, 3, 4, 5, 6, 7 |
| 6 – G2.2.2 Explain how communities are affected positively or negatively by changes in technology. | New Unit Suggested | Incorporate and assign an activity to explain how communities are affected positively or negatively by changes in technology. |
| 6 – G2.2.3 Explain how culture and experience influence people's perceptions of places and regions. | Europe Today | 1 |
| 6 – G2.2.4 Interpret population pyramids from different countries including birth rates, death rates, male-female differences, and the causes and consequences of the age structure of the population. | New Unit Suggested | Incorporate and assign an activity to interpret population pyramids from different countries including birth rates, death rates, male-female differences, and causes and consequences of the age structure of the population. |
| 6 – G2.2.5 Generalize about how human and natural factors have influenced how people make a living and perform other activities in a place. | Economics Basics | 1 |
| **G3 PHYSICAL SYSTEMS** | | |
| **G3.1 Physical Processes** | | |
| **Describe the physical processes that shape the patterns of the Earth's surface.** | | |
| 6 – G3.1.1 Interpret and compare climographs from different latitudes and locations. | Introduction to Geography | 1, 3: Extend lesson 3 to interpret and compare climographs from different latitudes and locations. |
| 6 – G3.1.2 Explain the factors that cause different climate types. | Introduction to Geography | 3 |
| **G3.2 Ecosystems** | | |
| **Describe the characteristics and spatial distribution of ecosystems on Earth's surface.** | | |

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| 6 – G3.2.1 Locate major ecosystems and explain how and why they are similar or different as a consequence of latitude, elevation, land-forms, location, and human activity. | Introduction to Geography | 3: Extend the lesson to locate major ecosystems and explain how and why they are similar or different as a consequence of latitude, elevation, land-forms, location, and human activity. |
| **G4 HUMAN SYSTEMS** | | |
| **G4.1 Cultural Mosaic** | | |
| **Describe the characteristics, distribution, and complexity of Earth's cultural mosaic.** | | |
| 6 – G4.1.1 Define culture and describe examples of cultural change through diffusion, including what has diffused, why and where it has spread, and positive and negative consequences of the change. | Introduction to Geography | 5 |
| 6 – G4.1.2 Compare and contrast the gender roles assigned to men and women in different societies. | New Unit Suggested | Incorporate and assign an activity to compare and contrast the gender roles assigned to men and women in different societies. |
| 6 – G4.1.3 Describe cultures of the region being studied, including the major languages and religions. | Introduction to Geography | 5 |
| | Europe Today | 1 |
| | Africa | 5 |
| | Southwest and South Asia Today | 1 |
| | East and Southeast Asia Today | 1 |
| | The United States and Canada | 1, 2 |
| | Middle America | 6, 8 |
| | South America | 1, 5 |
| 6 – G4.1.4 Explain how culture influences the daily lives of people. | Introduction to Geography | 5 |
| | Europe Today | 1 |
| | Africa | 5 |
| | Southwest and South Asia Today | 1 |
| | East and Southeast Asia Today | 1 |
| | The United States and Canada | 1, 2 |
| | Middle America | 6, 8 |
| | South America | 1, 5 |
| **G4.2 Technology Patterns and Networks** | | |
| **Describe how technology creates patterns and networks that connect people, resources, products, and ideas.** | | |
| 6 – G4.2.1 Identify and describe the advantages, disadvantages, and impacts of different technologies used to transport people and products, and spread ideas throughout the world. | New Unit Suggested | Incorporate and assign an activity to identify and describe the advantages, disadvantages, and impacts of different technologies used to transport people and products, and spread ideas throughout the world. |
| **G4.3 Patterns of Human Settlement** | | |
| **Describe patterns, processes, and functions of human settlement.** | | |

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| 6 – G4.3.1 Explain how people have modified the environment and used technology to make places more suitable for humans, as well as how modifications sometimes have negative/unintended consequences. | South America | 6: Extend the lesson to explain how people have modified the environment and used technology to make places more suitable for humans, as well as how modifications sometimes have negative/unintended consequences. |
| 6 – G4.3.2 Describe patterns of settlement and explain why people settle where they do and how people make their livings. | Economics Basics | New Lesson Suggested: Incorporate and assign an activity to describe patterns of settlement and explain why people settle where they do and how people make their livings. |
| 6 – G4.3.3 Explain the patterns, causes, and consequences of major human migrations. | New Unit Suggested | Incorporate and assign an activity to explain the patterns, causes, and consequences of major human migrations. |
| **G4.4 Forces of Cooperation and Conflict** | | |
| **Explain how forces of cooperation and conflict among people influence the division of the Earth's surface and its resources.** | | |
| 6 – G4.4.1 Identify factors that contribute to cooperation and conflict between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity). | Economics Basics | New Lesson Suggested: Incorporate and assign an activity to identify factors that contribute to cooperation and conflict between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity). |
| 6 – G4.4.2 Evaluate examples of cooperation and conflict within the region under study from different perspectives. | Economics Basics | New Lesson Suggested: Incorporate and assign an activity to evaluate examples of cooperation and conflict within the region under study from different perspectives. |
| **G5 ENVIRONMENT AND SOCIETY** | | |
| **G5.1 Humans and the Environment** | | |
| **Describe how humans use and modify the environment.** | | |
| 6 – G5.1.1 Describe examples of how humans have impacted and are continuing to impact the environment in different places as a consequence of population size, resource use, level of consumption, and technology. | New Unit Suggested | Incorporate and assign an activity to describe examples of how humans have impacted and are continuing to impact the environment in different places as a consequence of population size, resource use, level of consumption, and technology. |

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| 6 – G5.1.2 Explain how different technologies can have positive and negative impacts on the environment. | New Unit Suggested | Incorporate and assign an activity to explain how different technologies can have positive and negative impacts on the environment. |
| 6 – G5.1.3 Analyze ways in which human-induced changes in the physical environment in one place can cause changes in other places. | New Unit Suggested | Incorporate and assign an activity to analyze ways in which human-induced changes in the physical environment in one place can cause changes in other places. |
| 6 – G5.1.4 Define natural resources and explain how people in different places use, define, and acquire resources in different ways. | Economics Basics | 1 |
| **G5.2 Physical and Human Systems** | | |
| **Describe how physical and human systems shape patterns on the Earth's surface.** | | |
| 6 – G5.2.1 Analyze the effects that a change in the physical environment could have on human activities and the actions people would be required to make (or would choose to make) in response to the change. | The United States and Canada | 7 |
| 6 – G5.2.2 Analyze how combinations of human decisions and natural forces can lead to (or help people avoid) a natural disaster. | Middle America | 9 |
| **G6 GLOBAL ISSUES** | | |
| **G6.1 Global Topic Investigation and Issue Analysis** | | |
| 6 – G6.1.1 Identify global issues. | New Unit Suggested | Incorporate and assign an activity to Identify global issues. |
| 6 – G6.1.2 Investigate a contemporary global issue by applying the skills of geographic inquiry. | New Unit Suggested | Incorporate and assign an activity to investigate a contemporary global issue by applying the skills of geographic inquiry. |
| 6 – G6.1.3 Develop a plan for action: | Europe Today Discussion | 1 |
| • share and discuss findings of research and issue analysis in group discussions and debates.<br>• compose a persuasive essay justifying a position with a reasoned argument. | Southwest and South Asia Today Portfolio | 1 |
| • develop an action plan to address or inform others about the issue, at local to global scales. | Middle America Discussion | 1 |
| **CIVICS AND GOVERNMENT** | | |
| **C1 PURPOSES OF GOVERNMENT** | | |
| **C1.1 Nature of Civic Life, Politics, and Government** | | |
| **Describe civic life, politics, and government and explain their relationships.** | | |
| 6 – C1.1.1 Compare and contrast different ideas about the purposes of government in different nations, nation-states or governments. | Europe Today Discussion | 1 |
| **C3 STRUCTURE AND FUNCTIONS OF GOVERNMENT** | | |
| **C3.6 Characteristics of Nation-States** | | |
| **Describe the characteristics of nation-states and how they may interact.** | | |
| 6 – C3.6.1 Define the characteristics of modern nation-states. | Introduction to Geography | New Lesson Suggested: Incorporate and assign an activity to define the characteristics of modern nation-states. |
| | Introduction to Geography | 8 |
| | Africa | 6 |

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| 6 – C3.6.2 Compare and contrast various forms of government around the world. | Southwest and South Asia Today | 3 |
| | East and Southeast Asia Today | 4 |
| | The United States and Canada | 6 |
| | Middle America | 7 |
| | South America | 6 |
| **C4 RELATIONSHIP OF UNITED STATES TO OTHER GOVERNMENTS, WORLD ISSUES, AND WORLD GOVERNING ORGANIZATIONS** | | |
| **C4.3 Conflict and Cooperation Between and Among Nations** | | |
| **Explain the various ways that governments interact both positively and negatively.** | | |
| 6 – C4.3.1 Explain how governments address national and international issues and form policies, and how the policies may not be consistent with those of other nation-states. | New Unit Suggested | Incorporate and assign an activity to explain how governments address national and international issues and form policies, and how the policies may not be consistent with those of other nation-states. |
| 6 – C4.3.2 Explain the challenges to governments to address global issues, and the international cooperation needed to do so. | New Unit Suggested | Incorporate and assign an activity to explain the challenges to governments to address global issues, and the international cooperation needed to do so. |
| 6 – C4.3.3 Analyze the impact of treaties, agreements, and international organizations on global issues. | New Unit Suggested | Incorporate and assign an activity to analyze the impact of treaties, agreements, and international organizations on global issues. |
| **ECONOMICS** | | |
| **E1 THE MARKET ECONOMY** | | |
| **E1.1 Individual, Business, and Government Choices** | | |
| **Describe how individuals, businesses, and government make economic decisions when confronting scarcity or surpluses in the market economy.** | | |
| 6 – E1.1.1 Explain how incentives and disincentives in the market economy can change the decision-making process. | Economics Basics | 4 |
| **E2 THE NATIONAL ECONOMY** | | |
| **E2.3 Role of Government** | | |
| **Describe how national governments make decisions that affect the national economy.** | | |
| 6 – E2.3.1 Analyze the impact of sanctions, tariffs, treaties, quotas, and subsidies. | Economics Basics | 5: Extend the lesson to analyze the impact of sanctions, treaties, and quotas. |
| **E3 INTERNATIONAL ECONOMY** | | |
| **E3.1 Economic Systems** | | |
| **Describe how societies organize to allocate resources to produce and distribute goods and services.** | | |
| 6 – E3.1.1 Explain and compare how economic systems (traditional, command, market) answer the three basic economic questions: What goods and services will be produced? How will they be produced? For whom will | Economics Basics | 7, 8, 9, 10 |
| | Building on Economics Basics | 5 |

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| 6 – E3.1.2 Compare and contrast the economic and ecological costs and benefits of different kinds of energy production. | Building on Economics Basics | New Lesson Suggested: Incorporate and assign an activity to compare and contrast the economic and ecological costs and benefits of different kinds of energy production. |
| **E3.3 Economic Interdependence** | | |
| **Describe patterns and networks of economic interdependence, including trade.** | | |
| 6 – E3.3.1 Use charts and graphs to compare imports and exports of different countries in the world and propose generalizations about patterns of economic interdependence. | Economics Basics | 5: Extend the lesson to use charts and graphs to compare imports and exports of different countries in the world and propose generalizations about patterns of economic interdependence. |
| 6 – E3.3.2 Diagram or map the flow of materials, labor, and capital used to produce a consumer product. | Building on Economics Basics | 7 |
| 6 – E3.3.3 Explain how communication innovations have affected economic interactions and where and how people work. | Africa | 7: Extend the lesson to explain how communication innovations have affected economic interactions and where and how people work. |
| **PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)** | | |
| **P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Global Issue, and Civic Participation** | | |
| 6 – P3.1.1 Integrate Michigan process and skills standards into a grade-appropriate project. Clearly state a global issue as a question of public policy, trace the origins of the issue, analyze various perspectives, and generate and evaluate alternative resolutions. Identify public policy issues related to global topics and issues studied. For example:<br>• use Michigan social studies process and skills methods to acquire content knowledge and appropriate data about the issue.<br>• identify the causes and consequences and analyze the impact, both positive and negative.<br>• share and discuss findings of research and issue analysis in group discussions and debates.<br>• compose a persuasive essay justifying a position with a reasoned argument.<br>• develop an action plan to address or inform others about the issue at a local, national, or global scale. | New Unit Suggested | Incorporate and assign an activity to integrate Michigan process and skills standards into a grade-appropriate project. Clearly state a global issue as a question of public policy, trace the origins of the issue, analyze various perspectives, and generate and evaluate alternative resolutions. Identify public policy issues related to global topics and issues studied. |
| **P4.2 Civic Participation** | | |
| **Act constructively to further the public good.** | | |
| 6 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness. | New Unit Suggested | Incorporate and assign an activity to demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness. |

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| 6 – P4.2.2 Engage in activities intended to contribute to solving the local, national or global issues studied. | New Unit Suggested | Incorporate and assign an activity to engage in activities intended to contribute to solving the local, national or global issues studied. |
| 6 – P4.2.3 Participate in projects to help or inform others. | New Unit Suggested | Incorporate and assign an activity to participate in projects to help or inform others. |

| Michigan K-12 Standards<br>Social Studies: Grade 7 World History and Geography | Social Studies 7 (CIDs 62877/62878) | |
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| | Unit Name | Lesson Number |
| **HISTORY** | | |
| **H1 THE WORLD IN TEMPORAL TERMS: HISTORICAL HABITS OF MIND** | | |
| **H1.1 Temporal Thinking** | | |
| **Use historical conceptual devices to organize and study the past.** | | |
| 7 – H1.1.1 Compare and contrast several different calendar systems used in the past and present and their cultural significance. | Ancient Egypt and Kush | 2 |
| **H1.2 Historical Inquiry and Analysis** | | |
| **Use historical inquiry and analysis to study the past.** | | |
| 7 – H1.2.1 Explain how historians use a variety of sources to explore the past. | Origins of Civilization | 1 |
| 7 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. | Throughout the Course | This standard is met throughout all lessons in the Social Studies 7 A/B courses. |
| 7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources. | Origins of Civilization | 5 |
| | Mesopotamia | 1 |
| | Early Civilizations of India | 5 |
| | Ancient Greece | 5 |
| 7 – H1.2.4 Compare and evaluate differing historical perspectives based on evidence. | Early Civilizations of India | 2 |
| 7 – H1.2.5 Describe how historians use methods of inquiry to identify cause/effect relationships in history, noting that many have multiple causes. | Mesopotamia | 1 |
| 7 – H1.2.6 Identify the role of the individual in history and the significance of one person's ideas. | Constitution Day Lesson | 1 |
| **H1.4 Historical Understanding** | | |
| **Use historical concepts, patterns, and themes to study the past.** | | |
| 7 – H1.4.1 Describe and use cultural institutions to study an era and a region. | Mesopotamia | 1, 2, 3, 4, 5, 6, 7 |
| | Ancient Egypt and Kush | 1, 2, 3 |
| | Early Civilizations of India | 1, 2, 3, 4, 5, 6, 7 |
| | Early Civilization of China | 1, 2, 3, 4, 5, 6 |
| | Ancient Greece | 1, 2, 3, 4, 5, 6, 7, 8, 9 |
| | The Roman Republic | 1, 2, 3, 4 |
| | The Roman and Byzantine Empire | 1, 2, 3, 4, 5, 6, 7 |
| 7 – H1.4.2 Describe and use themes of history to study patterns of change and continuity. | Constitution Day Lesson | 1 |
| | Early Civilization of China | 6 |
| 7 – H1.4.3 Use historical perspectives to analyze global issues faced by humans long ago and today. | The Roman and Byzantine Empire | 1 |
| **W1 WHG ERA 1 – THE BEGINNINGS OF HUMAN SOCIETY: BEGINNINGS TO 4000 BCE** | | |
| **W1.1 Peopling of Earth** | | |
| **Describe the spread of people during Era 1.** | | |
| 7 – W1.1.1 Explain how and when human communities populated major regions of the world and adapted to a variety of environments. | Origins of Civilization | 2, 3 |
| 7 – W1.1.2 Explain what archaeologists have learned about Paleolithic and Neolithic societies. | Origins of Civilization | 1, 2, 3 |
| **W1.2 Agricultural Revolution** | | |
| **Describe the Agricultural Revolution and explain why it was a turning point in history.** | | |
| 7 – W1.2.1 Describe the transition of many cultures from hunter-gatherers to sedentary agriculture (domestication of plants and animals). | Origins of Civilization | 3 |

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| 7 – W1.2.2 Explain the importance of the natural environment in the development of agricultural settlements in different locations. | Origins of Civilization | 4, 5 |
| | Mesopotamia | 1 |
| | Ancient Egypt and Kush | 1, 3 |
| | Early Civilizations of India | 1 |
| | Early Civilization of China | 1 |
| 7 – W1.2.3 Explain the impact of the first Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements, changes to the environment, and changes to hunter-gatherer societies). | Origins of Civilization | 4: Extend the lesson to explain the impact of the first Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements, changes to the environment, and changes to hunter-gatherer societies). |
| **WHG ERA 2 – EARLY CIVILIZATIONS AND CULTURES AND THE EMERGENCE OF PASTORAL PEOPLES, 4000 TO 1000 BCE AND WESTERN HEMISPHERE 4000 BCE to 1500 CE** | | |
| **W2.1 Early Civilizations and Major Empires** | | |
| **Analyze early civilizations and pastoral societies.** | | |
| 7 – W2.1.1 Describe the importance of the development of human communication (oral, visual, and written) and its relationship to the development of culture. | Origins of Civilization | 1,2,3 |
| | Mesopotamia | 1, 2 |
| | Ancient Egypt and Kush | 2 |
| | Early Civilizations of India | 2 |
| | Early Civilization of China | 1 |
| | Civilization of the Americas | 1,2,3 |
| 7 – W2.1.2 Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns). | Origins of Civilization | New Lesson Suggested: Incorporate and assign an activity to describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns). |
| 7 – W2.1.3 Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements and development of early civilizations. | Mesopotamia | 5 |
| | Ancient Egypt and Kush | 1,3 |
| | Early Civilizations of India | 1 |
| | Early Civilization of China | 1 |
| 7 – W2.1.4 Examine early civilizations to describe their common features, including environment, economies, and social institutions. | Mesopotamia | 1, 2 |
| | Ancient Egypt and Kush | 1, 2 |
| | Early Civilizations of India | 1, 2 |
| | Early Civilizations of China | 1 |
| 7 – W2.1.5 Define the concept of cultural diffusion and explain how ideas and technology spread from one region to another. | Mesopotamia | 4 |

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| 7 – W2.1.6 Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes. | Early Civilizations of India | New Lesson Suggested: Incorporate and assign an activity to describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes. |
| **W3 WHG ERA 3 – CLASSICAL TRADITIONS, WORLD RELIGIONS, AND MAJOR EMPIRES, 1000 BCE TO 300 CE** | | |
| **W3.1 Classical Traditions** | | |
| **Analyze classical civilizations and empires and their lasting impact.** | | |
| 7 – W3.1.1 Describe the characteristics that classical civilizations share. | Early Civilizations of India | 2, 3, 4 |
| | Early Civilization of China | 3 |
| | Ancient Greece | 2, 6 |
| | The Roman Republic | 1, 2 |
| | The Roman and Byzantine Empire | 4, 7 |
| 7 – W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires. | Mesopotamia | 4 |
| | Ancient Greece | 1,4 |
| | The Roman Republic | 1: Extend the lesson to, using modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires. |
| 7 – W3.1.3 Compare and contrast the defining characteristics of a city-state, civilization, and empire. | New Unit Suggested | Incorporate and assign an activity to compare and contrast the defining characteristics of a city-state, civilization, and empire. |
| 7 – W3.1.4 Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions. | Ancient Greece | 2, 7 |
| 7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, Southwest and Central Asian, Mesoamerican, and Andean civilizations. | Mesopotamia | 3, 4 |
| | Early Civilizations of India | 5, 6, 7 |
| | Early Civilizations of China | 2, 3, 4, 5, 6 |
| | Ancient Greece | 1, 2, 3, 5, 6, 7, 8 |
| | The Roman Republic | 1, 2, 3, 4 |
| | The Roman and Byzantine Empire | 1, 4, 6, 7 |
| | Early Civilizations of China | 5: Extend the lesson to use modern maps to locate and describe trade networks linking empires in the classical era. |

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| 7 – W3.1.6 Use historic and modern maps to locate and describe trade networks linking empires in the classical era. | Ancient Greece | 4, 8: Extend the lessons to use modern maps to locate and describe trade networks linking empires in the classical era. |
| | The Roman and Byzantine Empire | 1: Extend the lesson to use modern maps to locate and describe trade networks linking empires in the classical era. |
| 7 – W3.1.7 Use a case study to describe how trade integrated cultures and influenced the economy within empires. | New Unit Suggested | Incorporate and assign an activity to use a case study to describe how trade integrated cultures and influenced the economy within empires. |
| 7 – W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires. | Early Civilizations of India | 5, 6 |
| | Early Civilization of China | 4, 5 |
| | Ancient Greece | 2, 3, 8 |
| | The Roman Republic | 2, 4 |
| | The Roman and Byzantine Empire | 1, 4, 6 |
| 7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages, and communications in the development of large regional empires. | Mesopotamia | 3 |
| | Early Civilizations of India | 5, 6, 7 |
| | Early Civilizations of China | 2, 3, 4, 5 |
| | Ancient Greece | 8 |
| | The Roman Republic | 1 |
| | The Roman and Byzantine Empire | 1, 4, 6 |
| 7 – W3.1.10 Create a timeline that illustrates the rise and fall of classical empires during the classical period. | The Roman and Byzantine Empire | 5,8 |
| 7 – W3.1.11 Explain the role of economics in shaping the development of classical civilizations and empires. | New Unit Suggested | Incorporate and assign an activity to explain the role of economics in shaping the development of classical civilizations and empires. |
| **W3.2 Growth and Development of World Religions** | | |
| **Explain how world religions or belief systems of Hinduism, Judaism, Buddhism, Christi-anity, Confucianism, Sikhism, and Islam grew and their significance (Sikhism and Islam are included here even though they came after 300 CE). The world's major faiths and ethical systems emerged, establishing institutions, systems of thought, and cultural styles that would influence neighboring peoples and endure for centuries.** | | |
| 7 – W3.2.1 Identify and describe the core beliefs of major world religions and belief systems, including Hinduism, Judaism, Buddhism, Christianity, Confucianism, Sikhism and Islam. | Mesopotamia | 6, 7 |
| | Early Civilizations of India | 3, 4 |
| | The Roman and Byzantine Empire | 3 |
| | The Islamic World and South Asia | 2 |
| 7 – W3.2.2 Locate the geographical center of major religions and map the spread through 1500 CE. | Mesopotamia | 5, 7 |
| | Early Civilizations of India | 3, 4, 6 |
| | The Roman and Byzantine Empire | 2 |
| | The Islamic World and South Asia | 1 |
| **W4 WHG ERA 4 – BRIDGE TO ERA 4 – CASE STUDIES FROM THREE CONTINENTS** | | |

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| **Case studies from Europe, Africa, and the Americas are intended to set the stage for Integrated U.S. History in Grade 8.** | | |
| 7 – W4.1.1 Crisis in the Classical World – analyze the environmental, economic, and political crises in the classical world that led to the collapse of classical empires and the consolidation of Byzantium. | The Roman and Byzantine Empire | 6, 7 |
| 7 – W4.1.2 Africa to 1500 CE – use a case study to describe how trade integrated cultures and influenced the economy within early African empires. | African Civilizations | 1, 2, 3 |
| 7 – W4.1.3 North America to 1500 CE – use a case study to describe the culture and economy of Indigenous Peoples in North America prior to 1500. | Civilizations of the Americas | 1: Extend the lesson to use a case study to describe the culture and economy of the Indigenous Peoples in North America prior to 1500. |
| **GEOGRAPHY** | | |
| **G1 THE WORLD IN SPATIAL TERMS** | | |
| **G1.2 Geographical Inquiry and Analysis** | | |
| **Use geographical inquiry and analysis to answer questions about relationships between peoples, cultures, and their environments, and interaction among places and cultures within the era under study.** | | |
| 7 – G1.2.1 Use a variety of geographical tools (maps, globes, geographic information systems [GIS], and web-based geography technology) to analyze what is happening at different times in different locations. | Origins of Civilization | 5 |
| | Mesopotamia | 5 |
| | Early Civilizations of India | 4 |
| | Early Civilization of China | 5 |
| | Ancient Greece | 4 |
| | The Roman Republic | 1 |
| | The Roman and Byzantine Empire | 1 , 5, 6 |
| | The Islamic World and South Asia | 1 |
| | Later Civilization of East Asia | 2, 4 |
| 7 – G1.2.2 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a geographic problem or issue. | New Unit Suggested | Incorporate and assign an activity to apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a geographic problem or issue. |
| 7 – G1.2.3 Use, interpret, and create maps and graphs representing places and regions in the era being studied. | Feudal Europe | New Lesson Suggested: Incorporate and assign an activity to use, interpret, create maps and graphs representing places and regions in the era being studied. |
| 7 – G1.2.4 Locate and use information from maps and GIS to answer geographic questions on the era and region being studied. | Feudal Europe | New Lesson Suggested: Incorporate and assign an activity to locate and use information from maps and GIS to answer geographic questions on the era and region being studied. |
| **G3 INVESTIGATION AND ANALYSIS** | | |

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| **G3 Investigation and Analysis (P1, P2)** | | |
| 7 – G3.1.1 Investigations Designed for World History Eras 1-3 – conduct research on topics and issues, compose persuasive essays, and develop a plan for action. | New Unit Suggested | Incorporate and assign an activity to conduct research on topics and issues, compose persuasive essays, and develop a plan for action. |
| **G4 HUMAN SYSTEMS** | | |
| **G4.2 Technology Patterns and Networks** | | |
| **Describe how technology creates patterns and networks that connect people, products, and ideas.** | | |
| 7 – G4.2.1 Identify and describe the advantages, disadvantages, and impacts of different technologies used to transport products and ideas in the era being studied. | New Unit Suggested | Incorporate and assign an activity to identify and describe the advantages and disadvantages, and impacts of different technologies used to transport products and ideas in the era being studied. |
| **G4.3 Patterns of Human Settlement** | | |
| **Describe patterns, processes, and functions of human settlement.** | | |
| 7 – G4.3.1 Explain how people in the past have modified the environment and used technology to make places more suitable for humans. | New Unit Suggested | Incorporate and assign an activity to explain how people in the past have modified the environment and used technology to make places more suitable for humans. |
| 7 – G4.3.2 Describe patterns of settlement and explain why people settled where they did. | New Unit Suggested | Incorporate and assign an activity to describe patterns of settlement and explain why people settled where they did. |
| 7 – G4.3.3 Explain the patterns, causes, and consequences of major human migrations. | New Unit Suggested | Incorporate and assign an activity to explain the patterns, causes, and consequences of major human migrations. |
| **G4.4 Forces of Cooperation and Conflict** | | |
| **Explain how forces of conflict and cooperation among people influence the division of the Earth's surface and its resources.** | | |
| 7 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups. | Influential Civilizations Portfolio | 1 |
| 7 – G4.4.2 Describe examples of cooperation and conflict in the era being studied. | Influential Civilizations Portfolio | 1 |
| **G5 ENVIRONMENT AND SOCIETY** | | |
| **Explain how humans used, adapted to, and modified the environment in the era studied.** | | |
| 7 – G5.1.1 Describe examples of how humans modified the environment in the era being studied. | Origins of Civilization | 2, 4 |
| | Mesopotamia | 1 |
| | Early Civilizations of China | 1 |
| | Civilizations of the Americas | 1, 2, 3, 4 |
| | Later Civilization of East Asia | 4 |
| | Feudal Europe | 4 |
| | Mesopotamia | 2, 3, 4 |
| | Ancient Egypt and Kush | 2 |
| | Early Civilizations of China | 6 |

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| 7 – G5.1.2 Explain how different technologies were used in the era being studied. | The Roman and Byzantine Empires | 1, 4, |
| | Civilizations of the Americas | 1, 2, 3, 4 |
| | Later Civilizations of East Asia | 3 |
| | Feudal Europe | 10 |
| 7 – G5.1.3 Explain how people defined and used natural resources in the era being studied. | Mesopotamia | 2, 3, 4 |
| | Ancient Egypt and Kush | 2 |
| | Early Civilizations of China | 5 |
| | The Roman and Byzantine Empires | 6 |
| | Civilizations of the Americas | 1, 2, 3, 4 |
| | Feudal Europe | 4 |
| **PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)** | | |
| **P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication about a Public Issue, and Citizen Involvement** | | |
| 7 – P3.1.1 Clearly state an issue as a question of public policy in contemporary or historical context, or as a contemporary/historical comparison. Trace the origins of an issue, analyze and synthesize various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness:<br>• identify public policy issues related to global topics and issues studied.<br>• clearly state the issue as a question of public policy orally or in written form.<br>• use inquiry methods to acquire content knowledge and appropriate data about the issue.<br>• identify the causes and consequences and analyze the impact, both positive and negative.<br>• share and discuss findings of research and issue analysis in group discussions and debates.<br>• compose a persuasive essay justifying the position with a reasoned argument.<br>• develop an action plan to address or inform others about the issue at the different scales. | New Unit Suggested | Incorporate and assign an activity to clearly state an issue as a question of public policy in contemporary or historical context, or as a contemporary/historical comparison. Trace the origins of an issue, analyze and synthesize various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness. |
| **P4.2 Civic Participation** | | |
| **Act constructively to further the public good.** | | |
| 7 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness. | New Unit Suggested | Incorporate and assign an activity to demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness. |

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| 7 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied. | New Unit Suggested | Incorporate and assign an activity to engage in activities intended to contribute to solving a national or international problem studied. |
| 7 – P4.2.3 Participate in projects to help or inform others. | New Unit Suggested | Incorporate and assign an activity to participate in projects to help or inform others. |

| Michigan K-12 Standards<br>Social Studies: Grade 8 Integrated U.S. History | Social Studies 8 (CID 42982) | |
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| | Unit Name | Lesson Number |
| **HISTORY** | | |
| **FOUNDATIONS IN U.S. HISTORY AND GEOGRAPHY ERAS 1-2** | | |
| **F1 Political and Intellectual Transformations** | | |
| F1.1 Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing: | The Revolutionary Era<br>A Constitution for the United States | 2, 3, 4<br>2, 3, 4, 5, 6, 7 |
| F1.2 Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing:<br>• colonists' views of government.<br>• their reasons for separating from Great Britain. | The Revolutionary Era | 4 |
| F1.3 Describe the consequences of the American Revolution by analyzing and evaluating the relative influences of:<br>• establishment of an independent republican government.<br>• creation of the Articles of Confederation.<br>• changing views on freedom and equality.<br>• concerns over the distribution of power within government, between government and the governed, and among people. | A Constitution for the United States | 1, 2, 5, 6, 7: Extend lesson 7 to include changing views on freedom and equality. |
| **U3 USHG ERA 3 – REVOLUTION AND THE NEW NATION** | | |
| **U3.3 Creating New Government(s) and a New Constitution** | | |
| **Explain the challenges faced by the new nation and analyze the development of the Constitution as a new plan for governing (Foundations for Civics HSCE Standard 2.1).** | | |
| 8 – U3.3.1 Explain the reasons for the adoption and subsequent failure of the Articles of Confederation. | A Constitution for the United States | 1 |
| 8 – U3.3.2 Identify economic, political, and cultural issues facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention. | A Constitution for the United States | 1, 2 |
| 8 – U3.3.3 Describe the major issues debated at the Constitutional Convention, including the distribution of political power among the states and within the federal government, the conduct of foreign affairs, commerce with tribes, rights of individuals, the election of the executive, and the enslavement of Africans as a regional and federal issue. | A Constitution for the United States | 2, 4 |
| 8 – U3.3.4 Explain how the new Constitution resolved (or compromised) the major issues, including sharing and separation of power and checking of power among federal government institutions; dual sovereignty (state-federal power); rights of individuals; the Electoral College; the Three-Fifths Compromise; the Great Compromise; and relationships and affairs with tribal nations. | A Constitution for the United States | 2, 5: Extend lesson 2 to explain how the new Constitution resolved the major issues including relationships and affairs with tribal nations. |
| 8 – U3.3.5 Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution. | A Constitution for the United States | 4 |
| 8 – U3.3.6 Explain how the Bill of Rights reflected the concept of limited government, protection of basic freedoms, and the fear among many Americans of a strong central government. | A Constitution for the United States | 4, 6 |
| 8 – U3.3.7 Use important ideas and documents to describe the philosophical origins of constitutional government in the United States with an emphasis on the following ideals: social contract, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government. | A Constitution for the United States | 3 |
| **U4 USHG ERA 4 – EXPANSION AND REFORM (1792-1861)** | | |
| **U4.1 Challenges to an Emerging Nation** | | |
| **Analyze the challenges the new federal government faced and the roles of political and social leaders in meeting those challenges.** | | |
| 8 – U4.1.1 Washington's Farewell – use President George Washington's farewell address to analyze Washington's perspective on the most significant challenges the new nation faced. | The Early Republic | 1, 2 |
| 8 – U4.1.2 Establishing America's Place in the World – assess the changes in America's relationships with other nations by analyzing the origins, intents, and purposes of treaties. | The Early Republic | 1, 3, 4, 5, 6 |
| 8 – U4.1.3 Challenge of Political Conflict – examine the origins and intentions of early American political parties, including how they emerged, who participated, and what influenced their ideologies. | The Early Republic | 1 |
| 8 – U4.1.4 Establishing a National Judiciary and its Power – use Marbury v. Madison to explain the development of the power of the Supreme Court through the doctrine of judicial review. | The Early Republic | 4 |
| **U4.2 Regional and Economic Growth** | | |
| **Describe and analyze the nature and impact of territorial, demographic, and economic growth in the first three decades of the new nation, using maps, charts, and other evidence.** | | |
| 8 – U4.2.1 Comparing the Northeast and the South – compare and contrast the social and economic systems of the Northeast, the South, and the Western Frontier (Kentucky, Ohio Valley, etc.) with respect to geography, climate, and the development of:<br>• agriculture, including changes in productivity, technology, supply and demand, and price.<br>• industry, including the entrepreneurial development of new industries, such as textiles.<br>• the labor force, including labor incentives and changes in labor forces.<br>• transportation, including changes in transportation (steamboats and canal barges) and the impact on economic markets and prices.<br>• immigration and the growth of nativism | Society and Culture Before the Civil War | 1, 2, 4: Extend lesson 1 to compare and contrast the social and economic sytems of the Northeast, the South, and the Western Frontier (Kentucky, Ohio Valley, etc.) with respect to geography, climate, and the development of **transportation, including labor incentives and changes in labor forces.**<br>Extend lesson 2 to compare and contrast the social and economic sytems of the Northeast, the South, and the Western Frontier (Kentucky, Ohio Valley, etc.) with respect to geography, climate, and the development of **industry, including the entrepreneurial development of new industries, such as textiles.** |

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| • immigration and the growth of nativism.<br>• race relations.<br>• class relations. | Society and Culture Before the Civil War | New Lesson Suggested: Incorporate and assign an activity to Comparing the Northeast and the South – compare and contrast the social and economic systems of the Northeast, the South, and the Western Frontier (Kentucky, Ohio Valley, etc.) with respect to geography, climate, and the development of:<br>• agriculture, including changes in productivity, technology, supply and demand, and price.<br>• class relations. |
| 8 – U4.2.2 The Institution of Slavery – explain the ideology of the institution of slavery, its policies, and consequences. | Society and Culture Before the Civil War | 2, 4 |
| | The Civil War | 1, 2, 3 |
| | Reconstruction and Economic Growth | 1, 2, 3 |
| 8 – U4.2.3 Westward Expansion – analyze the annexation of the west through the Louisiana Purchase, the removal of Indigenous Peoples from their ancestral homelands, the Mexican-American War, the growth of a system of commercial agriculture, and the idea of Manifest Destiny. | The Early Republic | 4 |
| | The Age of Jackson and Westward Expansion | 3, 4, 5, 7 |
| 8 – U4.2.4 Consequences of Expansion – develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on Indigenous Peoples, efforts to maintain and sustain the institution of slavery, and the relations between free and slave-holding states. | The Age of Jackson and Westward Expansion | 5 |
| | Society and Culture Before the Civil War | 3 |
| | The Civil War | 1, 2 |
| **U4.3 Reform Movements** | | |
| **Analyze the growth of antebellum American reform movements.** | | |
| 8 – U4.3.1 Explain the origins of the American education system. | Society and Culture Before the Civil War | 3 |
| 8 – U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders and the response of southerners and northerners to the abolitionist movement. | Society and Culture Before the Civil War | 4 |
| 8 – U4.3.3 Analyze the antebellum women's rights (and suffrage) movement by discussing the goals of its leaders and comparing primary source documents from this era to the Declaration of Independence. | Society and Culture Before the Civil War | 5 |
| 8 – U4.3.4 Analyze the goals and effects of the antebellum temperance movement. | Society and Culture Before the Civil War | 3 |
| 8 – U4.3.5 Investigate the role of religion in shaping antebellum reform movements. | Society and Culture Before the Civil War | 3 |
| **U5 USHG ERA 5 – CIVIL WAR AND RECONSTRUCTION (1850-1877)** | | |
| **U5.1 The Coming of the Civil War** | | |
| **Analyze and evaluate the early attempts to abolish or contain slavery and to realize the ideals of the Declaration of Independence.** | | |
| 8 – U5.1.1 Compare the differences in the lives of free black people (including those who escaped from slavery) with the lives of free white people and enslaved people. | Society and Culture Before the Civil War | 1, 2 |
| | The Civil War | 1 |
| 8 – U5.1.2 Describe the impact of the Northwest Ordinance on the expansion of slavery. | The Early Republic | New Lesson suggested: Incorporate and assign an activity to describe the impact of the Northwest Ordinance on the expansion of slavery. |
| 8 – U5.1.3 Describe the competing views of John C. Calhoun, Daniel Webster, and Henry Clay on the nature of the union among the states. | The Civil War | 1 |
| 8 – U5.1.4 Draw conclusions about why the following increased sectional tensions:<br>• the Missouri Compromise (1820).<br>• the Wilmot Proviso (1846).<br>• the Compromise of 1850, including the Fugitive Slave Act.<br>• the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas.<br>• the Dred Scott v. Sandford decision (1857).<br>• changes in the party system. | The Civil War | 1, 2 |
| 8 – U5.1.5 Describe the resistance of enslaved persons and effects of their actions before and during the Civil War. | Society and Culture Before the Civil War | 4 |
| 8 – U5.1.6 Describe how major issues debated at the Constitutional Convention, such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, the election of the executive, and slavery, help explain the Civil War. | A Constitution for the United States | 1, 2 |
| **U5.2 Civil War** | | |
| **Evaluate the multiple causes, key events, and complex consequences of the Civil War.** | | |
| 8 – U5.2.1 Discuss the social, political, economic, and cultural reasons for secession. | The Civil War | 3 |
| 8 – U5.2.2 Make an argument to explain the reasons why the North won the Civil War by considering the following:<br>• critical events and battles in the war.<br>• the political and military leadership of the North and South.<br>• respective advantages and disadvantages of each side, including geographic, demographic, economic, and technological. | The Civil War | 3, 4 |
| 8 – U5.2.3 Examine Abraham Lincoln's presidency with respect to:<br>• his military and political leadership.<br>• the evolution of his emancipation policy (including the Emancipation Proclamation).<br>• The role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence. | The Civil War | 2, 3, 4, 5, 6: Extend lesson 6 to include the relationship to the Declaration of Independence. |
| 8 – U5.2.4 Describe the role of African-Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved people. | The Civil War | 5 |

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| 8 – U5.2.5 Construct generalizations about how the war affected combatants, civilians (including the role of women and Indigenous Peoples), the physical environment, and the future of warfare, including technological developments. | The Civil War | 5 |
| **U5.3 Reconstruction** | | |
| **Using evidence, develop an argument regarding the character and consequences of Reconstruction.** | | |
| 8 – U5.3.1 Compare the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, Democrats, and African-Americans. | Reconstruction and Economic Growth | 1, 2, 3, 4 |
| 8 – U5.3.2 Describe the early responses to the end of the Civil War by describing:<br>• the policies of the Freedmen's Bureau.<br>• the restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes. | Reconstruction and Economic Growth | 1, 2 |
| 8 – U5.3.3 Describe the new role of African-Americans in local, state, and federal government in the years after the Civil War and the national and regional resistance to this change, including the Ku Klux Klan. | Reconstruction and Economic Growth | 2, 3, 4 |
| 8 – U5.3.4 Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution. | Reconstruction and Economic Growth | 1, 2 |
| 8 – U5.3.5 Explain the decision to remove Union troops from the South in 1877 and investigate its impact on Americans. | Reconstruction and Economic Growth | 4 |
| **U6 USHG ERA 6 – THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES (1870-1930)** | | |
| **U6.1 America in the Last Half of the 19th Century** | | |
| **Analyze the major changes in communication, transportation, demography, and urban centers, including the location and growth of cities linked by industry and trade, in the last half of the 19th century. The purpose of this section is to introduce some of the major changes in American society and the economy in the last part of the 19th century. This era will be addressed in depth and with greater intellectual sophistication in the high school U.S. History and Geography content expectations.** | | |
| 8 – U6.1.1 America at Century's End – compare and contrast the United States in 1800 with the United States in 1898, focusing on similarities and differences in:<br>• territory.<br>• population.<br>• systems of transportation.<br>• governmental policies promoting economic development.<br>• economic change.<br>• the treatment of African-Americans.<br>• the policies toward Indigenous Peoples. | New Unit Suggested | Incorporate and assign an activity to compare and contrast the United States in 1800 with the United States in 1898, focusing on similarities and differences in:<br>• territory.<br>• population.<br>• systems of transportation.<br>• governmental policies promoting economic development.<br>• economic change.<br>• the treatment of African-Americans.<br>• the policies toward Indigenous Peoples. |
| **U6.2 Investigation Topics and Issue Analysis (P2)** | | |
| **Use the historical perspective to investigate a significant historical topic from U.S. History Eras 3-6 that also has significance as an issue or topic in the United States today.** | | |
| 8 – U6.2.1 U.S. History Investigation Topic and Issue Analysis, Past and Present – use historical perspectives to analyze issues in the United States from the past and the present; conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings (e.g., oral, visual, video, or electronic presentation, persuasive essay, or research paper); include causes and consequences of the historical action and predict possible consequences of the contemporary action. | The Progressive Era | 5 |
| **PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)** | | |
| **P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Civic Participation** | | |
| 8 – P3.1.1 Identify, research, analyze, discuss, and defend a position on a national public policy issue.<br>• identify a national public policy issue.<br>• clearly state the issue as a question of public policy orally or in written form.<br>• use inquiry methods to trace the origins of the issue and to acquire data about the issue.<br>• generate and evaluate alternative resolutions to the public issue and analyze various perspectives (causes, consequences, positive and negative impact) on the issue.<br>• identify and apply Democratic Values or Constitutional Principles.<br>• share and discuss findings of research and issue analysis in group discussions and debates.<br>• compose a persuasive essay justifying the position with a reasoned argument.<br>• develop an action plan to address or inform others about the issue. | New Unit Suggested | Identify, research, analyze, discuss, and defend a position on a national public policy issue.<br>• identify a national public policy issue.<br>• clearly state the issue as a question of public policy orally or in written form.<br>• use inquiry methods to trace the origins of the issue and to acquire data about the issue.<br>• generate and evaluate alternative resolutions to the public issue and analyze various perspectives (causes, consequences, positive and negative impact) on the issue.<br>• identify and apply Democratic Values or Constitutional Principles.<br>• share and discuss findings of research and issue analysis in group discussions and debates.<br>• compose a persuasive essay justifying the position with a reasoned argument.<br>• develop an action plan to address or inform others about the issue. |
| **P4.2 Civic Participation** | | |
| **Act constructively to further the public good.** | | |

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| 8 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness. | New Unit Suggested | Incorporate and assign an activity to demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness. |
| 8 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied. | New Unit Suggested | Incorporate and assign an activity to engage in activities intended to contribute to solving a national or international problem studied. |
| 8 – P4.2.3 Participate in projects to help or inform others. | New Unit Suggested | Incorporate and assign an activity to participate in projects to help or inform others. |

| Civics | | | | | | |
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| **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** | **Unit 6** | **Unit 7** |
| Civics A Course Overview | Foundations and Constitution | Federal Government | Civil Rights and Liberties | Civics and Political Participation | Governments and Policies | American Government - Semester Course |
| *1 day* | *15 days* | *19 days* | *16 days* | *18 days* | *13 days* | *2 days* |
| | C – 1.1.1 | C – 3.1.1 | C – 2.2.3 | C – 2.1.2 | C – 3.1.5 | |

| Michigan K-12 Standards for Social Studies (2019)<br>Economics: High School | Economics | |
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| | Unit Name | Lesson Name |
| **E1 The Market Economy** | | |
| **1.1 Individual, Business, and Government Decision Making** | | |
| 1.1.1 Scarcity, Choice, Opportunity Costs, Incentives – using examples, explain how scarcity, choice, opportunity costs, and incentives affect decisions made by households, businesses, and governments. | Introduction to Economics | • Economics Introduction<br>• Scarce Resources and Opportunity Cost<br>• Applying Scarcity and Opportunity Cost<br>• Applying Scarcity and Opportunity Cost Discussion<br>• Production Possibilities Curve<br>• Introduction to Economics Apply |
| 1.1.2 Entrepreneurship – analyze the risks and rewards of entrepreneurship and associate the functions of entrepreneurs with alleviating problems associated with scarcity. | Business and Labor | • Sole Proprietorships |
| 1.1.3 Marginal Analysis – weigh marginal benefits and marginal costs in decision making. | How Markets Work | • How Markets Work Apply |
| | Business and Labor | • Supply and Demand of Labor |
| **1.2 Competitive Markets** | | |
| 1.2.1 Institutions – describe the roles of various economic institutions and purposes they serve in a market economy. | How Markets Work | • Circular Flow Diagrams |
| 1.2.2 Market Structures – identify the characteristics of perfect competition, monopolistic competition, oligopoly, and monopoly market structures. | How Markets Work | • Market Structures<br>• How Markets Work Apply |
| **1.3 Prices, Supply, and Demand** | | |
| 1.3.1 Supply And Demand – use the laws of supply and demand to explain household and business behavior. | How Markets Work | • Law of Demand<br>• Law of Supply<br>• Determinants of Supply<br>• How Markets Work Apply |
| | Business and Labor | • Supply and Demand of Labor<br>• Business and Labor Apply |
| 1.3.2 Price, Equilibrium, Elasticity, and Incentives – analyze how prices change through the interaction of buyers and sellers in a market, including the role of supply, demand, equilibrium, and elasticity, and explain how incentives (monetary and non-monetary) affect choices of households and economic organizations. | How Markets Work | • Law of Demand<br>• Law of Supply<br>• Market Equilibrium<br>• The Role of Price in a Free Market<br>• How Markets Work Apply |
| **1.4 Role of Government in the Market** | | |
| 1.4.1 Public Policy and the Market – analyze the impact of a change in public policy on consumers, producers, workers, savers, and investors. | How Markets Work | • U.S. Laws that Promote Competition<br>• How Markets Work Apply |
| | Business and Labor | • Role of Labor Unions<br>• Business and Labor Apply |
| | Government and the Economy | • Spending of Taxes |
| 1.4.2 Government and Consumers – analyze the role of government in protecting consumers and enforcing contracts (including property rights), and explain how this role influences the incentives (or disincentives) for people to produce and exchange goods and services. | Introduction to Economics | • The Three Economic Questions<br>• Introduction to Economics Apply |
| | How Markets Work | • The Role of Price in a Free Market<br>• U.S. Laws that Promote Competition<br>• How Markets Work Apply |
| | Banking and Finance | • Banking in the 20th Century<br>• U.S. Banking in the 20th Century<br>• Banking and Finance Apply |
| | Government and the Economy | • Fiscal Policy<br>• Government and the Economy Apply 1 |

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| 1.4.3 Government Revenue and Services – analyze the ways in which local and state governments generate revenue and use that revenue to supply public services. | Government and the Economy | • Spending of Taxes |
| 1.4.4 Market Failure – explain the role for government in addressing both negative and positive externalities. | Introduction to Economics | • The Role of Government in the Economy |
| 1.4.5 Consequences of Governmental Policy – assess the incentives for political leaders to implement policies that disperse costs widely over large groups of people and benefit small and politically powerful groups. | Government and the Economy | • Spending of Taxes<br>• Government and the Economy Apply 1 |
| 1.4.6 Price Controls – analyze the impact of price ceilings and price floors on the quantity of a good or service supplied and demanded in a market. | How Markets Work | • Price Ceilings and Floors |
| **E2 The National Economy of the United States of America** | | |
| **2.1 Understanding National Markets** | | |
| 2.1.1 Circular Flow and the National Economy – using the concept of circular flow, analyze the roles of and relationship between households, business firms, and government in the economy of the United States. | How Markets Work | • Circular Flow Diagrams |
| 2.1.2 Economic Indicators – using a number of indicators, such as gross domestic product (GDP), per capita GDP, unemployment rates, and consumer price index, analyze the current and future state of an economy. | Measuring Economic Performance | • Gross Domestic Product<br>• Stages of the Business Cycle<br>• Change in Gross Domestic Product<br>• Impact of Unemployment<br>• Economic Performance Apply |
| **2.2 Role of Government in the U.S. Economy** | | |
| 2.2.1 Government Involvement in the Economy – evaluate the three macroeconomic goals of an economic system (stable prices, low unemployment, and economic growth). | Measuring Economic Performance | • Impact of Unemployment<br>• Causes and Impact of Inflation<br>• Technology and Economic Growth<br>• Economic Performance Apply |
| 2.2.2 Government Revenue and Services – evaluate the ways in which the federal government generates revenue on consumption, income, and wealth, and uses that revenue to supply government services and public goods, and protect property rights. | Government and the Economy | • Types of taxes<br>• Spending of Taxes |
| 2.2.3 Fiscal Policy and its Consequences – analyze the consequences (intended and unintended) of using various tax and spending policies to achieve macroeconomic goals of stable prices, low unemployment, and economic growth. | Government and the Economy | • Types of taxes<br>• Spending of Taxes<br>• Fiscal policy<br>• Government and the Economy Apply 1<br>• Government and the Economy Apply 2 |
| 2.2.4 Federal Reserve and Monetary Policy – explain the roles and responsibilities of the Federal Reserve system and compare and contrast the consequences (intended and unintended) of different monetary policy actions of the Federal Reserve Board as a means to achieve macroeconomic goals of stable prices, low unemployment, and economic growth. | Government and the Economy | • National Debt and the Federal Budget<br>• Basics of the Federal Reserve<br>• Feds System Tools and Monetary Policy<br>• Government and the Economy Apply 1<br>• Government and the Economy Apply 2 |
| **E3 The International Economy** | | |
| **3.1 Economic Systems** | | |
| 3.1.1 Developing Nations – assess how factors such as availability of natural resources, investments in human and physical capital, technical assistance, public attitudes and beliefs, property rights, and free trade can affect economic growth in developing nations. | The Global Economy | • Developed and Less Developed Nations<br>• Role of Investments<br>• The Global Economy Apply |
| 3.1.2 International Organizations and the World Economy – evaluate the diverse impact of trade policies of the World Trade Organization, World Bank, or International Monetary Fund on developing economies of Africa, Central America, or Asia, and on the developed economies of the United States and Western Europe. | The Global Economy | • Multinational Organizations<br>• Multinational Organizations Discussion<br>• Role of Investments<br>• The Global Economy Apply |
| 3.1.3 Comparing Economic Systems – compare and contrast the characteristics, advantages, and disadvantages of traditional, command, market, and mixed economic systems. | Introduction to Economics | • The Three Economic Questions<br>• Introduction to Economics Apply |

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| 3.1.4 Impact of Transitional Economies – analyze the impact of transitional economies, such as in China and India, on the global economy in general and the American economy in particular. | The Global Economy | • Globalization Trends<br>• The Global Economy Apply |
| **3.2 Economic Interdependence – Trade** | | |
| 3.2.1 Absolute and Comparative Advantage – use the concepts of absolute and comparative advantages to explain why goods and services are produced in one nation or locale versus another. | The Global Economy | • Comparative and Absolute Advantage |
| 3.2.2 Domestic Activity and World Trade – assess the impact of trade policies, monetary policy, exchange rates, and interest rates on domestic activity and world trade. | The Global Economy | • Trade Barriers<br>• Multinational Organizations<br>• Multinational Organizations Discussion<br>• Exchange Rate and Purchasing Power<br>• The Global Economy Apply |
| 3.2.3 Exchange Rate and World Trade – analyze the effects on trade from a change in an exchange rate between two currencies. | The Global Economy | • Trade Barriers<br>• Exchange Rate and Purchasing Power<br>• The Global Economy Apply |
| 3.2.4 The Global Economy and the Marketplace – analyze and describe how the global economy has changed the interaction of buyers and sellers. | The Global Economy | • Exchange Rate and Purchasing Power<br>• Globalization Trends<br>• Arguments on Free Trade Portfolio<br>• The Global Economy Apply |
| **E4 Personal Finance** | | |
| **4.1 Decision Making** | | |
| 4.1.1 Earning Income – conduct research regarding potential income and employee benefit packages, non-income factors that may influence career choice, benefits and costs of obtaining the necessary education or technical skills, taxes a person is likely to pay, and other possible sources of income. | Introduction to Economics | • Earning Income Portfolio 1<br>• Earning Income Portfolio 2 |
| 4.1.2 Buying Goods And Services – describe the factors that consumers may consider when purchasing a good or service, including the costs, benefits, and the role of government in obtaining the information. | How Markets Work | • Circular Flow Diagrams<br>• U.S. Laws that Promote Competition<br>• How Markets Work Apply |
| 4.1.3 Saving – identify the incentives people have to set aside income for future consumption, and evaluate the impact of time, interest rates, and inflation upon the value of savings. | Banking and Finance | • Banking in the 20th Century<br>• Banking and Finance Apply |
| 4.1.4 Using Credit – evaluate the benefits, costs, and potential impacts of using credit to purchase goods and services.<br>4.1 Free Application for Federal Student Aid (FAFSA), Student Loans, Scholarships, Work Study and Grants | Banking and Finance | • U.S. Banking in the 20th Century |
| 4.1.5 Financial Investing – analyze the risks, expected rate of return, tax benefits, impact of inflation, role of government agencies, and importance of diversification when investing in financial assets. | Banking and Finance | • The Free Enterprise System<br>• Bonds and Financial Assets<br>• Financial Markets Channeling Funds<br>• Banking and Finance Apply |
| 4.1.6 Protecting and Insuring – assess the financial risk of lost income, assets, health, or identity, and determine if a person should accept the risk exposure, reduce risk, or transfer the risk to others by paying a fee now to avoid the possibility of a larger loss later. | Banking and Finance | • Insurance<br>• Banking and Finance Apply |
| 4.1.7 Paying Taxes – Identify and evaluate taxes a person is likely to pay, including federal, state, and local taxes, tax benefits and drawbacks, impacts on take-home pay, types of IRS tax forms, and how these can affect their taxes. | Banking and Finance | • Financial Markets Channeling Funds |
| | Government and the Economy | • Types of Taxes<br>Extend lesson to identify and evaluate the impacts of taxes on take-home pay, types of IRS tax forms, and how these can affect their taxes. |

| Michigan K-12 Standards<br>Social Studies: United States History | United States History (CIDs 80720/80721)<br>Unit Name | <br>Lesson Number |
|---|---|---|
| **U.S. HISTORY AND GEOGRAPHY** | | |
| **FOUNDATIONS IN UNITED STATES HISTORY AND GEOGRAPHY: ERAS 1-5** | | |
| **F1 Political and Intellectual Transformations of America to 1877** | | |
| F1.1 Identify the core ideals of American society as reflected in the documents below, and analyze the ways that American society moved toward and/or away from its core ideals:<br>• the Declaration of Independence.<br>• the original United States Constitution (including the Preamble).<br>• the Bill of Rights.<br>• the Gettysburg Address.<br>• the Thirteenth, Fourteenth, and Fifteenth Amendments. | A Country is Born | 2, 6 |
| | Urbanization and The Gilded Age | 4 |
| | New Unit Suggested | Incorporate and assign an activity to identify the core ideals of American society as reflected in the document below, and analyze the ways that American society moved toward and/or away from its core ideals: the Gettysburg Address. |
| F1.2 Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change. | New Unit Suggested | Incorporate and assign an activity to use the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, to develop an argument about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change. |
| F1.3 Analyze how the changing character of American political society from 1791 to 1877 had significant impact on the responsibilities of governments through the principle of federalism. | New Unit Suggested | Incorporate and assign an activity to analyze how the changing character of American political society from 1791 to 1877 had significant impact on the responsibilities of governments through the principle of federalism. |
| **USHG ERA 6 – THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES (1870-1930)** | | |
| **6.1 Growth of an Industrial and Urban America** | | |
| **Explain the causes and consequences — both positive and negative — of the Industrial Revolution and America's growth from a predominantly agricultural, commercial, and rural nation to a more industrial and urban nation between 1870 and 1930.** | | |
| 6.1.1 Factors in the American Second Industrial Revolution – analyze the factors that enabled the United States to become a major industrial power, including:<br>• the organizational revolution.<br>• the economic policies of government and industrial leaders.<br>• the advantages of physical geography.<br>• the increase in labor through immigration and migration. | Industrialization and Westward Expansion | 1, 2, 3, 4, 5, 6 |
| | Urbanization and the Gilded Age | 3, 5, 6 |
| | Progressive Era | 1 |
| | American Empire | 1, 2, 3, 4, 5 |
| | The Roaring Twenties | 2 |
| 6.1.2 Labor's Response to Industrial Growth – evaluate the different responses of labor to industrial change, | Industrialization and Westward Expansion | 3 |

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| including the development of organized labor and the growth of populism and the populist movement. | Labor Unions Portfolio | 1, 2, 3 |
| | Urbanization and the Gilded Age | 6 |
| 6.1.3 Urbanization – explain the causes and consequences of urbanization, including:<br>• the location and expansion of major urban centers and their link to industry and trade.<br>• internal migration, including the Great Migration.<br>• the development of cities divided by race, ethnicity, and class, as well as the resulting tensions among and within groups.<br>• different perspectives about the immigrant experience. | Urbanization and the Gilded Age | 1, 2, 3: Extend lesson 1 to explain the causes and econsequences of urbanization including the location and expansion of major urban centers and their link to industry and trade. |
| | The Roaring Twenties | 5 |
| 6.1.4 Growth and Change – explain the social, political, economic, and cultural shifts taking place in the United States at the end of the 19th century and beginning of the 20th century, by:<br>• describing the developing systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society.<br>• describing governmental policies promoting economic development.<br>• evaluating the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court's decision in Plessy v. Ferguson, and describing the response of African-Americans to this inequality.<br>• describing the policies toward Indigenous Peoples, including removal, reservations, the Dawes Act of 1887, | Industrialization and Westward Expansion | 1, 5 |
| | Urbanization and The Gilded Age | 4, New Lesson Suggested to describe the policies toward Indigenous Peoples, including removal, reservations, the Dawes Act of 1887, and the response of Indigenous Peoples to these policies. |
| **6.2 Becoming a World Power** | | |
| **Describe and analyze the major changes – both positive and negative – in the role the United States played in world affairs after the Civil War, and explain the causes and consequences of this changing role.** | | |
| 6.2.1 Growth of U.S. Global Power – describe how America redefined its foreign policy between 1890 and 1914 and analyze the causes and consequences of the U.S. emergence as an imperial power in this time period, using relevant examples of territorial expansion and involvement in foreign conflicts. | American Empire | 1, 2, 3, 4, 5, 6 |
| 6.2.2 World War I – explain the causes of World War I, the reasons for American neutrality and eventual entry into the war, and America's role in shaping the course of the war. | World War I | 1, 2, 3, 4, 5 |
| 6.2.3 Domestic Impact of World War I – analyze the domestic impact of World War I on the growth of the government, the expansion of the economy, the restrictions on civil liberties, the expansion of women's suffrage, and on internal migration. | World War I | 3, 5 |
| 6.2.4 Wilson and His Opponents – explain how President Woodrow Wilson's "Fourteen Points" differed from proposals by others, including French and British leaders and domestic opponents, in the debate over:<br>• the Treaty of Versailles.<br>• U.S. participation in the League of Nations.<br>• the redrawing of European political boundaries and the resulting geopolitical tensions that continued to affect Europe. | World War I | 4 |
| **6.3 Progressive Era** | | |
| **Select and evaluate major public and social issues emerging from the changes in industrial, urban, and global America during this period; analyze the solutions or resolutions developed by America and their consequences (positive/negative – anticipated/unanticipated).** | | |
| 6.3.1 Describe the extent to which industrialization and urbanization between 1895 and 1930 created the need for progressive reform. | Progressive Era | 2 |
| 6.3.2 Analyze the social, political, economic, and cultural changes that occurred during the Progressive Era. | Progressive Era | 2, 3, 4 |

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| 6.3.3 Evaluate the historical impact of the Progressive Era with regard to governmental and industrial reforms. | Progressive Era | 6 |
| 6.3.4 Women's Suffrage – Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the Nineteenth Amendment. | Progressive Era | 3 |
| **USHG ERA 7 – THE GREAT DEPRESSION AND WORLD WAR II (1920-1945)** | | |
| **7.1 Growing Crisis of Industrial Capitalism and Responses** | | |
| **Evaluate the key events and decisions surrounding the causes and consequences of the global depression of the 1930s and World War II.** | | |
| 7.1.1 The Twenties – explain and evaluate the significance of the social, cultural, and political changes and tensions in the "Roaring Twenties" including:<br>• cultural movements such as the Jazz Age, the Harlem Renaissance, and the "Lost Generation."<br>• the increasing role of advertising and its impact on consumer purchases.<br>• the NAACP legal strategy to attack segregation. | The Roaring Twenties | 2, 4, 5, 6 |
| 7.1.2 Causes and Consequences of the Great Depression – explain and evaluate the multiple causes and consequences of the Great Depression by analyzing:<br>• the political, economic, environmental, and social causes of the Great Depression, including fiscal policy, overproduction, underconsumption, speculation, the 1929 crash, and the Dust Bowl.<br>• the economic and social toll of the Great Depression, including unemployment and environmental conditions that affected farmers, industrial workers, and families.<br>• President Herbert Hoover's policies and their impact, including the Reconstruction Finance Corporation. | Great Depression | 1, 2, 3, 4, 5 |
| 7.1.3 The New Deal Era – explain and evaluate President Franklin Roosevelt's policies and tactics during the New Deal era, including:<br>• the changing role of the federal government's responsibilities to protect the environment, meet challenges of unemployment, and to address the needs of workers, farmers, Indigenous Peoples, the poor, and the elderly.<br>• opposition to the New Deal and the impact of the Supreme Court in striking down and then accepting New Deal laws.<br>• the impact of the Supreme Court on evaluating the constitutionality of various New Deal policies.<br>• consequences of New Deal policies. | New Deal | 1, 2, 3, 4, 5 |
| **7.2 World War II** | | |
| **Draw conclusions about the causes and the course of World War II, and the effects of the war on U.S. society and culture, and its role in world affairs.** | | |
| 7.2.1 Causes of World War II – analyze the factors contributing to World War II in Europe and in the Pacific region, and America's entry into war, including:<br>• political and economic disputes over territory.<br>• the differences in the civic and political values of the United States and those of Nazi Germany and Imperial Japan.<br>• U.S. neutrality.<br>• the bombing of Pearl Harbor. | World War II | 1, 2, 3, 4, 5 |
| 7.2.2 United States and the Course of World War II – evaluate the role of the United States in fighting the war militarily, diplomatically, and technologically across the world. | World War II | 5 |

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| 7.2.3 Impact of World War II on American Life – analyze the changes in American life brought about by U.S. participation in World War II, including:<br>• the mobilization of economic, military, and social resources.<br>• the role of women, African Americans, and ethnic minority groups in the war effort, including the work of A. Philip Randolph and the integration of U.S. military forces.<br>• the role of the home front in supporting the war effort.<br>• the conflict and consequences around the internment of Japanese-Americans. | World War II | 3 |
| 7.2.4 Responses to Genocide – investigate the responses to Hitler's "Final Solution" policy by the Allies, the U.S. government, international organizations, and individuals. | World War II | 4: Extend the lesson to investigate the responses to Hitler's "Final Solution" policy by the international organizations and individuals. |
| **USHG ERA 8 – POST-WORLD WAR II UNITED STATES (1945-1989)** | | |
| **8.1 Cold War and the United States** | | |
| **Individually and collaboratively, students will engage in planned inquiries to investigate the social transformation of post-war United States, how the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics, and how the struggle for racial and gender equality and the extension of civil liberties impacted the United States.** | | |
| 8.1.1 Origins and Beginnings of the Cold War – analyze the factors that contributed to the Cold War, including:<br>• differences in the civic, ideological, and political values, and in the economic and governmental institutions, of the United States and the Soviet Union (U.S.S.R.).<br>• diplomatic and political actions by both the United States and the U.S.S.R. in the last years of World War II and the years afterward. | The Cold War | 1, 2: Extend the lessons to analyze the factors that contributed to the Cold War, including differences in the civic, ideological, and political values, and in the economic and governmental institutions, of the United States and the Soviet Union (U.S.S.R.). |
| 8.1.2 Foreign Policy During the Cold War – compare the causes and consequences of the American policy of containment including:<br>• the development and growth of a U.S. national security establishment and intelligence community.<br>• the direct and/or armed conflicts with Communism (for example, but not limited to: Berlin, Korea, Cuba).<br>• U.S. involvement in Vietnam, and the foreign and domestic consequences of the war.<br>• indirect (or proxy) confrontations within specific world regions.<br>• the arms race and its implications on science, technology, and education. | The Cold War | 1, 2, 3, 4, 5, 6 |
| 8.1.3 End of the Cold War – describe the factors that led to the end of the Cold War. | The Cold War | 4: Extend the lesson to describe the factors that led to the end of the Cold War. |
| **8.2 Domestic Policies** | | |
| **Investigate demographic changes, domestic policies, conflicts, and tensions in postWorld War II America.** | | |

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| 8.2.1 Demographic Changes – use population data to produce and analyze maps that show the major changes in population distribution and spatial patterns and density, including the Baby Boom, new immigration, suburbanization, reverse migration of African-Americans to the South, the Indian Relocation Act of 1956, and the flow of population to the Sunbelt. | New Unit Suggested | Incorporate and assign an activity to use population data to produce and analyze maps that show the major changes in population distribution and spatial patterns and density, including the Baby Boom, new immigration, suburbanization, reverse migration of African-Americans to the South, the Indian Relocation Act of 1956, and the flow of population to the Sunbelt. |
| 8.2.2 Policy Concerning Domestic Issues – analyze major domestic issues in the post-World War II era and the policies designed to meet the challenges by:<br>• describing issues challenging Americans, such as domestic anticommunism (McCarthyism), labor, poverty, health care, infrastructure, immigration, and the environment.<br>• evaluating policy decisions and legislative actions to meet these challenges. | The Cold War | 1, 4 |
| 8.2.3 Comparing Domestic Policies – focusing on causes, programs, and impacts, compare and contrast President Franklin Roosevelt's New Deal initiatives, President Lyndon Johnson's Great Society programs, and President Ronald Reagan's market-based domestic policies. | New Unit Suggested | Incorporate and assign an activity to compare domestic policies focusing on causes, programs, and impacts, compare and contrast President Franklin Roosevelt's New Deal initiatives, President Lyndon Johnson's Great Society programs, and President Ronald Reagan's market-based domestic policies. |
| 8.2.4 Domestic Conflicts and Tensions – analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions, the Vietnam War, the environmental movement, | Civil Rights | 1, 2, 3, 4, 5 |
| | The Vietnam War | 2 |
| **8.3 Civil Rights in the Post-World War II Era** | | |
| **Examine and analyze the Civil Rights Movement using key events, people, and organizations.** | | |
| 8.3.1 Civil Rights Movement – analyze key events, ideals, documents, and organizations in the struggle for African-American civil rights including: | The Cold War | 5, 6 |
| | Civil Rights | 1, 2, 3, 4, 5 |
| 8.3.2 Ideals of the Civil Rights Movement – compare and contrast the ideas in Martin Luther King's March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address. | Civil Rights | 1: Extend the lesson to compare and contrast the ideas in Martin Luther King's March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address. |
| 8.3.3 Women's Rights – analyze the causes, course, and reaction to the women's rights movement in the 1960s and 1970s. | Civil Rights | 5: Extend the lesson to analyze the causes, course, and reaction to the women's rights movement in the 1960s and 1970s. |

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| 8.3.4 Civil Rights Expanded – evaluate the major accomplishments and setbacks in securing civil rights and liberties for all Americans over the 20th century. | Civil Rights Timeline Portfolio | 3 |
| 8.3.5 Tensions and Reactions to Poverty and Civil Rights – analyze the causes and consequences of the civil unrest that occurred in American cities, by comparing civil unrest in Detroit with at least one other American city. | Civil Rights | New Lesson Suggested: Incorporate and assign an activity to analyze the causes and consequences of the civil unrest that occurred in American cities, by comparing civil unrest in Detroit with at least one other American city. |
| **USHG ERA 9 – AMERICA IN A NEW GLOBAL AGE** | | |
| **9.1 The Impact of Globalization on the United States** | | |
| **Explain the impact of globalization on the U.S. economy, politics, society, and role in the world.** | | |
| 9.1.1 Economic Changes – using the changing nature of the American automobile industry as a case study, evaluate changes in the American economy created by new markets, natural resources, technologies, corporate structures, international competition, new sources/methods of production, energy issues, and mass communication. | New Unit Suggested | Incorporate and assign an activity to, using the changing nature of the American automobile industry as a case study, evaluate changes in the American economy created by new markets, natural resources, technologies, corporate structures, international competition, new sources/methods of production, energy issues, and mass communication. |
| 9.1.2 Transformation of American Politics – analyze the transformation of American politics in the late 20th and early 21st centuries, including:<br>• the growth of the conservative movement in national politics, including the role of Ronald Reagan.<br>• the role of evangelical religion in national politics.<br>• the intensification of partisanship.<br>• the partisan conflict over the role of government in American life.<br>• the role of regional differences in national politics. | Reagan, Bush, and Clinton: 1980–2000 | 1, 2, 4, 5 |
| **9.2 Changes in America's Role in the World** | | |
| **Examine the shifting role of the United States on the world stage from 1980 to the present.** | | |
| 9.2.1 United States in the Post-Cold War World – explain the role of the United States as a superpower in the post-Cold War world, including advantages, disadvantages, and new challenges. | Civil Rights | 4 |
| 9.2.2 9/11 and Responses to Terrorism – analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies. | A New Century | 1 |
| **9.3 Policy Debates** | | |
| 9.3.1 Make a persuasive argument on a public policy issue, and justify the position with evidence from historical antecedents and precedents, and Democratic Values or Constitutional Principles. | New Unit Suggested | Incorporate and assign an activity to make a persuasive argument on a public policy issue, and justify the position with evidence from historical antecedents and precedents, and Democratic Values or Constitutional Principles. |

## World History (MI) A

| Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 |
|---|---|---|---|---|---|---|---|---|
| World History A Course Overview | History Foundations | Early Civilizations | Mediterranean | Africa to 1500 | Dynastic Empires | Medieval-Renaissance Europe | Americas to 1500 | World History Semester A Review and Exam |
| *Approximately 1 day* | *Approximately 4 days* | *Approximately 14 days* | *Approximately 16 days* | *Approximately 10 days* | *Approximately 11 days* | *Approximately 14 days* | *Approximately 11 days* | *Approximately 2 days* |
| | FOUNDATIONS OF HIGH SCHOOL WORLD HISTORY AND GEOGRAPHY<br>F1 (A)<br><br>SOCIAL STUDIES PROCESS AND SKILLS STANDARDS: HIGH SCHOOL<br>P1.2<br>P2.3<br>P2.4 | FOUNDATIONS OF HIGH SCHOOL WORLD HISTORY AND GEOGRAPHY<br>F1 (D, I, J)<br><br>SOCIAL STUDIES PROCESS AND SKILLS STANDARDS: HIGH SCHOOL<br>P1.1<br>P1.5<br>P2.2<br>P3.4 | FOUNDATIONS OF HIGH SCHOOL WORLD HISTORY AND GEOGRAPHY<br>F1 (E, K)<br><br>4.1.1<br>4.1.2<br>4.2.1<br>5.1.2<br><br>SOCIAL STUDIES PROCESS AND SKILLS STANDARDS: HIGH SCHOOL<br>P1.2<br>P1.3<br>P1.4<br>P1.5<br>P2.3<br>P3.4 | 4.1.1<br>4.2.1 | FOUNDATIONS OF HIGH SCHOOL WORLD HISTORY AND GEOGRAPHY<br>F1 (I)<br><br>4.2.2<br>5.2.3 | SOCIAL STUDIES PROCESS AND SKILLS STANDARDS: HIGH SCHOOL<br>P3.4 | 4.2.3<br>5.2.1 | |

## World History (MI) B

| Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
|---|---|---|---|---|---|---|---|
| World History B Course Overview | Contact, Imperialism and Colonization | Europe 1650 - 1815 | Americas 1650 - 1850 | Age of Industry | The World Wars | World History Since 1945 | World History Semester B Exam |
| *Approximately 1 day* | *Approximately 14 days* | *Approximately 10 days* | *Approximately 11 days* | *Approximately 10 days* | *Approximately 18 days* | *Approximately 16 days* | *Approximately 2 days* |
| | FOUNDATIONS OF HIGH SCHOOL WORLD HISTORY AND GEOGRAPHY<br>F1 (F, H)<br><br>4.1.2<br>5.1.1<br>5.1.2<br>5.2.2<br>6.2.2<br>6.2.4<br><br>SOCIAL STUDIES PROCESS AND SKILLS STANDARDS: HIGH SCHOOL<br>P1.2<br>P2.2 | 6.2.1<br><br>SOCIAL STUDIES PROCESS AND SKILLS STANDARDS: HIGH SCHOOL<br>P1.4<br>P3.3<br>P3.4 | 5.2.2<br>6.2.1<br><br>SOCIAL STUDIES PROCESS AND SKILLS STANDARDS: HIGH SCHOOL<br>P1.2<br>P2.3<br>P2.4 | 6.1.1<br>6.1.2<br>6.1.3<br><br>SOCIAL STUDIES PROCESS AND SKILLS STANDARDS: HIGH SCHOOL<br>P1.2 | FOUNDATIONS OF HIGH SCHOOL WORLD HISTORY AND GEOGRAPHY<br>F1 (B, C, H, K)<br><br>7.1.2<br>7.1.3<br>7.1.4<br>7.2.1<br>7.2.2<br>7.2.3<br>7.2.6<br>CG4 (A, B)<br><br>SOCIAL STUDIES PROCESS AND SKILLS STANDARDS: HIGH SCHOOL<br>P2.1 | FOUNDATIONS OF HIGH SCHOOL WORLD HISTORY AND GEOGRAPHY<br>F1 (G)<br><br>7.1.1<br>7.1.2<br>7.1.3<br>7.1.4<br>7.2.3<br>7.2.4<br>7.2.5<br>7.2.6<br><br>CG2 (A, B, C, D, E)<br>CG3 (A, B, D, E)<br>CG4 (A, B, C, D)<br><br>SOCIAL STUDIES PROCESS AND SKILLS STANDARDS: HIGH SCHOOL<br>P2.4<br>P3.1<br>P3.2<br>P4.2<br>P4.3 | |

# PrepNet Virtual Academy Asynchronous Program

## Background

PrepNet Virtual Academy (PVA) opened in 2020, as a statewide cyber school during the COVID-19 pandemic. PVA began by serving 33 students in grades 7-12. Today the school serves 1,118 students in grades K-12, with grades 9-12 having an opportunity to earn college credit. In 2024-25, the student population is 81 percent economically disadvantaged, 18 percent receive services under an Individualized Education Plan (IEP), and three percent qualify as English language learners.

PVA offers our virtual community, across the state of Michigan, an educational option with committed teachers, leadership, staff, and Board, aligned to our school's mission ***to educate, support, and guide students through a few of the most exciting and impressionable years of their lives. Our end objective is three-fold: high school graduation, college acceptance, and enthusiastic students, thoughtfully prepared for vocational success in their communities and their world***.

## Overview of asynchronous program

PVA has identified a need for greater flexibility for students within its educational program. In recent years, the school has seen an increase in demand for alternative learning models that support students' diverse learning styles and family scheduling needs. Based on parent feedback received during the enrollment process and when exiting PVA, families are interested in opportunities for self-paced and independent learning. To fulfill this demand, PVA will provide students with the option of an asynchronous program for grades K-12 in the fall of 2025. The asynchronous program will be in addition to the synchronous program that PVA currently offers to students.

Key features of the asynchronous program include:

- Flexible schedules to accommodate various student and family circumstances.
- Self-paced, on-demand lessons and courses with wrap around services.
- Comprehensive, standards-aligned curriculum.
- Periodic check-ins with educators for support.
- Integrated assessments to track student progress.
- Personalized consultation and virtual readiness assessment to guide families.
- Offers 21st century skill development.

Students will have the ability to transition pathways as needs arise.

# 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 guarding 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.

**Position Title:** Academic Intervention Coach
**Reports To:** Principal
**Employed By:** NHA
**Date Reviewed:** May 9, 2023

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**SUMMARY:**

At National Heritage Academies (NHA), the academic intervention Coach is dedicated to achieving the purpose of "transforming the lives of students and enriching communities by delivering high-quality educational choice to families". The role of the Academic Intervention Coach is to design and implement systematic intervention, develop staff, and manage grant-funded programs within the school structure. The goal of this position is to ensure high-quality learning for every student in every classroom every day by growing teachers' skill, capacity, and effectiveness and creating effective collaboration between teachers. Properly executed, the leadership of the Academic Intervention Coach improves student learning growth, increases college readiness, and enhances school health as measured by academic, financial, and cultural metrics. The academic intervention coach role is pivotal in realizing these school and organizational goals.

**DUTIES AND RESPONSIBILITIES:**

- Design and implement the school's systematic intervention program around the 6 Key Practices of Systematic Intervention in the Schoolwide Framework to drive continuous student growth.
- Develop an effective intervention team, including classroom teachers, paraprofessionals, at-risk teachers, academic specialists, and school leadership through ongoing, differentiated support and professional development.
- Work collaboratively with the intervention services consultants and principal to ensure funding decisions are strategic and compliance-related tasks are completed.
- Analyze progress monitoring data regularly and evaluate system effectiveness.
- Teach, model, and coach others to effectively administer and implement intervention tools.
- Develop, support, and maintain a safe, engaging culture focused on student learning.
- Master and model all aspects of the Classroom Framework of Instructional Practice.
- Build relationships with and among teachers and invest in the professional success of all staff members.
- Routinely analyze student, class, and wing data to drive instruction, student growth, and professional development to ensure that all student needs are met.
- Promote, model, and reinforce all NHA and school procedures (e.g., School-wide Behavioral System, Behave with Care, Moral Focus).
- Manage parent relationships.
- Lead wing PLC meetings using data and state standards.
- Oversee summer school learning program and provide tutor services (not required, available with additional pay based on grant resources and funding).
- Occasional travel required.
- Additional duties as assigned.

**QUALIFICATIONS:**

- College diploma (BA or equivalent) or higher in education or related field.

- School Administrator Licensure in states where this is required; 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.
- 3-5 years' experience in teaching as well as 1-year previous school leadership experience.
- Experience working with at-risk students is strongly preferred.
- Experience coordinating Title 1/Response to Intervention (RTI) Programs.
- Strong written and verbal skills.
- Self-motivated, with the ability to see complex projects through from start to finish.
- Highly developed interpersonal skills.
- Criminal background check.

**SUPERVISORY RESPONSIBILITIES:**

- None.

**PHYSICAL DEMANDS:**

- While performing the duties of this job, the employee is regularly required to talk or hear.
- The employee occasionally is required to sit, use hands to handle, and reach with hands and arms. The employee is frequently required to stand and walk.
- The employee must occasionally lift and/or move up to 25 pounds (i.e. boxes of supplies).
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.
- The employee is required to hear from a distance and identify voices and understand communication with background noise.
- This position requires the individual to meet multiple demands from several people and interact with the public and other staff.
- Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

**WORK ENVIRONMENT:**

- While performing the duties of this job, the employee is occasionally exposed to wet, cold, and/or humid conditions and outside weather conditions.
- The noise level in the work environment is usually moderate.
- The hours of work vary due to simultaneous demands, customer expectations, and changing priorities.
- Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

*The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.*

**Position Title:** **Academic Specialist**
**Reports To:** **Dean**
**Employed By:** **NHA**
**Date Reviewed:** **May 9, 2023**

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**SUMMARY:**

Bring your passion for influencing and supporting our youth to National Heritage Academies (NHA) as an academic specialist to one of our NHA partner schools. In this position, a cohesive leadership team of deans will be there to support you every step of the way. With our result-driven curriculum and commitment to educating the whole child – academically, morally, and socially – you and your students will be set up for success.

**DUTIES AND RESPONSIBILITIES:**

- Believe that all children can and will learn at high levels.
- Supports, supplements, and extends classroom teaching, and works collaboratively to implement a quality intervention program that is research-based and meets the needs of at-risk students.
- Uses specialized knowledge of assessment and diagnosis for developing, implementing, and evaluating academic interventions for individual students.
- Assess the strengths and needs of students and provide that information to classroom teachers, parents, and specialized personnel such as psychologists, special educators, or speech and language pathologists in order to provide effective instruction.
- Acts as a resource to other educators, parents, and the community.
- Reviews test scores and diagnostic assessments to help determine eligibility for intervention services.
- Monitors student progress for the purpose of providing feedback on a regular basis to students, teachers, and parents, and determining intervention effectiveness so modifications can be made to student plans as appropriate.
- Groups and schedules students according to student needs.
- Provides instruction to individual or small groups of students using research-based best practices for intervention instruction of core content subjects.
- Manages student behavior for the purpose of providing a safe and optimal learning environment.
- Manages allotted learning time to maximize student achievement.
- Completes necessary paperwork (including student plans and logging services) accurately and completely as required by the law and school.
- Collects, analyzes, and prepares data for the purpose of interpretation and reporting.

**QUALIFICATIONS:**

- Experience teaching in a K-8 school-based role.
- Proven track record of closing reading and/or math skill gaps for students who are significantly below grade level.
- Master's degree in education with a focus in reading and/or mathematics education preferred.
- Appropriate licensure/certification by state law
- Knowledge of researched-based best practices and experience with successful implementation of those strategies with at-risk students.

- Ability to read, analyze and interpret general business periodicals, professional journals, technical procedures, and governmental regulations.
- Write reports, business correspondence, and procedure manuals.
- Establish and maintain effective working relationships with students, peers, parents, and community.
- Speak clearly and concisely in written and oral communication.
- Add, subtract, multiply, and divide all units of measure, using whole numbers, common fractions, and decimals.
- Compute rate, ratio, and percent and create and interpret graphs.
- Apply mathematical concepts to practical situations.
- Solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Apply knowledge of current research and theory to instructional program; ability to plan and implement lessons based on school objectives and the needs and abilities of students.
- Establish and maintain effective relationships with students, peers, and parents; skill in oral and written communication.
- Perform duties with awareness of all National Heritage Academies (NHA) requirements and School Board policies.
- Use technology for instructional purposes and to teach current technology skills and the use of technology tools for the grade level.
- Apply knowledge about legal issues to the work setting.
- Criminal background check.

**SUPERVISORY RESPONSIBILITIES:**

- None.

**PHYSICAL DEMANDS:**

- While performing the duties of this job, the employee is regularly required to talk and hear.
- The employee frequently is required to sit, use hands to handle, and reach with hands and arms.
- The employee is occasionally required to stand and walk.
- The employee must occasionally lift and/or move up to 25 pounds.
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.
- Reasonable accommodations may be made to enable qualified individuals with disabilities to perform essential physical functions.

**WORK ENVIRONMENT:**

- The noise level in the work environment is usually moderate.
- Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

*The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.*

**Position Title:** **Achievement and Behavior Support Specialist**
**Reports To:** **Dean**
**Employed By:** **NHA**
**Date Reviewed:** **May 9, 2023**

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**SUMMARY:**
Bring your passion for influencing and supporting our youth to National Heritage Academies (NHA) as an achievement and behavior support specialist to one of our NHA partner schools. In this position, a cohesive leadership team of deans will be there to support you every step of the way. Along with our result-driven curriculum and commitment to educating the whole child – academically, morally, and socially – you and your students will be set up for success.

**DUTIES AND RESPONSIBILITIES:**
- Provide direct services to facilitate full participation in the academic program.
- Develop individualized behavior and academic plans for identified students.
- Collaborate with classroom teachers and academic specialists to create and execute intervention plans.
- Implement the responsible thinking process with fidelity to allow students to proactively make college-bound choices – daily encouragers, community builders, and progress monitors.

**QUALIFICATIONS:**
- Appropriate licensure/certification by state law.
- Decisive leadership skills and school culture development skills are preferred.
- Experience managing student behavior and assisting educators with behavior management is preferred.
- Criminal background check.

**SUPERVISORY RESPONSIBILITIES:**
- None.

**PHYSICAL DEMANDS:**
- While performing the duties of this job, the employee is regularly required to talk and hear.
- The employee frequently is required to sit, use hands to handle, and reach with hands and arms.
- The employee is regularly required to stand and walk.
- The employee must occasionally lift and/or move up to 25 pounds.
- Specific vision abilities for this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.
- Reasonable accommodations may be made to enable qualified individuals with disabilities to perform essential physical functions.

**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 essential functions.

- The noise level in the work environment is usually moderate.

*The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.*

**Position Title:** **At Risk Teacher**
**Reports To:** **Dean**
**Employed By:** **NHA**
**Date Reviewed:** **May 9, 2023**

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**SUMMARY:**
In this position, a cohesive leadership team of deans will be there to support the At Risk Teacher every step of the way. Along with our result-driven curriculum and commitment to educating the whole child – academically, morally, and socially – you and your students will be set up for success.

**DUTIES AND RESPONSIBILITIES:**
- Provide instructional support services to students who are identified as eligible for intervention services through the use of assessments and eligibility criteria set by the school.
- Collaborate with classroom teachers.
- Serve as a conduit for communication to the at-risk students' parents by providing regular, clear and understandable progress reports on intervention services provided.

**QUALIFICATIONS:**
- Must hold a valid teacher license in K-8 for the state in which you are applying; except as otherwise provided by law, the Academy shall use certificated teachers according to state board rule.
- Candidates with experience working with at-risk students – preferred, if applicable to the school.
- Criminal background check.

**SUPERVISORY RESPONSIBILITIES:**
- None.

**PHYSICAL DEMANDS:**
- While performing the duties of this job, the employee is regularly required to talk and hear.
- The employee frequently is required to sit; use hands to handle; and reach with hands and arms.
- The employee is occasionally required to stand and walk.
- The employee must occasionally lift and/or move up to 25 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 noise level in the work environment is usually moderate.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

*The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.*

**Position Title:** Attendance Liaison
**Reports To:** Principal
**Employed By:** NHA
**Date Reviewed:** May 9, 2023

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**SUMMARY:**
The Attendance Liaison ensures eligible Title I students are successful in their academic achievement. The Attendance Liaison actively works to support Title I students and parents/guardians of Title I students through proactive attendance monitoring and strategies to reduce chronic absenteeism to achieve academic success. The Attendance Liaison works collaboratively with parents/guardians of Title I students to ensure barriers to attendance are reduced or removed to increase student academic achievement.

**DUTIES AND RESPONSIBILITIES:**
- Proactively monitor student attendance to avoid chronic absenteeism
- Coordinate outreach efforts, including phone calls and home visits to parents/guardians of Title I students to improve attendance. Outreach efforts will be focused on Title I students whose academic achievement is impacted by being chronically tardy, truant, or absent.
- This position is supplementary and the district responsibilities regarding attendance are handled at the administrator level.
- Implement and support a system of school, family, and community partnerships to remove the attendance barrier in an effort to impact Title I students' learning
- Provide education opportunities for parents/guardians of Title I students (parenting class)

**QUALIFICATIONS:**
- There are no educational or certification requirements.
- Criminal background check.

**SUPERVISORY RESPONSIBILITIES:**
- None.

**PHYSICAL DEMANDS:**
- None.

**WORK ENVIRONMENT:**
- None.

*The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.*

**Position Title:** **Bus Liaison**
**Reports To:** **Principal**
**Employed By:** **NHA**
**Date Reviewed:** **May 9, 2023**

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**SUMMARY:**
The Bus Liaison supports students with recess, lunchroom duties, and transportation. This position provides support to parents for transportation.

**DUTIES AND RESPONSIBILITIES:**

- Provide supervision to students, K-8th grade, in the lunchroom and on the playground, monitor behavior, and advise students to follow safe practices in all situations.
- Support the school in assisting with transportation logistics.
- Work as the liaison between the district's busing department and parents related to questions and concerns.
- Support recess and lunch coverage as needed.

**QUALIFICATIONS:**

- Experience supervising children ages 5 to 17.
- Experience organizing recreation activities.
- Criminal background check.

**SUPERVISORY RESPONSIBILITIES:**

- None - does not supervise employees.
- Oversees before and after school supervision of students, including coordination of Bus Monitors and Before and After School Bus Aides, as applicable.

**PHYSICAL DEMANDS:**

- While performing the duties of this job, the employee is regularly required to talk and hear.
- The employee frequently is required to sit, use hands to handle, and reach with hands and arms.
- The employee is often required to stand and walk.
- The employee must occasionally lift and/or move up to 25 pounds.
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.
- Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential physical functions.

**WORK ENVIRONMENT:**

- The noise level in the work environment is usually moderate but can be loud at times.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

*The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position.*

*The individuals currently holding this position perform additional duties and additional duties may be assigned.*

**Position Title:** **Bus Monitor**
**Reports To:** **Principal**
**Employed By:** **NHA**
**Date Reviewed:** **May 9, 2023**

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**SUMMARY:**
The Bus Monitor provides support to students through supervision of the lunchroom, playground, and transportation.

**DUTIES AND RESPONSIBILITIES:**
- Provide supervision to students, K-8th grade, in the lunchroom and on the playground, monitor behavior, and advise students on safe practices in all situations.
- Participate on bus routes with students and bus driver.
- Provide supervision to students, monitor and advise on safe practices and behaviors, and provide encouragement and discipline as appropriate.
- Communicate with parents and school office on delays or issues.

**QUALIFICATIONS:**
- Prior experience supervising children ages 5 to 17 and organizing recreation activities.
- Criminal background check.

**SUPERVISORY RESPONSIBILITIES:**
- None.

**PHYSICAL DEMANDS:**
- While performing the duties of this job, the employee is regularly required to talk and hear.
- The employee frequently is required to sit; use hands to handle; and reach with hands and arms.
- The employee is often required to stand and walk.
- The employee must occasionally lift and/or move up to 25 pounds.
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.
- Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential physical functions.

**WORK ENVIRONMENT:**
- The noise level in the work environment is usually moderate but can be loud at times.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

*The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.*

**Position Title:** College and Career Intervention Coach
**Reports To:** Principal
**Employed By:** NHA
**Date Reviewed:** February 1, 2025

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**SUMMARY:**

The College and Career Intervention Coach supports the development of academic and soft skills to develop the college and career readiness of all students. The College and Career Intervention Coach works in tandem with school staff and community stakeholders to develop and implement interventions that holistically support students as they aim to overcome barriers and become future ready. The College and Career Intervention Coach monitors student progress towards college access goals and all required graduation outcomes in collaboration with school staff and student families, paying particular attention to the unique needs of first generation and students at risk of a successful secondary and postsecondary outcome.

**DUTIES AND RESPONSIBILITIES:**

- Develop activities and interventions to support the growth of student academic skills, soft skills, and career/college readiness skills; developing student mindsets and behaviors that lead to success.
- Collaborate with school staff and community stakeholders to define the needs and barriers facing students.
- Uphold the integrity of the college preparatory mission of the school by providing support, experiences, and resources that give students access to college opportunities.
- Host college representative visits, organize college campus visits and stay apprised of developments in college admission practices.
- Provide a variety of college advising services to students, including individual student meetings, classroom lessons, and college preparation events.
- Provide Tier 2 and Tier 3 interventions to ensure college going needs are met for first generation, and/or at-risk students.
- Coach students and families through the financial aid process, ensuring graduating students and their families complete FAFSA and understand the cost of college as well as the opportunities to make college more affordable.
- Track student college application progress, college acceptances, and scholarship awards.
- Provide required college application documents including transcripts, school profiles, and recommendations.
- Monitor student progress towards all required graduation outcomes.
- Additional fair share responsibilities as assigned.
- Light travel is required for professional development meetings and college campus visits.

**QUALIFICATIONS:**

- BA or higher, from an accredited college or university.
- School Counselor License (SCL) or School Counselor Endorsement (NT) preferred (only required if state requires)
- Supervisory experience, preferred but not required.
- Knowledge of general computer systems and applications; ability to travel to regional professional development trainings; effective communication skills – in writing and in-

person; ability to work independently and manage time and tasks; ability to collaborate with district and building colleagues, families, and community partners.
- Criminal background check.

**SUPERVISORY RESPONSIBILITIES:**
- None.

**PHYSICAL DEMANDS:**
- Ability to lift and move up to 25 pounds.
- Ability to sit for extended periods of time.
- This position requires the individual to meet multiple demands from several people and interact with the public and other staff.
- Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

**WORK ENVIRONMENT:**
- Works full 12-month schedule

*The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.*

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|---|---|
| **Position Title:** | **College and Career Readiness Counselor** |
| **Reports To:** | **Dean** |
| **Employed By:** | **NHA** |
| **Date Reviewed:** | **March 3, 2025** |

**SUMMARY:**

The College and Career Readiness Counselor ("Counselor") works as an advocate for all students, supporting the development of the mindsets and behaviors that increase student academic and social-emotional skills with the aim of ensuring that students are college and career ready. The Counselor works in tandem with school staff and community stakeholders to develop and implement a counseling program that holistically supports students as they aim to overcome barriers and become future ready. The Counselor monitors student progress towards college access goals and all required graduation outcomes in collaboration with school staff and student families. Finally, the school Counselor works to ensure that the early college program runs smoothly, supporting students, staff, and families while maintaining a positive partnership with the early college post-secondary partner institution.

**DUTIES AND RESPONSIBILITIES:**

- Work as an advocate for all students and support the development of student academic, social/emotional, and career/college readiness skills, mindsets, and behaviors.
- Collaborate with school staff and community stakeholders to define the needs and barriers facing students.
- Deliver, manage, and assess a school counseling program that holistically supports students and their needs.
- Uphold the integrity of the college preparatory mission of the school by providing support, experiences, and resources that give students access to college opportunities:
    - Provide a variety of college advising services to students, including individual student meetings, classroom lessons, and college preparation and financial aid events.
    - Host college representative visits, organize college campus visits and stay apprised of developments in college admission practices and financial aid requirements.
    - Provide required college application documents, including transcripts, school profiles, and Counselor recommendations.
    - Track application progress, college acceptances, and scholarship awards
- Monitor student progress towards all required graduation outcomes.
- Ensure that the early college program runs smoothly, supporting students, staff, and families.
- Maintain a positive partnership with the early college post-secondary partner institution(s).
- Additional responsibilities as assigned.
- Maintain all requirements necessary for school counselor licensure or endorsement.
- Light travel is required for professional development meetings and college campus visits.

**QUALIFICATIONS:**

- Master's Degree preferred (only required if state requires).
- School Counselor License (SCL) or School Counselor Endorsement (NT) required in Michigan. Licensure may be required in other states.

- Supervisory experience, preferred but not required
- Knowledge of general computer systems and applications; ability to travel to regional professional development trainings; effective communication skills – in writing and in-person, ability to work independently and manage time and tasks, ability to collaborate with district and building colleagues, families, and community partners.
- Criminal background check.

**SUPERVISORY RESPONSIBILITIES:**

- None.

**PHYSICAL DEMANDS:**

- None.

**WORK ENVIRONMENT:**

- Works full 12 months out of the year.

*The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.*

**Position Title:** Dean
**Reports To:** Principal
**Employed By:** NHA
**Date Reviewed:** May 9, 2023

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**SUMMARY:**
At National Heritage Academies (NHA), the Dean is dedicated to achieving the purpose of "transforming the lives of students and enriching communities by delivering high-quality educational choice to families". The Dean's goal is to ensure high quality learning for every student in every classroom every day by growing teacher skill, capacity, and effectiveness and creating effective collaboration between teachers. Properly executed, the leadership of the Dean improves student learning growth, increases college readiness, and enhances school health as measured by academic, financial, and cultural metrics. The Dean role is pivotal in realizing these school and organizational goals.

**DUTIES AND RESPONSIBILITIES:**

- Develop, support, and maintain a safe, engaging culture focused on student learning.
- Master and model all aspects of the Classroom Framework of Instructional Practice.
- Build relationships with and among teachers and invest in the professional success of all staff members.
- Coach teachers towards instructional mastery and provide ongoing, differentiated support based on teacher skill, experience, and needs, using the Classroom Framework as the blueprint.
- Manage and hold teachers accountable to college readiness through teacher development (e.g., observations, full lesson observations, goal setting, O3s, coaching).
- Routinely analyze student, class, and wing data to drive instruction, student growth, and professional development to ensure that all student needs are met.
- Promote, model, and reinforce all NHA and school procedures (e.g., School-wide Behavioral System, Behave with Care, Moral Focus).
- Manage parent relationships.
- Participate in recruitment and on-boarding efforts for direct reports.
- Administer annual evaluations.
- Lead wing PLC meetings using data and state standards.
- Oversee summer school learning program and provide tutor services (not required, available with additional pay based on grant resources and funding).
- Occasional travel required.
- Additional duties as assigned.

**QUALIFICATIONS:**

- College diploma (BA or equivalent) or higher in education or related field.
- School Administrator Licensure in states where this is required; all administrators or other persons 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.
- Bachelor's degree and a minimum of 3-5 years' experience in teaching as well as previous school leadership experience as an instructional coach, assistant principal, interim dean, content

- leader, new teacher mentor, etc.
- Experience working with at-risk students – strongly preferred.
- Strong written and verbal skills.
- Self-motivated, with the ability to see complex projects through from start to finish.
- Highly developed interpersonal skills.
- Criminal background check.

**SUPERVISORY RESPONSIBILITIES:**

- Directly supervise a group of teachers and support staff.
- Carry out supervisory responsibilities in accordance with the organization's policies and applicable laws.
- Interviewing, hiring, and training employees.
- Planning, assigning, and directing work.
- Appraising performance, rewarding, and disciplining employees.
- Addressing complaints and resolving problems.

**PHYSICAL DEMANDS:**

- While performing the duties of this job, the employee is regularly required to talk or hear.
- The employee occasionally is required to sit, use hands to handle, and reach with hands and arms. The employee is frequently required to stand and walk.
- The employee must occasionally lift and/or move up to 25 pounds (i.e., boxes of supplies).
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.
- The employee is required to hear from a distance and to identify voices and understand communication with background noise.
- This position requires the individual to meet multiple demands from several people and interact with the public and other staff.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**WORK ENVIRONMENT:**

- While performing the duties of this job, the employee is occasionally exposed to wet, cold, and/or humid conditions and outside weather conditions.
- The noise level in the work environment is usually moderate.
- The hours of work vary due to simultaneous demands, customer expectations, and changing priorities.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

*The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.*

**Position Title:** **Dean (Asynchronous)**
**Reports To:** **Principal**
**Employed By:** **NHA**
**Date Reviewed:** **May 2025**

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**SUMMARY:**

National Heritage Academies (NHA) is seeking a dynamic and experienced K–12 Asynchronous Dean to lead the design, implementation, and continuous improvement of asynchronous learning programs within our K–12 educational environment. The role will support NHA's PrepNet Virtual Academy (PVA) and report to the principal at PVA. This position is crucial in providing flexible, high-quality learning experiences that meet the diverse needs of students, educators, and families. The ideal candidate will possess a strong background in instructional design, project management, and a deep understanding of K–12 education and asynchronous learning methodologies.

**DUTIES AND RESPONSIBILITIES:**

- Leads team by effectively coaching and managing performance to maximize outcomes while ensuring a collaborative and engaged work environment.
- Collaborate with the NHA Curriculum and Instruction team to ensure the asynchronous program aligns with NHA curriculum standards.
- Provide technical support and training to educators and students to ensure effective use of asynchronous learning tools.
- Monitor and analyze student engagement and performance data to assess the effectiveness of asynchronous learning programs. Use data to inform decision-making and drive program improvements.
- Conduct regular evaluations to maintain high-quality learning experiences.
- Serve as a liaison between students, families, educators, and administrators. Communicate program updates, gather feedback, and ensure alignment with educational goals and policies.
- Coach staff towards student success outcomes, including, but not limited to, communication, clear accountability, digital integrity, etc.
- Build relationships with and among teachers and invest in the professional success of all staff members.
- Promote, model, and reinforce all NHA and school procedures (e.g., School-wide Behavioral System, Behave with Care, Moral Focus).
- Manage parent relationships.
- Manage student behavior, including digital integrity.
- Participate in recruitment and onboarding efforts for direct reports.
- Lead Asynchronous Professional Learning Community settings using data and state standards. Professional Learning Community.
- Assess complex situations and provide solutions both independently and through a comprehensive team approach.
- Assists with programmatic and financial audits as needed.
- Assist with enrollment and onboarding processes to fill classrooms and support staffing.
- Additional duties as assigned.

**QUALIFICATIONS:**

- Hold a valid Michigan School Administrative Certificate or meet alternative requirements. NHA will support you through your alternative certification journey.
- Bachelor's degree in education, Instructional Design, Educational Technology, or a related field. A master's degree is preferred.
- Minimum of 5 years of experience in K–12 education, and at least 2 years in a leadership or program management role focused on asynchronous or online learning.
- Experience in developing and managing K–12 asynchronous learning programs.
- Familiarity with data analytics tools and educational technologies.
- Experience in providing professional development for educators in online learning environments.
- Criminal background check.

**SKILLS:**

- Proficiency in learning management systems (e.g., Canvas, Google Classroom, Moodle).
- Strong understanding of instructional design principles and online pedagogy.
- Excellent project management and organizational skills.
- Effective communication and interpersonal skills.
- Ability to analyze data and make data-driven decisions.
- Knowledge of accessibility standards and inclusive design practices.

**SUPERVISORY RESPONSIBILITIES:**

- Oversee and manage all asynchronous teaching staff, acting as their direct supervisor to ensure instructional quality, accountability, and alignment with organizational goals.
- Provide direct supervision and support to all asynchronous instructors, serving as their primary point of contact for guidance, performance management, and professional development.

**PHYSICAL DEMANDS:**

- Ability to lift and move up to 25 pounds.
- Ability to sit for extended periods of time.
- This position requires the individual to meet multiple demands from several people and interact with the public and other staff.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- Occasional travel may be required.

**WORK ENVIRONMENT:**

- This is a fully in-person position at our NHA Service Center located at 3850 Broadmoor Ave., Grand Rapids, MI.
- Ability to work in a high traffic, indoor environment.
- Must be able to work flexible hours as needed.
- May be required to travel based on state testing needs.

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**Position Title:** **Early College Coordinator**
**Reports To:** **Principal**
**Employed By:** **NHA**
**Date Reviewed:** **February 1, 2025**

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**SUMMARY:**

The Early College Coordinator's purpose is to provide college access and opportunities to students who would not normally have access to college and/or students who experience barriers to college success. The Early College Coordinator is responsible for coordinating and supporting the vision for the early college program while supporting every early college student. The Early College Coordinator collaborates with high school, college, and district staff to ensure that students and their families have a smooth, empowering, and growth-filled experience from pre-program to post-program.

**DUTIES AND RESPONSIBILITIES:**

- Be knowledgeable about multiple facets of the Early College program: program requirements, the opportunities available to students, and state reporting requirements.
- Serve as a program ambassador, sharing the program and its benefits with students, families, and stakeholders.
- Assist students with program and college applications.
- Actively monitor student grades and participation in Early College courses.
- Ensure and coordinate that the Early College program runs smoothly.
- Support students in completing a five-year educational development plan, adapting when needed as students progress through the program.
- Meet and communicate with parents about Early College student progress.
- Maintain a positive partnership with the early college post-secondary partner institution(s)
- Serve as a liaison between the high school, the students, and the college partner to:
    - Schedule students in college courses and arrange high school-hosted college courses.
    - Purchase required course texts and supplies.
    - Schedule campus visits and experiences for current and prospective early college students.
    - Troubleshoot issues and possible program or student status changes.
    - Process college grades and transcript updates
- Assist in state-required count and compliance paperwork and system updates.
- Assist the College and Career Readiness Counselor in running an annual bootcamp/orientation program.
- Work alongside the College and Career Readiness Counselor to address program needs.
- Assist students with practical needs: food service, transportation needs, and 504/IEP accommodations at the college level.
- Address college course attendance issues with students and families.

**QUALIFICATIONS:**

- Associates or some college required; B.A. (or higher) preferred, from an accredited college or university.
- Supervisory experience, preferred.
- Knowledge of general computer systems and applications.
- Ability to travel to regional professional development trainings.
- Effective communication skills – in writing and in person.
- Ability to work independently and manage time and tasks.
- Ability to collaborate with district and building colleagues, families, and college partners.
- Criminal background check.

**SUPERVISORY RESPONSIBILITIES:**

- None.

**PHYSICAL DEMANDS:**

- Ability to lift and move up to 25 pounds.
- Ability to sit for extended periods of time.
- This position requires the individual to meet multiple demands from several people and interact with the public and other staff.
- Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

**WORK ENVIRONMENT:**

- Work/home office space conducive to professional work; MI in-state travel as required to support student Early College experience.

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**Position Title:** Early College Success Teacher
**Reports To:** Dean
**Employed By:** NHA
**Date Reviewed:** June 21, 2023

**SUMMARY:**

The Early College Success Teacher will develop and implement supplemental support systems and resources to ensure high-quality advising and mentoring services are provided to all students in the Early College Program during their advisory period. All interventions and resources will aim to ensure the success of all Early College students in grades 9-13, particularly those most at-risk of academic failure.

**DUTIES AND RESPONSIBILITIES:**

- Plan and provide instruction to early college students during their early college advisory course
- Provide whole class instruction and individual student support
- Teach soft skills and strong student practices, coaching students to apply new skills to their college and high school classes
- Be knowledgeable about the Early College program, program requirements, the opportunities available to students, and state reporting requirements.
- Support the success of students beginning the program and a new college semester; ensuring that they are properly connected to the college online tools, email, course pages, and any course-specific needs.
- Collaborate with the Early College Coordinator and/or College and Career Readiness Counselor to surface individual student needs, student progress, and program-wide needs.
- Communicate with the Early College partner institution about student opportunities and any troubleshooting issues.
- Mentor and support students as they navigate the day-to-day responsibilities of college courses.
- Monitor student progress and attendance.
- Refer students to both high school and college provided resources as needed: tutoring services, career services, etc.
- Assist students with practical needs: food service, transportation needs, and 504/IEP accommodations at the college level.
- Answer parent questions about student progress in Early College classes.
- Assist in Early College Orientation/Bootcamp planning and delivery.

**QUALIFICATIONS:**

- BA or higher, from an accredited college or university.
- Must hold a valid teaching license for the grade level of the class being offered.
- Criminal background check.

**SUPERVISORY RESPONSIBILITIES:**

- None.

**PHYSICAL DEMANDS:**

- Ability to lift and move up to 25 pounds.
- Ability to sit for extended periods of time.

- This position requires the individual to meet multiple demands from several people and interact with the public and other staff.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**WORK ENVIRONMENT:**

- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.

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**Position Title:** Educational Technology Coordinator (ETC)
**Reports To:** Principal
**Employed By:** NHA
**Date Reviewed:** May 3, 2023

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**SUMMARY:**
ETC's are in K-8 buildings part-time and are solely focused on managing and maintaining student technology (i.e., Chromebooks). As the Educational Technology Coordinator (ETC), you will support technology for students, families, and staff to provide a consistent learning environment for both in-school and virtual learning.
This is a part time position.

**DUTIES AND RESPONSIBILITIES:**

- Manage school-based technology, including student Chromebooks, to support in-school and virtual learning.
- Manage the deployment of technology for the school, including the yearly refresh process for Chromebooks.
- Provide technical support and initial troubleshooting to NHA students, families, and staff to ensure consistent access to online learning resources.
- Perform hardware repairs, such as but not limited to Chromebook repairs and other devices critical for virtual learning.
- Collaborate with the school's leadership team and technology teacher/LTS to provide professional development on new technology.
- Responsible for managing/repairing school-based technology, providing technical support (e.g., hardware repairs, such as but not limited to Chromebook repairs and other devices critical for virtual learning).
- Be a liaison for all things related to technology at the school by being the voice of NHA's IT Department to effectively communicate and apply NHA's Technology Model to desired school-based technology implementations.
- Ongoing interest in technology solutions, and desire to stay current with the ever-evolving landscape.

**QUALIFICATIONS:**

- High School Diploma required.
- Preferred associate's or bachelor's degree in education, technology, or in pursuit of a similar degree.
- Ability to communicate and work effectively with parents, staff, and students.
- Ability to explain technical concepts to non-technical individuals.
- Multi-tasker, detail-oriented, and strong organizational skills.
- To learn more about Chromebook repairs, please click here.
- Criminal background check.

**SUPERVISORY RESPONSIBILITIES:**

- None.

**PHYSICAL DEMANDS:**

- Ability to lift and move up to 25 pounds.
- Ability to sit for extended periods of time.

- This position requires the individual to meet multiple demands from several people and interact with the public and other staff.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**WORK ENVIRONMENT:**

- Ability to work in a high traffic, indoor environment.
- Must be able to work flexible hours as needed.

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**Position Title:** English Language Learners Paraprofessional
**Reports To:** Academic Intervention Coach
**Employed By:** NHA
**Date Reviewed:** May 9, 2023

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**SUMMARY:**
Under the supervision of a classroom teacher, paraprofessionals provide instructional assistance to students in need of academic intervention services. The services provided should lead to a significant growth in student test results.

**DUTIES AND RESPONSIBILITIES:**

- Prepare daily lesson plans for students under the direction of immediate supervisor and/or classroom teacher for English language learners.
- Provide individual and small group instruction.
- Provide instructional assistance for students during workshop as directed by the classroom teacher and designated instructional leader.
- Participate in weekly planning sessions with classroom teachers and immediate supervisor
- Complete daily logs.
- Attend articulation meetings with classroom teachers.
- Attend professional development activities as required.
- Be available for afternoon and evening parent-teacher conferences.
- Exemplary attendance and tardiness record.
- Other duties may be assigned from time to time.

**QUALIFICATIONS:**

- Associate's degree or higher; or completed at least 60 credit hours of higher education as defined by the institution or higher education (MI only); or pass the ParaPro assessment (ACT WorKeys, MTTC basic skills or ETS exam).
- No certificates or licenses needed.
- Read, analyze, and interpret general business periodicals, professional journals, technical procedures, and governmental regulations.
- Write reports, business correspondence, and procedure manuals.
- Establish and maintain effective working relationships with students, peers, parents, and community.
- Speak clearly and concisely in written and oral communication.
- Add, subtract, multiply, and divide all units of measure, using whole numbers, common fractions, and decimals.
- Compute rate, ratio, and percent and draw and interpret graphs.
- Work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry.
- Apply mathematical concepts to practical situations.
- Define problems, collect data, establish facts, and draw valid conclusions.
- Deal with a variety of abstract and concrete variables in situations where only limited standardization exists.
- Interpret a variety of instructions in written, oral, diagram, or schedule form.
- Criminal background check.

**SUPERVISORY RESPONSIBILITIES:**

- None.

**PHYSICAL DEMANDS:**

- While performing the duties of this job, the employee is regularly required to talk or hear.
- The employee occasionally is required to sit, use hands to handle, and reach with hands and arms. The employee is frequently required to stand and walk.
- The employee must occasionally lift and/or move up to 25 pounds.
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**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.

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**Position Title:** English Language Learners (ELL) Teacher
**Reports To:** Dean
**Employed By:** NHA
**Date Reviewed:** May 9, 2023

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**SUMMARY:**
Bring your passion for influencing and supporting our youth to National Heritage Academies (NHA) as an English language learners teacher to one of our NHA partner schools. In this position, a cohesive leadership team of deans will be there to support you every step of the way. Along with our result-driven curriculum and commitment to educating the whole child – academically, morally, and socially – you and your students will be set up for success.

**DUTIES AND RESPONSIBILITIES:**
- NHA provides instructional support services to students who are identified as eligible for language support services by assessments and eligibility criteria set by the school.
- Additional duties as assigned.
- Participate collaboratively and professionally with fellow teachers and support staff to meet the goals and individual needs of each student.
- Create, manage, and participate in a variety of professional development and orientation activities.
- Additional duties as assigned.

**QUALIFICATIONS:**
- Must hold a valid teacher license in the applicable grade level for the state in which you are applying; except as otherwise provided by law, the Academy shall use certificated teachers according to state board rule.
- TESOL certification or NS endorsement (ESL endorsement) is preferred.
- Self-guided and decisive educators who exhibit cultural awareness and creativity.
- Experience with ELL students is strongly preferred.
- Criminal background check.

**SUPERVISORY RESPONSIBILITIES:**
- None.

**PHYSICAL DEMANDS:**
- Ability to lift and move up to 25 pounds.
- Ability to sit for extended periods of time.
- This position requires the individual to meet multiple demands from several people and interact with the public and other staff.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**WORK ENVIRONMENT:**
- Ability to work in a high traffic, indoor environment.
- Must be able to work flexible hours as needed.

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**Position Title:** **Instructional Coach**
**Reports To:** **Principal**
**Employed By:** **NHA**
**Date Reviewed:** **May 9, 2023**

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**SUMMARY:**
Bring your passion for influencing and supporting our youth to National Heritage Academies (NHA) as an instructional coach at one of our NHA partner schools. In this position, a cohesive leadership team of deans will be there to support you every step of the way. With our result-driven curriculum and commitment to educating the whole child – academically, morally, and socially – you and your students will be set up for success.

**DUTIES AND RESPONSIBILITIES:**
- Provide consistent instructional support and guidance to school staff. Conduct individual, bi-weekly meetings with each classroom teacher.
- Executes classroom visits and supplies feedback concerning curriculum, instruction and assessment to help educators grow and excel in the classroom.
- Other duties as assigned.

**QUALIFICATIONS:**
- Must hold a valid teacher license or meet alternative requirements in the state you are applying; except as otherwise provided by law, the Academy shall use certificated teachers according to state board rule.
- Criminal background check.

**SUPERVISORY RESPONSIBILITIES:**
- None.

**PHYSICAL DEMANDS:**
- While performing the duties of this job the employee is regularly required to talk and hear.
- The employee frequently is required to sit; use hands to handle; and reach with hands and arms.
- The employee is occasionally required to stand and walk.
- The employee must occasionally lift and/or move up to 25 pounds.
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.
- Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential physical functions.

**WORK ENVIRONMENT:**
- The noise level in the work environment is usually moderate.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

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**Position Title:** Library Technology Aide
**Reports To:** Dean
**Employed By:** NHA
**Date Reviewed:** March 20, 2024

**SUMMARY:**
Bring your passion for influencing and supporting our youth to National Heritage Academies (NHA) as a library technology aide.

**DUTIES AND RESPONSIBILITIES:**
- Analyze the collection to order new books to add to the collection.
- Assist teachers in promoting reading and guide students in the individual choice of books for recreation and research reading to promote lifelong learning by fostering a positive attitude.
- Assist the LTS in end-of-year Moral Focus Library and central Library inventory.
- Facilitate library classes in partnership with the Library Technology Specialist (LTS).
- Assist the LTS in maintaining the library collection by: cataloging books, creating spine labels, barcoding books, shelving, organizing, weeding, repairing books, and keeping track of library fines or lost books.
- Assist the LTS by making resources available to students and teachers through a systematically developed and organized collection of library materials.
- Assist the LTS by checking in/out books, putting books on hold, and assisting patrons with how to find books using the Dewey Decimal Classification system.
- Assist the LTS with the Moral Focus Library and complete end-of-year inventory.
- Per teacher request choose and select age-appropriate books to align to curricular topic of study.
- The Library Technology Aide (LTA) works cooperatively with the Library Technology Specialist (LTS) to manage the central library and assist the LTS in managing the school's technology.
- Uphold expectations of Acceptable Use policy as outlined in the NHA Parent/Student Handbook for use of library and media resources.

**QUALIFICATIONS:**
- Add, subtract, multiply and divide all units of measure, using whole numbers, common fractions, and decimals.
- Apply mathematical concepts to practical situations.
- Complete college credits applicable to state law; or obtain an associate's degree (or higher); or meet a rigorous standard of quality and demonstrate, through a formal state or local academic assessment:
    - Knowledge of and the ability to assist in, instructing reading, writing and mathematics; or
    - Knowledge of and the ability to assist in, instructing reading readiness, writing readiness and mathematics readiness, as appropriate.
- Compute rate, ratio, and percent and to draw and interpret graphs.
- Deal with a variety of abstract and concrete variables in situations where only limited standardization exists.
- Define problems, collect data, establish facts, and draw valid conclusions.

- Establish and maintain effective working relationships with students, peers, parents and community.
- Interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- No certificates or licenses needed.
- Read, analyze and interpret general business periodicals, professional journals, technical procedures, and governmental regulations.
- Speak clearly and concisely in written and oral communication.
- Work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry.
- Write reports, business correspondence, and procedure manuals.
- Criminal background check.

**SUPERVISORY RESPONSIBILITIES:**

- None.

**PHYSICAL DEMANDS:**

- None.

**WORK ENVIRONMENT:**

- None.

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**Position Title:** Library Technology Specialist (K-8)
**Reports To:** Academic Intervention Coach
**Employed By:** NHA
**Date Reviewed:** May 9, 2023

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**SUMMARY:**
Bring your passion for influencing and supporting our youth to National Heritage Academies (NHA) as a library technology specialist to one of our NHA partner schools. In this position, a cohesive leadership team of deans will be there to support you every step of the way. Along with our result-driven curriculum and commitment to educating the whole child – academically, morally, and socially – you and your students will be set up for success.

**DUTIES AND RESPONSIBILITIES:**
- The individual will provide the leadership and expertise needed to ensure that the library and technology programs are an integral part of the instructional program.
- Training of library personnel from new schools as well as new personnel at established schools.
- Maintain communication with new and established library personnel.
- Chair, prepare and report on Michigan monthly librarian meetings.
- Set up “Opening Day Collection” orders in preparation for new schools.
- Expand knowledge of current innovations and trends in media and technology.
- Maintain and update NHA book list.
- Research and develop curriculum related book lists for individual libraries.
- Visit new and existing NHA libraries throughout the school year conducting observations, providing encouragement, and answering questions.
- Work with Education Department on special projects throughout school year.

**QUALIFICATIONS:**
- Must hold a valid teacher license or ND endorsement or any endorsement for the grade level at which the course is offered in the subject and/or grade level for the state in which you are working; except as otherwise provided by law, the Academy shall use certificated teachers according to state board rule.
- Knowledge and experience in library sciences and literacy education for K-12 is preferred.
- Candidates with experience working with at-risk students is preferred, if applicable to the school.
- Criminal background check.

**SUPERVISORY RESPONSIBILITIES:**
- None.

**PHYSICAL DEMANDS:**
- While performing the duties of this job, the employee is regularly required to talk or hear.
- The employee occasionally is required to sit; use hands to handle; and reach with hands and arms. The employee is frequently required to stand and walk.
- The employee must occasionally lift and/or move up to 50 pounds (i.e., AV/VCR Carts, boxes of supplies).

- The employee must occasionally climb ladders or crawl under/behind desks to troubleshoot equipment.
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.
- The employee is required to hear from a distance and identify voices and understand communication with background noise.
- This position requires the individual to meet multiple demands from several people and interact with the public and other staff.
- Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

**WORK ENVIRONMENT:**

- While performing the duties of this job, the employee is occasionally exposed to wet, cold, and/or humid conditions and outside weather conditions.
- The noise level in the work environment is usually moderate.
- The hours of work vary due to simultaneous demands, customer expectations and changing priorities.
- Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

*The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.*

**Position Title:** Occupational Therapist
**Reports To:** Principal
**Employed By:** NHA
**Date Reviewed:** May 9, 2023

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**SUMMARY:**

The Occupational Therapist is responsible for working with students who have fine and gross motor impairments as the result of neurological or physiological delays or trauma and has been determined by an IEP team to require Special Education support. While working with these OT students, the Occupational Therapist may also work with At-Risk students within the general education population. The Therapist should work in collaboration with the Special Education Building Coordinator at the NHA Service Center in the formation of daily schedules, testing schedules, and annual meetings and should supply the Special Education Building Coordinator with current Occupational Therapy student lists so he/she can maintain a master Special Education list.

**DUTIES AND RESPONSIBILITIES:**

- Evaluate new students enrolling in the program within 30 days after entering program if Occupational Therapy needs exist.
- Use standardized tests, customized measures, and/or observation to evaluate the student in the areas of cognitive perceptual motor skills, motor coordination, psychosocial development, self-care, muscle strength and range of motion, postural reflexes, and needs for adaptive devices and prostheses.
- Evaluate treatment effectiveness by observation, testing, and communication with family.
- Utilize treatment procedures involving physical, sensory, manual, creative, and recreational activities.
- Participate in MET and IEP process.
- Utilize a team approach to planning and treatment with school personnel, families, physicians, and agencies.
- Consult with teachers regarding occupational therapy goals for the classroom setting and support classroom goals in the therapy treatment program.
- Provide training to appropriate individuals regarding effective methods to aid the student in the mainstream.
- Demonstrate professionalism when dealing with confidential issues and materials.
- Maintain file of caseload and keep Building Coordinator updated on changes.
- Design/construct adaptive equipment and devices for the student and/or classroom.
- Demonstrate willingness to keep updated on issues and research by pursuing professional development.
- Maintain schedule and log progress toward goals for student's sessions.
- Promote and participate in specific school projects such as screening programs, career days, etc.
- Attend parent/ teacher meetings (as necessary).
- Perform other job-related duties as assigned by the building principal.

**QUALIFICATIONS:**

- College degree and an occupational therapy license for the state in which you operate.

- High level of verbal communication and interpersonal skills such as discretion, integrity, and flexibility to interact effectively with administrators, peers, constituent districts, parents, and the general public.
- Ability to interpret test scores as they relate to your area of expertise.
- A clear understanding of confidentiality issues related to the Special Education program and the ability to prioritize tasks appropriately and interpret a variety of instructions furnished in written, oral, diagram, and schedule form.
- Criminal background check.

**SUPERVISORY RESPONSIBILITIES:**

- Supervise COTA as applicable.

**PHYSICAL DEMANDS:**

- While performing the duties of this job, the employee is regularly required to talk or hear.
- The employee occasionally is required to sit, use hands to handle, and reach with hands and arms. The employee is frequently required to stand and walk.
- The employee must occasionally lift and/or move up to 25 pounds (i.e., boxes of supplies).
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.
- The employee is required to hear from a distance and identify voices and understand communication with background noise.
- This position requires the individual to meet multiple demands from several people and interact with the public and other staff.
- Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

**WORK ENVIRONMENT:**

- While performing the duties of this job, the employee is occasionally exposed to wet, cold, and/or humid conditions and outside weather conditions.
- The noise level in the work environment is usually moderate.
- The hours of work vary due to simultaneous demands, customer expectations, and changing priorities.
- Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

*The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.*

**Position Title:** Office Administrator
**Reports To:** Principal
**Employed By:** NHA
**Date Reviewed:** May 9, 2023

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**SUMMARY:**
The Office Administrator is accountable for customer service and efficient front office operation, including management of attendance, health and safety compliance, and support of the principal.

**DUTIES AND RESPONSIBILITIES:**

- Maintain and update bookkeeping at the school and be accountable for the accounting process, including Purchase orders, check requests, employee expense reports, tuition assistance, budget worksheets, and weekly bank deposits. Collect and deposit lunch funds.
- Oversee receptionist responsibilities of the school and support an office environment that is professional, customer service oriented, and supportive to visitors, parents, and students.
- Answer phones, direct questions and inquiries, and distribute mail.
- Ensure that security procedures are strictly followed by effectively managing the visitor management system or parent sign-in system.
- Accurate use of facilities work order system.
- Inventory management for grant-funded assets.
- Health and Safety Compliance, including maintenance of the following documents: Processing of insurance claims.
- Distribute medication/attend to incidental needs of students.
- Student uniform management.
- Order and maintain supplies as needed for office and school staff.
- Complete purchase requisitions for supplies, books, and materials.
- Complete correspondence, memoranda, and reports for the principal, as well as maintain calendar and appointments for school leadership.
- Minimal travel required.

**QUALIFICATIONS:**

- Possess an associate degree and/or 2-4 years of experience in an office or school-related administrative position.
- Proficient with Microsoft Office products.
- Respond to common inquiries or complaints from parents.
- Communicate and work effectively with students, parents, principal, and teachers.
- Strong verbal and written communication skills.
- Criminal background check.

**SUPERVISORY RESPONSIBILITIES:**

- None.

**PHYSICAL DEMANDS:**

- While performing the duties of this job, the employee is regularly required to talk or hear.

- The employee frequently is required to sit; use hands to handle; and reach with hands and arms.
- The employee is occasionally required to stand and walk.
- The employee must occasionally lift and/or move up to 25 pounds.
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.
- Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

**WORK ENVIRONMENT:**

- While performing the duties of this job, the employee is occasionally exposed to wet and/or humid conditions and outside weather conditions.
- The noise level in the work environment is usually moderate.
- Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

*The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.*

| | |
|---|---|
| **Position Title:** | **Onsite School Office Manager** |
| **Reports To:** | **Principal** |
| **Employed By:** | **NHA** |
| **Date Reviewed:** | **Nov 29, 2023** |

**SUMMARY:**

We are seeking a detail-oriented and organized individual to join our virtual school team as an Onsite School Office Manager. The ideal candidate will oversee administrative tasks, manage the onsite school office as well as virtual office operations, and ensure efficient and smooth functioning of day-to-day activities in our physical location.

**DUTIES AND RESPONSIBILITIES:**

Administrative Oversight:

- Manage school office team including Office Administrators, Registrars, Tech Support, Testing Coordinator (weekly O3s, coaching, accountability tracking, team meetings, evaluations)
- Supervise day-to-day office operations, including managing schedules, handling correspondence, processing incoming/outgoing mail/ packages, and coordinating meetings.
- Manage the physical office space, ensuring a conducive and organized environment for staff and visitors.
- Maintain school records and databases, ensuring accuracy and confidentiality.
- Oversee inventory management and ordering of office supplies and equipment.
- Coordinate with virtual school administrators and staff to facilitate efficient communication and operations between the physical and virtual environments.

Student and Staff Support:

- Serve as a point of contact for students, parents, and staff, addressing inquiries and providing assistance.
- Coordinate with onsite and virtual school personnel to support student enrollment, withdrawals, and record-keeping in compliance with school policies.
- Assist in the onboarding process for new staff members, providing necessary administrative support.
- Assist in facilitating onsite events, activities, and meetings, ensuring proper logistics and support.

Financial Management:

- Manage school finances, including processing payments, handling invoices, and maintaining financial records. Deposits to PVA bank account. Tracking material expenses against budgets (student incentives, family engagement events, staff engagement, etc.). Creation of POs/check requests for vendors (testing sites, engagement vendors, scholastic, etc.). Oversee fee collection process
- Collaborate with relevant stakeholders on budget planning and expenditure tracking.
- School Visa maintenance. Identify expense codes to support quick reimbursement and submission of expense reports. Prepare financial updates on budget/expenditures for the principal or other stakeholders.

Facility Coordination:

- Coordinate school events, meetings, and appointments, arranging logistics and necessary resources.
- Oversee facility maintenance and liaise with external vendors for repairs and services.

- SC office maintenance. Support SC car rental process. Testing technology with site vendors (hotels, colleges, universities, etc.). Testing facility set-up, usage, contract, etc.
- Policy Compliance:
- Ensure compliance with school policies, regulations, and procedures, and assist in the development and implementation of new policies as needed.
- Collaborate with virtual school administrators and school support to implement and enforce policies that support both the virtual and physical aspects of the school.

**QUALIFICATIONS:**

- Proven experience in office management or a related administrative role, preferably within an educational setting.
- Proficiency in office software (e.g., Microsoft Office Suite, Google Workspace, virtual meeting platforms) and familiarity with database management systems.
- Excellent organizational and multitasking abilities with strong attention to detail.
- Exceptional communication skills, both written and verbal, with the ability to interact effectively with diverse stakeholders.
- Demonstrated ability to maintain confidentiality and handle sensitive information appropriately.
- Bachelor's degree in Business Administration, Education, or relevant field is preferred.
- Supervisory experience preferred.
- Criminal background check.

**SUPERVISORY RESPONSIBILITIES:**

- Yes, up to 2 people.

**PHYSICAL DEMANDS:**

- While performing the duties of this job, the employee is regularly required to talk or hear.
- The employee is frequently required to sit, use hands to handle, and reach with hands and arms.
- The employee is occasionally required to stand and walk.
- The employee must occasionally lift and/or move up to 25 pounds.
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.
- Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

**WORK ENVIRONMENT:**

- While performing the duties of this job, the employee is occasionally exposed to wet and/or humid conditions and outside weather conditions.
- The noise level in the work environment is usually moderate.
- Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

*The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.*

**Position Title:** **Online Learning Mentor**
**Reports To:** **Principal**
**Employed By:** **NHA**
**Date Reviewed:** **Aug 1, 2021**

**SUMMARY:**

Under the supervision of a classroom teacher, Online Learning Mentors provide instructional assistance to students in need of academic intervention services. The services provided should lead to a significant growth in student test results. A small portion of the role is also dedicated to supporting student daily attendance through personal communication and accountability.

**DUTIES AND RESPONSIBILITIES:**

- Prepare daily lesson plans for students under the direction of the immediate supervisor and/or classroom teacher.
- Provide individual and small group instruction.
- Provide instructional assistance for students during workshop as directed by the classroom teacher and designated instructional leader.
- Participate in weekly planning sessions with classroom teachers and immediate supervisor
- Complete daily logs (e.g. caseload hours, communication, accommodation, etc.)
- Monitor regular student attendance for assigned caseload.
- Communicate directly with students and families regarding attendance and/or behavior concerns.
- Attend articulation meetings with classroom teachers.
- Attend professional development activities as required.
- Be available for afternoon and evening parent-teacher conferences.
- Exemplary attendance and tardiness record.
- Other duties may be assigned from time to time.

**QUALIFICATIONS:**

- Associate's Degree or higher.
- Completed 60 credit hours of higher education as defined by the institution or higher education (MI only).
- Pass the ParaPro assessment (ACT WorKeys, MTTC basic skills or ETS exam
- No certificates or licenses needed.
- Read, analyze, and interpret general business periodicals, professional journals, technical procedures, and governmental regulations.
- Write reports, business correspondence, and procedure manuals.
- Establish and maintain effective working relationships with students, peers, parents, and the community.
- Speak clearly and concisely in written and oral communication.
- Add, subtract, multiply, and divide all units of measure, using whole numbers, common fractions, and decimals.
- Compute rate, ratio, and percent and to draw and interpret graphs.
- Work with mathematical concepts such as probability and statistical inference and fundamentals of plane and solid geometry and trigonometry.
- Apply mathematical concepts to practical situations.

- Define problems, collect data, establish facts, and draw valid conclusions.
- Deal with a variety of abstract and concrete variables in situations where only limited standardization exists.
- Interpret a variety of instructions furbished in written, oral, diagram, or schedule form.
- Criminal background check.

**SUPERVISORY RESPONSIBILITIES:**

- None.

**PHYSICAL DEMANDS:**

- While performing the duties of this job, the employee is regularly required to talk or hear.
- The employee occasionally is required to sit; use hands to handle; and reach with hands and arms. The employee is frequently required to stand and walk.
- The employee must occasionally lift and/or move up to 25 pounds.
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**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 information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.*

**Position Title:** **Paraprofessional**
**Reports To:** **Academic Intervention Coach**
**Employed By:** **NHA**
**Date Reviewed:** **May 9, 2023**

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**SUMMARY:**
Under the supervision of a classroom teacher, paraprofessionals provide instructional assistance to students in need of academic intervention services. The services provided should lead to significant growth in student test results.

**DUTIES AND RESPONSIBILITIES:**

- Prepare daily lesson plans for students under the direction of the immediate supervisor and/or classroom teacher.
- Provide individual and small group instruction.
- Provide instructional assistance for students during workshop as directed by the classroom teacher and designated instructional leader.
- Participate in weekly planning sessions with classroom teachers and immediate supervisor.
- Complete daily logs.
- Attend articulation meetings with classroom teachers.
- Attend professional development activities as required.
- Be available for afternoon and evening parent-teacher conferences.
- Exemplary attendance and tardiness record.
- Other duties may be assigned from time to time.

**QUALIFICATIONS:**

- Associate's degree or higher; or completed at 60 credit hours of higher education as defined by the institution or higher education (MI only); or pass the ParaPro assessment (ACT WorKeys, MTTC basic skills or ETS exam).
- No certificates or licenses needed.
- Read, analyze, and interpret general business periodicals, professional journals, technical procedures, and governmental regulations.
- Write reports, business correspondence, and procedure manuals.
- Establish and maintain effective working relationships with students, peers, parents, and community.
- Speak clearly and concisely in written and oral communication.
- Add, subtract, multiply, and divide all units of measure, using whole numbers, common fractions, and decimals.
- Compute rate, ratio, and percent and to draw and interpret graphs.
- Work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry.
- Apply mathematical concepts to practical situations.
- Define problems, collect data, establish facts, and draw valid conclusions.
- Deal with a variety of abstract and concrete variables in situations where only limited standardization exists.
- Interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Criminal background check.

**SUPERVISORY RESPONSIBILITIES:**

- None.

**PHYSICAL DEMANDS:**

- While performing the duties of this job, the employee is regularly required to talk or hear.
- The employee occasionally is required to sit; use hands to handle; and reach with hands and arms.
- The employee is frequently required to stand and walk.
- The employee must occasionally lift and/or move up to 25 pounds.
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**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 information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals.*

**Position Title:** **Paraprofessional Online Learning Mentor**
**Reports To:** **Academic Intervention Coach**
**Employed By:** **NHA**
**Date Reviewed:** **May 29, 2025**

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**SUMMARY:**
Staff are responsible for monitoring student progress and providing support remotely to ensure understanding and engagement. This role requires strong communication, initiative, organization, and familiarity with educational technology.

**DUTIES AND RESPONSIBILITIES:**

- Support classroom teachers by assisting with instructional activities and reinforcing learning objectives.
- Work one-on-one or in small groups with students to provide academic support and intervention.
- Assist students with special needs in accordance with Individualized Education Programs (IEPs).
- Collaborate with teachers, specialists, and other staff to support student learning.
- Facilitate open conversation and maintain regular communication with scholars and their parents through email, announcements, or virtual meetings as assigned.
- Use digital learning platforms (i.e. Google Suite, Amira, Nearpod, Dreambox, Lexia, NewsELA, etc.) to maximize student engagement and improve academic outcomes.
- Support the attendance and engagement of students on an identified caseload.
- Provide resources and support for home learning coaches to lead their scholars' learning journey at home with the support of a classroom teacher.
- Analyze and use data to plan personalized learning opportunities to both provide correctives and extensions for students with the support of the classroom teacher.
- Traditional school hours operate from 8:00 AM- 4:00 PM (EST), however, hours may be flexible based on caseload and family needs.
- Additional duties as assigned.

**QUALIFICATIONS:**
To perform this position successfully, an individual must be able to perform each job duty satisfactorily. The list below represents the knowledge, skills, and abilities of the position.

- Must meet state requirements for being a Title 1 paraprofessional.
- Previous experience working in a school or with school age children – preferred.
- Knowledge of and the ability to assist in teaching reading, writing, and/or mathematics.
- Understanding of and capability to navigate technical systems.
- Criminal background check.

**SUPERVISORY RESPONSIBILITIES**

- None

**PHYSICAL DEMANDS:**

- Ability to lift and move up to 25 pounds.
- Ability to sit for extended periods of time.
- This position requires the individual to meet multiple demands from several people and interact with the public and other staff.

- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**WORK ENVIRONMENT:**

- Ability to work in a high traffic, indoor environment.
- Must be able to work flexible hours as needed.

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**Position Title:** Principal
**Reports To:** Director of School Quality at NHA
**Employed By:** NHA
**Date Reviewed:** May 9, 2023

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**SUMMARY:**

At National Heritage Academies (NHA), the principal is dedicated to achieving the purpose of "transforming the lives of students and enriching communities by delivering high-quality educational choice to families". Properly executed, the leadership of the principal improves student learning growth, increases college readiness, and enhances school health as measured by academic, financial, and cultural metrics. The principal role is pivotal in realizing these school and organizational goals.

**DUTIES AND RESPONSIBILITIES:**

- Establish a foundation of an authentic relational community of staff, students, and parents, collaboratively adopting a cultural identity based on a clear mission and vision of high achievement and college readiness for students.
- Ensure implementation of rigorous curricula and assessments tied to both state and college readiness standards.
- Ensure implementation of high-quality, effective instructional planning, classroom instructional strategies and administration of assessments of student learning to drive increases in student achievement.
- Monitor multiple forms of student-level data to assess and improve the quality and impact of the school-wide intervention program.
- Recruit, hire, assign, and retain effective staff.
- Increase teacher effectiveness through professional learning structures.
- Oversee completion of rigorous evaluations of instructional staff for continuous improvement and accountability to results.
- Train, develop, and support a high-performing leadership team.
- Identify school-wide priorities, set ambitious student learning goals, and implement an aligned school improvement plan.
- Organize school time to support all student learning and staff development priorities.
- Allocate resources to align with the strategic plan.
- Demonstrate self-awareness, reflection, ongoing learning, and resiliency in the service of school-wide continuous improvement.
- Constructively manage change with the ultimate goal of improving student achievement.
- Occasional travel required.
- Additional duties as assigned.

**QUALIFICATIONS:**

- College diploma (BA or equivalent) or higher in Education or related field.
- School Administrator Licensure/Certificate in states where this is required; 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.
- Minimum of 3 years principal experience working with a K-8/K-12 diverse student population.

- Demonstrate achievements in student proficiency and growth that can be linked to his/her leadership (principal) and intervention.
- Strong written and verbal skills.
- Self-motivated, with the ability to see complex projects through from start to finish.
- Highly developed interpersonal skills.
- Criminal background check.

**SUPERVISORY RESPONSIBILITIES:**

- Directly supervise a group of employees, not to exceed 15 employees. This group includes deans, front office staff, and may in some circumstances include support staff.
- Carry out supervisory responsibilities in accordance with the organization's policies and applicable laws.
- Interviewing, hiring, and training employees.
- Planning, assigning, and directing work.
- Appraising performance, rewarding, and disciplining employees.
- Addressing complaints and resolving problems.

**PHYSICAL DEMANDS:**

- While performing the duties of this job, the employee is regularly required to talk or hear.
- The employee occasionally is required to sit; use hands to handle; and reach with hands and arms. The employee is frequently required to stand and walk.
- The employee must occasionally lift and/or move up to 25 pounds (i.e., boxes of supplies).
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.
- The employee is required to hear from a distance and identify voices and understand communication with background noise.
- This position requires the individual to meet multiple demands from several people and interact with the public and other staff.
- Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

**WORK ENVIRONMENT:**

- While performing the duties of this job, the employee is occasionally exposed to wet, cold and/or humid conditions and outside weather conditions.
- The noise level in the work environment is usually moderate.
- The hours of work vary due to simultaneous demands, customer expectations, and changing priorities.
- Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

*The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals*

**Position Title:** Recess Aide
**Reports To:** Dean
**Employed By:** NHA
**Date Reviewed:** May 9, 2023

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**SUMMARY:**
Bring your passion for influencing and supporting our youth to National Heritage Academies (NHA) as a recess aide to one of our NHA partner schools.

**DUTIES AND RESPONSIBILITIES:**
- Provide supervision to students in the lunchroom and on the playground.
- Monitor behavior and advise students on safe practices in all situations.

**QUALIFICATIONS:**
- Prior experience supervising children ages 5 to 17 and organizing recreation activities.
- Criminal background check.

**SUPERVISORY RESPONSIBILITIES:**
- None.

**PHYSICAL DEMANDS:**
- While performing the duties of this job, the employee is regularly required to talk and hear.
- The employee frequently is required to sit; use hands to handle; and reach with hands and arms.
- The employee is often required to stand and walk.
- The employee must occasionally lift and/or move up to 25 pounds.
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.
- Reasonable accommodations may be made to enable qualified individuals with disabilities to perform essential physical functions.

**WORK ENVIRONMENT:**
- The noise level in the work environment is usually moderate but can be loud at times.
- Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

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**Position Title:** **Registrar (Asynchronous)**
**Reports To:** **Principal**
**Employed By:** **NHA**
**Date Reviewed:** **May 29, 2025**

**SUMMARY:**
The asynchronous model offers students course content that they can engage with on their own schedule. Asynchronous staff are responsible for monitoring student progress and providing support remotely to ensure understanding and engagement. This role requires strong communication, organization, and familiarity with educational technology.

**DUTIES AND RESPONSIBILITIES:**
- As the position of Registrar is critical for the efficient and effective operation of these administrative duties, it is essential that this individual participate in and drive continuous improvement in both personal development and processes, including attendance at training provided at the Service Center, regionally and online.
- The Registrar will support an office environment that is professional, customer service oriented and supportive to visitors, parents, and students. Answer phones, direct questions and inquiries and provide any and all enrollment information to parents interested in the school.
- Enrollment Management:
- Ensure that the New Student Enrollment process is run in a timely, complete, and accurate manner including: Application entry, Follow-up/correspondence and communication.
- Lottery preparation and execution.
- Documentation.
- Maintain required records in Student Information System to ensure compliance with state, federal, authorizer, and National Heritage Academies' standards including:
    - Attendance records for all students.
    - Current Parent/Household information.
    - Current Emergency Contact information.
    - Collection and management of required forms.
    - Management of all First Day / Count Day processes and requirements.
- People Services Compliance: Maintain free-flowing communication with People Services. Maintain a current and active list of substitute teachers.
- Additional duties as assigned.

**QUALIFICATIONS:**
To perform this position successfully, an individual must be able to perform each job duty satisfactorily. The list below represents the knowledge, skills, and abilities of the position.
- Possess an Associate degree and/or 2-4 years of experience in Office Lead or School Administrative position.
- Proficient with Microsoft Office products.
- No certificates or license needed.
- Additionally, the individual must be proficient on PC and basic MS Office programs.
- This individual must be able to multi-task, highly organized, and detailed-oriented.
- This individual must also create and maintain a customer-focused atmosphere within the administrative functions.

- 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.
- Respond to common inquiries or complaints from parents.
- Communicate and work effectively with Students, Parents, Principal and Teachers.
- Apply concepts such as fractions, percentages, ratios, and proportions to practical situations.
- Define problems, collect data, establish facts, and draw valid conclusions.
- Interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.
- Criminal background check.

**SUPERVISORY RESPONSIBILITIES:**

- None

**PHYSICAL DEMANDS:**

- Ability to lift and move up to 25 pounds.
- Ability to sit for extended periods of time.
- This position requires the individual to meet multiple demands from several people and interact with the public and other staff.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**WORK ENVIRONMENT:**

- Ability to work in a high traffic, indoor environment.
- Must be able to work flexible hours as needed.

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**Position Title:** **Registrar - Enrollment/Scheduling**
**Reports To:** **Principal**
**Employed By:** **NHA**
**Date Reviewed:** **May 9, 2023**

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**SUMMARY:**
The Registrar – Enrollment/Scheduling is accountable for the organization and daily functioning of student enrollment management, student data information system, and compliance with People Services requirements. Because of the ongoing duties associated with the enrollment process and the web-based student information system, full-time work hours must be carried throughout the entire year.

**DUTIES AND RESPONSIBILITIES:**
Enrollment Management:

- Maintain, in accordance with state law, student permanent record files, withdrawals, student records requests, and re-enrollment information.
- Ensure that the new student enrollment process is run in a timely, complete, and accurate manner including:
- Application entry.
- Follow-up/correspondence/communication.
- Lottery preparation and execution.
- Documentation.
- Cumulative file updates/maintenance/security.
- Maintain required records in student information system to ensure compliance with state, federal, authorizer, and NHA' standards including:
    - Attendance records for all students.
    - Current Parent/Household information.
    - Current Emergency Contact information.
    - Collection and management of required forms.
    - Management of all First Day/Count Day processes and requirements.
- Maintenance of class schedules in the student information system:
    - Enter and update Master schedule.
    - Set up classes.
    - Process student class changes in a timely manner.

People Services Compliance:

- Forward pertinent personnel documents to People Services at NHA Service Center, and maintain free-flowing communication with People Services.
- Maintain a current and active list of substitute teachers, manage scheduling and the substitute management system, and reconcile the substitute hours.
- Collect volunteer forms for all volunteers and maintain an accurate list for field trips, classroom volunteers and overnight events.

General

- Collect HLQ and SRQ forms, alerting school liaisons of any qualifying students.
- Ensure all parents fill out a Free & Reduced lunch form each year.
- MCIR and other state immunization reporting.
- Verbal and written communication skills are critical for this role. Manage the proofreading of communication that goes out from the school, create memos, email

blasts, and newsletters as part of the main office communication. Front line when families come in for tours or information and must be articulate in verbal skills both in person and on the phone.
- Occasional travel required.

**QUALIFICATIONS:**
- Possess an associate degree and/or 2-4 years' experience in office lead or school administrative position.
- Proficient with Microsoft Office products.
- No certificates, licenses, or registrations needed.
- Respond to common inquiries or complaints from parents.
- Communicate and work effectively with students, parents, principal, and teachers.
- Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.
- Define problems, collect data, establish facts, and draw valid conclusions.
- Interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.
- Criminal background check.

**SUPERVISORY RESPONSIBILITIES:**
Occasionally, the registrar – enrollment/scheduling may supervise parent volunteers who are working in the school office under the direction of the principal.

**PHYSICAL DEMANDS:**
- While performing the duties of this job, the employee is regularly required to talk or hear.
- The employee frequently is required to sit, use hands to handle, and reach with hands and arms.
- The employee is occasionally required to stand and walk.
- The employee must occasionally lift and/or move up to 25 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:**
- While performing the duties of this job, the employee is occasionally exposed to wet and/or humid conditions and outside weather conditions.
- The noise level in the work environment is usually moderate.
- Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

*The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.*

**Position Title:** School Ambassador
**Reports To:** Dean
**Employed By:** NHA
**Date Reviewed:** May 9, 2023

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**SUMMARY:**
The role of the school ambassador (SA) is to promote the value of their assigned school, ensure new student enrollment and create a robust waiting list of students interested in enrolling at the school. The SA also creates assimilation opportunities (onboarding) and promotes enrollment events to community partners. The SA will accomplish these goals through guidance from their admissions strategist or admissions manager, guidance from the principal, self-directed effort, and by working closely with school teams to collectively recruit and enroll new students.

**DUTIES AND RESPONSIBILITIES:**

- Work with school leaders in planning school-based open houses, enrollment information meetings, and other school-based recruitment events.
- Communicate with existing families to recruit siblings and access their local networks to support recruitment goals.
- Represent the school at key community events, student recruitment fairs and other community outreach events that will benefit enrollment.
- Plan and facilitate opportunities for new families to get involved with the school to help secure their decision to join the school family.
- Routinely reach out to prospective and newly accepted families to keep them engaged, excited and informed about the school.
- Implement the recruitment strategy (marketing plan) to ensure enrollment goal success at the assigned school(s).
- Build relationships with community organizations, businesses, faith-based community leaders and other key area stakeholders near the school to gain access to their network of parents, create awareness, and secure applications.
- Develop new initiatives to gain applications.
- Execute monthly phone call/text/tour/or home visit strategies to keep new families engaged, excited and informed about the school to minimize erosion.
- Follow up with new families often during the school year to mitigate first year attrition.

**QUALIFICATIONS:**

- Associate degree in sales, marketing, or business.
- Proficient computer skills.
- Prefer experience with recruitment-related work.
- Strong written and verbal communication skills.
- Spanish-speaking a plus.
- Highly motivated, exceptional relationship-building skills and the ability to communicate effectively with diverse audiences.
- Excellent strategic planning skills and a goal-oriented mindset.
- Strong organization and time management skills. Knowledge of Outlook and other time management resources required.
- Ability to balance and organize many different tasks and responsibilities.
- Flexible and able to excel in ambiguous situations.

- Ability to work when parents are available.
- Excellent interpersonal skills.
- Able to work with multiple key stakeholders to produce enrollment goals.
- High sense of urgency with critical thinking, time management, and problem solving when things are disrupted.
- Follow a budget and show stewardship of resources including inventory and timely completion of expense reports.
- Proficient with social media platforms including Facebook, Twitter, and Instagram. Able to create events and market accordingly.
- Criminal background check.

**SUPERVISORY RESPONSIBILITIES:**

- None.

**PHYSICAL DEMANDS:**

- None.

**WORK ENVIRONMENT:**

- While performing the duties of this job, the employee is occasionally exposed to wet, cold, and/or humid conditions and outside weather conditions.
- The noise level in the work environment is usually moderate.
- The hours of work vary due to simultaneous demands, customer expectations and changing priorities.
- Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

*The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals* currently holding this position perform additional duties and additional duties may be assigned.

| | |
|---|---|
| **Position Title:** | **School-Level Technology Administrator** |
| **Reports To:** | **Principal** |
| **Employed By:** | **NHA** |
| **Date Reviewed:** | **January 1, 2021** |

**SUMMARY:**

The Technology Administrator will provide teacher, student, and family technology support and ensure that educational technology at the school is operational and well-managed. The ideal candidate has experience with a variety of school instructional platforms, including the designated Learning Management System (LMS), classroom management software, and educational technology certifications such as Certified Google Teacher and Trainer. School technology coordination is needed to keep the school's educational technology and network infrastructure in working order. In partnership with National Heritage Academies (NHA) IT Department, the Technology Administrator will manage the deployment and life-cycle of NHA-provided hardware and perform intermittent troubleshooting of the hardware and network infrastructure. This staff member will also help students access online educational applications by managing the school's Clever Student Portal and customize online access for students at their school by managing LMS, applications, and systems settings. Oversight of the virtual classroom management tool via the school administration site. The Technology Administrator will support all online testing technology. Additional duties may be assigned by school leadership.

**DUTIES AND RESPONSIBILITIES:**

- Serve as the primary contact between the school and NHA's IT Department at the Service Center to create awareness and alignment between the NHA Technology Model and all technology implementations at the school.
- Be a liaison for all things related to technology at the school by being the voice of NHA's IT Department in order to effectively communicate and apply NHA's Technology Model to desired school-based technology implementations.
- Work with school leadership to develop long-range goals for the school technology program by participating in strategic planning meetings and technology decisions at the school level.
- Offer pre-implementation guidance on how new technologies will work and be supported in alignment with NHA's Technology Model.
- Effectively communicate new software releases and technology changes to school staff through the most appropriate medium(s): email, updates at staff meetings, and professional development sessions.
- Create and maintain an updated inventory of all building technology, which differentiates between technology provided and grant-funded resources.
- Manage a successful technology refresh by communicating device needs to the Service Center and preparing technology for removal, replacement and deployment.
- Manage Chromebook user settings via the Google Admin Console to block websites identified by the school, in addition to the Internet filters enforced by the Service Center, and push unique Chrome apps and extensions to users at the school.
- Manage the school's Clever Student Portal by customizing the layout of the homepage, assigning links to appropriate users, and providing staff training on operating the Clever Portal.
- Manage the school's Learning Management System (LMS).

- Manage the school's digital classroom management system.
- Monitor student and staff online presence.
- Develop and implement school-wide procedures for supporting staff in troubleshooting and resolving technology issues.
- Support teacher setup of instructional technology and hardware.
- Provide technology training to stakeholders.
- Support the systematic process for distribution, inventory, collecting and refreshing student devices.
- Manages and logs Device Agreement Form and Acceptable Use Policy (AUP).
- Provide technology support for students and families.
- Systematically troubleshoot NHA-provided hardware to the source of the issue by swapping out parts and performing basic troubleshooting procedures and order replacement equipment from NHA's Technology Support Center as needed.
- Manages device warranties/ insurance, cost fee schedule, and fee collection processes.
- Act as the technology testing coordinator.
- Prepare technology for use during state testing and any other online testing by ensuring the Chrome Operating System on each Chromebook is the latest version and the latest version of the testing application is installed and functional on all testing devices.
- Ensure the school has hardware needed to support access for all learners, such as mice, headphones, large display monitors, and enough devices for each testing session.
- Provide technology troubleshooting support for all online testing.
- Attend all state-provided and NHA-provided technology training to support online testing.
- Ensure testing repair requests are submitted in a timely manner.
- The candidate is customer-oriented, a problem-solver, adaptive, innovative, and organized.
- Hardware management will include distribution and maintenance of student and staff physical assets (i.e. Chromebooks, Laptops, Document Cameras, etc.).
- Technology training for students and staff, facilitated by this position will be crucial to the successful use of instructional platforms and devices.
- Travel will be 50% of duties.

**QUALIFICATIONS:**

- Preferred Qualifications:
  - Bachelor's Degree or 3-5 years of professional experience in technology support, deployment, or administration.
  - Experience with Chromebooks.
  - Experience with Cisco voice and or network solutions.
  - Experience with classroom technology solutions (i.e. student LMS, educational software).
  - Experience working in an educational setting, interacting with staff, students, and families.
- Minimum Qualifications:
  - Ability to explain technical concepts to non-technical people.
  - Ability to provide training to customers.
  - Ability to evaluate processes and implement improvements.
  - Strong verbal and written communication skills.
  - Highly organized.
  - Ability to see the big picture, as NHA works with large-scale solutions.
  - Experience with Microsoft solutions.
  - Strong customer service skills, a positive attitude, and a win-win mindset.

- Desire to learn, expand personal skill set, and share knowledge.
- Criminal background check.

**SUPERVISORY RESPONSIBILITIES:**

- None.

**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 essential functions.
- While performing the duties of this job, the employee is regularly required to talk or hear.
- The employee occasionally is required to sit, use hands to handle, and reach with hands and arms. The employee is frequently required to stand and walk.
- The employee must occasionally lift and/or move up to 50 pounds (i.e. AV/VCR Carts, boxes of supplies).
- The employee must occasionally climb ladders or crawl under/behind desks to troubleshoot equipment.
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.
- The employee is required to hear from a distance and to identify voices and understand communication with background noise.
- This position requires the individual to meet multiple demands from several people and interact with the public and other staff.
- The employee may be required to travel throughout the state of Michigan to perform duties.

**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 essential functions.
- While performing the duties of this job, the employee is occasionally exposed to wet, cold and/or humid conditions and outside weather conditions.
- The noise level in the work environment is usually moderate.
- The hours of work vary due to simultaneous demands, customer expectations, and changing priorities.

*The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.*

**Position Title:** School-Level Technology Administrator (Asynchronous)
**Reports To:** Principal
**Employed By:** NHA
**Date Reviewed:** May 29, 2025

**SUMMARY:**
The asynchronous model offers students course content that they can engage with on their own schedule. Asynchronous staff are responsible for monitoring student progress and providing support remotely to ensure understanding and engagement. This role requires strong communication, organization, and familiarity with educational technology.
Duties and Responsibilities:

- Contribute to and maintain system standards to support day-to-day operations of the PVA Tech Department.
- Diagnose and resolve enterprise application issues within PVA systems or data.
- Research and recommend innovative, and where possible, automated approaches for system administration tasks. Identify approaches that leverage our resources and provide economies of scale.
- Maintain operational, configuration, and other procedures.
- Provide training support to new and existing system users.
- Fill on demand report/data requests.
- Assist in testing efforts for new and updated solutions.
- Support the successful rollout of new and updated solutions.
- Assist upgrade efforts across all enterprise applications and solutions.
- Assess scope and effort of projects and tasks.
- Able to balance a complex working environment and manage priorities effectively based on business needs.
- Occasional travel is required 5% of the time.
- Additional duties as assigned.

**QUALIFICATIONS:**

- Preferred Qualifications:
  - Bachelor's Degree or 3-5 years of professional experience in technology support, deployment, or administration.
  - Experience with Chromebooks.
  - Experience with Cisco voice and or network solutions.
  - Experience with classroom technology solutions (i.e. student LMS, educational software).
  - Experience working in an educational setting, interacting with staff, students, and families.
- Minimum Qualifications:
  - Ability to explain technical concepts to non-technical people.
  - Ability to provide training to customers.
  - Ability to evaluate processes and implement improvements.
  - Strong verbal and written communication skills.
  - Highly organized.
  - Ability to see the big picture, as NHA works with large-scale solutions.
  - Experience with Microsoft solutions.

- Strong customer service skills, a positive attitude, and a win-win mindset.
- Desire to learn, expand personal skill set, and share knowledge.
- Criminal background check.

**SUPERVISORY RESPONSIBILITIES:**

- None.

**PHYSICAL DEMANDS:**

- Ability to lift and move up to 25 pounds.
- Ability to sit for extended periods of time.
- This position requires the individual to meet multiple demands from several people and interact with the public and other staff.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**WORK ENVIRONMENT:**

- Ability to work in a high traffic, indoor environment.
- Must be able to work flexible hours as needed.

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**Position Title:** School Social Worker (K-12)
**Reports To:** Principal or Dean
**Employed By:** NHA
**Date Reviewed:** May 9, 2023

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**SUMMARY:**
Bring your passion for influencing and supporting our youth to National Heritage Academies (NHA) as a school social worker to one of our NHA partner schools. In this position, a cohesive leadership team of deans will be there to support you every step of the way. Along with our result-driven curriculum and commitment to educating the whole child – academically, morally, and socially – you and your students will be set up for success.

**DUTIES AND RESPONSIBILITIES:**

- Provide group and individual counseling sessions and classroom support to special education students as mandated per student IEPs, as well as progress monitor IEP goals associated with mandated services and participate in student IEP meetings.
- Provide group and individual counseling sessions to general education students, as well as monitor the students' responses to the interventions identified.
- Develop and monitor student responses to behavior intervention plans, including providing support and consultation to general and special education teachers.
- Complete psychosocial assessments to assist in the determination of special education services.
- Conduct functional behavior assessments and communicate the results to all team members in parent-friendly language.
- Complete risk assessments on students referred for school social work services.
- Establish relationships with both students and parents and participate in all aspects of school planning.
- Assist in identifying needed community resources for students and makes appropriate referrals to resources to facilitate educational and behavioral interventions recommended for student success.
- Provide staff consultation on behavioral-emotional-environmental issues affecting student participation in the learning process and collaborates with school staff and other school system personnel in implementing strategies to promote student learning.
- Provide crisis intervention services.
- Maintain state-required clinical records and submit appropriate documents for statistical reports with adherence to program standards in school social work.

**QUALIFICATIONS:**

- Must have a master's degree in social work; exceptions may apply in New York and Ohio.
- Must hold a valid social work license issued in the state you are applying for; in Michigan, must hold Temporary Approval or Full Approval from the Michigan Department of Education, Office of Special Education.
- Knowledge of special education processes and procedures.
- Candidates with experience working with at-risk students is preferred if applicable to the school.
- Criminal background check.

**SUPERVISORY RESPONSIBILITIES:**

- None.

**PHYSICAL DEMANDS:**

- None.

**WORK ENVIRONMENT:**

- None.

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| | |
|---|---|
| **Position Title:** | **Secretary 7-12 or 9-12** |
| **Reports To:** | **Principal** |
| **Employed By:** | **NHA** |
| **Date Reviewed:** | **Nov 17, 2020** |

**SUMMARY:**

The Secretary at a college preparatory charter high school acts as "the face" of the school as parents, students, and visitors all enter and exit through the main office. This person must be personable, kind, and helpful and effectively market the school and school culture and mission through their interactions in the main office. This is a year-round hourly position.

**DUTIES AND RESPONSIBILITIES:**

- Maintains a comprehensive student database and recordkeeping system.
- Maintains confidentiality of student and program information.
- Creates and maintains student files.
- Coordinates the process of registering new students.
- Assists in arranging and scheduling substitute and temporary employees for the school.
- Ensures appropriate security and safety methods are employed within the office.
- Orders supplies and equipment for school/program, ensuring adequate levels are maintained.
- Greets and directs visitors.
- Receives training and administers minor first aid.
- Organizes midterm and semester report card mailings, ensuring all essential information is included in mailing documents prior to mailing.
- Ensures that appropriate calendars of activities are maintained for the school including establishment of schedules for parent conferences, parent/student information events, school visitors, and other meetings.
- Ability to operate standard office equipment.
- Develops and tracks records and reports related to incidents, accidents, and average daily attendance.
- Uses both computer and manual filing systems, which allows for efficient collection, retention, and retrieval of information.
- Completes forms which include purchase orders, online supply orders, conference/travel claims, mileage claims, enrollment packets, rosters, and other related forms.
- Prepares, creates, and composes letters, reports, bulletins, newsletters, and other documents for the school or instructional programs; proofread material and make necessary corrections.
- Assists administrator and other staff in planning and preparing for marketing events.
- Answers routine correspondence for the administrator.
- Prepares documents from rough drafts, notes, recordings, or oral instructions. Prepares reports from confidential records.
- Acts as liaison between the school site and the general public by conveying information concerning rules, regulations, policies, and laws.
- Works cooperatively and effectively with students, parents/guardians, administrators, and the general public.
- Learns new software applications.
- Utilizes time management techniques to organize and prioritize work.
- Follows instructions; works independently.
- Communicates effectively in oral and written form.

**QUALIFICATIONS:**

- Preferred BA and previous office experience.
- Criminal background check.

**SUPERVISORY RESPONSIBILITIES:**

- None.

**PHYSICAL DEMANDS:**

- None.

**WORK ENVIRONMENT:**

- None.

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**Position Title:** Special Education Paraprofessional
**Reports To:** Dean
**Employed By:** NHA
**Date Reviewed:** May 9, 2023

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**SUMMARY:**
A special education paraprofessional assists, supports, and works closely with teachers, administrators, and other team members in providing educational benefits for students.

**DUTIES AND RESPONSIBILITIES:**

- Prepare daily lesson plans for students under the direction of the immediate supervisor and/or classroom teacher for special education students.
- Provide individual and small group instruction.
- Provide instructional assistance for students during workshop as directed by the classroom teacher and designated instructional leader.
- Participate in weekly planning sessions with classroom teachers and immediate supervisor.
- Complete daily logs.
- Attend articulation meetings with classroom teachers.
- Attend professional development activities as required.
- Be available for afternoon and evening parent-teacher conferences.
- Exemplary attendance and tardiness record.
- Other duties may be assigned from time to time.

**QUALIFICATIONS:**

- Associate's degree or higher; completed at 60 credit hours of higher education as defined by the institution or higher education (MI only); or pass the ParaPro assessment (ACT WorKeys, MTTC basic skills or ETS exam.
- No certificates or licenses are needed.
- Read, analyze, and interpret general business periodicals, professional journals, technical procedures, and governmental regulations.
- Write reports, business correspondence, and procedure manuals.
- Establish and maintain effective working relationships with students, peers, parents, and community.
- Speak clearly and concisely in written and oral communication.
- Add, subtract, multiply, and divide all units of measurement, using whole numbers, common fractions, and decimals.
- Compute rate, ratio, and percent and to draw and interpret graphs.
- Work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry.
- Apply mathematical concepts to practical situations.
- Define problems, collect data, establish facts, and draw valid conclusions.
- Deal with a variety of abstract and concrete variables in situations where only limited standardization exists.
- Interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Criminal background check.

**SUPERVISORY RESPONSIBILITIES:**

- None.

**PHYSICAL DEMANDS:**

- None.

**WORK ENVIRONMENT:**

- None.

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**Position Title:** Special Education Teacher
**Reports To:** Dean
**Employed By:** NHA
**Date Reviewed:** May 9, 2023

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**SUMMARY:**
Bring your passion for influencing and supporting our youth to National Heritage Academies (NHA) as a special education teacher to one of our NHA partner schools. In this position, a cohesive leadership team of deans will be there to support you every step of the way. Along with our result-driven curriculum and commitment to educating the whole child – academically, morally, and socially – you and your students will be set up for success.

**DUTIES AND RESPONSIBILITIES:**
- NHA provides our students with specially designed instruction developed to meet the unique needs of each child resulting from his/her disability such as: a resource room, inclusion and/or pullout services.
- For our teachers, we provide professional development that is specific to the special education curriculum, along with data tracking tools.
- Additional duties as assigned.

**QUALIFICATIONS:**
- Must hold a valid teacher license in special education for the state in which you are applying; except as otherwise provided by law, the Academy shall use certificated teachers according to state board rule.
- A candidate with experience working with at-risk students is preferred, if applicable to the school.
- Criminal background check.

**SUPERVISORY RESPONSIBILITIES:**
- None.

**PHYSICAL DEMANDS:**
- Ability to lift and move up to 25 pounds.
- Ability to sit for extended periods of time.
- This position requires the individual to meet multiple demands from several people and interact with the public and other staff.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**WORK ENVIRONMENT:**
- Ability to work in a high traffic, indoor environment.
- Must be able to work flexible hours as needed.

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**Position Title:** Speech and Language Pathologist
**Reports To:** Dean
**Employed By:** NHA
**Date Reviewed:** May 9, 2023

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**SUMMARY:**
Bring your passion for influencing and supporting our youth to National Heritage Academies (NHA) as a speech and language pathologist (SLP) to one of our NHA partner schools.

**DUTIES AND RESPONSIBILITIES:**

- The SLP works in collaboration with the special education teacher in the formation of daily schedules, testing schedules, and annual meetings.
- The SLP also supplies the special education teacher with current speech/language student lists so he/she can maintain a master Special Education list.
- NHA provides specially designed instruction developed to meet the unique needs of each child resulting from his/her disability such as resource room, inclusion, and/or pullout services.

**QUALIFICATIONS:**

- Must hold valid licensure in speech and language pathology for the state in which you are applying.
- Experience working with at-risk students is preferred, if applicable to the school.
- Criminal background check.

**SUPERVISORY RESPONSIBILITIES:**

- None.

**PHYSICAL DEMANDS:**

- Ability to lift and move up to 25 pounds.
- Ability to sit for extended periods of time.
- This position requires the individual to meet multiple demands from several people and interact with the public and other staff.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**WORK ENVIRONMENT:**

- Ability to work in a high traffic, indoor environment.
- Must be able to work flexible hours as needed.

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**Position Title:** Student Family Liaison
**Reports To:** Principal
**Employed By:** NHA
**Date Reviewed:** May 9, 2023

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**SUMMARY:**
Bring your passion for influencing and supporting our youth to National Heritage Academies (NHA) as a student family liaison to one of our NHA partner schools.

**DUTIES AND RESPONSIBILITIES:**

- Actively promote student, parent, and community involvement within the school and the maintenance of a safe and orderly environment to ensure that each student has the best opportunity to learn.
- Implement and support school procedures.
- Collaborate with administration and teaching staff to implement and reinforce school-wide classroom management techniques.

**QUALIFICATIONS:**

- Must have an associate's degree with 1-2 years' experience in the child behavior or social work field or bachelor's degree.
- Ability to communicate and work effectively with parents, faculty, and students.
- Proficiency in Microsoft Office programs.
- Criminal background check.

**SUPERVISORY RESPONSIBILITIES:**

- None.

**PHYSICAL DEMANDS:**

- Ability to lift and move up to 25 pounds.
- Ability to sit for extended periods of time.
- This position requires the individual to meet multiple demands from several people and interact with the public and other staff.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**WORK ENVIRONMENT:**

- Ability to work in a high traffic, indoor environment.
- Must be able to work flexible hours as needed.

*The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.*

**Position Title:** Student Family Liaison (Asynchronous)
**Reports To:** Principal
**Employed By:** NHA
**Date Reviewed:** May 29 2025

**SUMMARY:**
The asynchronous model offers students course content that they can engage with on their own schedule. Asynchronous staff are responsible for monitoring student progress and providing support remotely to ensure understanding and engagement. This role requires strong communication, organization, and familiarity with educational technology.

**DUTIES AND RESPONSIBILITIES:**
- Actively promote student, parent, and community involvement within the school.
- Maintain a safe and orderly environment to ensure each student has the best opportunity to learn.
- Collaborate with administration and teaching staff to implement and reinforce school-wide classroom management techniques and school procedures.
- Collaborate with service providers to support high-need students and their families.
- Additional duties as assigned.

**QUALIFICATIONS:**
To perform this position successfully, an individual must be able to perform each job duty satisfactorily. The list below represents the knowledge, skills, and abilities of the position.
- Must hold an Associate degree with 1-2 years' experience in child behavior/social work field or a bachelor's degree.
- Ability to communicate and work effectively with parents, faculty, and students.
- Proficient in Microsoft Office and Google Suite.
- Travel expected 5% of the school year.
- Criminal background check.

**SUPERVISORY RESPONSIBILITIES**
- None.

**PHYSICAL DEMANDS:**
- Ability to lift and move up to 25 pounds.
- Ability to sit for extended periods of time.
- This position requires the individual to meet multiple demands from several people and interact with the public and other staff.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**WORK ENVIRONMENT:**
- Ability to work in a high traffic, indoor environment.
- Must be able to work flexible hours as needed.

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**Position Title:** **Substitute**
**Reports To:** **School Principal**
**Employed By:** **NHA**
**Date Reviewed:** **March 20, 2024**

**SUMMARY:**
Responsible for carrying out the lesson plans of the teacher for whom he/she is substituting.

**DUTIES AND RESPONSIBILITIES:**
- Ability to execute a lesson plan that is assigned by the teacher.
- Demonstrate moral focus and personal values to all stakeholders.
- Provide clear instruction and assist scholars in understanding a subject matter while maintaining discipline and control of the classroom.
- Self-starter with effective classroom management skills, strong leadership, and a passion for educating students.

**QUALIFICATIONS:**
- Unofficial transcripts showing a minimum of 60 semester college credit hours with a C or better in each course or a degree with an overall 2.0 GPA or higher from a 2-year or 4-year US regionally accredited institution.
- Upon hire and prior to start a Michigan Substitute Permit needs to be issued.
- Criminal background check.

**SUPERVISORY RESPONSIBILITIES:**
- None.

**PHYSICAL DEMANDS:**
- Ability to lift and move up to 25 pounds.
- Ability to sit for extended periods of time.
- This position requires the individual to meet multiple demands from several people and interact with the public and other staff.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**WORK ENVIRONMENT:**
- Ability to work in a high traffic, indoor environment.

*The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.*

**Position Title:** Teach Force Teacher - Regional
**Reports To:** Dean
**Employed By:** NHA
**Date Reviewed:** Jan 3, 2024

**SUMMARY:**

The Teach Force Teacher-Regional can make a difference by directly impacting the lives of many students across NHA's network of schools as a regional/traveling highly compensated teacher. You will receive regular coaching and development opportunities to grow your skills and career. You will have access to instructional and procedural resources, including support from our curriculum and instruction team, credentialing team, and the school leadership team.

**DUTIES AND RESPONSIBILITIES:**

- Strong classroom management and engagement to build quick rapport with all scholars within the region you reside covering a 45-mile radius from your home, reduce the learning gap quickly, and create a positive learning environment in every classroom quickly.
- Utilize the NHA curricular resources to instruct all scholars and differentiate instruction to meet the learning needs of all scholars.
- This position may be utilized in 5 or more NHA schools (possibly multiple states) per year and must be able to assimilate to the school culture of each placement including taking initiative and problem-solving to ensure successful placements.
- Additional duties as assigned.

**QUALIFICATIONS:**

- 5+ years of teaching experience.
- Certified in the state you are applying for and the content you are applying for.
- Must hold a valid teacher license or meet alternative requirements in the state you are applying. Except as otherwise provided by law, the Academy shall use certificated teachers according to state board rule.
- Reliable transportation for up to 45 or more miles of travel.
- Criminal background check.

**SUPERVISORY RESPONSIBILITIES:**

- None.

**PHYSICAL DEMANDS:**

- Ability to lift and move up to 25 pounds.
- Ability to sit for extended periods of time.
- This position requires the individual to meet multiple demands from several people and interact with the public and other staff.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**WORK ENVIRONMENT:**

- Ability to work in a high traffic, indoor environment.
- Must be able to work flexible hours as needed.

*The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.*

**Position Title:** Teach Force Teacher - Traveler
**Reports To:** Dean
**Employed By:** NHA
**Date Reviewed:** Jan 3, 2024

**SUMMARY:**
The Teach Force Teacher-Traveler can make a difference by directly impacting the lives of many students across NHA's network of schools as a regional/traveling highly compensated teacher. You will receive regular coaching and development opportunities to grow your skills and career. You will have access to instructional and procedural resources, including support from our curriculum and instruction team, credentialing team, and the school leadership team.

**DUTIES AND RESPONSIBILITIES:**
- Strong classroom management and engagement to build quick rapport with all scholars in multiple states and diverse areas, reduce the learning gap quickly, and create a positive learning environment in every classroom quickly.
- Utilize the NHA curricular resources to instruct all scholars and differentiate instruction to meet the learning needs of all scholars.
- This position may be utilized in 5 or more NHA schools (possibly multiple states and over 45 miles from home) per year and must be able to assimilate to the school culture of each placement including taking initiative and problem-solving to ensure successful placements.
- Travel is a requirement and may be traveling to 5 or more states in a year with little notice.
- Additional duties as assigned.

**QUALIFICATIONS:**
- 5+ years of teaching experience.
- Certified in the state you are applying for and the content you are applying for.
- Must hold a valid teacher license or meet alternative requirements in the state you are applying. Except as otherwise provided by law, the Academy shall use certificated teachers according to state board rule.
- Reliable transportation for up to 45 or more miles of travel.
- Criminal background check.

**SUPERVISORY RESPONSIBILITIES:**
- None.

**PHYSICAL DEMANDS:**
- Ability to lift and move up to 25 pounds.
- Ability to sit for extended periods of time.
- This position requires the individual to meet multiple demands from several people and interact with the public and other staff.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**WORK ENVIRONMENT:**
- Ability to work in a high traffic, indoor environment.
- Must be able to work flexible hours as needed.

*The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.*

**Position Title:** Teacher
**Reports To:** Principal
**Employed By:** NHA
**Date Reviewed:** May 9, 2023

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**SUMMARY:**
Bring your passion for influencing and supporting our youth to National Heritage Academies (NHA) as a teacher to one of our NHA partner schools. In this position, a cohesive leadership team of deans will be there to support you every step of the way. Along with our result-driven curriculum and commitment to educating the whole child – academically, morally, and socially – you and your students will be set up for success.

**DUTIES AND RESPONSIBILITIES:**
- Participate collaboratively and professionally with fellow teachers and support staff to meet the goals and individual needs of each student.
- Create, manage, and participate in a variety of professional development and orientation activities.
- Additional duties as assigned.

**QUALIFICATIONS:**
- Must hold a valid teacher license or meet alternative requirements in the state you are applying; except as otherwise provided by law, the Academy shall use certificated teachers according to state board rule.
- Criminal background check.

**SUPERVISORY RESPONSIBILITIES:**
- None.

**PHYSICAL DEMANDS:**
- Ability to lift and move up to 25 pounds.
- Ability to sit for extended periods of time.
- This position requires the individual to meet multiple demands from several people and interact with the public and other staff.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**WORK ENVIRONMENT:**
- Ability to work in a high traffic, indoor environment.
- Must be able to work flexible hours as needed.

*The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.*

**Position Title:** Teacher (Asynchronous)
**Reports To:** Dean
**Employed By:** NHA
**Date Reviewed:** May 29, 2025

**SUMMARY:**
The asynchronous model offers students course content that they can engage with on their own schedule. Asynchronous staff are responsible for monitoring student progress and providing support remotely to ensure understanding and engagement. This role requires strong communication, initiative, organization, and familiarity with educational technology.

**DUTIES AND RESPONSIBILITIES:**
- Develop and deliver course content for all subjects (K-8) or for certified courses (7-12) accessible at any time, including videos, readings, and assignments.
- Provide timely and constructive feedback on student work and assessments.
- Monitor student progress and engagement, reaching out proactively to offer support when needed.
- Facilitate online discussions and maintain regular communication with scholars and their parents through email, announcements, or virtual meetings.
- Should be comfortable using Learning Management Systems.
- Utilize digital learning platforms (i.e. Google Suite, Amira, Nearpod, Dreambox, Lexia, NewsELA, etc.) to maximize student engagement and improve academic outcomes.
- Facilitate parent/scholar meetings as assigned.
- Provide resources and support for home learning coaches to lead their scholar's learning journey at home.
- Analyze and use data to plan personalized learning opportunities to both provide correctives and extensions for students.
- Traditional school hours operate from 8:00 AM- 4:00 PM (EST), however hours may be flexible based on caseload and family needs.
- Caseloads may vary.
- Additional duties as assigned.

**QUALIFICATIONS:**
To perform this position successfully, an individual must be able to perform each job duty satisfactorily. The list below represents the knowledge, skills, and abilities of the position.
- Hold a valid teacher license or meet alternative requirements.
- NHA will support you through your alternative certification journey.
- Criminal background check.

**SUPERVISORY RESPONSIBILITIES:**
- None.

**PHYSICAL DEMANDS:**
- Ability to lift and move up to 25 pounds.
- Ability to sit for extended periods of time.

- This position requires the individual to meet multiple demands from several people and interact with the public and other staff.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**WORK ENVIRONMENT:**

- Ability to work in a high traffic, indoor environment.
- Must be able to work flexible hours as needed.

*The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.*

**Position Title:** Teacher In Residence (TIR)
**Reports To:** Dean
**Employed By:** NHA
**Date Reviewed:** May 9, 2023

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**SUMMARY:**

As a Teacher in Residence (TIR), a cohesive leadership team of deans will be there to support you every step of the way. Along with our result-driven curriculum and commitment to educating the whole child – academically, morally, and socially – you and your students will be set up for success. The TIR at the academy will be oriented to all aspects of the National Heritage Academies (NHA) experience including: (1) academic curriculum, (2) classroom management, (3) parent engagement, and (4) school procedures. Throughout this process, the TIR will be expected to build a rapport with students, staff, and families. The TIR will be prepared to assume the responsibility of a classroom teacher when a vacancy becomes available. The TIR at the academy creates, manages, and participates in a variety of professional development and orientation activities that support the academy's focus on challenging each child to achieve. The TIR participates collaboratively and professionally with fellow grade-level teachers to achieve the goals and objectives of the school. He/she consistently supports NHA's Purpose and Vision as defined by the academy's mission.

**DUTIES AND RESPONSIBILITIES:**

- Assists primary classroom teacher in planning, developing, and delivering quality instruction for students in accordance with state standards at the assigned grade level; contribute, as appropriate, to program improvement and development.
- Assists primary classroom teacher with ongoing, frequent, and specific assessments to gauge student learning as specified by the Academy's curriculum and by NHA's assessment practices.
- Model the characteristics of behavior as outlined in NHA's Moral Focus Curriculum.
- Supplement instruction effectively with technology and teach tools of technology within coursework.
- Modify instruction to accommodate students' unique learning styles and learning needs.
- Assume responsibility for a classroom as needed, either as a long-term substitute or as otherwise directed by principal.
- Assist primary classroom teacher in assuring effective two-way communication at all levels of responsibility; provide out-of-class communication opportunities with parents and students; participate in grade level, school, and company meetings as appropriate; Represent the school to external constituencies as appropriate; promote collegiality in dealings with staff.
- Assist primary classroom teacher in actively involving parents in each child's education by providing frequent indicators of progress and communicating upcoming lesson objectives and standards.
- Assist primary classroom teacher in communication between students, parents, and school staff/administrator to resolve student concerns.
- Assist the primary classroom teacher in responsible stewardship of equipment, materials, and supplies used in the classroom.
- Foster cooperative social behavior to assist children in forming satisfying relationships with other children and adults.
- Maintain a welcoming, orderly, safe and attractive physical environment in the classroom.

- Establish and maintain high standards of student behavior in all environments throughout the school.
- Assist primary classroom teacher in developing lesson plans for substitutes as required.
- Participate in ongoing professional development opportunities offered by NHA or the Academy.
- Become familiar with assessment and placement procedures and have awareness of available resources to address individual student needs.
- Participate in school activities designed to recruit and retain students.
- Participate in all aspects of classroom and school planning and in the establishment of goals and objectives.
- Be reliable and punctual in reporting for scheduled work in order to provide continuity and stability in the classroom.

**QUALIFICATIONS:**

- Must hold a valid teacher license in the subject and/or grade level for the state in which you are applying or must be on track to obtain a valid teacher license; except as otherwise provided by law, the Academy shall use certificated teachers according to state board rule.
- Candidates with experience working with at-risk students preferred, if applicable to the school.
- Experience with different classroom management strategies and differentiated instruction preferred.
- Teaching experience, preferably at the elementary and/or middle school level, is desired.
- Read, analyze, and interpret general business periodicals, professional journals, technical procedures, and governmental regulations.
- Write reports, business correspondence, and procedure manuals.
- Establish and maintain effective working relationships with students, peers, parents and community; ability to speak clearly and concisely in written and oral communication.
- Add, subtract, multiply, and divide all units of measure, using whole numbers, common fractions, and decimals.
- Compute rate, ratio, and percent and to draw and interpret graphs.
- Work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry.
- Apply mathematical concepts to practical situations.
- Define problems, collect data, establish facts, and draw valid conclusions.
- Deal with a variety of abstract and concrete variables in situations where only limited standardization exists.
- Interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Ability to apply knowledge of current research and theory to instructional program.
- Ability to plan and implement lessons based on school objectives and the needs and abilities of students.
- Ability to establish and maintain effective relationships with students, peers and parents.
- Skills in oral and written communication.
- Ability to perform duties with awareness of all NHA requirements.
- Ability to use technology for instructional purposes and to teach current technology skills and the use of technology tools for grade level.
- Ability to apply knowledge about legal issues to the work setting.
- Criminal background check.

**SUPERVISORY RESPONSIBILITIES:**

- None.

**PHYSICAL DEMANDS:**

- Ability to lift and move up to 25 pounds.
- Ability to sit for extended periods of time.
- This position requires the individual to meet multiple demands from several people and interact with the public and other staff.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**WORK ENVIRONMENT:**

- Ability to work in a high traffic, indoor environment.
- Must be able to work flexible hours as needed.

*The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.*

**Position Title:** Technology Teacher/Coordinator
**Reports To:** Dean
**Employed By:** NHA
**Date Reviewed:** May 9, 2023

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**SUMMARY:**

The technology teacher/coordinator will provide K-8 student technology instruction and ensure educational technology at the school is operational and well-managed. The ideal candidate has experience teaching K-8 technology classes using ISTE Standards and enjoys managing technology and troubleshooting. The position will allocate approximately 90% of the time to student technology instruction and 10% to building-wide technology administration and support. Student technology instruction is focused on creating future-ready, digitally literate learners who are able to use technology to complete current assignments, transition into the digital workflow expectations of high school, and explore emerging technologies foundational to STEM careers. The K-8 National Heritage Academies (NHA) Technology Standards empower the technology teacher/coordinator to prepare students in these ways and are rooted in the 2016 ISTE Standards for Students. The NHA Technology Standards provide additional direction on specific foundational computer skills and online safety skills needed for all NHA students. Building technology coordination is needed to keep the school's educational technology and network infrastructure in working order. In partnership with NHA's IT Department, the technology teacher/ coordinator will manage the deployment and life cycle of NHA-provided hardware and perform intermittent troubleshooting of the hardware and network infrastructure. This staff member will also help students access online educational applications by managing the school's Clever Student Portal and customize online access for students at their school by managing Chrome settings via the Google Admin Console. The technology teacher/coordinator may also act as the State Testing Technology Coordinator and may be asked to act as the Lead NWEA MAP Testing Proctor.

**DUTIES AND RESPONSIBILITIES:**

- Teach K-8 technology classes using the NHA Technology Standards in accordance with NHA's Classroom Framework.
- Ensure an approved online safety curriculum is taught, properly documented and submitted to the Educational Technology Specialist at the NHA Service Center (annually) to fulfill the educational requirements of the federal Children's Internet Protection Act.
- Serve as the primary contact between the school and NHA's IT Department at the NHA Service Center to create awareness and alignment between the NHA Technology Model and on all technology implementations at the school.
- Be a liaison for all things related to technology at the school by being the voice of NHA's IT Department in order to effectively communicate and apply NHA's Technology Model to desired school-based technology implementations.
- Work with school leadership to develop long-range goals for the school technology program by participating in strategic planning meetings and technology decisions at the building level.
- Offer pre-implementation guidance on how new technologies will work and be supported; in alignment with NHA's Technology Model.

- Effectively communicate new software releases and technology changes to building staff through the most appropriate medium(s): email, updates at staff meetings and professional development sessions.
- Create and maintain updated inventory of all building technology which differentiates between technology-provided and grant-funded resources.
- Manage a successful technology refresh by communicating device needs to the NHA Service Center and preparing technology for removal, replacement, and deployment.
- Manage Chromebook user settings via the Google Admin Console to block websites identified by the school, in addition to the Internet filters enforced by the NHA Service Center, and push unique
- Chrome apps and extensions to users at the school.
- Manage school's Clever Student Portal by customizing the layout of the homepage, assigning links to appropriate users, and providing staff training on operating the Clever Portal.
- Develop and implement school-wide procedures for supporting staff in troubleshooting and resolving technology issues.
- Set up and connect classroom technology for whole-group instruction by connecting teacher laptop to projector with and without the use of the document camera.
- Maintain projectors by dusting 2x/year, replacing projector lamp bulbs as they die, and encouraging staff to turn off equipment when not in use.
- Systematically troubleshoot NHA-provided hardware to the source of the issue by swapping out parts and performing basic troubleshooting procedures and ordering replacement equipment from NHA's Technology Support Center as needed.
- Become familiar with the building network infrastructure and if a network issue arises, locate equipment and follow instructions under the guidance of an NHA Service Center Technician.
- Act as the State Testing Technology Coordinator as outlined in the responsibilities listed below.
- Prepare technology for use during state testing and any other online testing by ensuring the
- Chrome Operating System on each Chromebook is the latest version and the latest version of the testing application is installed and functional on all testing devices.
- Ensure school has hardware needed to support access for all learners; such as mice, headphones, large-display monitors and enough devices for each testing session.
- Provide technology troubleshooting support for state testing and any other online testing.
- Attend all state-provided and NHA-provided technology trainings to support online testing.
- Perform Lead Proctor Role for NWEA MAP testing by coordinating successful NWEA MAP test administration.
- Achieve the goal of testing at least 97% of students in all grades within the given MAP testing window.
- Ensure all test proctors receive the required MAP test proctor training.
- Ensure all testing devices have the MAP testing software installed and is functional.
- Ensure school-wide testing schedule has been developed at least two weeks prior to the first day of MAP testing.
- Provide a standardized testing environment as described in the NWEA MAP Test Administration Handbook.
- Ensure appropriate MAP testing accommodations are provided to students with IEP's, 504's or other specialized plans or support needs.

- Ensure all test proctors monitor students according to standardized MAP testing procedures.
- Ensure MAP retesting policy is followed.
- Ensure MAP testing repair requests are submitted to the NHA Service Center testing support before testing window closes.

**QUALIFICATIONS:**

- Bachelor's Degree.
- Must hold a valid teacher license or meet alternative requirements; except as otherwise provided by law, the Academy shall use certificated teachers according to state board rule.
- Criminal background check.

**SUPERVISORY RESPONSIBILITIES:**

- None.

**PHYSICAL DEMANDS:**

- While performing the duties of this job, the employee is regularly required to talk or hear.
- The employee occasionally is required to sit; use hands to handle; and reach with hands and arms. The employee is frequently required to stand and walk.
- The employee must occasionally lift and/or move up to 50 pounds (i.e., AV/VCR Carts, boxes of supplies).
- The employee must occasionally climb ladders or crawl under/behind desks to troubleshoot equipment.
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.
- The employee is required to hear from a distance and to identify voices and understand communication with background noise.
- This position requires the individual to meet multiple demands from several people and interact with the public and other staff.

**WORK ENVIRONMENT:**

- While performing the duties of this job, the employee is occasionally exposed to wet, cold and/or humid conditions and outside weather conditions.
- The noise level in the work environment is usually moderate.
- The hours of work vary due to simultaneous demands, customer expectations and changing priorities.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

*The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.*

**Position Title:** Test Proctor
**Reports To:** Dean
**Employed By:** NHA
**Date Reviewed:** Feb 21, 2024

**SUMMARY:**
Oversee and administer secure state testing for all required grades, including WIDA, M-STEP, College Board Exams, ACT, and other state-required testing.

**DUTIES AND RESPONSIBILITIES:**
- Following the testing protocol to ensure that the test is administered properly and fairly.
- Checking the identification of proctors to ensure they are authorized to administer the test.
- Recording test results and certifying that they are accurate.
- Verifying the students' identification.
- Instructing students which seats to take and logging seating charts.
- Preventing cheating and tampering of exams.
- Guiding the student on test instructions.
- Required to attend training administered by the testing coordinator.
- Follow test proctor procedure given at training.
- Attendance is critical for the position on testing days/times.
- Preparation and clean-up of testing materials.
- Ability to drive to the testing site (mileage is not provided).

**QUALIFICATIONS:**
- To perform this position successfully, an individual must be able to perform each job duty satisfactorily. The list below represents the knowledge, skills, and abilities of the position.
- 60 College Credits from a regionally accredited university
- Criminal background check.

**SUPERVISORY RESPONSIBILITIES:**
- None.

**PHYSICAL DEMANDS:**
- While performing the duties of this job, the employee is regularly required to talk or hear.
- The employee occasionally is required to sit, use hands to handle, and reach with hands and arms. The employee is frequently required to stand and walk.
- The employee must occasionally lift and/or move up to 25 pounds.

**WORK ENVIRONMENT:**
- The noise level in the work environment is usually moderate.
- The hours of work vary due to simultaneous demands, customer expectations and testing needs.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

*The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.*

**Position Title:** Tutor
**Reports To:** Academic Intervention Coach or Dean
**Employed By:** NHA
**Date Reviewed:** May 9, 2023

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**SUMMARY:**
The tutor position will support individual students to address their academic needs.

**DUTIES AND RESPONSIBILITIES:**

- Work with the academy teaching staff to address the academic needs of students on an individual basis.
- Provide an inviting, exciting, and innovative learning environment.
- Establish a one-on-one rapport with assigned students.
- Use academic content materials effectively and keep lessons focused on agreed upon objectives.
- Keep students on task and give feedback about performance to classroom teacher and parents.
- Monitor academic progress of assigned students using standardized tests, report cards, discipline records, and parent feedback.

**QUALIFICATIONS:**

- Self-starters, those who demonstrate leadership skills, and those passionate about education.
- A candidate with experience working with at-risk students is preferred.
- Criminal background check.

**SUPERVISORY RESPONSIBILITIES:**

- None.

**PHYSICAL DEMANDS:**

- Ability to lift and move up to 25 pounds.
- Ability to sit for extended periods of time.
- This position requires the individual to meet multiple demands from several people and interact with the public and other staff.
- Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

**WORK ENVIRONMENT:**

- Ability to work in a high traffic, indoor environment.
- Must be able to work flexible hours as needed.

*The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.*

| | |
|---|---|
| **Position Title:** | **Virtual Testing Specialist** |
| **Reports To:** | **Academic Intervention Coach or Dean** |
| **Employed By:** | **NHA** |
| **Date Reviewed:** | **March 4, 2025** |

**SUMMARY:**

The Virtual Testing Specialist is a vital role at the virtual academy to meet state and authorizer expectations for online and in-person state testing requirements and compliance. This person coordinates successful testing procedures, logistical arrangements, staff training, and all aspects for NWEA, M-STEP, College Board, WIDA, and other state-required or school-required testing. Travel may be required to facilitate and oversee testing across the state.

**DUTIES AND RESPONSIBILITIES:**

- Apply understanding of each test's laws, rules, policies, and procedures in order to organize, manage, and execute testing.
- Train test coordinators in the procedures for conducting the administration of each of the assessments.
- Manage test administration, test security procedures, and make-up administration procedures of standardized assessments.
- Maintain testing calendar and initiate action of applicable team members in order to manage security, distribution, and return of test materials.
- Attend applicable workshops and trainings hosted by the Department of Education, College Board, NHA, authorizer, etc.
- Work with School Leadership (and/or designees) and NHA Testing Support Coordinator to ensure compliance and communication.
- Manage all facets of testing to include: storage, security, inventory, ordering, site location procurement and management, technology and materials needs, site location assignments, proctor assignments, training, scheduling, delivery/pick-up, scanning, scoring, pre-coding, test disposal, testing accommodations, and make-up testing.
- Plan testing logistics for in-person testing, including coordination with colleges and students to plan times for these tests.
- This position may require 40% travel for in-person testing.
- Additional duties assigned.

**QUALIFICATIONS:**

- Some college coursework preferred.
- Evidence of successful project management and innovative problem-solving, as well as the ability to think critically and pivot quickly.
- Basic understanding of standardized testing processes and relevance.
- Strong organization and detail-oriented skill set.
- Criminal background check.

**SUPERVISORY RESPONSIBILITIES:**

- None.

**PHYSICAL DEMANDS:**

- Ability to lift up to 25 pounds.
- Ability to stand and sit for prolonged periods of time.

- Travel across the state to testing sites (mileage provided with prior approval) .

**WORK ENVIRONMENT:**

- Home office space conducive to professional work.
- Public testing environment.
- Business casual.

*The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.*

# 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: 3/26/25

Board President/Vice President Signature

Secretary's Certification:

I certify that the foregoing resolution was duly adopted by the PrepNet Virtual Board of Directors at a properly noticed open meeting held on the 26 day of March, 2025, at which a quorum was present.

Board Secretary

# SCHEDULE 7-5

# ACADEMY'S ADMISSION POLICIES AND CRITERIA

# PRACTICES AND PROCEDURES: ADMISSIONS AND ENROLLMENT
# Michigan

The school will enroll students in grades K-8 and comply with all applicable federal and state laws related to admissions and enrollment.

## Non-Discrimination

The school shall not discriminate in the admission or deny participation in any program or activity to any student on any unlawful basis, including on the basis of ethnicity, national origin, color, need for special education services, sex, gender, disability, intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, religion, or ancestry. A school may not require any action by a student or family (such as an admissions test, interview, essay, attendance at an information session, etc.) in order for an applicant to either receive or submit an application for admission to that school.

## Enrollment Eligibility

All student applicants must be residents of Michigan at the time of enrollment. At the time of enrollment, families must provide proof of residency, which includes: a valid Michigan driver's license or a state-issued photo identification card, or a mortgage and rent payment receipts, or lease agreement, or voter registration card, or gas, water, electric bill, or bank statement. Students in temporary housing, as defined by the McKinney-Vento Act, are not required to submit proof of residency documentation.

All students who enroll in kindergarten must turn five by September 1st of that school year. Parents whose child's birthdate falls between 9/1 and 12/1 may opt to enroll their child early into the school's kindergarten program.

## Open Enrollment Period and Notice

The "**Open Enrollment Period**" for the first year of operation will be determined prior to June 30 by the National Heritage Academies (NHA) Enrollment Department and included in the notice of Open Enrollment. In all subsequent years, the Open Enrollment period begins on the first day of school of the current school year until 5:00 p.m. (school's local time) on the Friday before Thanksgiving. Notice of the Open Enrollment Period and application process will be designed to inform the persons most likely to be interested in the school.

National Heritage Academies (NHA) and/or the school will provide notice of Open Enrollment on its website and by (a) printing a legal notice of the enrollment period in a local newspaper of general circulation; (b) posting a written notice of the Open Enrollment Period at the school. In addition, notice may also be provided by airing a public service announcement on local television.

## Application Procedures

Interested parties may obtain applications at:

- The school's website
- The offices of the school
- The service center of NHA at 3850 Broadmoor SE, Suite 201, Grand Rapids, MI 49512 or by calling 866-NHA-ENROLL from 8:00 a.m. to 5:00 p.m. EST.

Applications will be mailed, emailed or faxed to anyone requesting an application by telephone.

Applications for the current school year will be accepted until the end of the current school year and available seats will be filled. Applications for the subsequent school year are received during and after the Open Enrollment Period. If applications received during the Open Enrollment Period exceed offered seats in any grade level a random selection process will take place for all affected grade levels.

All applications received after the Open Enrollment Period ("late applications") will not be eligible to participate in the random selection process. If seats are available, late applications will be added to the end of the accepted list in the order received. If no seats are available, the late application will

be added to the end of the waiting list or, if the late application is entitled to preference, inserted in the waiting list immediately before all applicants on the waiting list with a lower enrollment preference category.

**Currently Enrolled Students**

Every student who is enrolled in the current school year and remains enrolled on the last day of the current school year is eligible to re-enroll for the subsequent year without participating in the random selection process. Enrolled students do not have to submit an application for the subsequent year; however, they will be requested to complete a re-enrollment form during the current school year showing intent to re-enroll for the subsequent school year.

**Random Selection Process**

The random selection process (also known as "lottery)" shall be made public, shall be announced at least one week prior to the date of the lottery, and the school will notify all applicants of the time and place. A neutral third-party person will witness the random selection process. This person will not be related to any student, staff member, board member, anyone applying to the school, or an NHA employee.

Students who meet enrollment eligibility (i.e., age appropriate to attend school and reside within the state) and have applied during the Open Enrollment period ("eligible students") will be randomly selected until all offered seats have been filled. Any remaining students will be randomly selected to establish the grade level waiting list priority used to fill available offered seats prior to and during the school year for which the student applied. After all eligible students have been randomly selected, the school will add the names of applicants who submitted applications after the Open Enrollment Period in the order in which they were received.

The random selection process will be video recorded. In the event of any discrepancy, the video recording will be the official record of placement of students.

**Procedural Steps for the Random Selection Process**

**Step 1:** Setup

A list with the name of each student who submitted an eligible application during the Open Enrollment Period will be created. The list will include, but not be limited to, the student's name, birth date, grade level to which the student is applying, street address, the names and grade levels of any siblings who are also applying for admission to the school, and any enrollment preference(s) that apply to the student.

**Step 2:** Admission of Applicants

A neutral third-party person (as previously described) will witness the electronically random selection of the names of each applicant. Any grades that will not be filled to capacity in the lottery will be considered before other grades in descending order. After all these grades have been identified, the order of the grades that will be filled to capacity in the lottery will be randomly selected. Once the grade order has been established, randomly selected students will be placed in available seats or on the waiting list in the applying grade if an offered seat is not available. If the selected student is accepted and has siblings who are also applying for admission, the siblings will be accepted if there are offered seats available or placed on the waiting list with sibling preference if offered seats are not available. If the selected student is placed on the waiting list and has siblings who are also applying, the siblings' names will not be selected at this time or granted sibling preference but will wait until their grade level is selected. Other preferences will be incorporated as detailed in Enrollment Preferences.

**Step 3:** Waiting List Priority

Students will continue to be randomly drawn until all are selected. After a grade level's seats are full, all remaining students will be placed on the waiting list in the order in which they are selected. Applications received after the Open Enrollment Period will be added to the end of the waiting list for the appropriate grade in the order in which they were received.

## Class Size and Offered Seats

Class size and offered seats will be recommended by NHA and submitted to the school Board for approval. In order to make provision for student attrition (reenrolling students who indicate that they are coming back but do not return on the first day of school) and erosion (new students who have been accepted for offered seats but are absent without excuse on the first day of school), the school may over-subscribe grades. The number of students to be over-subscribed will be determined based on historical and forecasted attrition and erosion. In addition, the number of classrooms may fluctuate in the event the number of students enrolled warrants the increase or decrease in number of classrooms. The number of students in any particular grade and/or the number of students within a class may vary for the purpose of accommodating staffing exigencies and attrition patterns. In no event will over-subscription, fluctuations in the number of classrooms or variations in the number of students in a grade or class result in a violation of any provision or limit contained within the school's charter contract or applicable law.

The school's openings by grade level change daily and will be posted at the lottery. Parents can contact the school registrar to obtain updates.

## Enrollment Preferences

| | |
|---|---|
| • | Currently enrolled students. |
| • | Siblings of currently enrolled students. |
| • | Siblings of students selected in the random selection process. |
| • | Children of staff members (at least .5 FTE) or current board members. |

Enrollment preference is first given to currently enrolled students. Next preference is given to the following ordered categories of applicants: siblings of currently enrolled students, siblings of students selected in the random selection process, children of staff members (at least .5 FTE) or current board members, all remaining applicants.

If permitted by law, other enrollment preferences may be granted.

Siblings are defined as a student who is a sibling of an accepted or enrolled student who has at least one common parent/legal guardian and is living in the same household at least 50% of the time. If a student is selected for a grade level that still has offered seats available and the student has a sibling applying for a grade that no longer has offered seats available, the student will be accepted for his/her grade level and the student's sibling will be placed on the waiting list for his/her grade level with sibling preference. Therefore, while sibling preference applies, siblings are not guaranteed a seat.

## Accepting a Seat

Prior to the start of school, accepted students must confirm their intent to attend the school within two weeks of acceptance by returning certain initial forms, including an Admissions Form, Official Release of Records Form, and proof of residency documentation (individual schools may choose to offer a defined grace period). One month prior to the first day of school and throughout the school year, the process will be accelerated, and families will have 24 business hours to verbally accept the seat. All remaining enrollment forms must be complete and submitted prior to the student's first day of school.

The school will send a reminder to all parents/guardians that if the student does not attend the first day of school or call in to request an excused absence on the first day of school, the student will forfeit his/her registered status in the school and will not be enrolled. The school may attempt to contact all

applicants who have not responded to inquire whether the applicant is still planning to attend. If families do not respond within the deadline specified in the acceptance letter or decline the seat by contacting the school, the seat will be filled by the next person on the waiting list. The declining family will need to reapply if they change their mind.

**Waiting List Policy**
The school will keep accurate records of their waiting list containing the names home addresses, telephones numbers and grade levels of students. All applicants on a waiting list must re-submit an application for the following school year beginning in the next Open Enrollment Period.

When a seat becomes available in a particular grade due to attrition, erosion, or other event, if that particular grade has a waiting list, that available seat will be filled by the first student on the waiting list. If a waiting list does not exist for that particular grade, but exists for another grade, the school may (subject to applicable enrollment limits and board approved offered seats) fill the available seat using the first student on the waiting list in a different grade. The grade where the seat may be filled shall be determined by considering which grade is deemed most beneficial to student and school considering class size, teacher capacity, and other school operational factors.

**Communication Prior to the First Day**
As part of the enrollment process, the school staff will communicate or meet with families, parents/guardians, and students prior to the first day of school. The school will send all applicants a reminder communication to inform parents/guardians of the importance of being present on the first day of school. If the student fails to show up on his/her given start date without prior notice to the school, additional follow up will be made with the family. Unless the family provides a response to save the seat and a new start date has been established, the student will immediately forfeit his/her accepted or registered status in the school and will not be enrolled.

**Re-Enrolling No Shows**
If a returning student fails to show up on the first day without prior notice to the school, additional follow up will be made with the family by means that may include a telephone call, text, email, or letter to the home address as provided by the family to the school on the application. If no response has been received after three contact attempts, the school will unenroll the absent student and fill the vacant seat in accordance with the process outlined above. The school will not hold the student's seat beyond the first full week of school, without previous approval by the school's leadership.

**Withdrawal Process**
Students may be withdrawn from the school at any time in accordance with the procedure outlined below. Only the enrolling custodial parent/guardian may withdraw a student. The withdrawal process is as follows:

1. The school will verify that the withdrawing parent/guardian is the custodial parent/guardian.
2. The withdrawing parent/guardian must complete a withdrawal form and provide a signature to confirm the withdrawal decision.
3. The school will confirm receipt of the competed withdrawal form and signature and may follow up with the parent to further discuss the nature of the withdrawal. If resolution is not made as a result of the follow up conversation, the school will remove the student from the school's roster.

**Appeals**
Any parent or guardian may contest or appeal the random selection process, in writing, to the school's Board of Directors within 30 days of the lottery date. The bases for an appeal are limited to the

violation of law or written policy or material error in the application of the Enrollment and Admission policy. Following receipt of the parent's/guardian's written appeal, a school board designee will contact the parent/guardian to discuss the nature of the concern or objection. Final decisions will be made in writing by the school board or its designee.

| Name: | Owner/Dept: | Date Last Updated: |
|---|---|---|
| **Foster Care Practices & Procedures** | **Emilie Smith Safety & Health** | **January 2025** |

## 1. PURPOSE

To promote the educational stability of students in placed in Foster Care by working with students, their designated caregivers, and local child welfare agencies, or at the state level in compliance with Every Student Succeeds Act ("ESSA").

## 2. PRACTICE

The school will adhere to the provisions of ESSA to ensure the educational stability of all identified children in Foster Care by working with students, their designated caregivers, and local child welfare agencies to determine the educational placement that is in the best interest of the student, and by providing transportation and other services consistent with applicable state laws and regulations.

***Definitions***

"Foster Care" – refers to 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes.

"School of Origin" - the school the child attended when in the care of the biological parent(s) or the school in which the child was last enrolled. When the child completes the final grade level served by the School of Origin, this definition shall include the designated receiving school at the next grade level.

"Additional Cost" – refers to the difference between what an LEA would otherwise spend to transport a child to his or her assigned school and the cost of transporting a child in foster care to his or her school of origin.

## 3. APPLICABILITY

This document applies to all National Heritage Academies (NHA) schools.

## 4. RESPONSIBILITY

4.1 The school's Foster Care Liaison, in collaboration with the Child Welfare Agency ("CWA"), will serve as one of the primary contacts in between foster families, school staff, and district personnel.

4.2 The principal will designate a Foster Care Liaison ("Liaison") who is not required to, but may also, fill the role of McKinney-Vento liaison at the school.

4.3 The Liaison will:

- Collaborate with local CWA to ensure children in Foster Care are immediately enrolled;
- Document and attend the Best Interest Determination;
- Facilitate the immediate transfer of records for all children in Foster Care;

- Ensure that children in Foster Care have full and equal opportunities to succeed in the school;
- Ensure that children in Foster Care and their families receive eligible educational services;
- Track attendance and progress of children in Foster Care;
- Inform foster parents/ guardians and children in Foster Care of all transportation services, and assist them in accessing these services;
- Clearly communicate all required information in a form, manner, and language that is understandable;
- Ensure proper mediation of enrollment disputes in accordance with state guidance and complaint procedures;
- Conduct annual training for school personnel on Title I Provisions, educational needs of children in foster care, and Liaison duties; and
- Record *myNHA* information in collaboration with office staff;

## 5. PROCEDURES

### 5.1 Identification

It is the role of the CWA to notify the school of a child being placed in Foster Care within the state designated number of school days. During the enrollment process, if students in Foster Care are enrolled, the Liaison will contact the appropriate CWA to ensure open communication takes place regarding the needs of the student.

### 5.2 School Selection & Best Interest Determination

Children and youth in Foster Care must remain at their School of Origin unless the Best Interest Determination requires attendance in a designated district; or extenuating circumstances apply. After a child exits Foster Care, if it is determined to be in the child's best interest, the child has the right to remain enrolled in, and continue receiving transportation to the School of Origin for the remainder of the academic year during which the child exits Foster Care.

Children and youth in Foster Care may remain at their School of Origin the entire time they are in Foster Care and until the end of any academic year in which they exit Foster Care. The same applies if they enter Foster Care between academic years.

*Best interest of the child* is a child-centered determination, based on the needs and interests of the child. It must be presumed that keeping the child in the School of Origin is in the child's best interest, except when doing so is contrary to conclusions of the Best Interest Determination facilitated by the CWA, or extenuating circumstances require the child be placed in a new district. Costs associated with services required to be provided, including transportation and services under federal and other programs, shall not be considered in determining best interest. Best interest of the child considerations may include the impact of mobility on:

- Achievement
- Education
- Health
- Safety

It is the role of the CWA to form a committee for the Best Interest Determination and initiate communication to the appropriate parties. At the conclusion of the Best Interest Determination, the CWA must provide committee members with a written explanation of the reasons for its determination and outline the right to dispute the decision.

The written explanation should include:

- A description of the action proposed or refused by the committee;
- An explanation of why the action is proposed or refused;
- The reasons why any other options were rejected;
- A description of any other factors relevant to the committee's decision and information related to the eligibility or best interest determination including the facts, witnesses, and evidence relied upon and their sources;
- Appropriate timelines to ensure any relevant deadlines are not missed; and
- Contact information for the Liaison, CWA Coordinator, and a brief description of the roles.

During the Best Interest Determination, every effort will be made by the relevant parties to reach an agreement regarding the appropriate school placement for children in foster care. However, if there is disagreement the final decision will be ceded to the CWA. This is because the CWA is able to assess both the non-educational factors and other components of the child's case plan.

Once a decision is made following a disagreement the CWA, will provide a written explanation of the resolution to all involved parties, demonstrating proof that its decision is in the child's best interest.

### 5.3 Enrollment

The CWA must provide a copy of the Best Interest Determination to the enrolling school, absent extenuation circumstances. The school selected for enrollment must immediately enroll any children in Foster Care upon receiving confirmation of the Best Interest Determination conclusions or confirmation that extenuating circumstances apply. Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, (i.e. previous academic records, records of immunization, proof of residency, proof of guardianship, birth certificates), any unpaid school fees, lack of uniforms or clothing that conforms to the school's dress code or any factor related to the child's placement in Foster Care.

The Liaison and other district personnel will coordinate the transfer of school records and contact the child's previous school to request school records within one (1) school day of receiving the requisite documents from the CWA related to the child's enrollment. Initial placement of a child whose records are not immediately available will be made based on the child's age and information gathered from the child, parent, and previous schools or teachers. If no immunization records are available, the school office will refer students to the Liaison to assist with obtaining these records from the previous school, state registries and/or community-based clinics.

The Liaison and other district personnel will ensure that all school records pertaining to a student transferring out of district are sent to the receiving school within ten (10) school days of the CWA's notification that a student in Foster Care is changing schools.

## 5.4 Services

The school must provide children and youth in Foster Care the services, for which they meet relevant criteria, comparable to services offered to other students in the school, including but not limited to:

- Transportation;
- Educational services for which the student meets eligibility criteria, including special education, Title I, and related services and programs for English Learners;
- School nutrition programs;
- Vocational and technical education programs;
- Gifted and talented programs; and
- Before- and after-school programs

*Transportation and Transportation Plans*

Minimally, the Charter District will review the state approved transportation plan template on an annual basis to ensure all information is accurate and current and submit this to the designated state contacts and agencies. At a foster parent or CWA's request, the school will immediately arrange and provide transportation to and from the School of Origin through an appropriate, cost-effective option. The Liaison will coordinate these arrangements with the local CWA. The school must provide the transportation for the entire time the child has a right to attend that school, as defined above, including during pending disputes and when making the *best interest of the child* determination. The length of the commute will only be considered when making the *best interest of the child* determination regarding potential harm to the child. Transportation disputes will not result in a child in Foster Care missing school. If such a dispute arises, the school will arrange transportation and immediately bring the matter to the attention of the local CWA and state authorities following the appropriate complaint procedures.

A child in foster care needing transportation will continue to receive this service for the duration of time the child is in foster care, through the end of the academic year to ensure that the child's educational stability is maintained.

The Charter District will coordinate and collaborate with the CWA to make an appropriate transportation plan that supports the student's school stability plan and is fair to the Charter District's taxpayers, consistent with the Charter District's obligations under the federal Fostering Connections Act.

The Charter District recognizes the CWA may have access to federal funds to support the student's school stability plan, including transportation costs. Therefore, when there are additional costs incurred by the Charter District to provide transportation to the school of origin the Charter District will first seek to have the CWA agree to provide that transportation through a separate contract or by reimbursing the Charter District. The Charter District will also consider sharing the additional cost with the CWA or absorbing the full of amount of the additional cost. Until such an agreement is reached and signed, the district will continue to fund and transport the child in foster care.

*Title I*

Children and youth in Foster Care are automatically eligible for Title I services. The school

will reserve the necessary funds to provide services comparable to those provided to Title I students attending non-participating schools, including education related support services and removing barriers that prevent attendance as necessary through the provision of additional reasonable services after other funding sources have been exhausted. The Liaison and the Title I director at the NHA Service Center will develop the formula (based upon the per-pupil Title I expenditures) to use for determining the necessary funds to reserve.

The Title I director and the Liaison will ensure coordination between the Title I plan and the ESSA, including the academic assessment, reporting and accountability systems required by federal law and the U.S. Department of Education.

*Educational Services*

The school shall give evaluations of Children and youth in Foster Care suspected of having a disability priority and coordinate the evaluation with the student's prior and subsequent schools, as necessary, to ensure timely completion of a full evaluation. The school will immediately implement the child's Individualized Education Program (IEP), if available, and promptly conduct any necessary IEP meetings or re-evaluations. If complete records are not available, IEP teams will use good judgment in choosing the best course of action, balancing procedural requirements and the provision of services in an attempt to avoid any disruption in services.

Beginning in the 2017-2018 school year, and continuing thereafter, each NHA school's annual report card must include information on student achievement regarding State assessments, disaggregated by student status, to include students who are homeless, in foster care, and students with parents serving on active duty within the armed forces (ESEA Section 1111(h)(1)(C)(ii).

## 5.5 Discipline

Students in foster care should be held to the same disciplinary standards as their peers who are not in foster care except when the behavior is a result of placement in foster care. For example, a student should not be penalized for absences due to court appointments or court appointed counseling.

## 5.6 Dispute

The following steps and procedures should take place in resolving disputes regarding school selection or transportation

Disputes & Appeals

- A dispute is either an oral or written and signed statement between the local liaison and the CWA in regards to a school selection or transportation determination.
- An appeal is an oral or written and signed statement requesting a review of a previously submitted complaint. If the Complainant is not satisfied with the final resolution, they have the right to notify the state within two (2) school days of their intent to appeal the determination.
- The final decision regarding a second appeal lies with the state.

Role of School

- Immediately enroll the child in the school preferred by the person(s) bringing the complaint.
- School of origin must provide transportation to the school of origin until the dispute has been resolved.

Role of Liaison & CWA

- Ensure the student remains in their school of origin and be provided with transportation during.
- The initiating party shall request any documents related to the issue in question.
- To initiate a state-level dispute the requested documentation must be submitted to the ESSA/Foster Care Coordinator and include Foster Care Dispute & Complaint Initiation form, the CWA Best Interest Determination, and other relevant documents.
- State ESSA/Foster Care Coordinator has 15 working days to review all submitted documentation related to the dispute and make a determination.

| Name: | Owner/Dept: | Date Last Updated: |
|---|---|---|
| **McKinney-Vento/Homeless Practices & Procedures** | **Emilie Smith**<br>**Safety & Health** | **January 2025** |

## 1. PURPOSE

To remove barriers to the enrollment and retention in school of children and youth experiencing homelessness in compliance with the McKinney-Vento Homeless Education Assistance Act (42 U.S.C.§11301 et seq.) ("McKinney-Vento Act").

## 2. PRACTICE

The school will adhere to the provisions of the McKinney-Vento Act and applicable state requirements to ensure that all identified students experiencing homelessness and Unaccompanied Youth enrolled in or being considered for enrollment in the district receive a free and appropriate education and meaningful opportunities to succeed in the school. This includes identified students experiencing homelessness eligible for pre-kindergarten programming.

### *Definitions*

"Student experiencing homelessness"- a child who does not have a fixed, regular, and adequate nighttime residence or whose primary nighttime location is in a public or private shelter designated to provide temporary living accommodations, or a place not designed for, or ordinarily used as regular sleeping accommodations for human beings. This definition includes a child who is:

- sharing the housing of other persons due to loss of housing, economic hardship or similar reason (sometimes referred to as double-up);
- living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
- living in a car, park, public space, abandoned building, substandard housing, bus or train stations or similar settings;
- abandoned in hospitals;
- a migratory child who qualifies as homeless because he or she is living in circumstances described above; or
- an Unaccompanied Youth.

"School of Origin" – the public school, including a preschool or a charter school, the student attended when permanently housed or the school in which the student was last enrolled. When the child completes the final grade, level served by the School of Origin, this definition shall include the designated receiving school at the next grade level.

"Unaccompanied Youth" - a youth not in the physical custody of a parent or guardian who meets the definition of homeless.

## 3. APPLICABILITY

This document applies to all National Heritage Academies (NHA) schools.

## 4. RESPONSIBILITY

4.1 The school principal will designate a local homeless Liaison ("Liaison"). Best practice asks that this be a social worker, counselor, or an intervention dean. The Liaison's name and role will be posted in the front office and updated as necessary.

4.2 The Liaison will serve as one of the primary contacts between families experiencing homelessness and school staff, district personnel, shelter workers, state coordinators for students experiencing homelessness, public and private service providers in the community, housing and placement agencies, and other service providers.

4.3 The Liaison will ensure that:

- Students experiencing homelessness are identified by school personnel and through coordination activities with other entities and agencies;
- Ensure that students experiencing homelessness are immediately enrolled in and have full and equal opportunities to succeed in the school;
- Ensure that students experiencing homelessness and their families receive eligible educational services;
- Make referrals to housing, health, mental health, dental, and other services;
- Inform parents/guardians of educational and related opportunities available to their children;
- Inform Unaccompanied Youths of their status as independent students under section 480 of the Higher Education Act of 1965 and their right to receive verification of this status;
- Provide parents/guardians with meaningful opportunities to participate in their child's education;
- Inform parents/ guardians and students experiencing homelessness of all transportation services, and assist them in accessing these services;
- Clearly communicate all required information in a form, manner, and language that is understandable;
- Ensure proper mediation of enrollment disputes according to the McKinney-Vento Act and complaint procedures;
- Assist the requestor in commencing an appeal pursuant to applicable law;
- Disseminate public notice of the educational rights of students experiencing homelessness;
- Conduct annual training for school personnel on possible indicators of homelessness, sensitivity in identifying students experiencing homelessness, procedures for reporting to the Liaison, and Liaison duties; and
- Record *myNHA* information in coordination with the registrar.

## 5. PROCEDURES

### 5.1 Identification

The school has an affirmative obligation to identify students in temporary housing. The Liaison, in collaboration with school personnel and community organizations, will identify Students experiencing homelessness, both in and out of school. Community organizations may include family and youth shelters, soup kitchens, motels,

campgrounds, drop-in centers, welfare departments and other social service agencies, street outreach teams, faith-based organizations, truancy and attendance officers, local homeless coalitions, and legal services.

The Liaison must use the Student Residency Questionnaire ("SRQ") upon enrollment of any student and all students whose address changes during the school year, and the provided response must clearly describe current living arrangements of the student to determine whether they meet the definition of a student experiencing homelessness. Upon the receipt of an SRQ indicating potential homelessness, the Liaison will implement this practices and procedures document and ensure adherence with federal, state and NHA requirements.

New York schools only: Upon determination of appropriate school selection, the parent (or Liaison if no parent is available) will complete the New York STAC-202 form, following the instructions contained therein. Upon receipt of the STAC-202 form, the Liaison will forward the form to the New York Office of STAC & Special Aids Unit (New York State Education Department, Room 415, Education Building, Albany, NY 12234) and keep a copy in the school's records.

## 5.2 School Selection

Students experiencing homelessness have the right to remain at their School of Origin or to attend any school in the attendance area in which students are actually living. After a student becomes permanently housed, they have the right to remain enrolled in, and continue receiving transportation to the school of origin for the duration of homelessness, through the remainder of the school year in which the student becomes permanently housed, and possibly an additional year if it is the student's terminal grade;

If the parent/guardian agrees, students experiencing homelessness will remain at their School of Origin to the extent it aligns with the best interests of the child. students experiencing homelessness may remain at their School of Origin the entire time they are in transition and until the end of any academic year in which they become permanently housed. The same applies if they lose their housing between academic years.

*Best interest of the student* is a child-centered determination, based on the needs and interests of the particular individual and the parent/guardian or child's wishes. It must be presumed that keeping the child in the School of Origin is in the child's best interest, except when doing so is contrary to the request of the child or parent/guardian. Services that are required to be provided, including transportation and services under federal and other programs, shall not be considered in determining best interest. Best interest of the child considerations may include the impact of mobility on:

- Achievement
- Education
- Health
- Safety

If, after weighing these considerations, the liaison determines it is not in the student's best interest to attend their School of Origin, the Liaison must provide the parent,

guardian, or Unaccompanied Youth with a written explanation of the reasons for its determination and outlining the right to appeal.
The written explanation should include:

- A description of the action proposed or refused by the school;
- An explanation of why the action is proposed or refused;
- The reasons why any other options were rejected;
- A description of any other factors relevant to the school's decision and information related to the eligibility or best interest determination including the facts, witnesses, and evidence relied upon and their sources;
- Appropriate timelines to ensure any relevant deadlines are not missed including notice that families and students have 30 days to appeal; and
- Contact information for the local liaison and State Coordinator, and a brief description of the roles.

## 5.3 Enrollment

The school selected for enrollment must immediately enroll any student experiencing homelessness. Unaccompanied Youth may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling, or the Liaison. Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, (i.e. previous academic records, records of immunization, proof of residency, proof of guardianship, birth certificates), any unpaid school fees, lack of uniforms or clothing that conforms to the school's dress code or any factor related to the student's living situation.

The school will coordinate the transfer of school records with other districts and contact the student's previous school to obtain school records. Initial placement of a student whose records are not immediately available will be made based on the age and information gathered from the student, parent, and previous schools or teachers. Student will receive full or partial credit based on the information provided from the previous school or for coursework completed, as appropriate. If no immunization records are available, the school office will refer students to the Liaison to assist with obtaining these records from state registries and/or community-based clinics.

The school will excuse any tardiness or absence related to the student experiencing homelessness's living situation when applying any school policy regarding tardiness or absences.

## 5.4 Services

The school must provide students experiencing homelessness services, for which they meet the relevant criteria, comparable to services offered to other students in the school, including but not limited to:

- Transportation;
- Title I;
- Educational services for which the student meets eligibility criteria, including special education and related services and programs for English language

learners;

- School nutrition programs (the school will provide free meals to the student experiencing homelessness as all eligible McKinney-Vento students are automatically eligible for free meals);
- Vocational and technical education programs;
- Gifted and talented programs;
- Before- and after-school programs; and
- Other extra-curricular activities

*Transportation*

The Liaison will coordinate transportation arrangements, which may include arrangements with the social service district. The school must provide the transportation for the entire time the child has a right to attend that school, as defined above, including during pending disputes. The length of the commute will only be considered when making the *best interest of the child* determination in regard to potential harm to the child (New York Only: or up to 50 miles each way, even if such services are not available to student who are permanently housed).

Prior to selection of a school, the Liaison will inform the parent/guardian or Unaccompanied Youth of this right to transportation. Transportation disputes will not result in a student experiencing homelessness missing school. If such a dispute arises, the school will arrange transportation and immediately bring the matter to the attention of the state authorities following the appropriate dispute procedures as detailed in this document.

Transportation is provided at a parent/guardian's or Unaccompanied Youth's request to the school of origin for students who are homeless, including preschool students if applicable, for the duration of homelessness, through the remainder of the school year in which the student becomes permanently housed, and possibly an additional year if it is the student's terminal grade.

Transportation is provided for students who are homeless to participate in extra-curricular activities and summer school if the lack of transportation poses a barrier.

*Title I*

Students experiencing homelessness are automatically eligible for Title I services and remain eligible after becoming permanently housed for the remainder of the school year. The school will reserve the necessary funds to provide services comparable to those provided to Title I students attending non-participating schools, including education related support services and removing barriers that prevent attendance as necessary through the provision of additional reasonable services after other funding sources have been exhausted. The Liaison and the Title I director at the NHA Service Center will develop the formula (based upon the per-pupil Title I expenditures) to use for determining the necessary funds to reserve.

The Title I director and the Liaison will ensure coordination between the Title I plan and

the McKinney-Vento Act, including the academic assessment, reporting and accountability systems required by federal law and the U.S. Department of Education.

*Educational Services*

The school shall give evaluations of students experiencing homelessness suspected of having a disability priority and coordinate the evaluation with the student's prior and subsequent schools, as necessary, to ensure timely completion of a full evaluation. When necessary, the school will expeditiously designate a surrogate parent for Unaccompanied Youth suspected of having a disability. The school will immediately implement the child's Individualized Education Program (IEP), if available, and promptly conduct any necessary IEP meetings or re-evaluations. If complete records are not available, IEP teams will use good judgment in choosing the best course of action, balancing procedural requirements and the provision of services in an attempt to avoid any disruption in services.

Beginning in the 2017-2018 school year, and continuing thereafter, each NHA school's annual report card must include information on student achievement regarding State assessments, disaggregated by student status, to include students who are homeless, in foster care, and students with parents serving on active duty within the armed forces (ESEA Section 1111(h)(1)(C)(ii).

## 5.5 Discipline

School discipline policies are applicable to students' experiencing homelessness and permanently housed students alike. However, students experiencing homelessness may not be disciplined for behavior directly related to their housing circumstances.

## 5.6 Dispute Resolution

The following steps and procedures should take place in resolving disputes regarding eligibility, enrollment, school selection.

Disputes & Appeals

- A dispute is either an oral or written and signed statement alleging the violation of a federal or state law, rule, or, regulation in regards to eligibility, enrollment, or school selection. All dispute appeals must be submitted to the McKinney-Vento/Homeless Liaison.
- An appeal is an oral or written and signed statement requesting a review of a previously submitted complaint. If the Complainant is not satisfied with the final resolution, they have the right to notify the school within two (2) school days of their intent to appeal the decision with the McKinney-Vento/Homeless Liaison using the McKinney-Vento Written Notification of Request to Appeal form which shall be attached to the McKinney-Vento Written Notification of Determination
- The final decision regarding a second appeal lies with the principal. Upon receiving the principal's decision, if the Complainant is not satisfied with the proposed resolution, an appeal may be made in accordance with the state's designated appeal process, as outlined below.

Role of School

- Immediately enroll the child in the school preferred by the person(s) bringing the complaint.
- Provide all educational services the child is eligible for, pending resolution of the dispute.

Role of Liaison

- After receipt of the complaint, the Liaison must immediately notify the principal and other necessary parties that the dispute process has been initiated.
- Within one (1) school business day of a complaint being filed, the Liaison shall provide a printed copy of a Complainant's rights, including the right to appeal.
- Upon receipt of a complaint, the Liaison must provide a written explanation of the school placement decision and/or provided services to the Complainant using the Written Notification of Determination form and discuss the complaint with the Complainant and the Complainant's right to appeal the decision.
- The Liaison must provide a written proposed resolution or a plan of action to the Complainant within five (5) days of receipt of the complaint, or within seven (7) business days of notification of dispute (Georgia only).
- If the Liaison does not resolve the dispute, the Complainant has the right to submit a written or verbal appeal to the school principal regarding the decision, using the attached Request to Appeal form. The Principal and Liaison must provide a written resolution to the parties within five (5) days of the discussion with the principal, or within ten (10) business days of the second dispute (Georgia only). The Complainant has a right to obtain assistance from advocates or attorneys in addressing a complaint.
- The Liaison will carry out the dispute resolution in an expeditious manner and will provide the Complainant these written procedures, including the appeal procedures outlined below upon initiation of a complaint or appeal.
- In the event the school is unable to resolve the complaint, the Complainant may pursue the applicable appeal procedure(s) with the State Homeless Coordinator.

*Appeal Procedures – Colorado*

If the dispute is not resolved at the school level, the Liaison will assist the Complainant in contacting a mediator from the Colorado Mediator Resource Network (services at no charge to the Complainant) or may direct the Complainant to the Colorado Department of Education (CDE).

Address the complaint to the following address:

- State Coordinator for the Education of Homeless Children and Youth, Colorado Department of Education, State Office Building, 201 East Colfax Avenue, Denver, Colorado 80203-1799.

Use the Colorado Dispute Resolution Form during the appeal process. The complaint should include:

- the name, address, and telephone number of the person filing the appeal;
- the relationship or connection of the person to the child in question;
- the name and age of the child involved;
- the name of the school and school personnel involved in the complaint;
- a description of how the school violated the McKinney-Vento Act;
- the date on which the violation occurred;
- the federal requirement alleged to have been violated;
- a description of the situation that prompted the complaint;
- a description of the attempts that were made to solve the issue;
- contact information for the Liaison and potential witnesses;
- supporting documentation; and
- the relief the person is seeking.

If the State Coordinator is unable to resolve the complaint within 15 business days, the Complainant may file a written complaint to the State Coordinator who, with a team, will review the complaint with the mandates of the Title X law. Within 15 days of receipt of the complaint, the Coordinator will issue a written decision to the parties via mail.

*Appeal Procedures – Georgia*

If the dispute is not resolved at the school level, the Complainant may direct the complaint to the Georgia Department of Education state homeless coordinator. The Liaison may assist the Complainant in contacting the Department. The complaint may be made either in writing or submitted electronically through the Department's online complaint process.

Address the complaint to the following address:

- Georgia Department of Education, Legal Services Division, 205 Jese Hill Jr. Drive SE, Atlanta, Georgia 30334

The complaint should include:

- the name, address, and telephone number of the person filing the appeal;
- the relationship or connection of the person to the child in question;
- the name and age of the child involved;
- the name of the school and school personnel involved in the complaint;
- a description of how the School violated the McKinney-Vento Act;
- the date on which the violation occurred;
- the federal requirement alleged to have been violated;
- a description of the situation that prompted the complaint;
- a description of the attempts that were made to solve the issue;
- contact information for the Liaison and potential witnesses;
- supporting documentation; and
- the relief the person is seeking.

*Appeal Procedures – Indiana*

If the dispute is not resolved at the school level, the Complainant may direct the complaint to the Indiana Department of Education (IDOE). Complaints made under this process must be in writing and signed by the Complainant.

If the complaint involves enrollment or school placement of students experiencing homelessness, address the complaint to the following address:

- Indiana McKinney-Vento Homeless Education State Coordinator, Indiana Department of Education, 100 N Senate Ave, 9th floor, Indianapolis, Indiana 46204

The complaint should include:

- the name, address, and telephone number of the person filing the appeal;
- the relationship or connection of the person to the child in question;
- the name and age of the child involved;
- the name of the school and school personnel involved in the complaint;
- the federal requirement alleged to have been violated;
- a description of the situation that prompted the complaint;
- a description of the attempts that were made to solve the issue;
- supporting documentation; and
- the relief the person is seeking.

The IDOE will issue a letter of acknowledgement to the Complainant and the Liaison containing, among other things, the IDOE's commitment to issue a resolution in the form of a Letter of Findings.

An IDOE complaint investigator will conduct an independent review of all relevant information and issue the Letter of Findings to the Complainant within thirty (30) days of receipt of a complaint, absent exceptional circumstances.

*Appeal Procedures – Louisiana*

If the dispute is not resolved at the school level, the Liaison will assist the Complainant in contacting the local (EBR) Liaison for assistance with the appeal process. In the event the dispute is not resolved at the (EBR) Liaison level, the Complainant may contact the State Coordinator to hear an appeal of the Local (EBR) Liaison's decision.

Address the complaint to the following address:

- State Coordinator – Homeless Education, Louisiana Department of Education, Office of School & Community Support,1201 North Third Street, Baton Rouge, Louisiana 70802

The complaint should include:

- the name, address, and telephone number of the person filing the appeal;

- the relationship or connection of the person to the child in question;
- the name and age of the child involved;
- the name of the school and school personnel involved in the complaint;
- the federal requirement alleged to have been violated;
- a description of the situation that prompted the complaint;
- a description of the attempts that were made to solve the issue;
- supporting documentation; and
- the relief the person is seeking.

The DOE will acknowledge receipt of the complaint in writing to the Complainant and provide written resolution of the complaint within 60 days of the date the DOE receives the complaint. The decision will include a breakdown of the findings, the reasons for the final decision, and the Complainants right to request the Secretary of the U.S. Department of Education to review the final decision of the DOE, at the Secretary's discretion.

*Appeal Procedures – Michigan*

If the dispute is not resolved at the school level, the Complainant may direct the complaint to the Michigan Department of Education. Complaints made under this process must be in writing and signed by the Complainant. The complaint may be submitted electronically or mailed to the address listed out below.

Address the complaint to the following address:

- State Coordinator for Homeless Education, Michigan Department of Education, Office of Field Services, Special Populations Unit, 608 W. Allegan Street P.O. Box 30008, Lansing, MI 48909

The complaint should include:

- the name, address, and telephone number of the person filing the appeal;
- the relationship or connection of the person to the child in question;
- the name and age of the child involved;
- the name of the school and school personnel involved in the complaint;
- the federal requirement alleged to have been violated;
- a description of the situation that prompted the complaint;
- a description of the attempts that were made to solve the issue;
- supporting documentation; and
- the relief the person is seeking.

The State Homeless Coordinator will gather needed information from statements of the parties involved and will forward the information within five (5) school days to three regional McKinney-Vento staff.

Within five (5) school days the regional staff will review the documentation and use the MDE Dispute Review Form to submit a summary, concerns, and recommendations to the State Coordinator.

Within two (2) school days of receiving the regional reviews, the State Coordinator will render a decision and notify the Complainant.

If the complaint is not resolved in a satisfactory manner by the State Coordinator, the final appeal shall be directed to the OFS Special Populations Manager by the Complainant. Appeals under this process must be made in writing and signed by the Complainant.

Within five (5) school days after receiving the regional reviews, the OFS Special Populations Manager will render a final decision and notify the Complainant. There are no federal level appeals for McKinney-Vento disputes through USDOE.

*Appeal Procedures – North Carolina*

If the dispute is not resolved at the school level, the Complainant may direct the complaint, orally or written, to the North Carolina Department of Public Instruction.

Address the complaint to the following address:

- State Coordinator for Homeless Education, National Center for Homeless Education, SERVE Center at UNCG, 6301 Mail Service Center, Raleigh, North Carolina, 27699

The complaint should include:

- the name, address, and telephone number of the person filing the appeal;
- the relationship or connection of the person to the child in question;
- the name and age of the child involved;
- the name of the school and school personnel involved in the complaint;
- the federal requirement alleged to have been violated;
- a description of the situation that prompted the complaint;
- a description of the attempts that were made to solve the issue;
- supporting documentation; and
- the relief the person is seeking.

The Liaison will provide the State Homeless Coordinator with any information that the State Homeless Coordinator requests regarding the issues presented in the appeal.

The State Homeless Coordinator will provide the school and the Complainant the opportunity to respond to any decision made and to provide any additional evidence the Complainant deems relevant.

Within 10 school days following receipt of the complete appeal, the State Coordinator shall issue a final written decision to the school and the Complainant.

*Appeal Procedures – New York*

If the dispute is not resolved at the school level, the Liaison will assist the Complainant in contacting the Commissioner, completing the New York Form Petition, and providing copies of the form and supporting documentation at no cost to the Complainant.

The Liaison will provide the Complainant an acknowledgement of receipt of the Form Petition and will transmit the Form Petition and related documents on behalf of the Complainant to the Office of Counsel, New York State Education Department, State Education Building, Albany, New York within five days of receipt.

The student experiencing homelessness may continue attending the school and receiving transportation services until the Commissioner issues an appeal decision.

McKinney-Vento liaison's dispute resolution responsibilities:

- The school's McKinney-Vento liaison must assist the student in temporary housing's parent or guardian or unaccompanied youth in bringing an appeal to the Commissioner under Education Law
- §310 of a final school district decision regarding enrollment, school selection and/or transportation. In the event of a dispute regarding eligibility, enrollment, school selection, and/or transportation, the school's McKinney-Vento liaison will:
- provide the parent or guardian or unaccompanied youth with a copy of the form petition, which is available at: http://www.counsel.nysed.gov/appeals/homelessForms;
- assist the parent or guardian or unaccompanied youth in completing the form petition;
- arrange for the copying of the form petition and supporting documents for the parent or guardian or unaccompanied youth, without cost to the parent or guardian or unaccompanied youth;
- accept service of the form petition and supporting papers on behalf of any school district employee or officer named as a party or the school district if it is named as a party or arrange for service by mail by mailing the form petition and supporting documents to any school district employee or officer named as a party and, if the school district is named as a party, to a person in the office of the superintendent who has been designated by the board of education to accept service on behalf of the school district;
- provide the parent or guardian or unaccompanied youth with a signed and dated acknowledgment verifying that the McKinney-Vento liaison has received the form petition and supporting documents and will either accept service of these documents on behalf of the school district employee or officer or school district or effect service by mail by mailing the form petition and supporting documents to any school district employee or officer named as a party and, if the school district is named as a party, to a person in the office of the superintendent who has been designated by the board of education to accept service on behalf of the school district;
- transmit on behalf of the parent or guardian or unaccompanied youth, within five days after the service of, the form petition or any pleading or paper to the Office of Counsel, New York State Education Department, State Education Building, Albany, New York 12234;
- provide the parent or guardian or unaccompanied youth with a signed and dated acknowledgement verifying that the McKinney-Vento liaison has received the form petition and supporting documents and will transmit these documents on behalf of the parent, guardian or unaccompanied youth to the Office of Counsel, New York State Education Department, State Education Building, Albany, New York 12234;

- accept service of any subsequent pleadings or papers, including any correspondence related to the appeal, if the parent or guardian or unaccompanied youth so elects. The liaison must also make such correspondence available to the parent or guardian or unaccompanied youth; and
- maintain a record of all appeals of enrollment, school selection, and transportation determinations.

*Appeal Procedures – Ohio*

If the dispute is not resolved at the school level, the Complainant may direct the complaint to the Ohio Department of Education. Complaints made under this process must be in writing and signed by the Complainant.

Address the complaint to the following address:

- Homeless Education Coordinator, Ohio Department of Education, 25 South Front Street, Columbus, Ohio 43215

The complaint should include:

- the name, address, and telephone number of the person filing the appeal;
- the relationship or connection of the person to the child in question;
- the name and age of the child involved;
- the name of the school and school personnel involved in the complaint;
- the federal requirement alleged to have been violated;
- a description of the situation that prompted the complaint;
- a description of the attempts that were made to solve the issue;
- supporting documentation; and
- the relief the person is seeking.

The Homeless Education Coordinator will recommend a decision to the Complainant and the Liaison. If unresolved, the Complainant may file a final appeal to the State Superintendent of Public Instruction for review and disposition.

# PREPNET VIRTUAL ACADEMY

## Admission and Enrollment Policy

Admission to the School shall be open to all age-appropriate children for grade levels offered in accordance with the School's charter contract without charge for tuition and without discrimination on the basis of intellectual or athletic abilities, measures of achievement or aptitude, disability, status as a handicapped person, homeless status, English proficiency, religion, creed, race, sex, color, national origin or any other basis that would be illegal for an existing school district. Admission shall comply with all applicable federal and state laws. Admission shall be limited to those students who are residents of the state, except a foreign exchange student. The Academy may choose not to accept a student who has been suspended, expelled, or otherwise released or excluded from his or her previous school for disciplinary reasons. The School Leader shall make the decision based on the circumstances involved.

The School will remove barriers to the enrollment and retention in school of children and youth experiencing homelessness by developing and implementing practices and procedures consistent with the McKinney-Vento Homeless Education Assistance Act and applicable state law. The school will ensure that all identified homeless children and unaccompanied youth receive a free and appropriate education and are given meaningful opportunities to succeed in the school.

It is the policy of the School Board that its educational service provider develop and implement practices and procedures that control the admission and enrollment of students, including public notice, lottery and random selection drawing to be used when the number of applicants exceed the number of available spaces for grades offered. Detailed application, lottery and admission practices and procedures shall be available to parents and the general public at the school office. The School Board will annually approve offered seats and maximum class size of the School.

References:
US Constitution, Fourteenth Amendment
Title IX of Education Amendments Act (20 USC 1681 et. seq.) The Civil Rights Act of 1964
The McKinney-Vento Homeless Education Assistance Act (42 USC §11434a[2]) Rehabilitation Act of 1973 (29 USC 791 et. seq.)
Equal Educational Opportunity Act of 1974 (20 USC 1703 et. seq.) The Americans with Disabilities Act of 1990 (42 USC 12101 et. seq.) Michigan Constitution
MCL 37.1101 et. seq.; 37.1402; 37.2402; 380.503 et. seq; 380.504 et. seq.; 380.1146; 380.1704
Admissions and Enrollment Practices & Procedures Homeless Child Practices & Procedures

Adopted: August 14, 2020

# SCHEDULE 7-6

## SCHOOL CALENDAR AND SCHOOL DAY SCHEDULE

# PrepNet Virtual Academy
# 2025-26 School Year

### July 2025

| Su | M | T | W | Th | F | 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 | | |

7/4 - Fourth of July

### August 2025

| Su | M | T | W | Th | F | 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 | | | | | | |

8/5 - New Teacher Start Date
8/5-8/8 - New Teacher PD
8/11-8/15 - New Teacher/OLM PD
8/11-8/15 - New Staff PD
8/18-8/22 - All Staff PD
8/25 - All Staff PD
8/26-8/27 - Family Orientation Conferences *RQD
8/28 - All Staff PD
8/29 - Labor Day Break

### September 2025

| Su | M | T | W | Th | F | 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 | | | | |

9/1 - Labor Day
9/2 - First Day of School
9/26 - Staff PD/Data Dive

### October 2025

| Su | M | T | W | Th | F | 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 | |

10/1 - Full Day of School
10/1 - Count Day
10/13 - Fall Break
10/31 - Records Day
10/31 - Marking Period-End of Q1, Mid-term

### November 2025

| Su | M | T | W | Th | F | 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 | | | | | | |

11/5-11/6 - Parent Teacher Conferences
11/26-11/28 - Thanksgiving Break

### December 2025

| Su | M | T | W | Th | F | 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 | | | |

12/1 - School Resumes
12/22-1/2 - Winter Break

### January 2026

| Su | M | T | W | Th | F | 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 |

1/5 - School Resumes
1/19 - Martin Luther King, Jr. Day
1/23 - Records Day
1/23 - Marking Period - End Q2/ Sem 1

### February 2026

| Su | M | T | W | Th | F | 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 |

2/11 - Full Day of School
2/11 - Count Day
2/16-2/17 - Mid Winter Break
2/18 - School Resumes

### March 2026

| Su | M | T | W | Th | F | 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 | | | | |

3/20 - Records Day
3/25-3/26 - Parent Teacher Conferences
3/27 - Staff PD
3/27 - Marking Period - End Q3, Mid-term
3/30-4/3 - Spring Break

### April 2026

| Su | M | T | W | Th | F | 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 | | |

4/6 - School Resumes

### May 2026

| Su | M | T | W | Th | F | 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 | | | | | | |

5/25 - Memorial Day
5/29 - Records Day

### June 2026

| Su | M | T | W | Th | F | 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 | | | | |

6/12 - Last Day of School
6/12 - Marking Period - End of Q4/ Sem 2
6/15 - Teacher Planning

**Board Approved:**
**3/28/2025 9:40 AM**

**Last Update:**
**3/28/2025 9:40 AM**

Students Report Half Day / Staff Report All Day
Students Do Not Report / Staff Report All Day
Students / Staff Do Not Report

181 School Days
K-6th 8:00 AM-3:20 PM School Hours
7th-13th 8:00 AM-3:20 PM
K-6th 8:00 AM-11:30 AM (half)
7th-13th 8:00 AM-11:30 AM
K-6th 1,184.50 Instructional Hours
7th-13th 1,184.50

# PrepNet Virtual Academy - 2025-26

| | |
|---|---|
| **July** | **4** - Fourth of July *(Students Off / Staff Off)* |
| **August** | **5** - New Teacher Start Date *(Informational)*<br>**5-8** - New Teacher PD *(Students Off / Staff Report All Day)*<br>**11-15** - New Teacher/OLM PD *(Informational)*<br>**11-15** - New Staff PD *(Students Off / Staff Report All Day)*<br>**18-22** - All Staff PD *(Students Off / Staff Report All Day)*<br>**25** - All Staff PD *(Students Off / Staff Report All Day)*<br>**26-27** - Family Orientation Conferences *RQD *(Students Off / Staff Report All Day)*<br>**28** - All Staff PD *(Students Off / Staff Report All Day)*<br>**29** - Labor Day Break *(Students Off / Staff Off)* |
| **September** | **1** - Labor Day *(Students Off / Staff Off)*<br>**2** - First Day of School *(First Day of School)*<br>**26** - Staff PD/Data Dive *(Student Half Day / Staff Report All Day)* |
| **October** | **1** - Full Day of School *(Students & Staff Report All Day)*<br>**1** - Count Day *(Count Period)*<br>**13** - Fall Break *(Students Off / Staff Off)*<br>**31** - Records Day *(Student Half Day / Staff Report All Day)*<br>**31** - Marking Period-End of Q1, Mid-term *(Informational)* |
| **November** | **5-6** - Parent Teacher Conferences *(Students & Staff Report All Day)*<br>**26-28** - Thanksgiving Break *(Students Off / Staff Off)* |
| **December** | **1** - School Resumes *(School Resumes)*<br>**22-2** - Winter Break *(Students Off / Staff Off)* |
| **January** | **5** - School Resumes *(School Resumes)*<br>**19** - Martin Luther King, Jr. Day *(Students Off / Staff Off)*<br>**23** - Records Day *(Student Half Day / Staff Report All Day)*<br>**23** - Marking Period - End Q2/ Sem 1 *(Informational)* |
| **February** | **11** - Full Day of School *(Students & Staff Report All Day)*<br>**11** - Count Day *(Count Period)*<br>**16-17** - Mid Winter Break *(Students Off / Staff Off)*<br>**18** - School Resumes *(School Resumes)* |
| **March** | **20** - Records Day *(Student Half Day / Staff Report All Day)*<br>**25-26** - Parent Teacher Conferences *(Students & Staff Report All Day)*<br>**27** - Staff PD *(Student Half Day / Staff Report All Day)*<br>**27** - Marking Period - End Q3, Mid-term *(Informational)*<br>**30-3** - Spring Break *(Students Off / Staff Off)* |
| **April** | **6** - School Resumes *(School Resumes)* |
| **May** | **25** - Memorial Day *(Students Off / Staff Off)*<br>**29** - Records Day *(Student Half Day / Staff Report All Day)* |
| **June** | **12** - Last Day of School *(Student Half Day / Staff Report All Day)*<br>**12** - Marking Period - End of Q4/ Sem 2 *(Informational)*<br>**15** - Teacher Planning *(Students Off / Staff Report All Day)* |

| | |
|---|---|
| Board Approved: | 3/28/2025 9:40 AM |
| Last Update: | 3/28/2025 9:40 AM |
| School Days: | 181 |
| School Hours - Full Day: | K-6th 8:00 AM-3:20 PM<br>7th-13th 8:00 AM-3:20 PM |
| School Hours - Half Day: | K-6th 8:00 AM-11:30 AM<br>7th-13th 8:00 AM-11:30 AM |
| Instructional Hours: | K-6th 1,184.50<br>7th-13th 1,184.50 |

# PrepNet Virtual Academy - Master Calendar

| Start | End | Kinder AM | | Kinder PM | | Grade 1 | | Grade 2 | | Grade 3 | | Grade 4 | | Grade 5 | | Grade 6 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 8:00 AM | 8:05 AM | Moral Focus | Moral Focus (15 min) | Independent Workshop | Independent Workshop (45 min) | Moral Focus | Moral Focus (15 min) | Moral Focus | Moral Focus (15 min) | Moral Focus | Moral Focus (15 min) | Moral Focus | Moral Focus (15 min) | Moral Focus | Moral Focus (15 min) | Moral Focus | Moral Focus (15 min) |
| 8:05 AM | 8:10 AM | | | | | | | | | | | | | | | | |
| 8:10 AM | 8:15 AM | | | | | | | | | | | | | | | | |
| 8:15 AM | 8:20 AM | ELA Rotation 1 | ELA (90 min) | | | ELA First Rotation: Teacher Synch - Phonics/Heggerty & Writing OLM Synch - Reading Mastery Student Asynch - Lexia, Exit Ticket, Application | ELA | ELA First Rotation: Teacher Synch - Phonics/Heggerty & Writing OLM Synch - Reading Mastery Student Asynch - Lexia, Exit Ticket, Application | ELA | Read Aloud (Whole Group) | ELA | ELA First Rotation: Teacher-led Synch - Shared Reading Online Learning Mentor Synch - Corrective Reading Student Asynch - Lexia, Exit Ticket, Application | ELA | Read Aloud (Whole Group) | ELA | Independent Reading & Response | ELA |
| 8:20 AM | 8:25 AM | | | | | | | | | | | | | | | | |
| 8:25 AM | 8:30 AM | | | | | | | | | | | | | | | ELA Independent Work: Exit Ticket, Lexia, Application Activity | |
| 8:30 AM | 8:35 AM | | | | | | | | | | | | | | | | |
| 8:35 AM | 8:40 AM | | | | | | | | | | | | | | | Skill Introduction/Before Reading | |
| 8:40 AM | 8:45 AM | | | | | | | | | | | | | | | | |
| 8:45 AM | 8:50 AM | ELA Rotation 2 | | Independent Workshop | | | | | | ELA First Rotation: Teacher-led Synch - Shared Reading Online Learning Mentor Synch - Corrective Reading Student Asynch - Lexia, Exit Ticket, Application | | | | ELA First Rotation: Teacher-led Synch - Shared Reading Online Learning Mentor Synch - Corrective Reading Student Asynch - Lexia, Exit Ticket, Application | | | | Read and Discuss/ During Reading | |
| 8:50 AM | 8:55 AM | | | | | | | | | | | | | | | | |
| 8:55 AM | 9:00 AM | | | | | | | | | | | | | | | | |
| 9:00 AM | 9:05 AM | | | | | | | | | | | | | | | | |
| 9:05 AM | 9:10 AM | | | | | | | | | | | | | | | | |
| 9:10 AM | 9:15 AM | | | | | | | | | | | | | | | | |
| 9:15 AM | 9:20 AM | ELA Writing | | ASYNCH Math | Math Asynch (20 min) | ELA Second Rotation: Teacher Synch - Phonics/Heggerty & Writing OLM Synch - Reading Mastery Student Asynch - Lexia, Exit Ticket, Application | | ELA Second Rotation: Teacher Synch - Phonics/Heggerty & Writing OLM Synch - Reading Mastery Student Asynch - Lexia, Exit Ticket, Application | | ELA Second Rotation: Teacher-led Synch - Shared Reading Online Learning Mentor Synch - Corrective Reading Student Asynch - Lexia, Exit Ticket, Application | | ELA Second Rotation: Teacher-led Synch - Shared Reading Online Learning Mentor Synch - Corrective Reading Student Asynch - Lexia, Exit Ticket, Application | | ELA Second Rotation: Teacher-led Synch - Shared Reading Online Learning Mentor Synch - Corrective Reading Student Asynch - Lexia, Exit Ticket, Application | | Workshop/ Intervention: Corrective Reading | |
| 9:20 AM | 9:25 AM | | | | | | | | | | | | | | | | |
| 9:25 AM | 9:30 AM | | | | | | | | | | | | | | | | |
| 9:30 AM | 9:35 AM | | | | | | | | | | | | | | | | |
| 9:35 AM | 9:40 AM | | | | | | | | | | | | | | | | |
| 9:40 AM | 9:45 AM | | | | | | | | | | | | | | | | |
| 9:45 AM | 9:50 AM | Math | Math (75 min) | ASYNCH ELA | ELA Asynch (75 min) | ELA Third Rotation: Teacher Synch - Phonics/Heggerty & Writing OLM Synch - Reading Mastery Student Asynch - Lexia, Exit Ticket, Application | Writing | ELA Third Rotation: Teacher Synch - Phonics/Heggerty & Writing OLM Synch - Reading Mastery Student Asynch - Lexia, Exit Ticket, Application | Writing | ELA Independent Work: Lexia, Exit Ticket, Application | Math (45 min) | ELA Third Rotation: ( LAST GROUP PROFICIENT DOES NOT NEED CR) Teacher-led Synch - Shared Reading Online Learning Mentor Synch - Corrective Reading Student Asynch - Lexia, Exit Ticket, Application | Math (95 min) | ELA Independent Work: Lexia, Application Activity | Math (95 min) | Workshop/ Intervention: Corrective Reading | Math (95 min) |
| 9:50 AM | 9:55 AM | | | | | | | | | | | | | | | | |
| 9:55 AM | 10:00 AM | | | | | | | | | | | | | | | | |
| 10:00 AM | 10:05 AM | | | | | | | | | | | | | | | | |
| 10:05 AM | 10:10 AM | | | | | | | | | | | | | | | | |
| 10:10 AM | 10:15 AM | | | | | | | | | | | | | | | | |
| 10:15 AM | 10:20 AM | | | | | | | | | | | | | | | | |
| 10:20 AM | 10:25 AM | | | | | | | | | | | Grammar Synch Whole Group | | Grammar Synch Whole Group | | Grammar/ Writing Synch Whole Group | |
| 10:25 AM | 10:30 AM | | | | | | | | | Grammar/ Writing Synch Whole Group | | | | | | | |
| 10:30 AM | 10:35 AM | | | | | | | | | | | Writing Synch Whole Group | | Writing Synch Whole Group | | | |
| 10:35 AM | 10:40 AM | | | | | | | | | | | | | | | | |
| 10:40 AM | 10:45 AM | | | | | | | | | | | | | | | | |
| 10:45 AM | 10:50 AM | | | | | | | | | | | Asynch Independent Writing 1:1 Teacher Conferencing | | Asynch Independent Writing 1:1 Teacher Conferencing | | | |
| 10:50 AM | 10:55 AM | | | | | | | | | | | | | | | | |
| 10:55 AM | 11:00 AM | | | | | | | | | | | | | | | | |
| 11:00 AM | 11:05 AM | Specials | Specials (30 min) | Specials | Specials (30 min) | Specials | Specials (40 min) | Specials | Specials (40 min) | ASYNCH Science/ SS (30) | Writing | ASYNCH Science/ SS (30) | Writing | ASYNCH Science/ SS (30) | Writing | ASYNCH Science/ SS (30) | Writing |
| 11:05 AM | 11:10 AM | | | | | | | | | | | | | | | | |
| 11:10 AM | 11:15 AM | | | | | | | | | | | | | | | | |
| 11:15 AM | 11:20 AM | | | | | | | | | | | | | | | | |
| 11:20 AM | 11:25 AM | | | | | | | | | | | | | | | | |
| 11:25 AM | 11:30 AM | | | | | | | | | | | | | | | | |
| 11:30 AM | 11:35 AM | Lunch | | Lunch | | Lunch | | Lunch | | Lunch | | Lunch | | Lunch | | Lunch | |
| 11:35 AM | 11:40 AM | | | | | | | | | | | | | | | | |
| 11:40 AM | 11:45 AM | | | | | | | | | | | | | | | | |
| 11:45 AM | 11:50 AM | | | | | | | | | | | | | | | | |
| 11:50 AM | 11:55 AM | | | | | | | | | | | | | | | | |
| 11:55 AM | 12:00 PM | | | | | | | | | | | | | | | | |
| 12:00 PM | 12:05 PM | Recess | | Recess | | Recess | | Recess | | Recess | | Recess | | Recess | | Recess | |
| 12:05 PM | 12:10 PM | | | | | | | | | | | | | | | | |
| 12:10 PM | 12:15 PM | ASYNCH ELA | ELA Asynch (75 min) | Moral Focus | Moral Focus (15 min) | Math Story (Whole Group) | Math (110 min) | Math Story (Whole Group) | Math (110 min) | Math Instruction | Math (45 min) | Specials | Specials (40 min) | Math Story (Whole Group) | Math (95 min) | Math Story (Whole Group) | Math (95 min) |
| 12:15 PM | 12:20 PM | | | | | | | | | | | | | | | | |
| 12:20 PM | 12:25 PM | | | | | | | | | | | | | | | | |
| 12:25 PM | 12:30 PM | | | ELA Rotation 1 | ELA (90 min) | Math First Rotation: | | Math First Rotation: | | | | | | Math Group 1 | | Math Group 1 | |
| 12:30 PM | 12:35 PM | | | | | | | | | | | Math Story (Whole Group) | Math (95 min) | | | | |
| 12:35 PM | 12:40 PM | | | | | | | | | | | | | | | | |
| 12:40 PM | 12:45 PM | | | | | Math Second Rotation: | | Math Second Rotation: | | Specials | Specials (40 min) | Math Group 1 | | Math Group 2 | | Math Group 2 | |
| 12:45 PM | 12:50 PM | | | | | | | | | | | | | | | | |
| 12:50 PM | 12:55 PM | | | | | | | | | | | | | | | | |
| 12:55 PM | 1:00 PM | | | ELA Rotation 2 | | Math Third Rotation: | | Math Third Rotation: | | | | | | | | | |
| 1:00 PM | 1:05 PM | | | | | | | | | Math Story (Whole Group) | Math (50 min) | | | Specials | Specials (40 min) | Science/ SS (45) | Science - Social Studies (45 min) |
| 1:05 PM | 1:10 PM | | | | | | | | | | | | | | | | |
| 1:10 PM | 1:15 PM | | | | | | | | | | | | | | | | |
| 1:15 PM | 1:20 PM | | | | | | | | | | | | | | | | |
| 1:20 PM | 1:25 PM | | | ELA Writing | | Break | Break (10 min) | Break | | Math Instruction | | Math Group 2 | | | | | |
| 1:25 PM | 1:30 PM | ASYNCH Science/ SS | Science/ SS Async (unit on/off) (40 min) | | | | | | | | | | | | | | |
| 1:30 PM | 1:35 PM | | | | | Science/SS | Science - Social Studies (60 min) | Workshop | Science - Social Studies (60 min) | Science/ SS (45) | Science - Social Studies (45 min) | Science/ SS (45) | Science - Social Studies (45 min) | Science/ SS (45) | Science - Social Studies (45 min) | Specials | Specials (40 min) |
| 1:35 PM | 1:40 PM | | | | | | | | | | | | | | | | |
| 1:40 PM | 1:45 PM | | | | | | | | | | | | | | | | |
| 1:45 PM | 1:50 PM | | | | | | | | | | | | | | | | |
| 1:50 PM | 1:55 PM | | | | | | | | | | | | | | | | |
| 1:55 PM | 2:00 PM | | | | | | | | | | | | | | | | |
| 2:00 PM | 2:05 PM | | | | | | | | | | | | | | | | |
| 2:05 PM | 2:10 PM | | | | | | | | | | | | | | | | |
| 2:10 PM | 2:15 PM | ASYNCH Math | Math Asynch (20 min) | | | | | | | | | | | | | | |
| 2:15 PM | 2:20 PM | | | | | | | | | | | | | | | | |
| 2:20 PM | 2:25 PM | | | | | | | | | | | | | | | | |
| 2:25 PM | 2:30 PM | Independent Workshop | Independent Workshop (55 min) | Math | Math (75 min) | Workshop | Science - Social Studies (60 min) | Science/SS | Science - Social Studies (60 min) | | | | | | | | |
| 2:30 PM | 2:35 PM | | | | | | | | | | | | | | | | |
| 2:35 PM | 2:40 PM | | | | | | | | | | | | | | | | |
| 2:40 PM | 2:45 PM | | | | | | | | | | | | | | | | |
| 2:45 PM | 2:50 PM | | | | | | | | | | | | | | | | |
| 2:50 PM | 2:55 PM | | | | | | | | | | | | | | | | |
| 2:55 PM | 3:00 PM | | | | | | | | | | | | | | | | |
| 3:00 PM | 3:05 PM | | | | | | | | | | | | | | | | |
| 3:05 PM | 3:10 PM | | | | | | | | | | | | | | | | |
| 3:10 PM | 3:15 PM | | | | | | | | | | | | | | | | |
| 3:15 PM | 3:20 PM | | | Independent Workshop | Independent Workshop | Moral Focus | PM - Moral Focus | Moral Focus | PM - Moral Focus | Moral Focus | PM - Moral Focus | Moral Focus | PM - Moral Focus | Moral Focus | PM - Moral Focus | Moral Focus | PM - Moral Focus |

**PrepNet Virtual Academy - Master Calendar**

| | 8:00-8:30 | 8:35-9:30 | 9:35-10:30 | 10:35-11:30 | 11:30-12:10 | 12:10-1:05 | 1:10-2:05 | 2:10-3:05 | 3:10-3:20 |
|---|---|---|---|---|---|---|---|---|---|
| Subject(s) (Science, Math, etc) | AM Advisory | A Period | B Period | C Period | Lunch | D Period | E Period | F Period | PM Advisory |
| ELA | 8 | ELA 8 | ELA 11 | ELA 8 | | ELA 8 | S | PREP | 8 |
| ELA | 10 | ELA 10 | ELA 10 | ELA 10 | | ELA 12 | | PREP | 10 |
| ELA | 12 | ELA 9 | ELA 9 | ELA 9 | | PSYCHOLOG | ELA 9 | PREP | 12 |
| ELA | 7 | ELA 7 | ELA 7 | WORKSHOP | | ELA 7 | WORKSHOP | PREP | 7 |
| SS | 7 | LEADERSHIP | PREP | HISTORY 7 | | HISTORY 7 | HISTORY 7 | | 7 |
| SS | 8 | HISTORY 8 | PREP | EVENTS | | | HISTORY 8 | HISTORY 8 | 8 |
| SS | 9 | HISTORY | PREP | HISTORY | | | HISTORY | HISTORY | 9 |
| SS | 11 | CIVICS/ECON | PREP | US HISTORY | | | CIVICS/ECON | US HISTORY | 11 |
| Math | 9 | AIM 7 | YR 2 | YR 1 | | YR 1 | PREP | YR 2 | 9 |
| Math | 10 | GEOMETRY | MATH 8 | GEOMETRY | | MATH 8 | PREP | GEOMETRY | 10 |
| Math | 11 | or PRE-CALC | ALGEBRA 1 | ALGEBRA 1 | | ALGEBRA 1 | PREP | ALGEBRA 2 | 11 |
| Math | 8 | | MATH 7 | MATH 7 | | COLLEGE | PREP | MATH 7 | 8 |
| Math | | | | WORKSHOP | | WORKSHOP | PREP | MATH 8 | |
| Sci | 8 | SCIENCE 7 | SCIENCE 8 | PREP | | SCIENCE 8 | SCIENCE 7 | SCIENCE 8 | 8 |
| Sci | 7 | BIOLOGY | BIOLOGY | PREP | | BIOLOGY | | BIOLOGY | 7 |
| Sci | 11 | | ENVIRONME | PREP | | | CHEMISTRY | | 11 |
| Sci | 12 | | PHYSICAL SCIENCE | PREP | | PHYSICAL SCIENCE | HUMAN ANAT/PHYS | SCIENCE 7 | 12 |
| WL | 10 | SPANISH 1 | SPANISH 1 | SPANISH 2 | | PREP | SPANISH 1 | SPANISH 2 | 10 |
| WL | 11 | AP LITERATURE | FRENCH 2 | FRENCH 1 | | PREP | | FRENCH 1 | 11 |
| WL | | ASL 1/2/3/4 | ASL 1/2/3/4 | ASL 1/2/3/4 | | ASL 1/2/3/4 | ASL 1/2/3/4 | ASL 1/2/3/4 | |
| PE | EC | PREP | DANCE | | | DANCE | HS PE | PARENT SUCCESS MTG | EC |
| PE | 9 | PREP | HS PE | HS PE | | HS PE | HS PE | HS PE | 9 |
| Tech | 7 | PREP | TECH 7/8 | TECH APPS & CODING 7 | | TECH PYTHON BASICS | TECH APPS & CODING 7 | TECH 7/8 | 7 |
| Tech | 10 | PREP | VIDEO GAME DESIGN | FOUNDATIONS OF COMP SCI | | FOUNDATIONS OF COMP SCI | | FOUNDATIONS OF COMP SCI | 10 |
| Art | 9 | PREP | FOUNDATIONAL ART | FOUNDATIONAL ART | | FOUNDATIONAL ART | FOUNDATIONAL ART | FOUNDATIONAL ART | 9 |
| Art | 9 | PREP | MEDIA DESIGN | | | MEDIA DESIGN | AP DRAWING | MEDIA DESIGN | 9 |
| Music | | FOUNDATIONAL MUSIC | | | | | | | |
| PE | | ADVANCED PE | | | | | | | |
| Tech | | TECH 7/8 | | | | | | | |
| Art | | 2D/3D ART | | | | | | | |
| SE | | SE RESOURCE ELECTIVE | | | | | | | |
| SE | | SE RESOURCE ELECTIVE | | | | | | | |

**PrepNet Virtual Academy - Master Schedule**

| SELF-PACEDTime Blocks | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Kinder Asynch** | **Grade 1 Asynch** | **Grade 2 Asynch** | **Grade 3 Asynch** | **Grade 4 Asynch** | **Grade 5 Asynch** | **Grade 6 Asynch** | **Grade 7 Asynch** | **Grade 8 Asynch** | **Grade 9 Asynch** | **Grade 10 Asynch** | **Grade 11 Asynch** | **Grade 12 Asynch** |
| Moral Focus (30) | Moral Focus (30) | Moral Focus (30) | Moral Focus/ Advisory (40) | Moral Focus/ Advisory (40) | Moral Focus/ Advisory (40) | Moral Focus/ Advisory (40) | Moral Focus/ Advisory (40) | Moral Focus/ Advisory (40) | Moral Focus/ Advisory (40) | Moral Focus/ Advisory (40) | Moral Focus/ Advisory (40) | Moral Focus/ Advisory (40) |
| ELA (165) | ELA (165) | ELA (165) | ELA (110) | ELA (110) | ELA (110) | ELA (110) | ELA (60) | ELA (60) | ELA (60) | ELA (60) | ELA (60) | ELA (60) |
| | | | | | | | Math (60) | Math (60) | Math (60) | Math (60) | Math (60) | Math (60) |
| | | | Math (90) | Math (90) | Math (90) | Math (90) | Elective (60) | Elective (60) | Elective (60) | Elective (60) | Elective (60) | Elective (60) |
| Science (45) | Science (45) | Science (45) | | | | | **Lunch (30)** | **Lunch (30)** | **Lunch (30)** | **Lunch (30)** | **Lunch (30)** | **Lunch (30)** |
| **Lunch (30)** | **Lunch (30)** | **Lunch (30)** | **Lunch (30)** | **Lunch (30)** | **Lunch (30)** | **Lunch (30)** | History (60) | History (60) | History (60) | History (60) | History (60) | History (60) |
| Math (75) | Math (75) | Math (75) | Science (60) | Science (60) | Science (60) | Science (60) | Science (60) | Science (60) | Science (60) | Science (60) | Science (60) | Science (60) |
| | | | Social Studies (60) | Social Studies (60) | Social Studies (60) | Social Studies (60) | | | | | | |
| Social Studies (45) | Social Studies (45) | Social Studies (45) | | | | | Elective (60) | Elective (60) | Elective (60) | Elective (60) | Elective (60) | Elective (60) |
| Specials (40) | Specials (40) | Specials (40) | Specials (40) | Specials (40) | Specials (40) | Specials (40) | | | | | | |

# 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 twelfth grade that are age appropriate.

## SCHEDULE 7-8

## ADDRESS AND DESCRIPTION OF PROPOSED PHYSICAL PLANT; LEASE OR DEED FOR PROPOSED SITE; OCCUPANCY CERTIFICATE

N/A- PrepNet Virtual Academy is a statewide cyber academy.