A

CONTRACT TO CHARTER A PUBLIC SCHOOL ACADEMY AND RELATED DOCUMENTS

ISSUED BY

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

ISSUED TO

CROSSROADS CHARTER ACADEMY (A PUBLIC SCHOOL ACADEMY)

CONFIRMING THE STATUS OF

CROSSROADS CHARTER ACADEMY

AS A

PUBLIC SCHOOL ACADEMY

DATED:
JULY 1, 2025

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Contract to Charter a Public School Academy

Pursuant to Part 6a of the Revised School Code ("Code"), being Sections 380.501 to 380.507 of the Michigan Compiled Laws, the Grand Valley State University Board of Trustees ("University Board") issues a contract to Crossroads Charter Academy (the "Academy"), to be effective July 1, 2025, confirming the Academy's status as a public school academy in this State. The Parties agree that the issuance of this Contract is subject to the following Terms and Conditions:

ARTICLE I

DEFINITIONS

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

a) **Academy** means the Michigan non-profit corporation authorized by this Contract.

b) **Academy Board** means the Board of Directors of the Academy authorized by this Contract. **Academy Board member** or **Academy Director** means an individual who is a member of the Academy Board, whether in the past, present or future.

c) **Applicable Law** means all state and federal law applicable to public school academies- including all rules, regulations, and orders promulgated thereunder.

d) **Applicant** means the person or entity that submitted the public school academy application to the University for the establishment of the Academy.

e) **Application** means the public school academy application and supporting documentation submitted to the University for the establishment of the Academy.

f) **Authorization Resolution** means the resolution adopted by the Grand Valley State University Board of Trustees approving the issuance of a Contract.

g) **Charter School** means public school academy.

h) **Code** means the Revised School Code, Act No. 451 of the Public Acts of 1976, as amended, being Sections 380.1 to 380.1853 of the Michigan Compiled Laws.

i) **Community District** means a community school district created under part 5B of the Code, MCL 380.381 et seq.

j) **Conservator** means an individual appointed by the University President in accordance with Section 10.9 of these Terms and Conditions.

k) **Contract** means, in addition to the definitions set forth in the Code, the Terms and Conditions and the Schedules.

l) **Educational Service Provider or "ESP"** means an educational management organization as defined under section 503c of the Code, MCL 380.503c, that has entered into a contract or agreement with the Academy Board for operation or management of the Academy, which contract has been submitted to the University Charter Schools Office Director for review as provided in Section 11.15 and has not been disapproved by the University Charter Schools Office Director, and is consistent with the Charter Schools Office Educational Service Provider Policies, as they may be amended from time to time, and Applicable Law.

m) **Educational Service Provider Policies or ESP Policies** means those policies adopted by the Charter Schools Office Director that apply to a Management Agreement. The Charter Schools Office Director may, at any time and at his or her sole discretion, amend the ESP Policies. Upon amendment, changes to the ESP Policies shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of these Terms and Conditions.

n) **Fund Balance Deficit** means the Academy has more liabilities than assets at the end of any given school fiscal year, and includes any fiscal year where the Academy would have had a budget deficit but for a financial borrowing from, or monetary contribution by an Educational Service Provider or other person or entity to the Academy. If the Academy receives a gift or grant of money or financial support from an Educational Service Provider or other person or entity that does not require repayment by the Academy, and is not conditioned upon the actions or inactions of the Academy Board, then such gift or grant shall not constitute a financial borrowing or contribution for purposes of determining a Fund Balance Deficit.

o) **Management Agreement or ESP Agreement** means an agreement as defined under section 503c of the Code, MCL 380.503c that has been entered into between an ESP and the Academy Board for operation and/or management of the Academy, which has been submitted to the University Charter Schools Office Director for review as provided in Section 11.15 and has not been disapproved by the University Charter Schools Office Director, and is consistent with the CSO Educational Service Provider Policies as they may be amended from time to time, and Applicable Law.

p) **Master Calendar of Reporting Requirements (MCRR)** means the compliance certification duties required of the Academy by the University Board. The University Charter Schools Office may amend the MCRR each fiscal year or at other times as deemed appropriate by the University President. These changes shall be automatically incorporated into the Contract and shall be exempt from the Contract amendment procedures under Article IX of these Terms and Conditions.

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

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

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

t) **State Board** means the State Board of Education, established pursuant to Article 8, Section 3 of the 1963 Michigan Constitution and MCL 388.1001 et seq.

u) **State School Reform/Redesign Office** means the office created within the Michigan Department of Technology Management and Budget by Executive Reorganization Order 2015-02, codified at MCL 18.554, and transferred from the Michigan Department of Technology Management and Budget to the Michigan Department of Education by Executive Reorganization Order 2017-05 and codified at MCL 388.1282.

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

w) **Terms and Conditions** means this document entitled Terms and Conditions of Contract issued by the Grand Valley State University Board of Trustees.

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

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

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

aa) **University Charter Schools Office** or **CSO** means the office the University Board, by issuance of this Contract, hereby designates as the point of contact

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

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

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

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

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

Section 1.4. Schedules. All Schedules to this Contract are part of this Contract.

Section 1.5. Statutory Definitions. Statutory terms defined in the Code shall have the same meaning in this Contract.

Section 1.6. Application. The Application submitted to the University Board for the establishment of the Academy is incorporated into, and made part of, this Contract. In the event that there is an inconsistency or dispute between materials in the Application and the Contract, the language or provisions in the Contract shall control.

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

ARTICLE II

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

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

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

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

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

b) Authorizing Resolutions. The University Board has adopted the Authorizing Resolution, which is incorporated into this Contract as part of Schedule 1.

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

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

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

b) Within ten (10) days of receipt, the Academy shall notify the University Charter Schools Office of correspondence received from the Department of Education or State Board of Education that requires a written or formal response.

c) Within ten (10) days of receipt, the Academy shall report to the University Charter Schools Office and the University Counsel Office any litigation or formal proceedings alleging violation of Applicable Law or contractual agreement against the Academy, its officers, employees, agents, and/or contractors.

d) The Academy shall permit review of the Academy's records and inspection of its premises at any time by representatives of the University. Normally, such inspections shall occur during the Academy's hours of operation and after advance notice to the Academy.

e) The Academy shall provide the Charter Schools Office with copies of reports and assessments concerning the educational outcomes achieved by pupils attending the Academy and shall provide necessary approvals for the Charter Schools Office to access electronic information received or stored by the State of Michigan including, but not limited to, the Department of Education or other agency authorized by the State to collect school data.

f) The Academy shall submit audited financial statements, including auditor's management letters and any exceptions noted by the auditors, to the University Charter Schools Office. The financial statements and auditor's management letters shall be submitted to the University Charter Schools Office within ninety (90) days after the end of the Academy's fiscal year.

g) The Academy shall provide the University Charter Schools Office with a copy of the approved annual budget for the upcoming fiscal year of the Academy no later than July 1st. The Academy Board is responsible for establishing, approving and amending the annual budget in accordance with the Uniform Budgeting and Accounting Act, MCL 141.421 *et seq.,* and for providing all amendments and revisions to the University Charter Schools Office following Academy Board approval.

h) The Academy shall provide to the University Charter Schools Office minutes of all Academy Board meetings no later than fourteen (14) days after such meeting.

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

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

Section 2.6. University Board as Fiscal Agent for the Academy. The University Board is the fiscal agent for the Academy. The University Board shall, within three (3) business days, forward to the Academy all state school aid funds or other public or private funds received by the University Board for the benefit of the Academy. The University Board shall retain any amount owed to the University Board by the Academy pursuant to this Contract. For purposes of this section, the responsibilities of the University Board, the State of Michigan, and the Academy are set forth in the Fiscal Agent Agreement incorporated herein as Schedule 4.

Section 2.7. Authorization of Employment. The Academy may employ or contract with personnel. If the Academy contracts for personnel with an Educational Service Provider, the Academy shall submit a draft of the proposed agreement to the University Charter Schools Office for review. The University Charter Schools Office may disapprove the proposed agreement if it contains provisions in violation of this Contract or Applicable Law. No ESP agreement shall be effective unless and until the agreement complies with Section 11.16 of these Terms and Conditions. With respect to Academy employees, the Academy shall have the power and responsibility to (i) select and engage employees; (ii) pay their wages; (iii) dismiss employees; and (iv) control the employees' conduct, including the method by which the employee carries out his or her work. An employee hired by the Academy shall be an employee of the Academy for all purposes and not an employee of the University for any purpose. The Academy Board shall prohibit any individual from being employed by the Academy, an ESP, or an employee leasing company involved in the operation of the Academy, in more than one (1) full-time position and simultaneously being compensated at a full-time rate for each of these positions. The Academy shall be responsible for carrying worker's compensation insurance and unemployment insurance for its employees.

Section 2.8. Financial Obligations of the Academy are Separate from the State of Michigan, University Board and the University. Any contract, mortgage, loan or other instrument of indebtedness entered into by the Academy and a third party shall not in any way constitute an obligation, either general, special, or moral, of the State of Michigan, the University Board, or the University. Neither the full faith and credit nor the taxing power of the State of Michigan or any agency of the State, nor the full faith and credit of the University Board or the University shall ever be assigned or pledged for the payment of any Academy contract, agreement, note, mortgage, loan or other instrument of indebtedness.

Section 2.9. Academy Has No Power to Obligate or Bind State of Michigan, University Board or the University. The Academy has no authority whatsoever to enter into any contract or

other agreement that would financially obligate the State of Michigan, University Board or the University, nor does the Academy have any authority whatsoever to make any representations to lenders or third parties, that the State of Michigan, University Board or the University in any way guarantee, are financially obligated, or are in any way responsible for any contract, agreement, note, mortgage, loan or other instrument of indebtedness entered into by the Academy.

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

Section 2.11. University Board Approval of Condemnation. In the event that the Academy desires to acquire property pursuant to the Uniform Condemnation Procedures Act or other applicable statutes, it shall obtain express written permission for such acquisition from the University Board. The Academy shall submit a written request to the Charter Schools Office Director describing the proposed acquisition and the purpose for which the Academy desires to acquire the property. The Charter Schools Office Director will generate a recommendation for consideration by the University Board with regard to the proposed acquisition. The request and the Charter Schools Office Director's recommendation will be submitted by the Charter Schools Office Director for the University Board's consideration in accordance with the University Board's generally applicable timelines and policies for the agendas of regularly-scheduled University Board committee meetings and formal sessions of the University Board. No acquisition may be made until the approval of the University Board is obtained by resolution adopted at a formal session of the University Board.

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

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

ARTICLE III

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

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

Section 3.2. Other Permitted Activities. Nothing in this Contract shall prohibit the Academy from engaging in other lawful activities that are not in derogation of the Academy's status as a public school or that would not jeopardize the eligibility of the Academy for state school aid funds. Subject to Section 2.7 and Section 6.15 of the Terms and Conditions, the Academy may enter into agreements with other public schools, public school academies, governmental units, businesses, community and nonprofit organizations where such agreements contribute to the effectiveness of the Academy or advance education in this state.

Section 3.3. Academy Board Members Serve in their Individual Capacity. All Directors of the Academy Board shall serve in their individual capacity, and not as a representative or designee of any other person or entity. A person who does not serve in their individual capacity, or who serves as a representative or designee of another person or entity, shall be deemed ineligible

to continue to serve as a Director of the Academy Board. A Director who violates this Section shall be removed from office, in accordance with the removal provisions found in the Resolution or Schedule 2: Bylaws. As set forth in the Resolution, a Director serves at the pleasure of the University Board, and may be removed with or without cause by the University Board at any time.

ARTICLE IV

PURPOSE

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

ARTICLE V

CORPORATE STRUCTURE OF THE ACADEMY

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

Section 5.2. Articles of Incorporation. Unless amended pursuant to Section 9.3 of Article IX herein, the Articles of Incorporation of the Academy, as set forth in Schedule 2, shall be the Articles of Incorporation of the Academy. The Academy Board represents to the University Board that Schedule 2 includes all amendments to the Academy's Articles of Incorporation as of the date set forth above.

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

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

ARTICLE VI

OPERATING REQUIREMENTS

Section 6.1. Governance Structure. The Academy shall be organized and administered under the direction of the Academy Board and pursuant to the governance structure as set forth in its Bylaws. The Academy's Board of Directors shall meet at least six times per fiscal year, unless another schedule is mutually agreed upon by the University President or Designee and the Academy.

Section 6.2. Contributions and Fund Raising. The Academy may solicit and receive contributions and donations as permitted by law. No solicitation shall indicate that a contribution to the Academy is for the benefit of the University. The University shall not be required to receive any contributions or donations for the benefit of the Academy. If the University receives contributions or donations for the benefit of the Academy, it shall forward such funds to the Academy within three (3) business days of receipt.

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

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

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

a) educational outcomes achieved by pupils attending the Academy and other reports reasonably requested by the University Charter Schools Office;

b) an assessment of the Academy's student performance at the end of each academic school year or at such other times as the University Board may reasonably request;

c) an annual education report in accordance with the Code;

d) an annually administered nationally recognized norm-referenced achievement test for the Academy's grade configuration or a program of testing approved by the University Charter Schools Office Director; and

e) all tests required under Applicable Law.

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

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

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

a) the Academy has made a reasonable effort to advertise its enrollment efforts to all pupils; and

b) the Academy's open enrollment period was for a duration of at least 2 weeks and permitted the enrollment of pupils by parents at times in the evening and on weekends.

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

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

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

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

Section 6.11. Address and Description of Proposed Site(s); Process for Expanding Academy's Site Operations. The proposed address and physical plant description of the Academy's proposed site or sites is set forth in Schedule 7-8. Following Academy Board and University Board approval, proposed changes to the address and description of any site or sites shall be incorporated into this Contract by amendment. With the approval of the University Board, the Academy Board may operate the same configuration of age or grade levels at more than one (1) site if each configuration of age or grade levels and each site identified in Schedule 7-8 are under the direction and control of the Academy Board.

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

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

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

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

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

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

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

Section 6.15 Matriculation Agreements. Before the Academy Board approves a matriculation agreement with another public school, the Academy shall provide a draft and final copy of the agreement to the University Charter Schools Office for review and retention.

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

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

a) The Academy's proposed site is the same location as a public school that (i) is currently on the list under Section 1280c(1), MCL 380.1280c(1) or Section 1280g(3), MCL 380.1280g(3), as applicable; or (ii) has been on the list under Section 1280c(1), MCL 380.1280c(1) or Section 1280g(3), MCL 380.1280g(3), as applicable, during the immediately preceding 3 school years.

b) The Academy's proposed site is the same location of another public school academy, urban high school academy, school of excellence or strict discipline academy whose contract was revoked or terminated by an authorizing body under the applicable part of section of the Code.

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

ARTICLE VII

TUITION PROHIBITED

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

ARTICLE VIII

COMPLIANCE WITH PART 6A OF THE CODE AND OTHER LAWS

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

Section 8.2. Compliance with State School Aid Act. In order to assure that funds are available for the education of pupils, the Academy shall comply with all applicable provisions of the State School Aid Act of 1979, as amended from time to time. The Academy may expend funds from the State School Aid Act for any purpose permitted by the State School Aid Act of 1979 and may enter into contracts and agreements determined by the Academy as consistent with the purposes for which the funds were appropriated.

Section 8.3. Open Meetings Act. Pursuant to Section 503(6)(a) of the Code, the Academy Board shall conduct all of its meetings in accordance with the Michigan Open Meetings Act, Act No. 267 of the Public Acts of 1976, as amended, being Sections 15.261 to 15.275 of the Michigan Compiled Laws.

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

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

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

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

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

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

Section 8.10. Federal Laws. The Academy shall comply with federal laws which are applicable to public school academies. Nothing in this Contract shall be deemed to apply any other federal law to the Academy.

ARTICLE IX

AMENDMENT

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

Section 9.2. Process for Amending the Contract. Either party may propose changes in this Contract or may propose a meeting to discuss potential revision of this Contract. Except as provided in Sections 2.3, 5.2 and 6.11, the University Board delegates to its University President the review and approval of changes or amendments to this Contract. The Academy Board may delegate the same authority to the Academy Board President. The Contract shall be amended upon agreement and approval of the respective authorized designees.

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

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

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

Section 9.5. Final Approval of Amendments. Amendments to this Contract take effect only after they have been approved by the Academy Board and by the University Board or the Charter Schools Office Director. If the proposed amendment conflicts with any of the University Board's general policies on public school academies, the proposed amendment shall take effect only after approval by the Academy and the University Board.

Section 9.6. Change in Existing Law. If, after the effective date of this Contract, there is a change in Applicable Law, which alters or amends the responsibilities and obligations of either the Academy or the University Board, this Contract shall be altered or amended to reflect the change in existing laws as of the effective date of such change. To the extent possible, the responsibilities and obligations of the Academy and the University Board shall conform to and be carried out in accordance with the change in Applicable Law.

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

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

ARTICLE X

TERMINATION, SUSPENSION AND REVOCATION

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

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

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

a) University President Action. If the University President determines, in his or her sole discretion, that conditions or circumstances exist that the Academy Board (i) has placed the health or safety of the staff and/or students at risk; (ii) is not properly exercising its

fiduciary obligations to protect and preserve the Academy's public funds and property; (iii) has lost its right to occupancy of the physical facilities described in Section 6.11, and cannot find another suitable physical facility for the Academy prior to the expiration or termination of its right to occupy its existing physical facilities; (iv) has failed to secure or has lost the necessary fire, health, and safety approvals as required by Schedule 6; or (v) has willfully or intentionally violated this Contract or Applicable Law, the University President may immediately suspend the Contract. If the conditions or circumstances involve an alleged violation of Sections 10.5(e) or (f), the University President is authorized to suspend the Contract immediately pending completion of the procedures set forth in Section 10.6. Unless otherwise specified in the suspension notice, the Academy shall cease operations on the date on which the suspension notice is issued. A copy of the suspension notice, setting forth the grounds for suspension, shall be sent to the Academy Board and to the Hearing Panel if applicable. If this subsection is implemented, the notice and hearing procedures set forth in Section 10.6 shall be expedited as much as possible.

b) Disposition of State School Aid Funds. Notwithstanding any other provision of the Contract, any state school aid funds received by the University Board after a decision by the University President to suspend the Contract may be retained by the University Board for the Academy until the Contract is reinstated, or shall be returned to the Michigan Department of Treasury.

c) Immediate Revocation Proceeding. If the Academy Board, after receiving a Suspension Notice from the University President continues to engage in conduct or activities that are covered by the suspension notice, the Hearing Panel may immediately convene a Revocation Hearing in accordance with the procedures set forth in Section 10.6(e) of the Terms and Conditions. The Hearing Panel has the authority to accelerate the time line for revoking the Contract, provided that notice of the revocation hearing shall be provided to the University Charter Schools Office and the Academy Board at least five (5) days before the hearing. If the Hearing Panel determines that the Academy Board has continued to engage in conduct or activities that are covered by the suspension notice, the Hearing Panel may recommend revocation of the Contract. The University Board shall proceed to consider the Hearing Panel's recommendation in accordance with Section 10.6(f) through (i).

Section 10.4 Statutory Grounds for Revocation. In addition to the grounds for an automatic revocation of the Contract as set forth in Section 10.7, this Contract may also be revoked by the University Board upon a determination by the University Board, pursuant to the procedures set forth in Section 10.6, that one or more of the following has occurred:

a) Failure of the Academy to demonstrate improved pupil academic achievement for all groups of pupils or meet the educational goals set forth in this Contract;

b) Failure of the Academy to comply with all Applicable Law;

c) Failure of the Academy to meet generally accepted public sector accounting principles and demonstrate sound fiscal stewardship; or

d) The existence of one or more other grounds for revocation as specified in this Contract.

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

a) The Academy is insolvent, has been adjudged bankrupt, or has operated for one or more school fiscal year(s) with a Fund Balance Deficit;

b) The Academy has insufficient enrollment to successfully operate the Academy, or the Academy has lost more than twenty-five percent (25%) of its student enrollment from the previous school year;

c) The Academy defaults in any of the terms, conditions, promises or representations contained in or incorporated into this Contract;

d) The Academy files amendments to its Articles of Incorporation with the Michigan Department of Licensing and Regulatory Affairs, Corporate Division, without first obtaining University President or Designee approval;

e) The University Board discovers grossly negligent, fraudulent or criminal conduct by the Applicant, the Academy's directors, officers, employees or agents in relation to their performance under this Contract;

f) The Applicant, the Academy's directors, officers or employees have provided false or misleading information or documentation to the University Board in connection with the University Board's approval of the Application, the issuance of this Contract, or the Academy's reporting requirements under this Contract or Applicable Law;

g) The Academy violates the site restrictions set forth in the Contract or the Academy operates at a site or sites without the prior written authorization of the University Board; or

h) The University Board, its trustees, officers, employees, agents or representatives are not included as third party beneficiaries under any educational management agreement entered into by the Academy for purposes of indemnifying such parties in accordance with Section 11.16 of the Terms and Conditions.

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

a) Notice of Intent to Revoke. The CSO Director, upon reasonable belief that such grounds for revocation of the Contract exist, shall notify the Academy Board of such grounds by issuing the Academy Board a Notice of Intent to Revoke for non-compliance with the Contract or Applicable Law. The Notice of Intent to Revoke shall be in writing and shall set forth in sufficient detail the alleged grounds for revocation.

b) Academy Board's Response. Within thirty (30) days of receipt of the Notice of Intent to Revoke, the Academy Board shall respond in writing to the alleged grounds for revocation. The Academy Board's response shall be addressed to the CSO Director, and shall either admit or deny the allegations of non-compliance. If the Academy's response includes admissions of non-compliance with the Contract or Applicable Law, the Academy Board's response must also contain a description of the Academy Board's plan and time line for correcting the non-compliance with the Contract or Applicable Law. If the Academy's response includes a denial of non-compliance with the Contract or Applicable Law, the Academy's response shall include sufficient documentation or other evidence to support a denial of non-compliance with the Contract or Applicable Law. A response not in compliance with this section shall be deemed to be non-responsive. As part of its response, the Academy Board may request that a meeting be scheduled with the CSO Director prior to a review of the Academy Board's response.

c) Plan of Correction. Within fifteen (15) days of receipt of the Academy Board's response or after a meeting with Academy Board representatives, whichever is sooner, the CSO Director shall review the Academy Board's response and determine whether a reasonable plan for correcting the deficiencies can be formulated. If the CSO Director determines that a reasonable plan for correcting the deficiencies set forth in the Notice of Intent to Revoke can be formulated, the CSO Director shall develop a plan for correcting the non-compliance ("Plan of Correction"). In developing a Plan of Correction, the CSO Director is permitted to adopt, modify or reject some or all of the Academy Board's response for correcting the deficiencies outlined in the Notice of Intent to Revoke. The Notice of Intent to Revoke shall be withdrawn if the CSO Director determines any of the following: (i) the Academy Board's denial of non-compliance is persuasive; (ii) the non-compliance set forth in the Notice of Intent to Revoke has been corrected by the Academy Board; or (iii) the Academy Board has successfully completed the Plan of Correction. In the event the Notice of Intent to Revoke is withdrawn, the CSO Director shall notify the Academy Board, in writing, of such withdrawal.

d) Plan of Correction May Include Conditions to Satisfy University Board's Contract Reconstitution Authority. As part of the Plan of Correction, the CSO Director may

reconstitute the Academy in an effort to improve student educational performance and to avoid interruption of the educational process. Reconstitution may include, but is not limited to, one of the following actions: (i) removal of 1 or more members of the Academy Board members; (ii) termination of at-will board appointments of 1 or more Academy Board members; (iii) withdrawing approval of a contract under Section 506 of the Code; (iv) the appointment of a new Academy Board of directors or a Conservator to take over operations of the Academy.; or (v) closure of an Academy site(s).

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

e) Request for Revocation Hearing. The CSO Director may initiate a revocation hearing before the University Charter Schools Hearing Panel if the CSO Director determines that any of the following has occurred:

i) the Academy Board has failed to timely respond to the Notice of Intent to Revoke as set forth in Section 10.6(b);
ii) the Academy Board's response to the Notice of Intent to Revoke is non-responsive;
iii) the Academy Board's response admits violations of the Contract or Applicable Law which the CSO Director deems cannot be remedied or cannot be remedied in an appropriate period of time, or for which the CSO Director determines that a Plan of Correction cannot be formulated;
iv) the Academy Board's response contains denials that are not supported by sufficient documentation or other evidence showing compliance with the Contract or Applicable Law;
v) the Academy Board has not complied with part or all of a Plan of Correction established in Section 10.6(c);
vi) the Academy Board has engaged in actions that jeopardize the financial or educational integrity of the Academy; or
vii) the Academy Board has been issued multiple or repeated Notices of Intent to Revoke.

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

f) Hearing before University Charter Schools Hearing Panel. Within thirty (30) days of the date of a Request for Revocation Hearing, the Hearing Panel shall convene a revocation hearing. The Hearing Panel shall provide a copy of the Notice of Hearing to the University Charter Schools Office and the Academy Board at least ten (10) days before the hearing. The purpose of the Hearing Panel is to gather facts surrounding the

CSO Director's request for Contract revocation, and to make a recommendation to the University Board on whether the Contract should be revoked. The revocation hearing shall be held at a location, date and time as determined by the CSO Director. The hearing shall be transcribed by a court reporter and the cost of the court reporter shall be divided equally between the University and the Academy. The CSO Director or his or her designee, and the Academy Board or its designee, shall each have equal time to make their presentation to the Hearing Panel. Although each party is permitted to submit affidavits and exhibits in support of their positions, the Hearing Panel will not hear testimony from any witnesses for either side. The Hearing Panel, may, however, question the CSO Director and one or more members of the Academy Board. Within thirty (30) days of the Revocation Hearing, the Hearing Panel shall make a recommendation to the University Board concerning the revocation of the Contract. In its discretion, the Hearing Panel may extend any time deadline set forth in this subsection. A copy of the Hearing Panel's recommendation shall be provided to the University Charter Schools Office and the Academy Board at the same time that the recommendation is sent to the University Board.

g) University Board Decision. If the Hearing Panel's recommendation is submitted to the University Board at least fourteen (14) days before the University Board's next regular meeting, the University Board shall consider the Hearing Panel's recommendation at its next regular meeting and vote on whether to revoke the Contract. The University Board reserves the right to modify, reject or approve all or any part of the Hearing Panel's recommendation. The University Board shall have available copies of the Hearing Panel's recommendation and the transcript of the hearing. The University Board may waive the fourteen (14) day submission requirement or hold a special board meeting to consider the Hearing Panel's recommendation. A copy of the University Board's decision shall be provided to the University Charter Schools Office, the Academy Board and the Department.

h) Effective Date of Revocation. If the University Board votes to revoke the Contract, the revocation shall be effective on the date of the University Board's act of revocation, or at a later date as determined by the University Board.

i) Disposition of State School Aid Funds. Notwithstanding any other provision of the Contract, any state school aid funds received by the University Board after a recommendation is made by the Hearing Panel to revoke the Contract, or a decision by the University Board to revoke the Contract, may be held by the University Board and returned to the Michigan Department of Treasury.

j) Disposition of District Code Number. Notwithstanding any other provision of the Contract, after a recommendation is made by the Hearing Panel to revoke the Contract, or a decision by the University Board to revoke the Contract, the district code number shall remain under the direction and control of the State Board of Education and/or its designated representative.

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

Following receipt of the State's Automatic Closure Notice the University Charter Schools Office Director shall forward a copy of the notice to the Academy Board and request a meeting with Academy Board representatives to discuss the Academy's plans and procedures for the elimination of certain age or grade levels at the identified site or sites, or if all of the Academy's existing sites are included in the notice, then wind-up and dissolution of the Academy corporation at the end of the current school year. All Academy inquiries and requests for reconsideration of the State's Automatic Revocation Notice, including the granting of any hardship exemption by the Department rescinding the State's Automatic Closure Notice ("Pupil Hardship Exemption"), shall be directed to the Department, in a form and manner determined by the Department.

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

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

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

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

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

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

a) take into his or her possession all Academy property and records, including financial, board, employment and student records;

b) institute and defend board actions by or on behalf of the Academy;

c) continue the business of the Academy including entering into contracts, borrowing money, and pledging, mortgaging, or otherwise encumbering the property of the Academy as security for the repayment of loans. However, the power shall be subject to any provisions and restrictions in any existing credit documents;

d) hire, fire, and discipline employees of the Academy;

e) settle or compromise with any debtor or creditor of the Academy, including any taxing authority;

f) review all outstanding agreements to which the Academy is a party and to take those actions which the Academy Board may have exercised to pay, extend, rescind, renegotiate, or settle such agreements as needed; and

g) perform all acts necessary and appropriate to fulfill the Academy's purposes as set forth under the Code or this Contract.

ARTICLE XI

PROVISIONS RELATING TO PUBLIC SCHOOL ACADEMIES

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

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

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

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

a) Property insurance covering all of the Academy's Real and Personal property, whether owned or leased;

b) Commercial General Liability with a minimum of one million dollars ($1,000,000) per occurrence and two million dollars ($2,000,000) aggregate (Occurrence Form). Coverage must include Sexual Abuse and Molestation and Corporal Punishment coverage. Policies may be written on either an occurrence or claims made basis. If the coverage is claims made, the retroactive date must be the same or before the date of the original contract, and in the event that the Academy goes out of business, the Academy must purchase the longest-available tail coverage;

c) Auto Liability (Owned and Non-Owned) with a minimum of one million dollars ($1,000,000) Combined Single Limit covering Hired and Non-Owned Autos, as well as Owned Autos if applicable;

d) Workers' Compensation or Worker' Compensation without employees (this is considered minimum premium, "if any" insurance) (statutory limits) and Employers' Liability insurance with a minimum limit of one million dollars ($1,000,000) for each coverage part;

e) Errors & Omissions insurance including Directors & Officers and School Leaders Errors & Omissions Liability insurance with a minimum of one million dollars ($1,000,000) per occurrence and three million dollars ($3,000,000) aggregate (Claims Made or Occurrence Form);

f) Crime including employee dishonesty and third party coverage insuring cash, securities, and property, with a minimum of five hundred thousand dollars ($500,000); and

g) Employment Practices Liability insurance with a minimum of one million dollars ($1,000,000) per claim/aggregate (Claims Made or Occurrence Form).

h) Umbrella with a minimum $4,000,000 limit each occurrence and aggregate. Alternatively, an Umbrella policy with an unlimited aggregate is acceptable at a $2,000,000 per occurrence limit.

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

The Academy shall list the University Board and the University on the insurance policies coverage listed in (b), (c), (e), (g), and (h) above, as Additional Insured on a primary and noncontributory basis. The Academy shall have a provision included in all policies requiring notice to the University, at least thirty (30) days in advance, upon termination or non-renewal of the policy or of changes in insurance carrier or policy limit changes. In addition, the Academy shall provide the University with copies of all insurance certificates and endorsements required by this Contract. Upon request, and within 10 days of the request, the Academy shall also provide to the University Charter Schools Office an entire copy of the insurance policies. Failure of the University to request or collect the policies does not affect the obligations of the Academy under the terms of this contract. The Academy may expend funds for payment of the cost of participation in an accident or medical insurance program to insure protection for pupils while attending school or participating in a school program or activity. Other insurance policies and higher minimum may be required depending upon academic offerings and program requirements.

The Academy understands that the University's insurance carrier periodically reviews the types and amounts of insurance coverage that the Academy must secure in order for the University to maintain insurance coverage for authorization and oversight of the Academy. In the event that the University's insurance carrier requests additional changes in coverage identified in this Section 11.4, the Academy agrees to comply with any additional changes in the types and amounts of coverage requested by the University's insurance carrier within thirty (30) days after notice of the insurance coverage change.

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

a) The Academy Board is responsible for establishing, approving, and amending an annual budget in accordance with the Uniform Budgeting and Accounting Act, MCL 141.421 et seq.

b) Within ten (10) days after adoption by the Academy Board (but not later than July 1st) each year, the Academy Board shall submit to the Charter Schools Office a copy of its annual budget for the upcoming fiscal year. The budget must detail budgeted expenditures at the object level as described in the Michigan Department of Education's Michigan School Accounting Manual. In addition, the Academy Board is responsible for approving all revisions and amendments to the annual budget. Within 10 days after Academy Board approval, revisions or amendments to the Academy's budget shall be submitted to the Charter Schools Office.

c) Unless exempted from transmitting under section 1219 of the Code, MCL 380.1219, the Academy, on or before July 7th of each school fiscal year, shall transmit to the Center for Educational Performance and Information ("CEPI") the budgetary assumptions used when adopting its annual budget pursuant to the Uniform Budgeting and Accounting Act, MCL 141.421 et seq.

d) The Academy shall not adopt or operate under a deficit budget, or incur an operating deficit in a fund during any fiscal year. At any time during the term of this Contract, the Academy shall not have an existing deficit fund balance, incur a deficit fund balance, or adopt a current year budget that projects a deficit fund balance. If the Academy has an existing deficit fund balance, incurs a deficit fund balance in the most recently completed school fiscal year, or adopts a current year budget that projects a deficit fund balance, all of the following apply:

    (i) The Academy shall notify the Superintendent and the State Treasurer immediately upon the occurrence of the circumstance, and provide a copy of the notice to the Charter Schools Office.

    (ii) Within 30 days after making notification under subdivision (d)(i), the Academy shall submit to the Superintendent in the form and manner prescribed by the Department an amended budget for the current school fiscal year and a deficit elimination plan approved by the Academy Board, with a copy to the State Treasurer. The Academy shall transmit a copy of the amended budget and the deficit elimination plan to the Charter Schools Office.

    (iii) After the Superintendent approves the Academy's deficit elimination plan, the Academy shall post the deficit elimination plan on the Academy's website.

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

(i) The enhanced deficit elimination plan shall be approved by the Academy Board before submission.

(ii) After the State Treasurer approves an enhanced deficit elimination plan for the Academy, the Academy shall post the enhanced deficit elimination plan on the Academy's website.

(iii) Submit to the Superintendent and State Treasurer an enhanced monthly monitoring reports in a form and manner prescribed by the State Treasurer and post such monthly reports on the Academy's website.

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

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

Section 11.8. Legal Liabilities and Covenants Not to Sue. The Academy and Academy Board members acknowledge and agree that they have no authority to extend the faith and credit of the University or to enter into a contract that would bind the University. The Academy also is limited in its authority to contract by the amount of funds obtained from the state school aid fund, as provided hereunder, or from other independent sources. The Academy and Academy Board members hereby agrees and covenants not to sue the University Board, the University or any of its trustees, officers, employees, agents or representatives for any matters that arise under this Contract or otherwise. The University does not assume any obligation with respect to any Academy Director, employee, agent, parent, guardian, or independent contractor of the Academy, and no such person shall have the right or standing to bring suit against the University Board, the University or any of its Trustees, employees, agents, or independent contractors as a result of the issuing, termination or revocation of this Contract.

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

Any lease agreement entered into by the Academy shall include a termination provision permitting the Academy to terminate the lease, without cost or penalty to the Academy, in the event that the Academy is required to close an Academy site covered by the lease (i) pursuant to a notice issued by the Department under Section 507 of the Code, MCL 380.507; or (ii) pursuant to a reconstitution by the University pursuant to Section 507 of the Code, MCL 380.507 and these Contract Terms and Conditions. The provision shall also provide that the lessor/landlord shall have no recourse against the Academy or the University Board for implementing the site closure or reconstitution. Nothing in this paragraph shall prevent the lessor/landlord from receiving lease payments 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. The Academy shall comply with the Code concerning criminal background and criminal history checks for its teachers, school administrator(s), and for any other position requiring State Board approval. In addition, the Academy shall comply with the Code concerning the disclosure of unprofessional conduct by persons applying for Academy employment. This Section 11.11 shall apply to such persons irrespective of whether they are employed by the Academy or employed by an educational service provider contracting with the Academy.

Section 11.12. Special Education. Pursuant to Section 1701a of the Code, the Academy shall comply with Article III, Part 29 of the Code, MCL 380.1701 et seq., concerning the provision of special education programs and services at the Academy. Upon receipt, the Academy shall notify the Charter Schools Office of any due process or state complaint filed against the Academy.

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

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

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

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

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

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

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

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

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

"Compliance with Academy's Contract. The ESP agrees to perform its duties and responsibilities under this Agreement in a manner that is consistent with the Academy's obligations under the Academy's Contract issued by Grand Valley State University Board of Trustees. The provisions of the Academy's Contract shall supersede any competing or conflicting provisions contained in this Agreement."

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

"Compliance with Section 503c. On an annual basis, the ESP agrees to provide the Academy Board with the same information that a school district is required to disclose under section 18(2) of the State School Aid Act of 1979, MCL 388.1618, for the most recent school fiscal year for which the information is available. Within thirty (30) days of receipt of this information, the Academy Board shall make the information available on the Academy's website home page, in a form and manner prescribed by the Michigan Department of Education. The defined terms in section 503c of the Code, MCL 380.503c, shall have the same meaning in this Agreement."

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

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

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

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

Section 11.18. Incompatible Public Offices and Conflicts of Interest Statutes. The Academy shall comply with the Incompatible Public Offices statute, Act No. 566 of the Public Acts of 1978, being MCL 15.181 to 15.185 of the Michigan Compiled Laws, and the Contracts of Public Servants with Public Entities statute, Act No. 317 of the Public Acts of 1968, being MCL 15.321 to 15.330 of the Michigan Compiled Laws. The Academy Board shall ensure compliance with Applicable Law relating to conflicts of interest. Notwithstanding any other provision of this Contract, the following shall be deemed a prohibited conflict of interest for purposes of this Contract:

(a) An individual simultaneously serving as an Academy Board member and an owner, officer, director, employee or consultant of an educational service provider or an employee leasing company that has an ESP agreement with the Academy;

(b) An individual simultaneously serving as an Academy Board member and an Academy employee;

(c) An individual simultaneously serving as an Academy Board member and an independent contractor to the Academy;

(d) An individual simultaneously serving as an Academy Board member and as a member of the governing board of another public school; and

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

Section 11.19. Certain Familial Relationships Prohibited. The Academy Board shall prohibit specifically identified family relationships pursuant to applicable law and the Terms and Conditions of this contract. Notwithstanding any other provision of this Contract, the following shall be deemed prohibited familial relationships for the purposes of this Contract:

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

(i) Is employed by the Academy;
(ii) Works at or is assigned to the Academy
(iii) Has an ownership, officer, policy making, managerial, administrative, non-clerical or other significant role with the Academy's ESP or employee leasing company.

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

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

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

Section 11.23. Information Available to the Public and University.

(a) Information to be provided by the Academy. In accordance with Applicable Law, the Academy shall make information concerning its operation and management, including without limitation information in Schedule 6, available to the public and University in the same manner and to the same extent as is required for public schools and school districts.

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

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

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

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

a) Sell or otherwise provide to a for-profit business entity any personally identifiable information that is part of a pupil's education records. This does not prohibit the Academy Board from:

   i. for students enrolled in the Academy, providing such information to an educational management organization that has a contract with the Academy and whose contract has not been disapproved by the University;

   ii. providing the information to a person or entity as necessary for standardized testing that measures a student's academic progress and achievement; or

   iii. providing the information as necessary to a person that is providing educational support services to the student under a contract with either the Academy or an educational management organization that has a contract with the Academy and whose contract has not been disapproved by the University.

b) The terms "education records" and "personally identifiable information" shall have the same meaning as defined in 34 CFR 99.3.

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

a) Within thirty (30) days after receiving a written request from a student's parent or legal guardian, the Academy shall disclose without charge to the student's parent or legal guardian any personally identifiable information concerning the student that is collected or created by the Academy as part of the student's education records.

b) Except as otherwise provided in this subsection (b) and within thirty (30) days after receiving a written request from a student's parent or legal guardian, the Academy shall disclose to a student's parent or legal guardian without charge any personally identifiable information provided to any person, agency, or organization. The Academy's disclosure shall include the specific information that was disclosed, the name and contact information of each person, agency, or organization to which the information has been disclosed; and the legitimate reason that the person, agency, or organization had in obtaining the information. The parental disclosure requirement does not apply to information that is provided:

   i. to the Department or CEPI;
   ii. to the student's parent or legal guardian;
   iii. by the Academy to the University or to the educational management organization that has an educational service provider agreement that has not been disapproved by the University;

iv. by the Academy to the Academy's intermediate school district or another intermediate school district providing services to the Academy or the Academy's students pursuant to a written agreement;
v. to the Academy by the Academy's intermediate school district or another intermediate school district providing services to pupils enrolled in the Academy pursuant to a written agreement;
vi. to the Academy by the University;
vii. to a person, agency, or organization with written consent from the student's, parent or legal guardian, or from the student if the student is at least 18 years of age;
viii. to a person, agency, or organization seeking or receiving records in accordance with an order, subpoena, or ex parte order issued by a court of competent jurisdiction;
ix. as necessary for standardized testing that measures a student's academic progress and achievement; or
x. in the absence of, or in compliance with, a properly executed opt-out form, as adopted by the Academy in compliance with section 1136(6) of the Code, pertaining to uses for which the Academy commonly would disclose a pupil's "directory information."

c) If the Academy considers it necessary to make redacted copies of all or part of a student's education records in order to protect personally identifiable information of another student, the Academy shall not charge the parent or legal guardian for the cost of those redacted copies.

d) The terms "education records," "personally identifiable information," and "directory information" shall have the same meaning as defined in MCL 380.1136(8)(g) and 34 CFR 99.3.

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

a) Subject to Section 11.29, the Academy shall do all of the following:

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

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

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

Section 11.29. Confidential Address Restrictions.

a) The Academy shall not disclose the confidential address of a student if the student or the student's parent or legal guardian has obtained a participation card issued by the department of the attorney general under the address confidentiality program act and the parent or legal guardian provides notice of the issuance of the participation card in a form and manner prescribed by the Michigan Department of Education.

b) The term "confidential address" shall have the same meaning as defined in MCL 380.1136.

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

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

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

Section 11.33. Academy Emergency Operations Plan.

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

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

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

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

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

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

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

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

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

ARTICLE XII

GENERAL TERMS

Section 12.1. Notices. Any and all notices permitted or required to be given hereunder shall be deemed duly given; (i) upon actual delivery, if delivery by hand; or (ii) upon delivery into United States mail if delivery is by postage paid first class mail. Each such notice shall be sent to the respective party at the address indicated below or to any other person or address as the respective party may designate by notice delivered pursuant hereto:

If to Grand Valley State University Board of Trustees:

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

If to Academy: Crossroads Charter Academy
Attn: Board President
215 W. Spruce Street
Big Rapids, MI 49307

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

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

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

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

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

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

Section 12.7. Indemnification. As a condition to receiving a grant of authority from the University Board to operate a public school pursuant to the terms and conditions of this Contract, the Academy agrees to indemnify and hold the University Board, the University and its Board of Trustees members, officers, employees, agents or representatives harmless from all claims, demands, or liability, including attorney fees, and related expenses, on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever and not caused by the sole negligence of the University, which arise out of or are in any manner connected with the University Board's receipt, consideration or approval of the Application, the University Board's approval of the Method of Selection Resolution or the Authorizing Resolution, legal challenges to the validity of Part 6a of the Code or actions taken by the University Board as an authorizing body under Part 6a of the Code, the University Board's consideration of or issuance of a Contract, the Academy's preparation for and operation of a public school, or which are incurred as a result of the reliance of the University Board, the University and its Board of Trustees members, officers, employees, agents or representatives upon information supplied by the Academy, or which arise out of the failure of the Academy to perform its obligations under this Contract. The foregoing provision shall not be deemed a relinquishment or waiver of any kind of Section 7 of the Governmental Liability for Negligence Act, being Act No. 170, Public Acts of Michigan, 1964.

Section 12.8. Construction. This Contract shall be construed fairly as to both parties and not in favor of or against either party, regardless of which party prepared the Contract.

Section 12.9. Force Majeure. If any circumstances occur which are beyond the control of the parties, which delay or render impossible the obligations of one or both of the parties, the parties' obligations to perform such services shall be postponed for an equivalent period of time or shall be canceled, if such performance has been rendered impossible by such circumstances.

Section 12.10. No Third Party Rights. This Contract is made for the sole benefit of the Academy and the University Board and no other person or entity, including without limitation, the ESP. Except as otherwise provided, nothing in this Contract shall create or be deemed to create a relationship between the parties hereto, or either of them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

Section 12.11. Non-agency. It is understood that the Academy is not the agent of the University.

Section 12.12. Governing Law. This Contract shall be governed and controlled by the laws of the State of Michigan as to interpretation, enforcement, validity, construction, and effect, and in all other respects.

Section 12.13. Counterparts. This Contract may be executed in any number of counterparts. Each counterpart so executed shall be deemed an original, but all such counterparts shall together constitute one and the same instrument.

Section 12.14. Term of Contract. This Contract shall commence on July 1, 2025, and shall remain in full force and effect for three (3) years until June 30, 2028, unless sooner revoked or terminated according to the terms hereof.

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

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

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

Section 12.18. University Board or CSO General Policies on Public School Academies Shall Apply. Notwithstanding any provision of this Contract to the contrary, and with the exception of existing University Board or CSO policies regarding public school academies which shall apply immediately, University Board or CSO general policies clarifying procedure and requirements applicable to public school academies under this Contract, as from time to time adopted or amended, will automatically apply to the Academy, provided they are not inconsistent with provisions of this Contract. Before issuing general policies under this Section, the University Board or the CSO shall provide a draft of the proposed policies to the Academy Board. The Academy Board shall have at least thirty (30) days to provide comment to the CSO on the proposed policies before such policies shall become effective.

[INTENTIONALLY LEFT BLANK]

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

GRAND VALLEY STATE UNIVERSITY
BOARD OF TRUSTEES

By: _____
University President or his/her designee

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

CROSSROADS CHARTER 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 APRIL 25, 2025:

Reauthorization of 6a Charter Contract – Crossroads Charter Academy, Big Rapids (3 years)

WHEREAS, the Board of Trustees of Grand Valley State University, at its meeting on February 20, 1998, initially authorized the issuance of a contract to charter Crossroads Charter Academy (the "Academy"), and authorized the reissuance of a contract to charter the Academy at its meetings on February 29, 2008, and April 24, 2015, and April 29, 2022; and

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

WHEREAS, the University President's designee has recommended the reissuance of a contract to charter as a public school academy to the Academy for a three (3) year term beginning July 1, 2025, and ending June 30, 2028;

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

IN WITNESS WHEREOF, I have hereunto signed my name as Secretary and have caused the seal of said body corporate to be hereto affixed this 1st day of May 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 APRIL 29, 2022:

Reauthorization of 6a Charter Contract – Crossroads Charter Academy, Big Rapids (3 years)

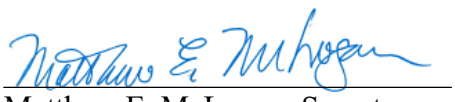
WHEREAS, the Board of Trustees of Grand Valley State University, at its meeting on February 20, 1998, initially authorized the issuance of a contract to charter Crossroads Charter Academy (the "Academy"), and authorized the reissuance of a contract to charter the Academy at its meetings on February 29, 2008, and April 24, 2015; and

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

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

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

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



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

GRAND VALLEY STATE UNIVERSITY
www.gvsu.edu

CERTIFIED COPY OF RESOLUTION ADOPTED BY THE BOARD OF TRUSTEES OF GRAND VALLEY STATE UNIVERSITY ON APRIL 24, 2015:

Reauthorization of 6a Charter Contract – Crossroads Charter Academy, Big Rapids (7 years)

WHEREAS, the Board of Trustees of Grand Valley State University at its meeting on February 20, 1998, initially authorized the issuance of a contract to charter Crossroads Charter Academy (the "Academy"), and authorized the reissuance of a contract to charter the Academy at its meeting on February 29, 2008; 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 present Board of Directors of the Academy has requested the reissuance of a contract to charter as a public school 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 seven (7) year term beginning July 1, 2015 and ending June 30, 2022;

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 seven (7) 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 11th day of May 2015.

Teri L. Losey, 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 FEBRUARY 29, 2008:

08-1-13 (13) Charter Schools Report

On motion by Mrs. Johnson and second by Ms. Myers, the following resolution was adopted unanimously:

Crossroads Charter Academy, Big Rapids (7 year)

WHEREAS, the Board of Trustees of Grand Valley State University at its meeting on February 20, 1998, authorized the issuance of a contract to charter a public school academy to Crossroads Charter Academy (the "Academy") and on June 4, 1998, the contract was executed.

NOW, THEREFORE, BE IT RESOLVED:

1. The Board of Directors of the Academy were selected in accordance with the resolution adopted by the Grand Valley State University Board of Trustees establishing the method of selection, length of term, and number of members of the Academy Board. This resolution is incorporated in and made part of the contract as Schedule 1.

2. The contract of this Academy is due to expire on June 4, 2008.

3. The University's Charter Schools Office has completed its evaluation and assessment of the operation and performance of the Academy.

4. The Board of Trustees of Grand Valley State University may consider the reissuance of a contract to charter following an evaluation and assessment by the University's Charter Schools Office that concludes that the operation and performance of the academy warrants the reissuance of a contract.

5. The present Board of Directors of the Academy has requested the reissuance of a contract to charter as a public school academy.

6. The University President or his designee has recommended the reissuance of a contract to charter as a public school academy to the Academy for a seven (7) year term beginning June 5, 2008 and ending June 30, 2015.

7. The Grand Valley State University Board of Trustees approves and reauthorizes the execution of a contract to charter a public school academy to the Academy and authorizes the Chairperson of the University Board to execute the contract to charter a public school academy and related documents to the Academy for a seven (7) 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 9th day of April, 2008.

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

SCHEDULE 2

ARTICLES OF INCORPORATION

CSCL/CD-511 (Rev.10/17)

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

Date Received	$10 MC 20081999561063 ADJUSTED TO AGREE WITH BUREAU RECORDS	**FILED** AUG 27 2020 ADMINISTRATOR CORPORATIONS DIVISION
AUG 19 2020	This document is effective on the date filed, unless a subsequent effective date within 90 days after received date is stated in the document.	

Name
Clark Hill PLC – Marshall W. Grate

Address
200 Ottawa Ave., NW, Ste. 500

City | State | ZIP Code
Grand Rapids, MI 49503

EFFECTIVE DATE:

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

AMENDED AND RESTATED 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, 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 Amended and Restated Articles:

1. The present name of the corporation is: Crossroads Charter Academy

2. The identification number assigned by the Bureau is: 800847456

3. All former names of the corporation are: None.

4. The date of the filing of the original Articles of Incorporation was: August 10, 1998.

The following Amended Restated Articles of Incorporation ("**Restated Articles**") supersede the Articles of Incorporation as amended and shall be the Articles of Incorporation for the corporation.

ARTICLE I

The name of the corporation is: Crossroads Charter 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 Restated 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:

   Real Property: none

   b. The description and value of its personal property assets are:

   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: Dominic Pace
2. The address of the registered office is: 215 N. State St., Big Rapids, Michigan 49307

ARTICLE V

The corporation is a governmental entity.

ARTICLE VI

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

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

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

   a. **Initial Academy Board Member Nominations and Appointments:** As part of the public school academy application, the public school academy applicant shall propose to the Director of the University Charter Schools Office ("Director"), the names of proposed individuals to serve on the initial board of directors of the proposed public school academy. When the Director recommends an initial contract for approval to the Board of Trustees, he/she shall include recommendations for initial Academy Board members. These recommendations may, but are not required to, include individuals proposed by the public school academy applicant. To be considered for appointment, the nominees must have completed the required board member candidate application materials, including at least (i) the Academy Board Member Questionnaire prescribed by the University Charter Schools Office; and (ii) the Criminal Background Check Report prescribed by the University Charter Schools Office.

   b. **Subsequent Academy Board Member Nominations and Appointments:** Except as provided in paragraph (2) below, the Academy Board may nominate individuals for subsequent Academy Board of Director positions. As part of the appointment process, the Academy Board may submit to the Director: (i) the name of the nominee; (ii) the board member candidate application materials identified in paragraph (a) above; and (iii) a copy of the Academy Board nominating resolution. The Director may or may not recommend the proposed nominee submitted by the Academy Board. If the Director does not recommend a nominee submitted by the Academy Board, the Director shall select a nominee and forward that recommendation to the Board of Trustees for appointment. The Board of Trustees shall have the sole and exclusive right to appoint members to the Academy Board.

   c. **Exigent Appointments:** When the Director determines an "exigent condition" exists which requires him/her to make an appointment to a public school academy's board of directors, the Director, with University President approval, may immediately appoint a person to serve as a public school academy board member for the time specified, but not longer than the next meeting held by the Board of Trustees when a regular appointment may be made by the Board of Trustees. The Director shall make the appointment in writing and notify the public school academy's board of directors of the appointment.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Academy, including any taxing authority; f) review all outstanding agreements to which the Academy is a party and to take those actions which the Academy Board may have exercised to pay, extend, rescind, renegotiate, or settle such agreements as needed; and g) perform all acts necessary and appropriate to fulfill the Academy's purposes as set forth under the Code or this Contract.

ARTICLE VII

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

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

ARTICLE IX

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

ARTICLE X

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

ARTICLE XI

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

(i) The amount of a financial benefit received by a director or volunteer officer to which he or she is not entitled.

(ii) Intentional infliction of harm on the corporation, its shareholders, or members.

(iii) A violation of Section 551 of the Michigan Nonprofit Corporation Act;

(iv) An intentional criminal act.

(v) A liability imposed under section 497(a).

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

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

ARTICLE XII

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 XIII

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

necessary for the transaction of the business of the corporation.

ARTICLE XIV

These Restated Articles of Incorporation were duly adopted on the 12th day of December, 2019, in accordance with the provisions of section 641 of the Act and were duly adopted by the written consent of all the directors pursuant to section 525 of the Act as the corporation is formed on a directorship basis.

ARTICLE XV

The Restated Articles 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.

Signed this 16 day of December, 2019

By: Dr. Christopher White, Superintendent

CSCL/CD-511 (Rev.10/17)

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

Date Received	$10 MC 20081999561063 ADJUSTED TO AGREE WITH BUREAU RECORDS	FILED
AUG 19 2020	This document is effective on the date filed, unless a subsequent effective date within 90 days after received date is stated in the document.	AUG 27 2020 ADMINISTRATOR CORPORATIONS DIVISION

Name
Clark Hill PLC – Marshall W. Grate

Address
200 Ottawa Ave., NW, Ste. 500

City | State | ZIP Code
Grand Rapids, MI 49503

EFFECTIVE DATE:

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

AMENDED AND RESTATED 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, 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 Amended and Restated Articles:

1. The present name of the corporation is: Crossroads Charter Academy

2. The identification number assigned by the Bureau is: 800847456

3. All former names of the corporation are: None.

4. The date of the filing of the original Articles of Incorporation was: August 10, 1998.

The following Amended Restated Articles of Incorporation ("**Restated Articles**") supersede the Articles of Incorporation as amended and shall be the Articles of Incorporation for the corporation.

ARTICLE I

The name of the corporation is: Crossroads Charter 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.

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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 Restated 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:

   Real Property: none

   b. The description and value of its personal property assets are:

   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: Dominic Pace
2. The address of the registered office is: 215 N. State St., Big Rapids, Michigan 49307

ARTICLE V

The corporation is a governmental entity.

ARTICLE VI

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

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

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

   a. **Initial Academy Board Member Nominations and Appointments:** As part of the public school academy application, the public school academy applicant shall propose to the Director of the University Charter Schools Office ("Director"), the names of proposed individuals to serve on the initial board of directors of the proposed public school academy. When the Director recommends an initial contract for approval to the Board of Trustees, he/she shall include recommendations for initial Academy Board members. These recommendations may, but are not required to, include individuals proposed by the public school academy applicant. To be considered for appointment, the nominees must have completed the required board member candidate application materials, including at least (i) the Academy Board Member Questionnaire prescribed by the University Charter Schools Office; and (ii) the Criminal Background Check Report prescribed by the University Charter Schools Office.

   b. **Subsequent Academy Board Member Nominations and Appointments:** Except as provided in paragraph (2) below, the Academy Board may nominate individuals for subsequent Academy Board of Director positions. As part of the appointment process, the Academy Board may submit to the Director: (i) the name of the nominee; (ii) the board member candidate application materials identified in paragraph (a) above; and (iii) a copy of the Academy Board nominating resolution. The Director may or may not recommend the proposed nominee submitted by the Academy Board. If the Director does not recommend a nominee submitted by the Academy Board, the Director shall select a nominee and forward that recommendation to the Board of Trustees for appointment. The Board of Trustees shall have the sole and exclusive right to appoint members to the Academy Board.

   c. **Exigent Appointments:** When the Director determines an "exigent condition" exists which requires him/her to make an appointment to a public school academy's board of directors, the Director, with University President approval, may immediately appoint a person to serve as a public school academy board member for the time specified, but not longer than the next meeting held by the Board of Trustees when a regular appointment may be made by the Board of Trustees. The Director shall make the appointment in writing and notify the public school academy's board of directors of the appointment.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Academy, including any taxing authority; f) review all outstanding agreements to which the Academy is a party and to take those actions which the Academy Board may have exercised to pay, extend, rescind, renegotiate, or settle such agreements as needed; and g) perform all acts necessary and appropriate to fulfill the Academy's purposes as set forth under the Code or this Contract.

ARTICLE VII

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

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

ARTICLE IX

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

ARTICLE X

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

ARTICLE XI

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

(i) The amount of a financial benefit received by a director or volunteer officer to which he or she is not entitled.

(ii) Intentional infliction of harm on the corporation, its shareholders, or members.

(iii) A violation of Section 551 of the Michigan Nonprofit Corporation Act;

(iv) An intentional criminal act.

(v) A liability imposed under section 497(a).

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

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

ARTICLE XII

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 XIII

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

necessary for the transaction of the business of the corporation.

ARTICLE XIV

These Restated Articles of Incorporation were duly adopted on the 12th day of December, 2019, in accordance with the provisions of section 641 of the Act and were duly adopted by the written consent of all the directors pursuant to section 525 of the Act as the corporation is formed on a directorship basis.

ARTICLE XV

The Restated Articles 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.

Signed this 16 day of December, 2019

By: Dr. Christopher White, Superintendent

SCHEDULE 3

BYLAWS

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BYLAWS

OF

Crossroads Charter Academy

ARTICLE I

NAME

This organization shall be called Crossroads Charter Academy (The "Academy" or the "corporation").

ARTICLE II

FORM OF ACADEMY

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

ARTICLE III

OFFICES

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

Section 2. Registered Office. The registered office of the Academy shall be_____. The registered agent is _____. 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 8 day of ~~December~~ August 2019.

Angela Roman
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 Crossroads Charter Academy (“Academy”), a public school academy.

Preliminary Recitals

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

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

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

ARTICLE I

DEFINITIONS AND INTERPRETATIONS

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

"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: May 5, 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 *(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). Reference: MCL 380.1267, MCL 380.1274	CSO
Use of Medications Policy (date of approval or revision). Reference: MCL 380.1178, 380.1178a, 380.1179	CSO
Harassment of Staff or Applicant Policy (date of approval or revision). **Harassment of Students Policy** (date of approval or revision) Reference: MCL 380.1300a	CSO
Search and Seizure Policy (date of approval or revision). Reference: MCL 380.1306	CSO
Emergency Removal, Suspension and Expulsion of Students Policy (date of approval or revision). Reference: MCL 380.1309; MCL 380.1312(8)&(9); MCL 37.1402	CSO
Parent/Guardian Review of Instructional Materials & Observation of Instructional Activity Policy (date of approval or revision). Reference: MCL 380.1137	CSO
Board Member Reimbursement of Expenses Policy (date of approval or revision). Reference: MCL 380.1254; MCL 388.1764b	CSO
Equal Access for Non-School Sponsored Student Clubs and Activities Policy (date of approval or revision). Reference: MCL 380.1299	CSO
Electronic or Wireless Communication Devices Policy (date of approval or revision).	CSO
Preparedness for Toxic Hazard and Asbestos Hazard Policy (date of approval or revision). Reference: MCL 324.8316, 380.1256	CSO

Nondiscrimination and Access to Equal Educational Opportunity Policy (date of approval or revision). Including, but not limited to, Michigan Constitution, Article I, §26, Elliott-Larsen Civil Rights Act, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Age Discrimination Act of 1975.	CSO
Academy Deposit Policy (date of approval or revision). PA 105 of 1855, being MCL 21.146, Section 11.10 of the Charter Contract	CSO
Parental Involvement Policy (date of approval or revision). Reference: MCL 380.1294	CSO
Wellness Policy (date of approval or revision). Reference: 42 USC §§ 1751, 1758, 1766; 42 USC § 1773	CSO
Corporal Punishment Policy (date of approval or revision). Reference: MCL 380.1312(8)&(9);	CSO
Anti-Bullying Policy (Matt's Safe School Law) (date of approval or revision). Reference: MCL 380.1310b	CSO
Cardiac Emergency Response Plan (date of approval or revision). Reference: MCL 29.19	CSO
Emergency Operations Plan (date of approval or revision). Reference: MCL 380.1308b	CSO
Data Breach Response Plan (date of approval or revision). The Academy Board shall design and implement a comprehensive data breach response plan that is made available to Academy personnel and Educational Service Providers.	CSO

Calendar of Additional Reporting Requirements and Critical Dates
July 1, 2025 – June 30, 2026

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

DUE DATE	REPORT DESCRIPTION	SUBMIT TO:
July	2024-2025 31a Funds Report Due.	NexSys
July/August	Consolidated Applications for Federal Title Funds Due (allocation amounts posted to MDE's website in early May).	NexSys
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 (the "Agreement") is made and entered into as of July 1, 2025 by and among **CS PARTNERS, INC.**, a Michigan corporation ("CS Partners"), **CSP MANAGEMENT INC.**, a Michigan corporation d/b/a **PARTNER SOLUTIONS FOR SCHOOLS** ("Partner Solutions for Schools" and together with CS Partners, collectively "CSP"), and **CROSSROADS CHARTER ACADEMY**, a Michigan public school academy (the "Academy") formed under Part 6(A) of the Revised School Code (the "Code"), as amended.

As a wholly owned subsidiary of CS Partners, Partner Solutions for Schools is the employer of record for all staff assigned to work at the Academy by PS. CS Partners provides the educational consulting services and oversees the management and operational services of the Academy. Together, CS Partners and Partner Solutions for Schools are jointly responsible for providing the Services under this Agreement.

The Academy has been issued a contract (the "Contract") by the **GRAND VALLEY STATE UNIVERSITY BOARD OF TRUSTEES** (the "Authorizer") to organize and operate a public school academy. The Authorizer is the statutory authorizing body. The Code and the Contract permit a public school academy to contract with persons and entities for the operation and management of the public school academy.

The Academy and CSP desire to create an enduring educational partnership whereby the Academy and CSP will work together to develop and bring about systems of educational excellence and services to the Academy based on CSP's vision of school design, CSP's management principles, the Educational Program (defined below), and the educational goals and curriculum adopted by the Board of Directors of the Academy (the "Board").

THEREFORE, the parties hereby agree as follows:

ARTICLE I
Relationship of the Parties and Other Matters

Section 1. Authority. The Academy represents that (a) it is authorized by law to contract with a private entity for the provision of management and operational services to the Academy, (b) it has been issued a Contract from the Authorizer to organize and operate a public school academy, (c) it is authorized by the Authorizer to supervise and control the Academy, and (d) it is vested with all powers necessary or desirable for carrying out the Educational Program (defined below) contemplated in this Agreement.

To the extent permitted by law, the Academy hereby authorizes and grants to CSP the necessary authority and power to perform under this Agreement. No provision of this Agreement shall interfere with the Board's statutory, contractual, and fiduciary responsibilities, nor shall any provisions of this Agreement be construed so as to prohibit the Academy from acting as an independent, self-governing public body.

Section 2. Services; Educational Program. The parties agree that CSP, to the extent permitted by and in conformity with the Contract and applicable laws, shall provide all labor, materials, and supervision necessary for the provision of the management and operational services to the Academy contemplated by this Agreement as specifically set forth on the attached Exhibit A (the "Services").

CSP shall provide Services to the Academy so the Academy can carry out the educational program, curriculum, method of pupil assessment, admissions, policy and criteria, school calendar and school day schedule, and age and grade range of pupils to be enrolled, educational goals and methods to be used to monitor compliance with performance of targeted educational outcomes, as previously adopted by the Board and as included in the Contract (collectively, the "Educational Program").

Section 3. Compliance with Academy's Contract. CSP 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.

Section 4. Relationship of the Parties. CSP is not a division or any part of the Academy. The Academy is a corporate and governmental entity authorized under the Code. The Academy is not a division nor any part of CSP. The relationship between the parties hereto was developed and entered into through arms-length negotiation and is based solely on the terms of this Agreement.

Section 5. CSP as Independent Contractor; Agency. The parties to this Agreement intend that the relationship of CSP to the Academy is that of an independent contractor, and not an employee of the Academy. No agent or employee of CSP shall be determined to be an agent or employee of the Academy, except as expressly acknowledged, in writing, by the Academy.

Notwithstanding the foregoing, CSP and its employees are designated as "School Officials" having a legitimate educational interest in the educational records of Academy students to the extent that such access to the educational records are necessary for CSP to fulfill its obligations under this Agreement and the Contract as permitted by the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. §1232g and its implementing regulations during the Term of this Agreement (defined below). CSP shall promulgate and recommend to the Board policies and administrative guidelines sufficient to implement this Section.

During the Term of this Agreement, the Academy may disclose confidential data and information to CSP, and its respective officers, directors, employees and designated agents to the extent permitted by applicable law, including without limitation, the Family Educational Rights and Privacy Act ("FERPA"), 20 USC §1232g, 34 CFR 99; the Individual with Disabilities Education Act ("IDEA"), 20 USC §1401 et seq., 34 CFR 300.610 -300.626; Section 504 of the Rehabilitation Act of 1973, 29 USC §794a, 34 CFR 104.36; the Michigan Mandatory Special Education Act, MCL 380.1701 et seq.; the American with Disabilities Act, 42 USC §12101 et seq.; the Health Insurance Portability and Accountability Act ("HIPAA"), 42 USC 1320d -13200d-8;

45 CFR 160, 162 and 164; Privacy Act of 1974, 5 USC §552a; and the Michigan Social Security Number Privacy Act, MCL 445.84.

CSP will be solely responsible for its acts, the acts of its agents, employees, and those subcontractors who are contracted through CSP. If CSP receives information that is part of a pupil's education records from any source as permitted under the Code, CSP shall not sell or otherwise provide the information to any other person except as provided under MCL 380.1136.

Section 6. No Related Parties or Common Control. The parties hereby agree that none of the voting power of the governing body of the Academy or the Board will be vested in CSP or its directors, members, managers, officers, shareholders, or employees. Further, the Academy and CSP are not, and shall not become: (a) members of the same controlled group, as that term is defined in the Internal Revenue Code of 1986, as amended (the "IRS Code"); or (b) related persons, as that term is defined in the IRS Code.

Section 7. Personnel Responsibility. CSP has the ultimate authority to select, discipline and transfer personnel, consistent with applicable laws. The Lead Administrator (as defined below) shall be responsible for approving and submitting appropriate hours-worked reports for all hourly employees. Evaluation and compensation systems shall comply with all applicable laws.

Section 8. Lead Administrator. CSP shall identify, appoint, and employ a Lead Administrator, with advisory input from the Board, to oversee the management, operation and performance of the Academy, including the Educational Program at the Academy (the "Lead Administrator"). The Lead Administrator will hold all required certifications as required by the Code. The Lead Administrator will be an employee of Partner Solutions for Schools, who may be disciplined and/or terminated by CSP in its sole discretion. The Lead Administrator will serve as the on-site supervisor to staff. The Lead Administrator, in consultation with CSP, will select and hold accountable all staff in leadership team positions. The Lead Administrator shall be responsible for supervising and managing the educational program and instruction of students. CSP will have the authority, consistent with applicable laws, to select and supervise the Lead Administrator and to hold the Lead Administrator accountable for the success of the Academy. CSP shall notify the Board prior to the termination of the Lead Administrator.

If the Board becomes dissatisfied with the performance of the Lead Administrator, it shall state the causes of such dissatisfaction in writing and deliver it to CSP. CSP shall have a reasonable period of time to remedy the dissatisfaction; however, if it cannot remedy the dissatisfaction, CSP shall remove and replace the Lead Administrator at the Academy as soon as practicable. Additionally, it is agreed that any dissatisfaction of the Board shall be reasonable in nature and related specifically to the duties and responsibilities of the Lead Administrator at the Academy.

Section 9. Teachers and Staff. CSP will provide administrative support to the Lead Administrator to obtain resumes and credential information for the staff at the Academy. CSP will empower the Lead Administrator with the authority to select and hold accountable the teachers and support staff for the operation of the Academy. After qualified staff are selected by the Lead Administrator, Partner Solutions for Schools will onboard and provide additional administrative support to the Lead Administrator. Teachers employed by Partner Solutions for Schools shall not be considered public employees and are not eligible for purposes of continuing tenure under MCL

§38.71 et seq.

Section 10. Criminal Background Checks. Partner Solutions for Schools agrees that it shall not assign any of its employees, agents or other individuals to perform any services under this Agreement except as permitted under Sections 1230, 1230a, 1230b and related provisions of the Code pertaining to criminal background and criminal conduct checks. The Academy shall require that the results of the criminal background check are received, reviewed, and used (subject to a verification process) by the Academy's Authorized User acting on behalf of the Academy and/or the Board, only as permitted by law to evaluate the qualifications of the individual for his/her assignment.

Section 11. The Board. The Board is the governing body with oversight responsibilities over the Academy. The parties acknowledge that throughout this Agreement the term "Board" and the term "Academy" are sometimes used interchangeably in some sections for the sole purpose of readability based on the nature and subject-matter of the article/section. This Agreement must be approved by the Board and executed by a duly authorized member of the Board (on behalf of the Academy), and by so executing this Agreement the Board acknowledges and accepts all obligations and responsibilities related to the Board as set forth in this Agreement.

Section 12. Availability of Funds. Notwithstanding any other term or provision in this Agreement to the contrary, CSP shall not be, directly or indirectly, liable to any third party for any cost or expense incurred by the Academy, and CSP shall only be required to perform its responsibilities under this Agreement to the extent that CSP has received such revenues from the Academy pursuant to the terms of this Agreement.

Section 13. Compliance with Section 503c. On an annual basis, CSP agrees to provide the Academy Board with the same information that a school district is required to disclose under section 18(2) of the State School Aid Act of 1979, MCL 388.1618, for the most recent school fiscal year for which the information is available. Within thirty (30) days of receipt of this information, the Academy Board shall make the information available on the Academy's website home page, in a form and manner prescribed by the Michigan Department of Education. The defined terms in Section 503c of the Code, MCL 380.503c, shall have the same meaning in this Agreement.

Section 14. Compliance with Section 11.23 of Contract Terms and Conditions. CSP 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 15. Non-Compete Agreement. CSP agrees that it shall not impose any contractual requirement or contractual obligation on any of its employees assigned to the Academy to enter into a non-compete provision or agreement.

Section 16. Lease and Loans. If the Academy and CSP enter into a lease, execute promissory notes or other negotiable instruments, or enter into a lease-purchase agreement or other financing relationship, then such agreements must be separately documented and separately

approved. In addition, all such agreements must comply with the Charter Contract and applicable law, as well as any applicable Authorizer policies.

ARTICLE II
Term

Section 1. Term. This Agreement shall be effective for the duration of the Academy's current authorizing Contract with the Authorizer, subject to earlier termination under Article VI. The Term will be for a three (3) year period beginning July 1, 2025 and ending June 30, 2028 (the "Term"). The maximum term of this Agreement shall not exceed the term of the Academy's Contract.

ARTICLE III
Obligations of the Academy

Section 1. Good Faith Obligation. The Academy shall exercise good faith in considering CSP's recommendations relative to the Educational Program and/or the Services.

Section 2. Academy Funds. The Board shall determine the depository of all funds received by the Academy including, but not limited to, the State School Aid and any Additional Revenue (as defined in Exhibit A). All funds received by the Academy shall be deposited in the Academy's depository account. Signatories on the Academy Board accounts shall solely be members of the Board or properly designated Academy Board employees. All interest or investment earnings on Academy accounts shall accrue to the Academy.

Section 3. Notification Requirement. The Academy agrees to notify CSP in writing if the Academy receives a notification from its Authorizer regarding an intent to revoke the Contract. Further, in the event the Board discusses a possible non-renewal or closure of the Academy, or if the Authorizer suggests such a discussion, CSP will be notified and invited to participate in any such discussion.

ARTICLE IV
Compensation and Reimbursement of Costs

Section 1. Compensation for Services. During the Term of this Agreement, the Board shall pay CS Partners an annual fee (the "Fee") equal to nine percent (9%) of the total Aid received from the State of Michigan (including any State categorical funds), pursuant to the State School Aid Act of 1979, as amended, for the particular number of students enrolled in the Academy ("Student Enrollment"). "Student Enrollment" shall be based on the Academy's final blended student count added to the number of students enrolled in the Academy's Great Start Readiness Program (if applicable). At no time shall the annual fee be less than $150,000.

The Fee may also include nine percent (9%) of any Additional Revenue (as defined in Exhibit A) provided that CS Partners discloses that the Fee also applies to said Additional Revenue prior to the application of such Fee.

The parties intend that this Agreement meet all of the applicable safe harbor conditions as set forth in Sections 5.02 through Sections 5.07 of the Revenue Procedure 2017-13. In this regard, the Academy and CSP make the following representations:

1. (A) CSP's compensation under this Agreement is reasonable compensation for services to be rendered hereunder and is not based, in whole or in part, on a share of net profits and/or a share of the net losses from the operation of the Academy or upon the disposition, damage or destruction of the Academy's property; (B) This Agreement does not pass on to CSP the burden of bearing any share of net losses from the operation of the Academy or upon the disposition, damage or destruction of the Academy's property; (C) The term of this Agreement is not greater than 30 years or 80 percent of the useful life of the Academy's school facilities currently financed with tax-exempt debt (if shorter) including all renewal options; (D) The Academy bears the risk of loss upon the disposition, damage or destruction of the Academy's property; and (E) CSP is not entitled to and will not take any federal tax position that is inconsistent with being a service provider under this Agreement to the Academy.

2. In interpreting this Agreement and in the provision of the services required hereunder, CSP shall not have any role or relationship with the Academy that, in effect, substantially limits the Academy's ability to exercise its rights and obligations under State law. As required by the Academy's Article of Incorporation and Bylaws, the Academy Board may not include any director, officer or employee of a management company that contracts with the Academy. In furtherance of such restriction, it is agreed between the Academy and CSP that none of the voting power of the governing body of the Academy will be vested in CSP or its directors, members, managers, officers, shareholders and employees, and the Academy and CSP will not be related parties as defined in Treas. Reg. 1.150-1(b).

Section 2. Payment of Payroll Costs. In addition to the Fee, Partner Solutions for Schools will invoice the Academy for all employment costs ("Payroll Costs") for Partner Solutions for Schools' employees assigned to the Academy. Payroll Costs include salary, benefits, and other costs attributable to personnel employed and assigned by Partner Solutions for Schools to perform Services at the Academy under this Agreement, including but not limited to gross wages, FICA, Medicare, FUTA, SUTA, workers' compensation insurance, professional liability insurance (including applicable deductibles), separation costs, tuition reimbursement, Board-approved independent investigation fees, Board-approved legal fees for Academy specific employment matters, employer portions of health, dental, vision and life insurance, and 401K employer contributions (if applicable). Partner Solutions for Schools shall be advanced funds for Payroll Costs no later than the third business day preceding each payroll date ("Payroll Date") for Partner Solutions for Schools employees assigned to perform services at the Academy under this Agreement. For purposes of this Agreement the Payroll Date shall be that date or dates established annually by Partner Solutions for Schools.

Section 3. Payment of Reimbursable Expenses. In addition to the Fee, the Academy shall reimburse CSP for all costs reasonably incurred and paid by CSP ("Reimbursable Expenses") in providing the Services specifically related to the Academy. Reimbursable Expenses include, but are not limited to, Payroll Costs (as defined in Section 2 above) for Partner Solutions for Schools'

employees assigned to the Academy that are not advanced under Section 2 above, costs mandated by a governmental entity, administrative agency or court of law, e.g., payment into Michigan Public Employees Retirement System (MPSERS), other expenses for equipment, software, supplies, food service, transportation, special education, psychological services and medical services.

CSP will invoice the Academy for reimbursement of Reimbursable Expenses with a detailed receipt of material or services provided. The Academy shall only reimburse for costs included in an annual operating budget approved by the Board or as amended during the academic year. In paying such costs on behalf of the Academy, CSP shall not charge an added fee (or mark-up).

Marketing and development costs paid by or charged to the Academy shall be limited to those costs specific to the Academy program, and shall not include any costs for the marketing and development of CSP. No corporate costs of CSP shall be charged to, or reimbursed by, the Academy.

If desired, the Board may advance funds to CSP for such costs reimbursable under the Agreement before such costs are incurred (rather than reimburse CSP after the expense is incurred).

Documentation of all expenses must be reflected in the Academy Board's financial packets and presented to the Board for approval and/or ratification at its next regularly scheduled meeting.

All items acquired with Academy funds including, but not limited to, instructional materials, equipment, supplies, furniture, computers, and other technology, shall be owned by and remain the property of the Academy.

Section 4. Other Institutions. The Academy acknowledges that CSP may enter into agreements similar to this Agreement with other public or private educational schools or institutions (the "Institutions"). CSP shall maintain separate accounting for reimbursable expenses incurred on behalf of the Academy and for reimbursable expenses incurred on behalf of the Institutions. CSP shall only charge the Academy for expenses incurred on behalf of the Academy.

If CSP incurs reimbursable expenses on behalf of the Academy and the Institutions which are incapable of precise allocation between the Academy and the Institutions, then CSP shall allocate such expenses among the Institutions and the Academy, on a pro-rata basis, based on the number of students enrolled at the Academy and the Institutions, or the number of staff assigned to the Academy and the Institutions or upon such other equitable basis as agreed by the parties.

Section 5. Review of Budget. CSP shall propose an annual budget for the Academy to the Academy's Chief Administrative Officer ("CAO") and the Board. The Board shall review, revise, and timely approve the annual budget. The Academy's CAO shall not be an employee of CSP but shall be a member of the Academy Board.

Section 6. Procurement Policies. The Board hereby retains the obligation, as provided in the Code, to adopt written policies governing the procurement of supplies, materials, and

equipment for the Academy. Unless otherwise prohibited by law, CSP shall directly procure all supplies, materials, and equipment provided that CSP complies with the Code including, but not limited to, Sections 1267 and 1274, MCL 380.1267 and MCL 380.1274 as if the Academy were making these purchases directly from a third party supplier or vendor and the Board's written policies promulgated thereunder related to such items. CSP shall not include any added fees or charges with the cost of equipment, materials and supplies purchased from third parties or vendors.

ARTICLE V
Proprietary Information

Section 1. Academy's Rights to Curriculum and Educational Materials. The Academy shall own, without restriction, all proprietary rights to curriculum and educational materials that: (a) are or were directly developed by the Academy and paid for with Academy funds; or (b) are or were developed by CSP at the direction of the Board using Academy funds.

Section 2. CSP's Rights to Curriculum and Educational Materials. CSP shall own, without restriction, all curriculum, and educational materials, and all other proprietary information owned by, developed by or otherwise in the possession of CSP, except as set forth in this Article.

Section 3. Non-Disclosure of Proprietary Information; Remedy for Breach. Except as specifically required by the Code or the Michigan Freedom of Information Act, the proprietary information and materials of CSP shall be held in strict confidence by the Academy.

During the Term of this Agreement, and continuing for three (3) years thereafter, both parties hereby agree that they will not use or disclose to anyone, directly or indirectly, for any purpose whatsoever unless required by law, any such proprietary information without the prior written consent of the other party.

If a party uses or discloses such proprietary information in violation of this Section 3, the disclosing party shall (a) be liable to the other party for all damages, including, but not limited to, lost profits resulting from the breach, and (b) be obligated to reimburse the non-disclosing party for its legal costs and reasonable attorney fees related to the enforcement of this Section 3.

ARTICLE VI
Termination

Section 1. Termination by CSP. CSP may terminate this Agreement prior to the end of the Term in the event the Board fails to remedy a material breach within the required time frames below.

1. CSP may immediately terminate this Agreement with no additional liability or responsibility if CSP fails to receive compensation for Payroll Costs. For this breach only,

the Academy has until the Payroll Date to fund payroll or reach an agreement with CSP on the payment of these funds or else an immediate breach may be declared.

2. CSP may also immediately terminate this Agreement with no additional liability or responsibility upon the occurrence of the following:

   a) Academy operations cease to exist due to, but not limited to, bankruptcy or insolvency, discontinued operations by successors and assigns, facility closure, or reconstruction;

   b) The Academy requests a reduction in workforce greater than 20%;

   c) The Academy is a financially distressed business as set forth in the Worker Adjustment and Retraining Notification Act (WARN), 29 U.S.C. §2101, et seq. The Board shall notify CSP 90 days prior to the facility closure in order for CSP to satisfy notice requirements to staff under WARN;

   d) A determination has been made by a governmental entity, administrative agency or court of law that CSP is required to pay into MPSERS;

   e) Failure by the Academy to pay the Fee or Reimbursable Expenses;

   f) If there is a substantial and unforeseen increase in the cost of administering services of this Agreement; or

   g) The Academy makes material decisions that are substantially inconsistent with the recommendations of CSP relative to the Services.

The Academy has thirty (30) days after notice from CSP to remedy any of these breaches except for the breach of non-payment of Payroll Costs.

Termination prior to the end of the Term shall not relieve the Academy of any financial or other obligations to CSP outstanding as of the date of termination. Failure by CSP to (a) declare a breach, (b) place the Academy on notice thereof, or (c) fail to exercise or exert any remedy available to CSP under this Agreement or applicable laws, shall not be deemed a waiver of CSP's rights and remedies whatsoever.

Notwithstanding the foregoing, CSP may terminate this Agreement without cause and without penalty to be effective upon completion of an academic year provided that CSP delivers written notice of intention to terminate to the Academy at least ninety (90) days prior to the end of the then-current academic year.

Section 2. Termination by Academy. The Academy may terminate this Agreement prior to the end of the Term in the event that CSP fails to remedy a material breach within the required time frames below. A material breach includes, but is not limited to:

1. Material failure by CSP to account for its expenditures;

2. Failure by CSP to pay funds for all compensation required for payroll (provided that

CSP has received such funds from the Academy to do so);

3. Material failure by CSP to provide the Services as required by this Agreement ;

4. A determination has been made by a governmental entity, administrative agency or court of law that CSP is required to participate in MPSERS; or

5. Any action or inaction by CSP that causes the Contract in jeopardy of revocation, suspension or termination, as evidenced by written notification from the Authorizer and is not cured within sixty (60) days of that notice.

CSP has ten (10) days after notice from the Academy to remedy a breach that involves the non-payment of funds for all "compensation" required for payroll (provided that CSP has received such funds from the Academy to do so) or to reach an agreement with the Academy on the payment of those funds. CSP has thirty (30) days after written notice from the Academy to remedy all other breaches. Upon expiration of this Agreement, or termination for any reason, all amounts due to CSP shall immediately become due and payable by the Academy, unless otherwise agreed in writing by CSP.

Notwithstanding the foregoing, the Academy may terminate this Agreement without cause and without penalty to be effective upon completion of the academic year provided that the Academy delivers written notice of intent to terminate to CSP at least ninety (90) days prior to the end of the then-current academic year.

Section 3. 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 the expiration of the Contract, this Agreement shall automatically be suspended or terminate on the same date as the Academy's Contract is suspended, revoked, expired or termination without further action of the parties.

Section 4. Amendment Caused By Academy Site Closure or Reconstitution. In the event that the Academy is required (i) to close an Academy site pursuant to a notice issued by the Department under Section 507 of the Code, MCL 380.507; or (ii) to undergo a reconstitution pursuant to Section 507 of the Code, MCL 380.507, and 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 CSP shall have no recourse against the Academy or the Authorizer Board for implementing such site closure or reconstitution.

Section 5. Change in Law. If any federal, State or local law or regulation, or court or administrative decision, or attorney general's opinion (collectively referred to in this Agreement as the "Applicable Laws") has a substantial and material adverse impact (as reasonably determined by the party suffering the impact) on the ability of the impacted party to carry out its obligations under this Agreement, then the impacted party, upon written notice, may request a renegotiation of this Agreement. If the parties are unable or unwilling to successfully renegotiate the terms of

this Agreement within ninety (90) days after the notice, and after making good faith efforts which shall include, but not be limited to, the use of a third party arbitrator and/or alternative dispute resolution process, the impacted party may terminate this Agreement as of the end of the then-current academic year.

Section 6. Transition. In the event of any termination prior to the end of the Term of this Agreement, CSP shall provide the Academy reasonable assistance for up to ninety (90) days to assist in the orderly transition to another service provider or to a self-managed school.

The parties may agree upon other transition services to be provided by CSP, at a mutually agreed upon fee and documented in a separate contract for services.

Notwithstanding the foregoing, CSP shall not be obligated to provide such reasonable assistance if the reason for the termination was the documented willful misconduct of the Academy which resulted in financial damages to CSP exceeding $10,000, as reasonably determined by CSP.

Section 7. Personal Property upon Termination or Expiration. Upon any termination or the expiration of this Agreement, the Academy may elect (a) to purchase any personal property which has been purchased or leased from a third party solely with CSP funds, provided such purchase or lease is permitted under the purchase or lease documents relating thereto, at the fair market, depreciated value of such personal property or (b) to return same to CSP. All personal property purchased or leased by CSP using Academy funds is and shall remain the personal property of the Academy.

Section 8. Obligations Upon Termination or Expiration. Upon any termination or the expiration of this Agreement, the parties shall remain obligated for all financial or other obligations due at the time of the termination or expiration.

After any termination or the expiration of this Agreement, and once all such obligations referenced above are satisfied, the parties shall have no further obligations to each other under this Agreement whatsoever except for the continuing obligations under (a) Article V (Proprietary Information) and (b) Article VII (Indemnification and Cooperation).

ARTICLE VII
Indemnification and Cooperation

Section 1. Indemnification of CSP. To the extent permitted by law, the Academy shall indemnify, save, and hold harmless CSP and all of its employees, officers, directors, subcontractors, and agents against any and all lawsuits and causes of action or other forms of liability that may arise out of or by reason of any noncompliance by the Academy with any agreements, covenants, warranties or undertakings of the Academy contained in or made pursuant to this Agreement; any misrepresentations or breach of this Agreement; and any acts or failures to act by the Academy which occurred prior to the Effective Date of this Agreement.

In the event that the Academy or CSP receives funds for the benefit of the Academy pursuant to a grant, endowment, scholarship, or other source of governmental funding ('Funding"), Academy shall be solely responsible for the Funding and any liabilities associated therewith,

including any Funding that is ordered returned to the distributing agency. Academy further agrees, to the extent permitted by law, to indemnify, save, and hold harmless CSP and all of its employees, officers, directors, subcontractors, and agents against any and all lawsuits and causes of action or other forms of liability that may arise in connection with the Funding.

In addition, to the extent permitted by law, the Academy shall indemnify, save, hold harmless, and reimburse CSP for any and all legal expenses and costs associated with the defense of any such claim, demand or suit, including any claim for failure to pay wages or overtime based on the hours worked reports approved and submitted by the Lead Administrator. The Academy agrees to advance to CSP all costs, actual attorneys' fees, actual experts' fees, and similarly related expenses immediately upon request so that CSP is not required to pay such expenses out of its own funds.

CSP agrees that for any claim for indemnification made by CSP, to the extent that the interests of the Academy and CSP are aligned, the parties agree to coordinate a defense to minimize the costs of such defense. To the extent the Academy shall be responsible for indemnification of CSP, the Academy shall have the right to select the attorneys of its choice and to make all decisions and in every respect control the manner in which the Academy and CSP are defended. Notwithstanding the foregoing, in no event shall the Academy indemnify CSP for the attorney fees accrued by CSP in the regular course of business.

To the extent the parties are coordinating a defense, the parties shall utilize shared counsel which shall be paid for by the Academy and no reimbursement of any costs or fees shall be necessary. The Academy may reimburse CSP for pre-approved legal expenses and costs associated with the defense of any such claim, demand, or suit which are not otherwise covered by the shared defense.

If desired, all or part of the indemnification obligations set forth in this section may be met by the purchase of insurance by the Academy. The indemnification in this Section shall also specifically apply, without limitation, to any current claims or litigation at the time this Agreement is executed, as well as any future or additional claims or litigation regarding any prior activities of the Academy.

Section 2. Indemnification of the Academy. CSP shall indemnify, save, and hold harmless the Academy and all of its employees (if any), officers, directors, subcontractors, and agents against any and all lawsuits and causes of action or other forms of liability that may arise out of, or by reason of any noncompliance by CSP with any agreements, covenants, warranties, or undertakings of CSP contained in or made pursuant to this Agreement; any misrepresentation or breach of this Agreement; and any acts or failures to act by CSP which occurred prior to the Effective Date of this Agreement.

In addition, CSP shall indemnify, save, hold harmless, and reimburse the Academy for any and all legal expenses and costs associated with the defense of such claim, demand or suit. CSP agrees to advance to the Academy all costs, actual attorneys' fees, actual experts' fees, and such similarly related expenses immediately upon request so that the Academy is not required to pay such expenses out of its own funds.

The Academy agrees that for any claim for indemnification made by the Academy, to the extent the interests of CSP and the Academy are aligned, the parties agree to coordinate a defense to minimize the costs of such defense. To the extent CSP shall be responsible for indemnification of the Academy, CSP shall have the right to select the attorneys of its choice and to make all decisions and in every respect control the manner in which CSP and the Academy are defended. Notwithstanding the foregoing, in no event shall CSP indemnify the Academy for the attorney fees accrued by the Board in the regular course of business.

To the extent the parties are coordinating a defense, the parties shall utilize shared counsel which shall be paid for by CSP and no reimbursement of any costs or fees shall be necessary. CSP may reimburse the Academy for pre-approved legal expenses and costs associated with the defense of any such claim, demand, or suit which are not otherwise covered by the shared defense.

If desired, all or part of the indemnification obligations set forth in this section may be met by the purchase of insurance by CSP. The indemnification in this Section shall also specifically apply, without limitation, to any current claims or litigation at the time this Agreement is executed, as well as any future or additional claims or litigation regarding any prior activities of CSP.

Section 3. Indemnification for Negligence. To the extent permitted by law, each party to this Agreement shall indemnify and hold harmless the other, and their respective boards of directors, partners, officers, employees, agents, and representatives, from any and all claims and liabilities which they may incur and which arise out of the negligence of the other party's trustees, directors, officers, employees, agents, or representatives.

Section 4. Immunities and Limitations. The Academy may assert all immunities and statutory limitations of liability in connection with any claims arising under this Agreement.

Section 5. Responsibilities of the Parties. Each party will be solely and entirely responsible for its acts and omissions and for the acts and omissions of its agents and employees (if any) in connection with the performance of that party's responsibilities under this Agreement.

Section 6. Mutual Duty to Cooperate. The parties acknowledge that each party has a duty and obligation to cooperate with the other party, and further that such duty to cooperate is a material part of this Agreement. The purpose of the duty to cooperate is to enable each party to perform its obligations as efficiently as possible. The duty to cooperate shall include all areas of the business of the Academy and the Services. The duty to cooperate also includes reasonable assistance in the event of litigation or a dispute involving a party related to the Academy or the Services provided, such as provision of testimony, records and/or documents reasonably related to the litigation or dispute (which are not otherwise protected from disclosure). The duty to cooperate will be provided in such a manner that it does not adversely affect the other party's ability to defend against a claim.

Section 7. 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 VIII
Insurance

Section 1. Academy Insurance. The Academy will secure and maintain general liability and umbrella insurance coverage. This coverage will include the building and related capital facilities if they are the property of the Academy. The Academy will maintain such insurance in an amount and on such terms as required by the provisions of the Contract, including the indemnification of CSP required by this Agreement, and naming CSP as an additional insured. The Academy will, upon request, present evidence to CSP that it maintains the requisite insurance in compliance with the provisions of this section. CSP will comply with any information or reporting requirements applicable to the Academy under the Academy's policy with its insurer(s), to the extent practicable. Nothing in this Agreement is intended, nor shall be construed, as a waiver or relinquishment of any immunity from action or liability enjoyed by the Academy under controlling law.

Section 2. CSP Insurance. CSP will secure and maintain general liability and umbrella insurance coverage, with the Academy listed as an additional insured. CSP will maintain such policies of insurance as are required by the Contract, including the indemnification of the Academy as required by this Agreement. In the event that Authorizer requests any change in coverage, CSP agrees to comply with any change in the type or amount of coverage as requested, within thirty (30) days after notice of the insurance coverage change. CSP will, upon request, present evidence to the Academy and Authorizer that it maintains the requisite insurance in compliance with the provisions of this section. The Academy will comply with any information or reporting requirements applicable to CSP under CSP's policy with its insurer(s), to the extent practicable.

Section 3. Evidence and Notices. Each party shall, upon request, present evidence to the other that it maintains the requisite insurance as required in this Article VIII. The policies of insurance of each party shall also provide that the other party receive from the insurer(s) a minimum thirty (30) day written notice of any termination of said policies.

Section 4. Workers' Compensation Coverage. Additionally, each party shall maintain workers' compensation insurance, as required by State law, covering their respective employees, if any.

ARTICLE IX
Warranties and Representations

Section 1. Warranties and Representations of the Academy. The Academy represents to CSP that (a) it has the authority under law to execute, deliver, and perform this Agreement and to incur the obligations provided for under this Agreement, (b) its actions have been duly and validly authorized, and (c) it will adopt the necessary resolutions.

Section 2. Warranties and Representations of CS Partners. CS Partners represents and warrants to the Academy that (a) it is a Michigan corporation in good standing duly authorized to conduct business in the State of Michigan, (b) it has the authority under applicable laws to execute, deliver and perform this Agreement and to incur the obligations provided for under this Agreement, (c) its actions have been duly and validly authorized, and (d) it will adopt any and all resolutions required for execution of this Agreement.

Section 3. Warranties and Representations of Partner Solutions for Schools. Partner Solutions for Schools represents and warrants to the Academy that: (a) it is a Michigan corporation in good standing duly authorized to conduct business in the State of Michigan; (b) it has the authority under applicable laws to execute, deliver and perform this Agreement and to incur the obligations provided for under this Agreement; (c) its actions have been duly and validly authorized; and (d) it will adopt any and all resolutions required for execution of this Agreement.

Section 4. Mutual Representations and Warranties. Each party represents and warrants to the other party that except as disclosed in writing to the other party, to its knowledge, there are no pending actions, claims, suits, or proceedings, whether threatened or reasonably anticipated, against or affecting it, which if adversely determined would have a material adverse effect (as might be reasonably determined by the non-affected party if disclosed) on its ability to perform its obligations under this Agreement.

ARTICLE X
Alternative Dispute Resolution

Section 1. Mediation. Any and all disputes between the parties concerning any alleged breach of this Agreement or arising out of or relating to the interpretation of this Agreement or the parties' performance of their respective obligations under this Agreement shall first be communicated in writing to the other party and mutually discussed between the parties with an opportunity to cure. If no resolution can be ascertained through that mutual discussion, then the matter will be submitted to mediation for resolution in Livingston County. Both parties must mutually agree upon the mediator selected and shall participate in all meetings in good faith. The mediation shall be conducted in accordance with the rules of the American Arbitration Association

seated in Livingston County, Michigan, with such variations as the parties and mediators unanimously accept. The final decision shall be a cause decision (written explanation). The Authorizer shall be notified of said decision, and upon the Authorizer's request, the cause opinion shall be made available. The parties will share equally in the costs of the mediation including forum fees, expenses, and charges of the mediator.

Section 2. Arbitration. If the mediation does not result in a mutually satisfactory compromise, then the matter shall be resolved by arbitration , and such procedure shall be the sole and exclusive remedy for such matters. Unless the parties agree upon a single arbitrator, the arbitration panel shall consist of three (3) persons. The arbitration shall be conducted in accordance with the rules of the American Arbitration Association seated in Livingston County, Michigan, with such variations as the parties and arbitrators unanimously accept. The arbitrators' award shall be final and binding. A judgment on the award rendered by the arbitrators may be entered in any court having appropriate jurisdiction, by any party, without the consent of the other party. The losing party shall pay the cost of arbitration, not including attorney fees. It shall be within the discretion and purview of the arbitrator or arbitration panel to award reasonable attorney fees to the prevailing party. The prevailing party shall be defined as the party who prevails in total.

A cause opinion (written explanation) shall be required as to the final decision. The Authorizer shall be notified of said decision, and upon the Authorizer's request, the cause opinion shall be made available.

ARTICLE XI
Miscellaneous

Section 1. Entire Agreement. This Agreement, including Exhibit A, supersedes and replaces any and all prior written or oral agreements and understandings between the Academy and CSP regarding the subject matter hereof. This Agreement, including Exhibit A, constitutes the entire agreement of the parties.

Section 2. Force Majeure. Notwithstanding any other sections of this Agreement, neither party shall be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, embargo, fire, explosion, sabotage, accident, pandemic, labor strike, flood, terrorism, or other acts beyond its reasonable control.

Section 3. Governing Law. This Agreement and the rights of the parties hereto shall be interpreted according to the laws of the State of Michigan (the "State").

Section 4. Official Notices. All notices or other communications required by the terms of this Agreement shall be in writing and sent to the parties at the addresses set forth below. Notice may be given by certified or registered mail, postage prepaid, return receipt requested, traceable carrier or personal delivery. Notices shall be deemed to have been given on the date of personal delivery, or, if given by mail, the postmark date. Unless amended or updated in writing, the addresses of the parties hereto for the purposes of this Agreement shall be:

The Academy: Board President

Crossroads Charter Academy
215 N. State Street
Big Rapids, MI 49307
ATTN: TIME-SENSITIVE OFFICIAL NOTICE
w/copy to the Board President's email address as posted on the Academy's website

CSP:

CS Partners
Partner Solutions for Schools
c/o Chris Matheson
869 S. Old US 23, Suite 500
Brighton, Michigan 48114

Section 5. Assignment. This Agreement shall not be assigned (a) by CSP, without prior consent of the Board, in writing, which consent shall not be unreasonably withheld; or (b) by the Academy, without the prior consent of CSP, in writing, which consent shall not be unreasonably withheld. CSP may, without the consent of the Board, delegate the performance of but not responsibility for any duties and obligations of CSP hereunder to any independent contractor, expert or professional advisor. However, this Agreement shall not be assignable without prior notification to the Authorizer and any assignment must be done in a manner consistent with the Authorizer's Educational Service Provider Policies.

Section 6. Amendment; Effect of Headings. This Agreement may only be amended in writing, signed by a duly authorized representative of each party and in a manner consistent with the Authorizer's Educational Service Provider Policies.

The underlined headings are included for convenience of the reader, and if the underlined headings are inconsistent with the other text, the underlined text shall be disregarded.

Section 7. Tax Exempt Financing. If at any time the Academy determines that it is in the best interests of the Academy to obtain financing from the Finance Authority or any other type of financing that is tax-exempt pursuant to the Internal Revenue Code of 1986, as amended, then the parties hereby agree that this Agreement shall be automatically amended for the sole and limited purpose of compliance with IRS Revenue Procedure 2017-13, and/or its progeny. Any such automatic amendment shall be as limited as practicable, and the parties shall promptly execute a written agreement reflecting such amendment, but the failure of the parties to do so shall not affect the effectiveness of the automatic amendment referenced above; provided, however, that any such amendment shall be consistent with the Authorizer's Educational Service Provider Policies.

Section 8. Waiver. No waiver of any portion 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 in writing.

Section 9. Severability. The invalidity of any portion or term of this Agreement shall not affect the remaining portions or terms of this Agreement. In the event a portion or a term of this Agreement is deemed invalid, the parties shall cooperatively work together to modify the invalid

portion or term as minimally as possible to cure the invalidity, while at all times preserving the spirit and purpose of the applicable portion or term.

Section 10. Successors and Assigns. This Agreement shall be binding upon and inure to the benefit of the parties and their respective successors and permitted assigns.

Section 11. No Third Party Rights. This Agreement is made for the sole benefit of the Academy and CSP. Except as otherwise expressly provided herein, nothing in this Agreement shall create or be deemed to create a relationship between the parties, or either of them individually with any third person, third party beneficiary, fiduciary, or the Authorizer.

Section 12. Survival of Termination. All representations, warranties, indemnities, and non-disclosures/confidentiality obligations made in this Agreement shall survive any termination or expiration of this Agreement without limitation.

Section 13. Delegation of Authority; Compliance with Laws. Nothing in this Agreement shall be construed as delegating to CSP any of the powers or authority of the Board which are not subject to delegation by the Board in accordance with the Contract and all applicable laws. The parties agree to comply with all applicable laws.

Section 14. Governmental Immunity. Nothing in this Agreement is intended, nor will be construed, as a waiver of the governmental immunity provided to the Academy and its incorporators, board members, officers, employees (if any), and volunteers under Section 7 of Act 170, Public Acts of Michigan, 1964, as amended, MCL 691.1407.

Section 15. Execution. The parties may execute this Agreement by facsimile or in counterparts. The parties consent to the use of electronic signatures and agree that such signatures will be binding as if they were original, handwritten signatures.

Section 16. Review by Independent Counsel. The parties agree that each has reviewed, or had the opportunity to review, this Agreement with its own independent legal counsel prior to the execution of this Agreement.

Section 17. Limitation of Liability. EXCEPT FOR AMOUNTS EXPRESSLY DUE AND OWING UNDER THIS AGREEMENT, EACH PARTY'S TOTAL LIABILITY TO THE OTHER AND ANY THIRD PARTIES UNDER OR ARISING OUT OF THIS AGREEMENT SHALL BE LIMITED TO THE AGGREGATE AMOUNTS PAID OR DUE AND OWING BY THE ACADEMY TO CSP HEREUNDER. THIS LIMITATION DOES NOT APPLY TO ANY AMOUNTS OWED PURSUANT TO A PARTY'S INDEMNIFICATION OBLIGATIONS UNDER THIS AGREEMENT.

[Signature Page Follows]

The undersigned hereby execute this Agreement as of the date set forth first above.

The Academy:

CROSSROADS CHARTER ACADEMY, a Michigan public school academy

By: _____

Its: Board President

CSP:

CS PARTNERS, INC., a Michigan corporation

By: _____

Its: CEO

CSP MANAGEMENT, INC., d/b/a **PARTNER SOLUTIONS FOR SCHOOLS**, a Michigan corporation

By: _____

Its: CEO

Exhibit A
to
SERVICES AGREEMENT

The purpose of this Exhibit A is to set forth and define the Services to be provided by CSP pursuant to the Agreement.

EDUCATIONAL MANAGEMENT SERVICES TO BE PROVIDED BY CS PARTNERS

A. CSP shall implement the Educational Program (defined in Article I, Section 2 of the Agreement). Modification of the Educational Program as provided in the Contract may only occur with the prior written consent of the Board and, if required, an amendment to the Contract which requires Authorizer approval.

B. CSP may perform functions other than Instruction, including but not limited to purchasing, professional development and administrative functions off-site (i.e., not on the Academy property), unless prohibited by applicable laws. Student records, which are the property of the Academy, and books and records of the Academy, shall be maintained by CSP and available at the Academy's site.

C. Although the Board shall be responsible for establishing and implementing recruitment admission policies in accordance with the Educational Program and the Contract, CSP shall enroll students for the Academy in accordance with such policies provided that said policies are in compliance with the Contract and applicable laws.

D. CSP shall provide student due process hearings in compliance with all applicable laws, to an extent consistent with the Academy's own obligations as to students only (and not as to faculty). The Board hereby retains the right to provide due process, as required by law, if desired.

E. CSP shall administer and provide the Educational Program in a manner which shall meet the requirements imposed under the Contract and applicable laws, unless such requirements are waived. The Academy hereby agrees to interpret State and local regulations within the confines of applicable law in order to give CSP flexibility and freedom to implement the Educational Program in CSP's desired manner.

F. In order to supplement and enhance the School Aid payments received from the State of Michigan, and improve the quality of education at the Academy, CSP may assist the Academy's efforts to obtain additional revenue from other sources (the "Additional Revenue"), and in this regard:

1. the Academy and/or CSP with prior approval of the Board may solicit and receive grants and donations in the name of the Academy from various funding sources consistent with the mission of the Academy;

2. the Academy and/or CSP with prior Board approval may apply for and receive grant money in the name of the Academy from various funding sources;

3. to the extent permitted under the Code and Contract, and with the approval of the Board, CSP or the Academy may charge fees to students for extra services, such as summer and after-school programs, athletics, etc., and charge non-Academy students who participate in such programs; and

4. all Additional Revenue shall inure to and be deemed the property of the Academy (however, as provided in the Article IV, Section 1 of the Agreement, the Fee may apply against all such Additional Revenue).

G. CSP shall not act in a manner which will cause the Academy to be in breach of its Contract with the Authorizer.

H. CSP shall provide reasonably requested or expected information to the Board on a monthly basis, or upon the Board's reasonable request, to enable the Board to monitor CSP's performance under this Agreement.

I. CSP shall be directly accountable to the Board for the administration, operation, and performance of the Academy in accordance with the Contract. CSP's obligation to provide the Services is expressly limited by the budget approved by the Board pursuant to the terms of this Agreement. The Services shall be funded by the Academy budget, and neither CSP nor the Academy shall be permitted to expend Academy funds on the Services in excess of the amount set forth in the Academy Budget.

J. CSP via the Lead Administrator shall implement pupil performance evaluations consistent with the Educational Program, which permit evaluation of the educational progress of each Academy student. CSP shall be responsible for and accountable to the Board for the performance of students who attend the Academy. At a minimum, CSP shall utilize assessment strategies required by the Educational Program. The Academy and CSP will cooperate in good faith to identify other measures of and goals for students and school performance.

K. CSP via the Lead Administrator shall plan and supervise special education services to students who attend the Academy. CSP or the Academy may contract these services if it determines that it is necessary and appropriate for the provision of services to students with special needs, or if instruction cannot be met within the Academy's program. Such services shall be provided in a manner that complies with applicable laws.

L. CSP via the Lead Administrator shall be responsible for all of the management, operation, administration, and education at the Academy which includes, but is not limited to:

1. implementation and administration of the Educational Program and the selection and acquisition of instructional materials, equipment and supplies;
2. management of all personnel functions, including professional development for all instructional personnel and the personnel functions outlined in this Agreement;

3. all aspects of the business administration (as determined and as generally understood in the industry) of the Academy as agreed between CSP and the Board;
4. any function necessary or expedient for the administration of the Academy consistent with the Educational Program, or otherwise approved by the Board.

M. Except as otherwise provided in this Agreement, CSP shall keep all student and financial records relating to the Academy available at the Academy site, and the same shall be available for public inspection upon reasonable request consistent with applicable laws. All student, educational and financial records pertaining to the Academy will remain the property of the Academy and such records are subject to the provisions of the Michigan Freedom of Information Act. All Academy records shall be physically or electronically available, upon request, at the Academy's physical facilities.

If CSP receives information that is part of a pupil's education records from any source as permitted under the Code, CSP shall not sell or otherwise provide the information to any other person except as provided under MCL 380.1136. Except as permitted under the Contract and applicable law, CSP shall not restrict the Authorizer's or the public's access to the Academy's records. All records shall be kept in accordance with applicable state and federal requirements.

BUSINESS/FINANCE SERVICES
TO BE PROVIDED BY CS PARTNERS

N. CSP shall provide the Board with:

1. a projected annual budget prior to July 1st of each school year, related to the Services in accordance with the Contract and the Educational Program which budget shall include a budget reserve amount as determined by the Board;
2. detailed monthly statements (or as requested by the Board) no more than thirty (30) days after month's end. Financial statements will be provided prior to each Board meeting to allow time for all Board members to review the information prior to the meeting. These financial statements shall include: a balance sheet, a statement of revenues, expenditures and changes in fund balance at object level detail with comparison of budget-to-actual and explanations of variance, and a cash flow statement. These statements shall include all revenues received, from whatever source, with respect to the Academy, and detailed budgets with statements of all direct expenditures (with details) for the Services rendered to or on behalf of the Academy, whether incurred on-site or off-site;
3. facilitate the annual audit in compliance with applicable laws showing the manner in which funds are spent at the Academy, however, it is acknowledged that only the Academy shall select and retain independent auditors and the Academy shall contract directly with any auditor of its choice, and CSP will cooperate with the production of any and all documents necessary for the audit. Any such audit shall be the property of the Academy. All finance and other records of CSP related to the Academy will be made available by CSP to the Academy, the Academy's independent auditor and the Authorizer upon request; and
4. other information as reasonably requested by the Board to enable the Board to monitor CSP's performance under the Agreement.

HUMAN RESOURCES SERVICES
TO BE PROVIDED BY CSP

O. CSP shall work with the Lead Administrator to recommend staffing levels to the Board, and select, evaluate, assign, discipline and transfer personnel, consistent with applicable laws, and consistent with the parameters adopted and included within the Academy's budget and the Educational Program.

P. As set forth in the Agreement, CSP shall identify and appoint a Lead Administrator and if applicable, members of a Leadership Team to administer the Educational Program at the Academy.

Q. CSP shall work with the Lead Administrator to provide the Academy with such teachers, qualified in the applicable grade levels and subjects approved by the Board and consistent with the Contract and applicable law. CSP shall ensure that the curriculum taught by the Academy's teachers is the curriculum set forth in the Contract. Such teachers may also provide instruction at the Academy on a full or part time basis. If assigned to the Academy on a part-time basis, such teachers may also provide instruction at another institution, or other locations approved by Partner Solutions for Schools. Each teacher assigned to the Academy shall meet and maintain all necessary requirements as established by the Michigan Department of Education, the Authorizer, and State and federal law.

R. CSP shall work with the Lead Administrator to provide the Academy with such support staff, qualified in the areas required. The parties anticipate that such support staff may include clerical staff, administrative assistants, bookkeeping staff, maintenance personnel, and the like. Such support staff may, in the discretion of Partner Solutions for Schools, provide services at the Academy on a full or part-time basis. If assigned to the Academy on a part-time basis, said support staff may also provide services at another institution, or other locations approved by Partner Solutions for Schools.

S. Since, except as specified in this Agreement, all teaching, support staff and other non-teaching personnel performing functions on behalf of the Academy, shall be employees of Partner Solutions for Schools, compensation of all employees of Partner Solutions for Schools shall be paid by Partner Solutions for Schools upon receipt of funds from the Academy. Academy's non-payment of such funds is considered a material breach of this Agreement and must follow Article VI Termination. For purposes of the Agreement and this Exhibit, "compensation" shall include salary and benefits. Evaluation and compensation systems administered by Partner Solutions for Schools shall comply with all applicable laws, including Sections 1249, 1249a, 1249b and 1250 of the Revised School Code and any successor statute that is substantially similar to Sections 1249, 1249a, 1249b and 1250. Partner Solutions for Schools shall pay its portion of social security, unemployment, and any other taxes required by law to be paid on behalf of its employees assigned to the Academy. Unless required by applicable laws, Partner Solutions for Schools shall not make payments to the Michigan Public School Employees' Retirement System or any other public retirement system on behalf of its employees.

T. Partner Solutions for Schools will complete and sign all necessary 401K regulatory and plan documents for its employee benefits plan as required by law and as fiduciary agent of the plan.

SCHEDULE 7

ACADEMY SPECIFIC INFORMATION & EDUCATIONAL PROGRAM

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

SCHEDULE 7-1

EDUCATIONAL GOALS AND PROGRAMS

SCHEDULE 7-1

EDUCATIONAL GOALS

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

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

Date: 5/14/25

Board President/Vice President Signature

Secretary's Certification:

I certify that the foregoing resolution was duly adopted by the CCA Board of Directors at a properly noticed open meeting held on the 14 day of May, 2025, at which a quorum was present.

Board Secretary

SCHEDULE 7-2

CURRICULUM

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

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : High School - English 9A

The following CCSS's are embedded throughout the trimester, present in all units applicable:
RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 complexity band proficiently, with scaffolding as needed at the high end of the range.
RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
S.L.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1and 3 on page 54 for specific expectations.)
L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely-related independent clauses; b) use a colon to introduce a list or quotation; c) spell correctly.
L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment

To Kill a Mockingbird By Harper Lee "Is honor inherent or bestowed?	RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	RL.9-10.2: I can define theme. I can analyze plot to determine theme. I can determine how specific details in the text reveal and continually refine a theme. I can define summary and compose an objective summary stating the key points of the text without adding my own opinions or feelings. RL.9-10.3: I can identify and explain the role of complex characters in a text. I can analyze how complex	"The Lynching of Jube Benson" (by Laurence Dunbar), "One Friday Morning" (by Langston Hughes), "The Scottsboro Trials" (informational text), "What I Really Want is Someone Rolling Around in the Text" (by), "Not Poor, Just Broke" (by Dick Gregory), "Lawrence Brewer Executed: White Supremacist Executed for Texas Dragging Murder," "The Hidden Songs of a Secret Soul" (by Bob	Formative: reading logs, daily written responses to the literature, reader response, chapter quizzes, English journal entries, literary theories culminating poster, annotation group presentation, class discussion, study questions, summaries, pre-reading research, Venn diagrams, racism poem, I am… poem

To Kill a Mockingbird By Harper Lee "Is honor inherent or bestowed?	W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.9-10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	characters develop over the course of a text. I can analyze how characters develop through their interactions with others. I can analyze how complex characters advance the plot of a text and/or contribute to the development of the theme. RI.9-10.3: I can analyze how a text unfolds and determine the impact that the order, development, and/or connections between points have on the reader. W.9-10.2: I can select a topic and identify and gather relevant information to share with my audience. I can define common organizational/formatting structures and determine the structure(s) that will allow me to organize my complex ideas best. I can analyze the information, identify domain-specific vocabulary for my topic, and organize information into broader categories using my chosen structure. I can present my information maintaining an objective tone and formal style that includes an introduction that previews what is to follow, supporting details, varied	Greene), "Mushrooms" poem (by Sylvia Plath), "My Papa's Waltz" poem (by Theodore Roethke) "The Lost Generation" poem (YouTube clip), "The Real Story of the Three Little Pigs" (and YouTube clip), "The Danger of a Single Story" speech by Chimamanda Adichie (TED video clip), Detroit Lives (documentary), Scottsboro Trials and To Kill a Mockingbird (YouTube clip), To Kill a Mockingbird Great Depression Background (YouTube clip), "The Hidden Songs of a Secret Soul" (by Bob Greene), Black or White: Something to Talk About (YouTube clip), "When They Ring Those Golden Bells" song by Natalie Merchant, Prom Night in Mississippi (movie; online), Sneetches (YouTube clip), Mob Mentality (YouTube clip), "Lawrence Brewer Executed: White Supremacist Executed for Texas Dragging Murder" (YouTube clip), The Tragedy of the Scottsboro Trials 1932-1937 and the Triumph of Judge James Horton (YouTube clip), Tom	Summative: 1. How does Harper Lee use characters and events in To Kill a Mockingbird to define courage/honor? After reading Part One of To Kill a Mockingbird, write an essay that defines courage/honor and explains how three different characters show courage/honor. Support your discussion with evidence from the text. 2. Select a Dorothea Lange photograph from the Library of Congress website. In a well-developed essay, explain how the image helps illuminate your understanding of life in the American South during the Great Depression. State your thesis clearly and include at least three pieces of evidence to support it. 3. Select a quotation from one of the characters in To Kill a Mockingbird and write an informative/explanatory essay that explains what the quotation reveals about the theme of courage/honor in the novel.

. To Kill a Mockingbird By Harper Lee "Is honor inherent or bestowed?		transitions, and a concluding statement/section that supports the information presented. SL.9-10.2: I can identify various purposes for presenting information to a reader or audience. I can analyze the information presented in diverse media and formats and integrate the information to gain an overall understanding of the topic presented. I can evaluate the credibility and accuracy of various presentations. L.9-10.1: I can define and identify parallel structures. I can recognize when I have not used parallel structure in my writing. I can use parallel structure correctly in my writing. I can define and identify various types of phrases and clauses. I can use appropriate phrases and clauses to convey specific meaning and add variety and interest to writing or presentations. L.9-10.4: I can infer the meaning of unknown words using context clues. I can recognize and define common affixes and roots. I can break down unknown words into units of meaning	Robinson mock trial script, To Kill a Mockingbird novels by Harper Lee, To Kill a Mockingbird film (1962), Dorothea Lange Great Depression photos (Library of Congress), To Kill a Mockingbird background notes	4. Select a descriptive passage from To Kill a Mockingbird and recite from memory. 5. Present several photographs of small southern towns during the Great Depression from the Library of Congress's collections and compare them to the description of Maycomb, AL in To Kill a Mockingbird. Explain which rendering is more vivid to you and why. State your thesis clearly and include at least three pieces of evidence to support it. Record your presentation and publish it on the class website. 6. To Kill a Mockingbird unit test 7. Describe whether the 1962 film version of To Kill a Mockingbird is faithful to the novel. Cite evidence for why or why not, explaining why you think the film's director chose to omit or emphasize certain events. State your thesis clearly and include at least three pieces of evidence to support your thesis. 8. Write a well-developed essay in which you trace

To Kill a Mockingbird By Harper Lee "Is honor inherent or bestowed?		to infer the definition of the unknown word. I can use patterns of word changes to determine a word's meaning or part of speech, and/or its etymology by consulting general and specialized reference materials		the development of a particular theme in To Kill a Mockingbird and compare it with a theme presented in one of the short stories read in class. State your thesis clearly and include at least three pieces of evidence to support your thesis.
Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : High School - English 9B

The following CCSS's are embedded throughout the trimester, present in all units applicable:

RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

S.L.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1and 3 on page 54 for specific expectations.)

L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely-related independent clauses; b) use a colon to introduce a list or quotation; c) spell correctly.

L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
Shakespeare Unit: Sonnets, Romeo and Juliet How may personal decisions affect your family and	RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment	RL.9-10.4: I can identify the structure and rhyme scheme of a sonnet. I can define and identify various forms of figurative language. I can analyze why authors choose specific words to evoke a particular meaning or tone. I can analyze how specific word choices build upon one another to create a cumulative (collective) impact on the overall	Globe Theater notes, Figurative language notes, Iambic Pentameter notes, Characteristics of a sonnet notes, Sonnet 130, Sonnet 18, Sonnet 60	reading logs, daily written responses to the literature, reader response, English journal entries, sonnet dramatic reading, sonnet interpretation project , analyze balcony scene for figurative language, compare/contrast movie versions to the play through notes and essay, class discussion, study questions,

community? Shakespeare Unit: Sonnets and Romeo And Juliet How may personal decisions affect your family and community?	RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.9-10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. L.9-10.5Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. W.9-10.7Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize	meaning and tone of text. RL.9-10.7 I can identify a subject or a key scene that is portrayed in two different artistic mediums. I can determine what is emphasized or absent in each artistic medium. I can analyze the impact of a particular subject or key scene from another artistic medium. RL.9-10.9 I can identify source material form one another from one author found in the work of another. I can analyze how authors interpret and transform themes, events, topics, etc. from source material can critique various works that have drawn on or transformed the same source material and explain the varied interpretations of different authors. RL.9-10.3: I can identify and explain the role of complex characters in a text. I can analyze how complex characters develop over the course of a text. I can analyze how characters develop through their interactions with others. I can analyze how complex characters advance the plot of a text and/or contribute to the development of the theme. RI.9-10.3: I can analyze how a text unfolds and determine the impact that the order, development, and/or connections between points have on the reader. SL.9-10.2: I can identify various purposes for presenting information to a reader or audience. I can analyze the information presented in diverse media and formats and integrate the	Romeo and Juliet (play) Baz Luhrmann's Romeo + Juliet (movie 1996), Franco Zeffirelli's Romeo and Juliet (movie 1968) "Pyramus and Thisbe" (from Metamorphoses by Ovid) Article of the Week for each week of unit	summaries, pre-reading research, Venn diagrams, quote identification and analysis, timeline of events Inquiry Project: Answer thematic question of Romeo and Juliet through independent presentation of research on current events. Organize research into Prezi or PowerPoint, cite, and present to the class. Shakespeare's background/sonnets quiz Romeo and Juliet act quizzes Romeo and Juliet test involving interpretation and analysis

. Shakespeare Unit: Sonnets and Romeo And Juliet How may personal decisions affect your family and community?	multiple sources on the subject, demonstrating understanding of the subject under investigation. W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	information to gain an overall understanding of the topic presented. I can evaluate the credibility and accuracy of various presentations. L.9-10.1: I can define and identify parallel structures. I can recognize when I have not used parallel structure in my writing. I can use parallel structure correctly in my writing. I can define and identify various types of phrases and clauses. I can use appropriate phrases and clauses to convey specific meaning and add variety and interest to writing or presentations. L.9-10.4: I can infer the meaning of unknown words using context clues. I can recognize and define common affixes and roots. I can break down unknown words into units of meaning to infer the definition of the unknown word. I can use patterns of word changes to determine a word's meaning or part of speech, and/or its etymology by consulting general and specialized reference materials L.9-10.5 I can define and identify various forms of figurative language: simile, metaphor, oxymoron, juxtaposition, allusion, personification W.9-10.8 I can select a topic and identify and gather relevant information to share with my audience W.9-10.8I can choose a side of the argument and identify claims that support my choice and claims that oppose my choice. I can determine the credibility of a source and the accuracy of the details presented in the source. I can define common organizational/ formatting structures and determine the		

Shakespeare Unit: Sonnets and Romeo And Juliet How may personal decisions affect your family and community?		structure(s) that will allow me to organize my complex ideas best.		
Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : High School - English 10A

The following CCSS's are embedded throughout the trimester, present in all units applicable:
RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 complexity band proficiently, with scaffolding as needed at the high end of the range.
RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
S.L.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1and 3 on page 54 for specific expectations.)
L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely-related independent clauses; b) use a colon to introduce a list or quotation; c) spell correctly.
L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment

Narrative Writing Unit What makes a good story? How do I write a good narrative?	W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences,	W.9-10.3: I can define narrative and describe the basic parts of plot. I can engage the reader by introducing one or more point(s) of view, the narrator (first, second, or third POV), characters, setting (set the scene), and the event that starts the story in motion. I can use narrative techniques to develop experiences, events, and/or characters where one event logically leads to another. I can use descriptive words and phrases that reveal details, appeal to the sense, and help convey a vivid picture of the experiences, events, setting, and/or characters (create mind pictures). I can signal changes in time and place by using transition words, phrases, and clauses to show	Two Men, Two Flips of Fate by Rick Reilly, (excerpt from) The Tiger by John Valliant, (excerpt from) The Body Broken by Lynne Greenburg, (excerpt from) "The Tastiest Cheese Ever" by Michelle Wildgen, "The Fart that almost Destroyed my Relationship" by Anna Lind Thomas www.pennykittle.org-writing narrative qualities, sample narrative unit framework	Formative: Annotation of Mentor Text, Cut & Paste Revision Activity, Writing Narrative Qualities, RADAR revision activity, one on one conference on rough draft, one on one conference on revision, Quickwrite Genre Study prompt-driven writing Summative: Narrative Essay (Rough Draft, 2nd/3rd draft, Final Published piece)

Narrative Writing Unit What makes a good story? How do I write a good narrative?	characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.) W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	experiences and events. I can write a logical conclusion that reflects on the experiences/ events and provides a sense of closure (ties up all loose ends and leaves the reader satisfied) W.9-10.4: I can identify writing style that best fits my task, purpose, and audience. I can use organizational/ formatting structures (graphic organizers) to develop my writing ideas. I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style. W.9-10.5: I can use prewriting strategies to formulate ideas. I can recognize that a well-developed piece of writing require more than one draft. I can apply revision strategies with the help of others. I can edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc. I can analyze my writing to determine if my purpose and audience have been fully addressed and review when necessary. I can prepare multiple drafts using revisions and edits to develop and strengthen my writing. I can recognize when revising, editing, and rewriting are not enough, and I need to try a new approach. W.9-10.6: I can identify technology that will help me produce, publish, and update my individual and shared writing products. I can determine the most effective technology medium to accomplish my writing task. I can use technology to enhance my writing product by linking to other information and/or displaying information flexibly and dynamically.		

Lord of the Flies by William Golding What is the nature of good and evil? What makes good people do bad things?	RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	RL.9-10.1: I can define textual evidence. I can define inference and explain how a reader uses textual evidence to reach a logical conclusion. I can read closely and find answers explicitly in text (right there answers) and answers that require an inference. I can analyze an author's words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions. RI.9-10.2: I can define central idea. I can analyze how specific details developed over the course of a text shape and refine a central idea. I can compose an objective summary stating the key points of the text without adding my own opinions or feelings. RI.9-10.3: I can determine the overall analysis, ideas, or events being conveyed by an author. I can analyze how a text unfolds and determine the impact that the order, development, and/or connections between points have on the reader. RI.9-10.4: I can define and identify various forms of figurative language. I can distinguish between literal language and figurative language I can recognize the difference the difference between denotative meaning and connotative meaning. I can recognize words that have technical meaning and understand their purpose in a specific text. I can analyze how specific word choices build upon one another to create a cumulative impact on the overall meaning and tone of text. RI.9-10.5: I can identify particular sentences, paragraphs, or larger portions of a text that support an author's ideas or claims. I can	Primary: Lord of the Flies by William Golding Linking: Article(s) of the Week: current events, informational text The Twilight Zone "I Shot an Arrow into the Air", Television Lost, Season 1, Episode 1 "Pilot", Television The Stanford Prison Experiment (dvd), Stanford University	Formative: Chapter Response Reading Log, Protocol Discussion, Short Answer Theme Analysis, Ritual vs. Aggression Graph, Making Inferences Activity, Character/ Situation Dramatic Role- playing Summative: Essay: Theme Analysis, Author Intent Analysis, Author Point of View Analysis

Lord of the Flies by William Golding What is the nature of good and evil? What makes good people do bad things?		analyze and explain how the role or particular sentences, paragraphs, or larger portions of a text helps to develop and refine the author's ideas or claims. RI.9-10.6: I can define point of view as how the author feels about the situation/topic of text. I can determine an author's point of view and explain his/her purpose for the writing the text. I can define rhetoric. I can identify when an author uses rhetoric and analyze how the rhetoric strengthens his/ her point of view or purpose.		
Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
The House of the Scorpion by Nancy Farmer Just because we can, should we?	RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative,	RL.9-10.1: I can define textual evidence. I can define inference and explain how a reader uses textual evidence to reach a logical conclusion. I can read closely and find answers explicitly in text (right there answers) and answers that require an inference. I can analyze an author's words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions. RI.9-10.2: I can define central idea. I can analyze how specific details developed over the course of a text shape and refine a central idea. I can compose an objective summary stating the key points of the text without adding my own opinions or feelings. RI.9-10.3: I can determine the overall analysis, ideas, or events being conveyed by an author. I can analyze how a text unfolds	Primary: The House of the Scorpion by Nancy Farmer Linking: Article(s) of the Week: current events, informational text, various sources "Dr. Heidegger's Experiment" by Nathanial Hawthorne, short story "The Birthmark" by Nathanial Hawthorne, short story	Formative: Section Response Reading Log, Protocol Discussion, Short Answer Theme Analysis, Background Information Research Assignment, Infographic Response, Character/Situation Dramatic Role-playing Summative: Essay: Theme Analysis, Author Intent Analysis, Author Point of View Analysis, Character Development Analysis

	connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	and determine the impact that the order, development, and/or connections between points have on the reader. RI.9-10.4: I can define and identify various forms of figurative language. I can distinguish between literal language and figurative language I can recognize the difference the difference between denotative meaning and connotative meaning. I can recognize words that have technical meaning and understand their purpose in a specific text. I can analyze how specific word choices build upon one another to create a cumulative impact on the overall meaning and tone of text. RI.9-10.5: I can identify particular sentences, paragraphs, or larger portions of a text that support an author's ideas or claims. I can analyze and explain how the role or particular sentences, paragraphs, or larger portions of a text helps to develop and refine the author's ideas or claims. RI.9-10.6: I can define point of view as how the author feels about the situation/topic of text. I can determine an author's point of view and explain his/her purpose for the writing the text. I can define rhetoric. I can identify when an author uses rhetoric and analyze how the rhetoric strengthens his/ her point of view or purpose.		
Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
Writing Workshop/ Informational Writing	W.9-10.2: Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection,	W.9-10.2: I can select a topic and identify and gather relevant information to share with my audience. I can define common organizational/ formatting structures and determine the structure(s) that will allow me	"Columbine: Whose Fault Is It?" by Marilyn Manson "A Man with a Plan" Infographic, by Allison Cross, Jonathan Rivait, and	Formative: Annotation of Mentor Text, Cut & Paste Revision Activity, Writing Narrative Qualities, RADAR revision activity, one on

Writing Workshop/ Informational Writing How do I write with authority about what I know?	organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	to organize my complex ideas best. I can analyze the information, identify domain-specific vocabulary for my topic, and organize information into broader categories using my chosen structure. I can present my information maintaining an objective tone and formal style that includes an introduction that previews what is to follow, supporting details, varied transitions, and a concluding statement/ section that supports the information presented.	Richard Johnson/ National Post News Articles, Various Sources	one conference on rough draft, one on one conference on revision, Quickwrite Genre Study prompt-driven writing Summative: Rough Draft, Evidence of Revision, Final Published Text, Written Self-Reflection

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : High School - English 10B

The following CCSS's are embedded throughout the trimester, present in all units applicable:

RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

S.L.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1and 3 on page 54 for specific expectations.)

L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely-related independent clauses; b) use a colon to introduce a list or quotation; c) spell correctly. L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit/Essential Question(s)	CCSS	Learning Targets	Resources/Mentor Texts	Assessment

Writing Workshop Informative Writing How do I write with authority about what I know? How do I get others to care about what I think is important?	W.9-10.2: Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., fig-	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s),	"Columbine: Whose Fault Is It?" by Marilyn Manson (open letter) persuasive Selected Columns by Leonard Pitts ("Cruel as it is, We go on") (news column, opinion) "Totally, Like Whatever" by Taylor Mali (poem) persuasive	Formative Assessments: Annotation of Mentor Text Author Purpose Analysis Writing Qualities Protocol RADAR revision activity, one on one conference on rough draft, one on one conference on revision, multiple Quickwrites (Genre Study prompt-driven writing), Sentence Imitation, Sentence Combination, Lead/Conclusion Revision Activity, Top Twenty Grammar Errors Summative Assessment:

	ures, tables), and multimedia when use- ful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, ex-tended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sec- tions of the text, create cohesion, and clari- fy the relationships among complex ideas and concepts. d. Use precise language and do-mainspecific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writ-ing. f. Provide a concluding statement or section that follows from and sup-ports the information or explanation presented (e.g., articulating implications	counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.2. Write	Selected Columns by Rick Reilly ("The Citadel") news column, opinion, informative "Innocents Lost" source: LA Times, informative, article "Redefining Success" by Sarah Kay "Silence about what matters is not golden" by Leonard Pitts –persuasive "Gamers to the End" by Rick Reilly -informative "Where are the people of color in children's books?" by Walter Dean Myers – persuasive "Indian Education" by Sherman Alexie - narrative	Rough Draft, Evidence of Revision, Self-reflective commentary on sentence imitation, sentence combination, Final Published Text, Written Self-Reflection

		informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the		

		topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection,		

		and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
Unit/Essential Questions	CCSS	Learning Targets	Resources/Mentor Texts	Assessment
This is a literature analysis unit revolving	RL.9-10.1: Cite strong and thorough	RL.9-10.1: I can define textual evidence. I can	Primary: Copper Sun by Sha-	Formative Assessments:

around Sharon Draper's Copper Sun. Students will be asked to consider the social/historical context of the novel when it was published and now, and they will connect the ideas/themes in this novel to world events today. What was the reality of the slave trade? How do individuals survive adverse conditions?	textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and	define inference and explain how a reader uses textual evidence to reach a logical conclusion. I can read closely and find answers explicitly in text (right there answers) and answers that require an inference. I can analyze an author's words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions. RI.9-10.2: I can define central idea. I can analyze how specific details developed over the course of a text shape and refine a central idea. I can compose an objective summary stating the key points of the text without adding my own opinions or feelings. RI.9-10.3: I can determine the overall analysis, ideas, or events being conveyed by an author. I can analyze how a text unfoldsand determine the impact that the order, development, and/or	ron Draper Linking: Article(s) of the Week: current events, informational text Slavery: A 21st Cen- tury Evil, selected epi- sodes, Television doc- umentary "The Slave Auction" by Frances Ellen Wat- kins Harper Selected poetry of Phyllis Wheatley "Harlem" by Lang- ston Hughes Selected perfor- mance poems from Brave New Voices selected histori- cal/political documents related to the American Revolu- tion/Transatlantic slave trade	Topic Research (frontloading prior knowledge), Chapter Response Reading Log, Protocol Discussion, Short Answer Theme Analysis, Can Clay Derby be Saved? debate, Where's the Trouble Plot Analysis activity, Making Inferences Activity, Character/Situation Dramatic Role- playing, Poetry Theme Analysis, Found Poetry, Narrative Flip-Flop Activity, Article of the Week Summative Assessments: weekly written response, grammar/sentence structure analysis Essay: Theme Analysis, Author Intent Analysis, Author Point of View Analysis

	tone (e.g., how the language of a court opinion differs from that of a newspaper). RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	connections between points have on the reader. RI.9-10.4: I can define and identify various forms of figurative language. I can distinguish between literal language and figurative language I can recognize the difference the difference between denotative meaning and connotative meaning. I can recognize words that have technical meaning and understand their purpose in a specific text. I can analyze how specific word choices build upon one another to create a cumulative impact on the overall meaning and tone of text. RI.9-10.5: I can identify particular sentences, paragraphs, or larger portions of a text that support an author's ideas or claims. I can analyze and explain how the role or particular sentences, paragraphs, or larger portions of a text helps to develop and refine the author's ideas or claims.		

		RI.9-10.6: I can define point of view as how the author feels about the situation/topic of text. I can determine an author's point of view and explain his/her purpose for the writing the text. I can define rhetoric. I can identify when an author uses rhetoric and analyze how the rhetoric strengthens his/her point of view or purpose.		
Unit/Essential Questions	CCSS	Learning Targets	Resources/Mentor Texts	Assessments
This is a literature analysis unit revolving around F. Scott Fitzgerald's The Great Gatsby Students will be asked to consider the social/historical context of the novel when it was published and now, and they will connect the ideas/themes in this novel to world events today. What is the nature of the American Dream? How do class differences impact people?	RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or	RL.9-10.1: I can define textual evidence. I can define inference and explain how a reader uses textual evidence to reach a logical conclusion. I can read closely and find answers explicitly in text (right there answers) and answers that require an inference. I can analyze an author's words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions. RI.9-10.2: I can define central	Primary: The Great Gatsby by F. Scott Fitzgerald Linking: Article(s) of the Week: current events, informational text Undercover Boss "Igor", Television Park Avenue: Mon- ey, Power, and the American Dream, doc- umentary, online F. Scott Fitzgerald: An American Dreamer, History Channel biog- raphy, film selected histori- cal/political documents	Formative Assessments: East/West Egg Hunt (frontloading prior knowledge), Chapter Response Reading Log, Protocol Discussion, Short Answer Theme Analysis, Blame Graph Activity, Where's the Trouble Plot Analysis activity, Making Inferences Activity, Character/Situation Dramatic Role-playing, 1920's culture/history/politics research, Article of the Week Summative Assessments: weekly written response, grammar/sentence structure analysis Essay: Theme Analysis, Author Intent Analysis, Author Point of View Analysis

	events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	idea. I can analyze how specific details developed over the course of a text shape and refine a central idea. I can compose an objective summary stating the key points of the text without adding my own opinions or feelings. RI.9-10.3: I can determine the overall analysis, ideas, or events being conveyed by an author. I can analyze how a text unfoldsand determine the impact that the order, development, and/or connections between points have on the reader. RI.9-10.4: I can define and identify various forms of figurative language. I can distinguish between literal language and figurative language I can recognize the difference the difference between denotative meaning and connotative meaning. I can recognize words that have technical meaning and understand their purpose in a specific text. I can analyze how	related to1920's	

		specific word choices build upon one another to create a cumulative impact on the overall meaning and tone of text. RI.9-10.5: I can identify particular sentences, paragraphs, or larger portions of a text that support an author's ideas or claims. I can analyze and explain how the role or particular sentences, paragraphs, or larger portions of a text helps to develop and refine the author's ideas or claims. RI.9-10.6: I can define point of view as how the author feels about the situation/topic of text. I can determine an author's point of view and explain his/her purpose for the writing the text. I can define rhetoric. I can identify when an author uses rhetoric and analyze how the rhetoric strengthens his/ her point of view or purpose.		
*The final unit may be a choice literature unit that follows the same standards or an additional writing workshop unit that follows the curriculum standards outlined above.				

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : High School - English 11A

Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
Pre-19th C. Literature Essential Questions How did our nation's literature begin? How does native mythology turn to Puritan non-fiction?	**CCSS.ELA-LITERACY.RL.11-12.1** **Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.**	• I can define textual evidence • I can define inference and explain how to use evidence from the text to reach a logical conclusion • I can read closely and find answers explicitly in text and answers that require an inference • I can analyze an author's words and find pieces of textual evidence to support explicit and inferential questions • I can determine places in the text that leave matters uncertain	*Prentice Hall's Hall American Literature: Timeless Voices, Timeless Themes* Literature includes, but is not limited to the following: John Smith's *General History of Virginia* *The Declaration of Independence* Olaudah Equiano's	Digital Narrative Showcasing Early American Literature for younger in-district students Creation of 3 artifacts which reflect the student's understanding of the literature. Each artifact is accompanied by a piece of writing

and build on one another to produce

19th C. Literature Essential Questions _____ In what ways does literature and the structure of it change after the Revolutionary War? What does the addition of fiction do to American culture? How does poetry change as the century progresses?	**objective summary of the text.** **CCSS.ELA-LITERACY.RL.11-12.3** **Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).** **CCSS.ELA-LITERACY.RL.11-12.4** **Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or**	a complex piece of literature • I can define summary • I can compose an objective summary stating the key points of the text • I can identify elements of a story or drama • Can analyze how elements of a story or drama are developed and/or interrelated • I can analyze the impact of an author's choices in presenting elements of a story or drama • I can define and identify various forms of figurative language • I can distinguish between literal and figurative language • I can recognize the	*The Fall of the House of Usher* *The Emancipation Proclamation* Sandra Cisneros's Essays John Hersey's *Hiroshima* Flannery O'Connor's "The Life You Save May Be Your Own" Various Articles of the Week covering local and global issues across various topics including but not limited to news, technology, environment, sports.	Student creates actionable goals for reading and presenting. Then he/she is fully expected to meet those goals and is held accountable to them. Written responses to Articles of the Week Weekly completion of Word Wall activit y Alternating Week Literature Reflections Final Written Exam includes contextual questions in relating current history to

How does the literature mirror the culture of the time? How does the Civil War influence literature? **20th C Literature Essential Questions** How does immigration change literature? _____ How do different cultures add to the literature of our nation?	**beautiful. (Include Shakespeare as well as other authors.)** **CCSS.ELA-LITERACY.RL.11-12.5** **Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.**	difference between denotative meanings and connotative meanings • I can analyze how an author's choice of specific words evokes a particular meaning or tone in a text and how using language in a new way creates an engaging overall effect • I can analyze how specific word choices build on one another to create a cumulative impact on the overall meaning and tone of a text • I can determine how an author chose to structure specific parts of a text • I can analyze specific parts of text and explain how the individual parts fit into the overall structure • I can analyze how an author's choice of structuring	Supplemental material including but not limited to online material supplied by the teacher, newspaper/magazin e articles connecting early literature to modern day, student-found literature, and more	early American history.

How do the numerous wars of the 20th C. shape the literature of the time? How does the emergence of female authors change literature? What is the scope of American literature from pre-Revolution to now?	**CCSS.ELA-LITERACY.RL.11-12.6** **Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).** **CCSS.ELA-LITERACY.RL.11-12.9** **Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from**	specific parts of a text affects the overall meaning • I can analyze how an author's choice of structuring specific parts of a text creates an aesthetic impact • I can identify an author's point of view in a text • I can determine when an author is requiring the reader to make an inference as to what is really meant • I can recognize when authors use literary techniques to shape the content and style of a text • I can identify various foundational works of American literature from different time periods		

	the same period treat similar themes or topics. **CCSS.ELA-LITERACY.RL.11-12.10** **By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.**	• I can identify two or more texts from the same time period that contain similar themes or topics • I can analyze how authors of two or more texts from the same time period treat similar themes or topics • I can analyze how the point of view of an author impacts his/her approach to a theme or topic found in a particular time period • I can recognize when the text I am reading is too easy or too difficult for me • I can determine reading strategies that will help me comprehend difficult texts		

	CCSS.ELA-LITERACY.RI.11-12.1 **Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.** **CCSS.ELA-LITERACY.RI.11-12.2** **Determine two or more central ideas of a text and analyze their**	• I can define textual evidence • I can define inference and explain how to use evidence from the text to reach a logical conclusion • I can read closely and find answers explicitly in text and answers that require an inference • I can analyze an author's words and find pieces of textual evidence to support explicit and inferential questions • I can determine places in the text that leave matters uncertain • I can define central idea		

	development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. **CCSS.ELA-LITERACY.RI.11-12.3** **Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.**	• I can determine two or more central ideas of a text • I can determine how two or more central ideas of a text interact and build on one another to develop a text with complex meaning • I can analyze how central ideas develop over the course of a text • I can compose an objective summary stating the key points of a text • I can determine a complex set of ideas or sequence of events conveyed in a text • I can analyze how specific individuals, ideas, and/or events interact and develop within a complex set of ideas or sequence of events		

	CCSS.ELA-LITERACY.RI.11-12.4 **Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).**	• I can define and identify various forms of figurative language • I can distinguish between literal and figurative language • I can recognize the difference between denotative meanings and connotative meanings • I can recognize words that have technical meaning and understand their purpose in a specific text • I can analyze how a key term or terms are used and refined over the course of a text		
	CCSS.ELA-LITERACY.RI.11-12.5 **Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear,**	• I can determine how an author chose to structure his/her exposition or makes points clear, convincing, and		

	convincing, and engaging. **CCSS.ELA-LITERACY.RI.11-12.6** **Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.**	engaging. argument • I can analyze the structure of an author's exposition or argument and evaluate whether the structure is effective • I can determine if an author's structure is effective in making his/her points clear, convincing, and engaging • I can evaluate how an author's choiceof structure impacts his/her audience • I can define point of view as how the author feels about the situation/topic of a text • I can determine an author's point of view and explain his/her purpose for writing the text • I can define rhetoric • I can identify when an author		

		uses rhetoric and analyze how the rhetoric strengthens his/her point of view or purpose • I can analyze how the author's styleand content contribute to the power, persuasiveness, or beauty of the text		
	CCSS.ELA-LITERACY.RI.11-12.7 **Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.**	• I can identify multiple sources of information presented in different media or formats as well as in words to assist me in addressing a question or solving a problem • I can evaluate information I have gathered and determine its effectiveness in assisting me to address a question or solve a problem • I can integrate effective information I have gathered to answer a question or solve a		

	CCSS.ELA-LITERACY.RI.11-12.8 **Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).**	problem • I can determine the purpose behind the creation of seminal U.S. texts • I can identify constitutional principles and/or legal reasoning found in seminal U.S. texts • I can outline and evaluate the application of constitutional principles and the use of legal reasoning in seminal U.S. texts • I can identify the premises, purposes, and arguments found in works of public advocacy • I can outline and evaluate the premises, purposes, and arguments found in works of public advocacy		

	CCSS.ELA-LITERACY.RI.11-12.9 **Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.**	• I can identify various foundational U.S. documents of historical and literary significance from different time periods • I can identify themes, purposes, and rhetorical features used in various foundational U.S. documents of historical and literary significance • I can analyze how different foundational U.S. documents utilize themes and rhetorical features		
	CCSS.ELA-LITERACY.RI.11-12.10 **By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as**	• I can recognize when the text I am reading is too easy or too difficult for me • I can determine reading strategies that will help me		

	needed at the high end of the range. **CCSS.ELA-LITERACY.SL.11-12.1** **Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**	comprehend difficult texts • I can review and/or research material(s) to be discussed and determine key points and/or central ideas • I can create questions and locate key textual evidence to contribute to a discussion on the given topic, text, or issue • I can work with peers to define the rules and roles necessary to promote civil, democratic discussions and decision-making • I can come prepared with key points and textual evidence to contribute to a discussion and stimulate a thoughtful well-reasoned exchange of ideas • I can participate in a discussion by posing questions that connect the ideas of several speakers, responding		

		to questions, and elaborating on my own ideas and/or the ideas of others to ensure a full range of positions on a topic or issue • I can propel conversations by clarifying, verifying, or challenging ideas and conclusions to promote divergent and creative perspectives • I can respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence; resolve contradictions when possible; and determine when additional information or research is required		
	CCSS.ELA-LITERACY.SL.11-12.2 **Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order**	• I can identify various purposes for presenting information to a reader or audience • I can analyze the information		

	to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. **CCSS.ELA-LITERACY.SL.11-12.3** **Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.** **Presentation of Knowledge and Ideas:**	presented in diverse media and formats and integrate the information in order to make informed decisions and solve problems • I can evaluate the credibility and accuracy of various presentations and note any discrepancies • I can define point of view as how the speaker feels about the situation/topic being presented • I can determine a speaker's point of view and explain his/her reasoning • I can define rhetoric • I can identify when a speaker uses evidence and/or rhetoric and analyze how these techniques strengthen his/her point of view or purpose		

	CCSS.ELA-LITERACY.SL.11-12.4 **Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.**	• I can assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used by the speaker • I can present information, findings, and/or supporting evidence clearly, concisely, and logically to convey a clear and distinct perspective • I can present my information in a sequence that allows the listener to follow my line of reasoning • I can address alternative or opposing perspectives in my presentation • I can prepare a presentation with organization, development, substance, and style that are appropriate to purpose, task, audience, and a range of formal and informal tasks		

	CCSS.ELA-LITERACY.SL.11-12.5 **Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.** **CCSS.ELA-LITERACY.SL.11-12.6** **Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.**	• I can identify the parts of my presentation, including findings reasoning, and evidence, that could use clarification, strengthening, and/or additiona interest • I can integrate appropriate digital media in a strategic manner to improve my presentation • I can identify various reasons for speaking • I can determine speaking tasks that will require a formal structure • I can compose a formal speech that demonstrates a command of grades		

	CCSS.ELA-LITERACY.L.11-12.1 **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**	• I recognize that the conventions of standard English usage can change over time • I can recognize that certain standard English usage can be contested, and individuals can dispute what is correct/proper • I can consult reference materials to resolve issues of complex or contested usage of standard English		
	CCSS.ELA-LITERACY.L.11-12.2 **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**	• I can determine when to capitalize words • I can apply common hyphenation conventions • I can recognize that there are many different rules concerning hyphens and use resources to assist me in hyphenating correctly		

	CCSS.ELA-LITERACY.L.11-12.3 **Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**	• I can identify misspelled words and use resources to assist me in spelling correctly • I can identify how language functions in different contexts • I can analyze the context of various texts and determine how language choice affects meaning, style, and comprehension • I can explain that syntax refers to how words are arranged to form sentences • I can identify regular/normal syntax • I can identify irregular/varied syntax • I can write using varied syntax and consult references for guidance as needed • I can recognize that writers creatively use irregular/varied syntax to convey imagery, to create rhyme scheme, to		

	CCSS.ELA-LITERACY.L.11-12.4 **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.**	emphasize ideas, etc. • I can infer the meaning of unknown words using context clues • I can recognize and define common affixes and roots • I can break down unknown words into units of meaning to infer the definition of the unknown word • I can use patterns of word changes to determine a word's meaning as part of speech • I can verify my inferred meaning of an unknown word, its part of speech, its etymology, and/or its standard usage by consulting general and specialized reference materials		

	CCSS.ELA-LITERACY.L.11-12.5 **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**	• I can define and identify various forms of figurative language • I can interpret figures of speech and analyze their overall role in the text • I can recognize word relationships and use the relationship to further understand multiple words • I can recognize the difference between denotative meanings and connotative meanings • I can analyze how certain words and phrases that have similar denotations can carry different nuances		
	CCSS.ELA-LITERACY.L.11-12.6 **Acquire and use accurately general academic and domain-specific words and**	• I can recognize the difference between general academic words and phrases and domain-specific words		

	phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	and phrases • I can acquire and use college and career readiness level academic and domain-specific words/phrases to demonstrate proficiency in reading, writing, speaking, and listening. • I can consider vocabulary knowledge including denotation, nuance, etymology, etc. and determine the most appropriate words or phrases to express overall meaning • I can gather vocabulary knowledge independently when considering a word or phrase important to comprehension or expression		

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : High School - English 11B

Units of Study:	CCSS.ELA-Literacy.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	• I can identify the writing style that best fits my task, purpose, and audience • I can use organizational/formatting structures (graphic organizers) to develop my writing ideas • I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style • I can use prewriting strategies to formulate ideas • I can recognize that a well-developed piece of writing requires more than one draft • I can apply revision strategies with the help of others • I can edit my writing by checking for errors in		

		necessary • I can prepare multiple drafts using revisions and edits to develop and strengthen my writing • I can recognize when revising, editing, and rewriting are not enough, and I need to try a new approach		
	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	• I can determine a writing format/style to fit my task, purpose, and/or audience • I can recognize that different writing tasks require varied time frames to complete • I can write for a variety of reasons		
	CCSS.ELA-Literacy.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text	• I can define and identify various forms of figurative language • I can distinguish between literal and figurative language		

	CCSS.ELA-Literacy.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CCSS.ELA-Literacy.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	meanings • I can recognize words that have technical meaning and understand their purpose in a specific text • I can analyze how a key term or terms are used and refined over the course of a text • I can determine how an author chose to structure his/her exposition or argument • I can analyze the structure of an author's exposition or argument and evaluate whether the structure is effective • I can determine if an author's structure is effective in making his/her points clear, convincing, and engaging • I can evaluate how an author's choice of structure impacts his/her audience		

	CCSS.ELA-Literacy.RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-Literacy.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	• I can define rhetoric • I can identify when an author uses rhetoric and analyze how the rhetoric strengthens his/her point of view or purpose • I can analyze how the author's style and content contribute to the power, persuasiveness, or beauty of the text • I can recognize when the text I am reading is too easy or too difficult for me • I can determine reading strategies that will help me comprehend difficult texts		

	grammar and usage when writing or speaking. CCSS.ELA-Literacy.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-Literacy.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. CCSS.ELA-Literacy.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies. CCSS.ELA-Literacy.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CCSS.ELA-Literacy.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			

Unit/ Essential Question	cess	Learning Target	Resources/ Mentor Texts	Assessment

Descriptive Essay *How do we SHOW an audience a person/place / thing/feeling ?*	**CCSS.ELA-Literacy.W.11-12.6** **Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.** **CCSS.ELA-Literacy.W.11-12.9** **Draw evidence from literary or informational texts to support analysis, reflection, and research.** **CCSS.ELA-Literacy.RI.11-12.2** **Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.** **CCSS.ELA-Literacy.SL.11-12.1** **Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**		Henry David Thoreau, *Walden*, Chapter 2 Langston Hughes, "Salvation" Lewis Grizzard, "Memories of Catfish Keep on Doggin'" George Orwell, "The Moon Under Water" E.B. White, "Once More to the Lake" "My Hometown is Still in my Heart" Past Student Samples	Journals 3x/week on writing prompts offered by students Reading Logs 2x/week based on independent reading In-class assignments ranging from grammar/punctuation to analysis on author's voice Finalized, Formal Descriptive Essay Audible Reading of Final Essay to a Group of Students/Parents

Timed Writing from a Prompt *How do we write a well-developed essay with acknowledgment of opposition in a specific amount of time?*	**CCSS.ELA-Literacy.W.11-12.1** **Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.** **CCSS.ELA-Literacy.W.11-12.2** **Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.** **CCSS.ELA-Literacy.W.11-12.9** **Draw evidence from literary or informational texts to support analysis, reflection, and research.** **CCSS.ELA-Literacy.SL.11-12.3** **Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.**		ACT Sample Essays of Scores 4, 5, 6 Student Samples	Three 30-minute timed essays

Digital Personal Narrative Essay *How can using different media sources enhance our self-reflection and written word?*	**CCSS.ELA-Literacy.W.11-12.3** **Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.** **CCSS.ELA-Literacy.W.11-12.6** **Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.** **CCSS.ELA-Literacy.W.11-12.8** **Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.** **CCSS.ELA-Literacy.RI.11-12.7** **Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.** **CCSS.ELA-Literacy.SL.11-12.2** **Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and**		WeVideo Tutorial "The Art of Writing Great Voice Over Scripts", article "How to Create a Digital Story", article ESPN 30 on 30 Student Samples and Teacher Models	Journals 3x/week on writing prompts offered by students Reading Logs 2x/week based on independent reading In-class assignments ranging from grammar/punctuation to analysis on author's voice Finalized, Formal Digital Personal Narrative Essay Final Essay Shared to Class and Published on YouTube

	source and noting any discrepancies among the data. **CCSS.ELA-Literacy.SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.** **CCSS.ELA-Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective,** **such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range** **of formal and informal tasks.** **CCSS.ELA-Literacy.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.**			

MLA Research Argumentative Essay *How can I argue on behalf of a topic while using resources to legitimize my claims?*	**CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.** **CCSS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.** **CCSS.ELA-Literacy.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.** **CCSS.ELA-Literacy.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.** **CCSS.ELA-Literacy.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the**		KnightCite Citation Services Michigan Electronic Library Databases Purdue OWL MLA Formatting and Style Guide Sample Papers from Diana Hacker Sample Essays from Former Students	Journals 3x/week on writing prompts offered by students Reading Logs 2x/week based on independent reading In-class assignments ranging from grammar/punctuation to analysis on author's voice Finalized, Formal MLA Research Paper Final Essay Sent to Local Organization for whom the Essay was Written

	avoiding plagiarism and overreliance on any one source and following a standard format for citation. **CCSS.ELA-Literacy.W.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **CCSS.ELA-Literacy.RI.11-12.2** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. **CCSS.ELA-Literacy.RI.11-12.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. **CCSS.ELA-Literacy.SL.11-12.2** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. **CCSS.ELA-Literacy.SL.11-12.3** Evaluate a speaker's point of view, reasoning, and use of evidence and			

	points of emphasis, and tone used. **CCSS.ELA-Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective,** **such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range** **of formal and informal tasks.**			
Multi-Genre/Expository Essay *How do we analyze a writing topic in multiple ways to showcase it uniquely? How can we break down a topic to its varied parts? How is writing used in real life?*	**CCSS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.** **CCSS.ELA-Literacy.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.** **CCSS.ELA-Literacy.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches**		Teacher Models of Multi-Genre Models Sample Multi-Genre Essays Projects on Literary Work Sample Projects from Former Students	Journals 3x/week on writing prompts offered by students Reading Logs 2x/week based on independent reading In-class assignments ranging from grammar/punctuation to analysis on author's voice

	effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.** **CCSS.ELA-Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.** **CCSS.ELA-Literacy.SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.** **CCSS.ELA-Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective,**			Essay Presentation of Final Project/Essay to Class

	are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. **CCSS.ELA-Literacy.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.**			
Unit/ Essential Question	**CCSS**	**Learning Target**	**Resources/ Mentor Texts**	**Assessment**

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : High School - English 12A

The following CCSSes are embedded throughout the trimester, present in all units applicable:

SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions.
L.11-12.3: Apply knowledge of language to understand how it functions in different contexts.
L.11-12.4: Determine or clarify the meaning of unknown and multiple-meaning words & phrases.
L.11-12.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.11-12.6: Acquire and use accurately general academic and domain and domain-specific words and phrases.

Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
Independent Reading Unit What value is there in reading? How can I find books to read that both interest and challenge me?	RL11-12.1 Cite strong and thorough textual evidence to support analysis of what the texts says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RL11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. RL11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where story is set, how action is ordered, how characters are introduced and developed).	RL11-12.1 I can define textual evidence. I can define inference and explain how to use evidence from the text to reach a logical conclusion. I can read closely and find answers explicitly in text and answers that require an inference. I can analyze an author's words and find pieces of textual evidence to support explicit and inferential questions. RL11-12.2 I can define theme. I can analyze plot to determine two or more themes. I can determine how multiple themes work together to produce a complex piece of literature. I can define summary. I can compose an objective summary stating the key points of the text RL11-12.3 I can identify elements of a story or drama. I Can analyze how elements of a story or drama are developed and/or interrelated. I can	Students select their own reading material for the trimester. They are challenged to read at least six books per twelve week trimester. Students use the site www.goodreads.com to review books, search for new books, and respond in a group forum to questions about their books. Students are introduced to a wide range of reading materials through daily book talks by the teacher and/or other students.	Formative: In class reading time One-on-one student/teacher conferences Daily reading log 35 word review Visual tone analysis Summative: Final exam reflection questions Reading ladder project

		analyze the impact of an author's choices in presenting elements of a story or drama		
	RL11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.(Include Shakespeare as well as other authors.)	RL11-12.4 I can define and identify various forms of figurative language. I can distinguish between literal and figurative language. I can recognize the difference between denotative meanings and connotative meanings. I can analyze how an author's choice of specific words evokes a particular meaning or tone in a text and how using language in a new way creates an engaging overall effect. I can analyze how specific word choices build on one another to create a cumulative impact on the overall meaning and tone of a text.		
	RL11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	RL11-12.5 I can determine how an author chose to structure specific parts of a text. I can analyze specific parts of text and explain how the individual parts fit into the overall structure. I can analyze how an		

		author's choice of structuring specific parts of a text affects the overall meaning. I can analyze how an author's choice of structuring specific parts of a text creates an aesthetic impact.		
	RL11-12.10 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.	RL11-12.10 I can recognize when the text I am reading is too easy or too difficult for me. I can determine reading strategies that will help me comprehend difficult texts. I can recognize when the text I am reading is too easy or too difficult for me. I can determine reading strategies that will help me comprehend difficult texts.		
	W11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W11-12.9 I can define textual evidence. I can determine textual evidenced that supports my analysis, reflection, and/or research. I can compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research.		

	W11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes, and audiences.	W11-12.10 I can determine a writing format/style to fit my task, purpose, and/or audience. I can recognize that different writing tasks require varied time frames to complete. I can write for a variety of reasons.		
Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
Reading Workshop How can reading help me to understand the world around me? How can I use reading to learn about a subject and form an educated opinion on it?	RI 11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain. RI 11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they build on one another to	RI 11-12.1 I can identify textual evidence. I can define inference and explain how to use evidence from the text to reach a logical conclusion. I can read closely and find answers explicitly in text and answers that require an inference. I can analyze an author's words and find pieces of textual evidence to support explicit and inferential questions. I can determine places in the text that leave matters uncertain. RI 11-12.2 I can define central idea. I can determine two or more central ideas of a text. I can	A variety of informational pieces from authors such as Mitch Albom and Leonard Pitts Hate Mail From Cheerleaders by Rick Reilly The Composition of Everyday Life Current articles from various news sources	Formative: Article of the Week Written responses to mentor texts Online style comparison studies Class discussion Group/partner discussion Summative: Final Exam

	provide a complex analysis; provide an objective summary of the text.	determine how two or more central ideas of a text interact and build on one another to develop a text with complex meaning. I can analyze how central ideas develop over the course of a text. I can compose an objective summary stating the key points of a text.		
	RI 11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	RI 11-12.3 I can determine a complex set of ideas or sequence of events conveyed in a text. I can analyze how specific individuals, ideas, and/or events interact and develop within a complex set of ideas or sequence of events.		
	RI 11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	RI 11-12.4 I can identify various forms of figurative language. I can distinguish between literal and figurative language. I can recognize the difference between denotative meanings and connotative meanings. I can recognize words that have technical meaning and understand their purpose in a specific text. I can analyze how a		

		key term or terms are used and refined over the course of a text.		
	RI 11-12.5 Analyze and Evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	RI 11-12.5 I can determine how an author chose to structure his/her exposition or argument. I can analyze the structure of an author's exposition or argument and evaluate whether the structure is effective. I can determine if an author's structure is effective in making his/her points clear, convincing, and engaging. I can evaluate how an author's choice of structure impacts his/her audience.		
	RI 11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.	RI 11-12.7 I can identify multiple sources of information presented in different media or formats as well as in words to assist me in addressing a question or solving a problem. I can evaluate information I have gathered and determine its effectiveness in assisting me to address a question or solve a problem. I can integrate effective information I have		

		gathered to answer a question or solve a problem.		
	RI 11-12.10 By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.	RI 11-12.10 I can recognize when the text I am reading is too easy or too difficult for me. I can determine reading strategies that will help me comprehend difficult texts.		
	W11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W11-12.4 I can identify the writing style that best fits my task, purpose, and audience. I can use organizational/formatting structures (graphic organizers) to develop my writing ideas. I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.		
	W11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W11-12.9 I can define textual evidence. I can determine textual evidenced that supports my analysis, reflection, and/or research. I can compose written responses and include textual evidence to strengthen my analysis, reflection, and/or		

	W11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes, and audiences.	research. W11-12.10 I can determine a writing format/style to fit my task, purpose, and/or audience. I can recognize that different writing tasks require varied time frames to complete. I can write for a variety of reasons.		
Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
Editorial Writing How can I effectively share my opinion? How can I acknowledge and refute opposing opinions?	W11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence. W11-12.1.A Introduce precise, knowledgeable claim(s), establish the significance of claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claims(s), counterclaims, reasons, and evidence. W11-12.1.D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. W11-12.E Provide a concluding statement or section that follows from and supports the argument presented.	W11-12.1 I can analyze influential topics or texts to determine an argument that causes or has caused debate in society. I can choose a side of the argument, identify precise, knowledgeable claims, and establish the significance of the claims. I can identify alternate or opposing claims that counter my argument. I can organize claims, counterclaims, reasons, and evidence into a logical sequence. I can anticipate my audience's knowledge level, concerns, values, and possible biases and develop my claims and counterclaims by pointing out the most relevant	New York Times editorial section Various current editorials used as mentor texts Modern Language Association Handbook	Formative: Class discussions Responses to mentor texts Individual online analysis of editorials Rough draft Peer editing workshop Summative: Editorial Essay

		strengths and limitations of both. I can present my argument in a formal style and objective tone. I can create cohesion and clarify relationships among claims and counterclaims using transitions as well as varied syntax. I can provide a concluding statement/section that supports my argument.		
	W11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W11-12.4 I can identify the writing style that best fits my task, purpose, and audience. I can use organizational/formatting structures (graphic organizers) to develop my writing ideas. I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.		
	W11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on what is most significant for a specific purpose and audience.	W11-12.5 I can use prewriting strategies to formulated ideas. I can recognize that a well-developed piece of writing requires more than one draft. I can apply revision strategies with the help of		

		others. I can edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc. I can analyze my writing to determine if my purpose and audience have been fully addressed and revise when necessary. I can prepare multiple drafts using revisions and edits to develop and strengthen my writing. I can recognize when revising, editing, and rewriting are not enough, and I need to try a new approach.		
	W11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	W11-12.6 I can identify technology that will help me produce, publish, and update my individual or shared writing products. I can determine the most efficient technology medium to complete my writing task. I can respond to ongoing feedback and/or new arguments for information to produce, publish, and update my writing projects.		
	W11-12.7 Conduct short as well as more sustained research projects to answer a	W11-12.7 I can define research and distinguish		

	question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	how research differs from other types of writing. I can focus my research around a problem to be solved, a central question that is provided, or a self-generated question I have determined. I can choose several sources and synthesize information to answer my research inquiry. I can determine if I need to narrow or broaden my inquiry based on the information gathered. I can create a research paper/project to demonstrate understanding of the subject under investigation. W11-12.9 I can define textual evidence. I can determine textual evidence that supports my analysis, reflection, and/or research. I can compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research.		

Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
Annotated Bibliography Why Should I Care? Why Should Others Care?	W11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W11-12.2.A Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; including formatting (e.g., headlines), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. W11-12.2.B Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. W11-12.2.C Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. W11-12.2.D Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. W11-12.2.E Establish and maintain a	W11-12.2 I can choose a topic and identify and select the most significant and relevant information to develop and share with my audience. I can define common organizational/formatting structures and determine the structure(s) that will allow me to organize my complex ideas so that each new element builds on what precedes it. I can analyze information, identify domain-specific vocabulary for my topic, incorporate techniques such as a metaphor, simile, and analogy, and organize information into broader categories than my chosen structure(s). I can present my information maintaining an objective tone and formal style that includes an introduction that previews what is to follow, supporting details, varied transitions and syntax, and a concluding	Purdue Online Writing Lab (OWL) Indiana University Purdue University Online Writing Lab Modern Language Association Handbook Sample annotated bibliographies	Formative: Writing group discussions Video find & share Peer editing workshop Summative: Annotated Bibliography Personal reflection

	formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. W11-12.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	statement/section that supports the information presented.		
	W11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W11-12.4 I can identify the writing style that best fits my task, purpose, and audience. I can use organizational/formatting structures (graphic organizers) to develop my writing ideas. I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.		
	W11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on what is most significant for a specific purpose and audience.	W11-12.5 I can use prewriting strategies to formulated ideas. I can recognize that a well-developed piece of writing requires more than one draft. I can apply revision strategies with the help of others. I can edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc. I can analyze		

		my writing to determine if my purpose and audience have been fully addressed and revise when necessary. I can prepare multiple drafts using revisions and edits to develop and strengthen my writing. I can recognize when revising, editing, and rewriting are not enough, and I need to try a new approach.		
	W11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	W11-12.6 I can identify technology that will help me produce, publish, and update my individual or shared writing products. I can determine the most efficient technology medium to complete my writing task. I can respond to ongoing feedback and/or new arguments for information to produce, publish, and update my writing projects.		
	W11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the	W11-12.7 I can define research and distinguish how research differs from other types of writing. I can focus my research around a problem to be solved, a central question that is		

	subject under investigation. W11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	provided, or a self-generated question I have determined. I can choose several sources and synthesize information to answer my research inquiry. I can determine if I need to narrow or broaden my inquiry based on the information gathered. I can create a research paper/project to demonstrate understanding of the subject under investigation. W11-12.9 I can define textual evidence. I can determine textual evidence that supports my analysis, reflection, and/or research. I can compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research.		

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : High School - English 12B

The following CCSSes are embedded throughout the trimester, present in all units applicable:

SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions.
L.11-12.3: Apply knowledge of language to understand how it functions in different contexts.
L.11-12.4: Determine or clarify the meaning of unknown and multiple-meaning words & phrases.
L.11-12.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.11-12.6: Acquire and use accurately general academic and domain and domain-specific words and phrases.

Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
Independent Reading Unit What value is there in reading? How can I find books to read that both interest and challenge me?	RL11-12.1 Cite strong and thorough textual evidence to support analysis of what the texts says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RL11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. RL11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where story is set, how action is ordered, how characters are introduced and developed).	RL11-12.1 I can define textual evidence. I can define inference and explain how to use evidence from the text to reach a logical conclusion. I can read closely and find answers explicitly in text and answers that require an inference. I can analyze an author's words and find pieces of textual evidence to support explicit and inferential questions. RL11-12.2 I can define theme. I can analyze plot to determine two or more themes. I can determine how multiple themes work together to produce a complex piece of literature. I can define summary. I can compose an objective summary stating the key points of the text RL11-12.3 I can identify elements of a story or drama. I Can analyze how elements of a story or drama are developed and/or interrelated. I can	Students select their own reading material for the trimester. They are challenged to read at least six books per twelve week trimester. Students use the site www.goodreads.com to review books, search for new books, and respond in a group forum to questions about their books. Students are introduced to a wide range of reading materials through daily book talks by the teacher and/or other students.	Formative: In class reading time One-on-one student/teacher conferences Daily reading log 35 word review Visual tone analysis Summative: Final exam reflection questions Reading ladder project

		analyze the impact of an author's choices in presenting elements of a story or drama		
	RL11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.(Include Shakespeare as well as other authors.)	RL11-12.4 I can define and identify various forms of figurative language. I can distinguish between literal and figurative language. I can recognize the difference between denotative meanings and connotative meanings. I can analyze how an author's choice of specific words evokes a particular meaning or tone in a text and how using language in a new way creates an engaging overall effect. I can analyze how specific word choices build on one another to create a cumulative impact on the overall meaning and tone of a text.		
	RL11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	RL11-12.5 I can determine how an author chose to structure specific parts of a text. I can analyze specific parts of text and explain how the individual parts fit into the overall structure. I can analyze how an		

		author's choice of structuring specific parts of a text affects the overall meaning. I can analyze how an author's choice of structuring specific parts of a text creates an aesthetic impact.		
	RL11-12.10 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.	RL11-12.10 I can recognize when the text I am reading is too easy or too difficult for me. I can determine reading strategies that will help me comprehend difficult texts. I can recognize when the text I am reading is too easy or too difficult for me. I can determine reading strategies that will help me comprehend difficult texts.		
	W11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W11-12.9 I can define textual evidence. I can determine textual evidenced that supports my analysis, reflection, and/or research. I can compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research.		

	W11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes, and audiences.	W11-12.10 I can determine a writing format/style to fit my task, purpose, and/or audience. I can recognize that different writing tasks require varied time frames to complete. I can write for a variety of reasons.		
Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
Writing Workshop How can I use my writing skills to communicate effectively? In what ways can I use writing in my life? How can studying others' writing help me improve my writing?	W11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence. W11-12.1.A Introduce precise, knowledgeable claim(s), establish the significance of claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claims(s), counterclaims, reasons, and evidence. W11-12.1.B Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. W11-12.1.C Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between	W11-12.1 I can analyze influential topics or texts to determine an argument that causes or has caused debate in society. I can choose a side of the argument, identify precise, knowledgeable claims, and establish the significance of the claims. I can identify alternate or opposing claims that counter my argument. I can organize claims, counterclaims, reasons, and evidence into a logical sequence. I can anticipate my audience's knowledge level, concerns, values, and possible biases and develop my claims and counterclaims by pointing out the most relevant	A variety of professional writing pieces that exhibit the qualities of the three types of writing Soulpancake.com Modern Language Association Handbook	Formative: Daily journal writing Responses to mentor texts Student – teacher conferences Class discussions Writing group discussions and work Summative: Narrative Essay Argumentative Essay Informational Essay Personal Portfolio

	claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. W11-12.1.D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. W11-12.1.E Provide a concluding statement or section that follows from and supports the argument presented. W11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W11-12.2.A Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; including formatting (e.g., headlines), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. W11-12.2.B Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. W11-12.2.C Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and	strengths and limitations of both. I can present my argument in a formal style and objective tone. I can create cohesion and clarify relationships among claims and counterclaims using transitions as well as varied syntax. I can provide a concluding statement/section that supports my argument. W11-12.2 I can choose a topic and identify and select the most significant and relevant information to develop and share with my audience. I can define common organizational/formatting structures and determine the structure(s) that will allow me to organize my complex ideas so that each new element builds on what precedes it. I can analyze information, identify domain-specific vocabulary for my topic, incorporate techniques such as a metaphor, simile, and analogy, and organize information into broader categories than my chosen structure(s). I can present		

	clarify the relationships among complex ideas and concepts. W11-12.2.D Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. W11-12.2.E Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. W11-12.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). W11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. W11-12.3.A Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experience or events. W11-12.3.B Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. W11-12.3.C Use a variety of techniques to sequence events so that they build on one another to create a coherent whole	my information maintaining an objective tone and formal style that includes an introduction that previews what is to follow, supporting details, varied transitions and syntax, and a concluding statement/section that supports the information presented. W11-12.3 I can define narrative and describe the basic parts of plot. I can engage the reader by introducing one or more point(s) of view, the narrator, characters, setting, and a problem, situation, or observation and its significance. I can use narrative techniques to develop experiences, events, and/or characters. I can use descriptive words and phrases that reveal details, appeal to the senses, and help convey a vivid picture of the experiences, events,		

	and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). W11-12.3.D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. W11-12.3.E Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. W11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on what is most significant for a	setting, and/or characters. I can sequence events and signal changes in time and place by using transition words, phrases, and clauses to show the relationships among experiences and events. I can create a coherent whole and build toward a particular tone and outcome using a variety of techniques. I can write a logical conclusion that reflects on the experiences/events and provides a sense of closure. W11-12.4 I can identify the writing style that best fits my task, purpose, and audience. I can use organizational/formatting structures (graphic organizers) to develop my writing ideas. I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style. W11-12.5 I can use prewriting strategies to formulated ideas. I can recognize that a well-		

	specific purpose and audience. W11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	developed piece of writing requires more than one draft. I can apply revision strategies with the help of others. I can edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc. I can analyze my writing to determine if my purpose and audience have been fully addressed and revise when necessary. I can prepare multiple drafts using revisions and edits to develop and strengthen my writing. I can recognize when revising, editing, and rewriting are not enough, and I need to try a new approach. W11-12.6 I can identify technology that will help me produce, publish, and update my individual or shared writing products. I can determine the most efficient technology medium to complete my writing task. I can respond to ongoing feedback and/or new arguments for information to produce, publish, and update my		

		writing projects.		
	W11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	W11-12.7 I can define research and distinguish how research differs from other types of writing. I can focus my research around a problem to be solved, a central question that is provided, or a self- generated question I have determined. I can choose several sources and synthesize information to answer my research inquiry. I can determine if I need to narrow or broaden my inquiry based on the information gathered. I can create a research paper/project to demonstrate understanding of the subject under investigation.		
	W11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W11-12.9 I can define textual evidence. I can determine textual evidenced that supports my analysis, reflection, and/or research. I can compose written responses and include textual		

	W11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes, and audiences.	evidence to strengthen my analysis, reflection, and/or research. W11-12.10 I can determine a writing format/style to fit my task, purpose, and/or audience. I can recognize that different writing tasks require varied time frames to complete. I can write for a variety of reasons.		

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : High School - World History

KEY COURSE OBJECTIVES/ ENDURING UNDERSTANDINGS Important ideas and core processes	UNIT PACING Names of units and approximate pacing	UNIT LEARNING TARGETS By the end of the unit, students will be able to...	STANDARD Which standards (i.e. common core, MMC, etc.) does this address?
* Growth of Civilizations * Medieval Europe * New Ideas, New Empires * Changes in European Society	Unit 1 (Ch 9, 17) - 3 weeks Growth of Civ. & Empires of the Middle East and East Asia 550 - 1800	Understand the growth and development of civilizations/empires of the Middle East and East Asia	F3 Growth and Development of World Religions 4.1.2 World Religions 4.2.1 Growth of Islam and Dar al-Islam 5.3.1 Ottoman Empire through the 18th Century 5.3.2 East Asia through the 18th Century 5.3.3 South Asia/India through the 18th Century
* Analyzing primary source documents * Reading and thinking like a historian	Unit 2 (Ch 12-14) - 3.5 weeks Christianity and Medieval Europe 300 - 1500	Understand the development of Medieval Europe	4.1.2 World Religions 4.2.3 The Plague 4.3.4 The Eastern European System and the Byzantine Empire 4.3.5 Western Europe to 1500 5.1.2 World Religions 5.3.4 Russia through the 18th Century

* Comparing/contrasting civilizations and developmental processes * Interpreting data, charts, and graphs	Unit 3 (Ch 15-16) - 2.5 weeks New Ideas, New Empires 1300 - 1700	Understand new ideas and new empires around the world	5.1.1 Emerging Global System 5.2.1 European Exploration/Conquest and Columbian Exchange 5.2.2 Trans-African and Trans-Atlantic Slave System 5.3.5 Europe through the 18th Century 5.3.6 Latin America through the 18th Century 6.1.2 World-wide Migrations and Population Changes

KEY COURSE OBJECTIVES/ ENDURING UNDERSTANDINGS Important ideas and core processes	**UNIT PACING** Names of units and approximate pacing	**UNIT LEARNING TARGETS** By the end of the unit, students will be able to...	**STANDARD** Which standards (i.e. common core, MMC, etc.) does this address?
	Unit 4 (Ch 18-20) - 3 weeks Changes in European Society 1500 - 1815	Understand changes that occurred in early modern European society	5.3.5 Europe through the 18th Century 6.1.1 Global Revolutions 6.1.3 Increasing Global Interconnections 6.1.4 Changes in Economic and Political Systems 6.1.5 Interpreting Europe's Increasing Global Power 6.2.1 Political Revolutions 6.3.1 Europe 7.1.1 Increasing Government and Political Power
	Unit 5 (Ch 21-23) - 3 weeks Industrialization and Nationalism 1700 - 1900	Understand how industrialization changed the world	6.1.4 Changes in Economic and Political Systems 6.2.1 Political Revolutions 6.2.3 Industrialization 6.3.1 Europe 7.1.4 Global Technology 7.2.4 Revolutionary and/or Independence Movements
	Unit 6 (Ch 24-25) - 3 weeks Nationalism and Imperialism 1800 - 1920	Understand how nationalism and imperialism shaped major world events and the global balance of power	6.2.2 Growth of Nationalism and Nation-states 6.2.4 Imperialism 6.3.1 Europe 6.3.2 East Asia 6.3.3 Africa 7.1.2 Comparative Global Power 7.3.4 The Americas

KEY COURSE OBJECTIVES/ ENDURING UNDERSTANDINGS Important ideas and core processes	UNIT PACING Names of units and approximate pacing	UNIT LEARNING TARGETS By the end of the unit, students will be able to...	STANDARD Which standards (i.e. common core, MMC, etc.) does this address?
	Unit 7 (Ch 26-28) - 4 weeks World War I, Interwar Years, World War II 1914 - 1945	Understand the two World Wars, alliances, and changes in politics and society	7.1.3 Twentieth Century Genocide 7.1.5 Total War 7.2.1 World War I 7.2.2 Europe and Rise of Fascism and Totalitarian States 7.2.3 World War II 7.3.1 Russian Revolution 7.3.2 Europe and Rise of Fascism and Totalitarian States 7.3.5 Middle East 8.1.4 Mapping the 20th Century
	Unit 8 (Ch 29-32) - 2 weeks The Contemporary World 1945 - present	Understand the Cold War, its aftermath, and modern concerns and conflicts.	7.3.3 Asia 8.1.1 Origins of the Cold War 8.1.2 Cold War Conflicts 8.1.3 End of the Cold War 8.2.1 The Legacy of Imperialism 8.2.2 Independence, Decolonization, and Democratization Movements 8.2.3 Middle East CG2 Resources

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : High School - US History

OVERARCHING/ESSENTIAL SKILLS	UNIT PACING	UNIT LEARNING TARGETS (By the end of the unit, students will be able to. . .)	STANDARD
Collaborating with others --Developing written and oral communication skills --Identifying cause and effect relationships --Making connections between different events that have occurred at different times --Evaluating key decisions made regarding significant events and considering alternatives to those made	Industrialization of America 7 days	...identify and describe the economic polices of government and industrial leaders ...describe the economic, social, and political impact brought upon by the increase in labor through immigration and migration ...identify the effect technological advances	6.1.1 Factors in the American Industrial Revolution 6.1.3 Urbanization – Analyze the changing urban and rural landscape
	Progressive Movement/Response to Industrialization 7 days	...describe the major changes to the Constitution caused by Progressivism, including the 16th, 17th, 18th, and 19th Amendments ...identify, describe, and evaluate new regulatory legislation ...analyze the successes and failures of efforts to expand women's rights, and the eventual ratification of the 19th Amendment.	6.3.1 Social Issues – Describe at least three significant problems or issues created by America's industrial and urban transformation between 1895 and 1930 6.3.2 Causes and Consequences of Progressive Reform 6.3.3 Women's Suffrage

	Imperialism 7 days	...locate on a map the territories (Cuba, Puerto Rico, Philippines, Hawaii, Panama Canal Zone) acquired by the United States during its emergence as an imperial power between 1890 and 1914, and analyze the role the Spanish American War, the Philippine Revolution, the Panama Canal, the Open Door Policy, and the Roosevelt Corollary played in expanding America's global influence and redefining its foreign policy.	6.2.1 Growth of U.S. Global Power

OVERARCHING/ESSENTIAL SKILLS	UNIT PACING	UNIT LEARNING TARGETS (By the end of the unit, students will be able to. . .)	STANDARD
	WWI 8 days	...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. ...analyze the domestic impact of WWI on the growth of the government (e.g., War Industries Board), the expansion of the economy, the restrictions on civil liberties (e.g., Sedition Act, Red Scare, Palmer Raids), and the expansion of women's suffrage. ...explain how Wilson's "Fourteen Points" differed from proposals by others, including French and British leaders and domestic opponents, in the debate over the Versailles Treaty, United States participation in the League of Nations, the redrawing of European political boundaries, and the resulting geopolitical tensions that continued to affect Europe.	6.2.2 WWI 6.2.3 Domestic Impact of WWI 6.2.4 Wilson and His Opponents
	1920s 8 days	...identify and explain the significance of the cultural changes and tensions in the "Roaring Twenties" including cultural movements, such as the Harlem Renaissance and the "lost generation", and the struggle between "traditional" and "modern" America	7.1.1 The Twenties 6.1.4 Population Changes--Great Migration

	UNIT PACING	UNIT LEARNING TARGETS	STANDARD
	Great Depression 8 days	...explain and evaluate the multiple causes and consequences of the Great Depression by analyzing the political, economic, environmental, and social causes of the Great Depression including fiscal policy, overproduction, under consumption, and speculation, the 1929 crash, and the Dust Bowl ...describe the economic and social toll of the Great Depression, including unemployment and environmental conditions that affected farmers, industrial workers and families; ...differentiate between Hoover's and FDR's policies and their impact ...explain and evaluate Roosevelt's New Deal Policies including expanding the federal government's responsibilities to protect the environment (e.g., Dust Bowl and the Tennessee Valley), meet challenges of unemployment, address the needs of workers, farmers, poor, and elderly ...describe the opposition to the New Deal and the impact of the Supreme Court in striking down and then accepting New Deal laws ...identify the consequences of New Deal policies (e.g., promoting workers' rights, development of Social Security program, and banking and financial regulation	7.1.2 Causes and Consequences of the Great Depression 7.1.3 The New Deal

	UNIT PACING	UNIT LEARNING TARGETS	STANDARD
	WWII 12 days	...analyze the factors contributing to World War II in Europe and in the Pacific region, and America's entry into war including the differences in the civic and political values of the United States and those of Nazi Germany and Imperial Japan, United States neutrality, and the bombing of Pearl Harbor ...evaluate the role of the U.S. in fighting the war militarily, diplomatically and technologically across the world ...analyze the changes in American life brought about by U.S. participation in World War II including mobilization of economic, military, and social resources, the role of women and minorities in the war effort, the role of the home front in supporting the war effort (e.g., rationing, work hours, taxes), and the internment of Japanese-Americans	7.2.1 Causes of WWII 7.2.2 U.S. and the Course of WWII 7.2.3 Impact of WWII on American Life

OVERARCHING/ESSENTIAL SKILLS	UNIT PACING	UNIT LEARNING TARGETS (By the end of the unit, students will be able to...)	STANDARD
--Collaborating with others --Developing written and oral communication skills --Identifying cause and effect relationships --Making connections between different events that have occurred at different times --Evaluating key decisions made regarding significant events and considering alternatives to those made	The Holocaust 5 days	...understand and explain the origins of Hitler's "Final Solution," its objectives/strategies, the Allied response to it, and its long-term effects. ...make connections between the Holocaust and more contemporary events involving genocide.	7.2.4
	Communism and the Cold War 10 days	...contrast the philosophies of communism and capitalism and explain how their opposing values served as a source of tension between the US and USSR. ...identify and explain major events between the US and USSR from 1945-1961 and their impact on Cold War tensions ...identify the different policies the American government devised in response to the threat of Communist expansion ...identify and evaluate the impact the Cold War had on American society	8.1.1, 8.1.2, 8.2.2 (McCarthyism)
	1950s and Civil Rights Movement 16 days	...describe the predominant values and priorities of Americans in the years following WWII, most notably an emphasis on conservatism and conformity and identify/explain the factors that contributed to it ...describe and differentiate between the social expectations placed on men, women, and American youth ...describe the origins of the civil rights movement and identify/explain the key events of the 1950s that triggered it ...compare/contrast the different organizations and methods used to achieve their goals ...trace the events that would lead to the passage of the Civil Rights Act of 1964 and Voting Rights Act of 1965 ...compare and contrast MLK Jr.s philosophy of nonviolent resistance to Malcolm X's emphasis on black nationalism	8.2.1--baby boom, suburbanization 8.2.2--GI Bill of Rights, Federal Highways Act, National Defense Act 8.3.1-- 8.3.2--connecting ideas of MLK's speech with CDV 8.3.5--Selma, Birmingham, Detroit

OVERARCHING/ESSENTIAL SKILLS	UNIT PACING	UNIT LEARNING TARGETS (By the end of the unit, students will be able to...)	STANDARD
	JFK/LBJ 9 days	...compare and contrast the goals/objectives of JFK and LBJ and successfully they fulfilled them ...evaluate JFK's responses to Cold War events in Cuba and Germany ...describe the events surrounding the JFK assassination and evaluate the conclusions made by the Warren Commission	8.1.2--Cuba, Germany, and Vietnam 8.2.3--New Frontier and Great Society
	Vietnam War 7 days	...describe the origins of America's involvement in Vietnam and compare/contrast the policies of Eisenhower, Kennedy, Johnson, and Nixon regarding the conflict there ...describe and evaluate America's military strategy in Vietnam, Americans' response to it, and its political impact	8.1.2-- 8.2.4--anti-war/counterculture movements
	1970s: Nixon/ Watergate, Ford, Carter 7 days	...compare, contrast, and evaluate the policies of presidents Nixon, Ford, and Carter regarding their economic, social, and foreign policies ...trace the events surrounding the Watergate scandal and identify the political impact on Nixon's and Ford's presidencies and America's trust in government	8.2.4--Watergate, anti-war mvt. 8.1.3--Detente
	Reagan '80s 3 days	...differentiate between Reagan's conservative foreign and domestic policies and those of his immediate Democratic predecessors ...compare Reagan's Cold War policies to those of previous presidents and trace the events that led to the end of the Cold War	8.1.3--end of cold war 8.2.4--Reagan's domestic policies 9.1.2--growth of conservative mvt.

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : High School - Spanish 3

Unit or Essential topic	ACTFL Can-Do Benchmarks	Learning Targets	Resources/ Mentor Text	Assessments:
C. 1 The Bad Cook	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	• Preterite/Imperfect • Indirect/direct objects • Recognition of simple "if" clauses--imperfect subjunctive with conditional • Infinitive uses • Reflexive pronouns	• LICRT Teacher's Guide • Extended Readings • Irregular Preterite "I" form song • Novel: Viva el toro • Novel: Vida y muerte en la Mara Salvatrucha	• Weekly Reading comprehension quizzes • Vocabulary/ structures quizzes • Speed writes • Oral Retells

C. 2 Rodolfo	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple	● Future/Conditional ● Indirect/Direct Objects ● Reflexive Pronouns ● Infinitive uses ● Recognition of compound "if" clauses	● LICRT Teacher's Guide ● Extended Readings ● Irregular Future/Conditional stems song ● Novel: La calaca alegre	● Weekly Reading comprehension quizzes ● Vocabulary/ structures quizzes ● Speed writes ● Oral Retells

	questions.			
C. 3 The Penguin who has done it all	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.	• Present Perfect/Past Perfect • Indirect/direct objects • Double object pronouns • Infinitive uses • Recognition of Present Subjunctive	• LICRT Teacher's Guide • Extended Readings • Irregular Past Participles song • Novel: Los ojos de Carmen • Novel: Vida o muerte en el Cusco	• Weekly Reading comprehension quizzes • Vocabulary/ structures quizzes • Speed writes • Oral Retells

C. 4 The Dancing Dog	I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.	• Present Subjunctive • Imperfect Subjunctive • Present Subjunctive in adverbial clauses • Imperative • Indirect/direct objects • Infinitive uses • Perfect Tenses	• Extended Readings • Irregular Positive Familiar Commands song • Positive and Negative Commands song • Irregular Present Subjunctive "I" forms song • Novel: Todo lo que brilla	• Weekly Reading comprehension quizzes • Vocabulary/ structures quizzes • Speed writes • Oral Retells

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : High School - Spanish 2

Unit Essential Topic	ACTFL	Learning Targets	Resources/Text	Assessments

TPR Unit	I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized. I can present information about myself and some other very familiar topics using single words or memorized phrases. I can copy some familiar words, characters, or phrases. I can recognize some familiar words and phrases when I hear them spoken. I can understand familiar words,	-basic TPR vocabulary in reading and/or writing. -ask and answer basic greetings. -recognize the French accents. -understand the TPR unit words when I hear them spoken. -recognize indirect pronouns when I hear or read them. -read a mini-story. -summarize a mini- story.	**TRP List 1-8** **TPR Mini-stories 1-5** **Mackey Grammar Songs 1-4**	**Vocab & structure quizzes** **Aural/Written** **Speed writes** **Story rewrites**

Chapter 1	I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized. I can present information about myself and some other very familiar topics using single words or memorized phrases. I can write lists and memorized phrases on familiar topics. I can understand familiar words, phrases, and sentences within short and simple texts	<u>Spn 2a & 2b</u> • Present Tense, progressive tenses; habla, está hablando, estaba hablando • Preterite vs. imperfect (presented together) • more verb/subject agreement (horizontal conjugations- tell stories from different points of view- all	<u>2a Novel 1</u> Las noches misteriosas en Granada	**Vocab & structure quizzes** **Aural/Written** **Speed writes** **Story rewrites**

	have read	through oral questioning <u>infinitive uses:</u> • quiere (+inf) • tiene que (+inf) • empieza a (+inf) • va a (+inf) • le gusta (+inf) • puede (+inf) • trata de (+inf) • reflexive vs. object pronouns (In context, reinforced via questioning and pop-ups)		

Chapter 2	very familiar topics using a variety of words and phrases that I have practiced and memorized. I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions . I can write short messages and notes on familiar topics related to everyday life. I can understand the main idea of short and simple texts when the topic is familiar.	<u>Spn 2a & 2b</u> • Present Tense, progressive tenses; habla, está hablando, estaba hablando • Preterite vs. imperfect (presented together) • more verb/subject agreement (horizontal conjugations- tell stories from different points of view- all forms) • Subject & adjective agreement, reinforced through oral questioning <u>infinitive uses:</u> • quiere (+inf) • tiene que (+inf) • empieza a (+inf) • va a (+inf) • le gusta (+inf)	<u>2a Novel 2:</u> Viaje de su vida (or) Felipe Alou- Desde el valle hasta la montana	Vocab & structure quizzes Aural/Written Speed writes Story rewrites

		(intro)		
Chapter 4	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple -communicate in order to make a clothing purchase. -communicate about the weather. -understand and use the verb.	-communicate in order to make a clothing purchase. -communicate about the weather. -understand and use the verb. -use possessives correctly	<u>2b Novel 3:</u> Viaje perdido (or) Los Piratas del Caribe y el Triangulo de las bermudas	Vocab & structure quizzes Aural/Written Speed writes Story rewrites

Chapter 5 or 6	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple I can understand narration supported with teacher pop-up explanations I can understand description supported	<u>Spn 2a & 2b</u> • Present Tense, progressive tenses; habla, está hablando, estaba hablando • Preterite vs. imperfect (presented together) • more verb/subject agreement (horizontal conjugations- tell stories from different points of view- all forms) • Subject & adjective agreement, reinforced	Gale Mackey songs 1-5	Vocab & structure quizzes Aural/Written Speed writes Story rewrites

		• va a (+inf) • le gusta (+inf) • puede (+inf) • trata de (+inf) • reflexive vs. object pronouns (In context, reinforced via questioning and pop-ups)		
Movie Talk		• Comprehensible Input • Multiple tenses, varied	Various Movie Shorts	*Rewrites *Aural and recognition assessments

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : High School - Spanish 1

The following American Council on the Teaching of Foreign Language (ACTFL) Standards are embedded throughout the year, and are present in all units applicable:

GOAL AREAS	STANDARDS		
COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	**Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	**Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	**Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
CULTURES Interact with cultural competence and understanding	**Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	**Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	
CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	**Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	**Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	
COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence	**Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	**Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	
COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	**School and Global Communities:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	**Lifelong Learning:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	

Unit	ACTFL Can-Do Benchmark	Learning Targets	Resources	Assessments
Ch. 0-Intro to TPR	I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized. I can copy some familiar words, characters, or phrases. I can recognize a few memorized words and phrases when I hear them spoken. I can write lists and memorized phrases on familiar topics. I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.	● Familiar commands ● Reflexive verbs ● Definite articles ● Basic greetings ● TPR vocabulary ● Present tense verbs, 3rd person ● Question words ● Numbers and telling time ● Weather and seasons Culture ● Spain	"Look I Can Talk" by Blaine Ray Extended Readings Grammar Songs	Vocabulary Quizzes Ch. 0 Test
Ch. 1-The Cat	I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized. I can write briefly about most familiar topics and present information using a series of simple sentences.	● Question words ● Personal pronouns ● "Goes" + infinitive verb ● "Is" + adjective (estar) ● Definite articles ● "I" perspective of the story ● ser/estar ("to be") differences ● Indirect object pronouns Culture ● Day of the Dead	Extended Readings Grammar Songs	Vocabulary Quizzes Timed Writings Reading Comprehension Ch. 1 Test

Unit	ACTFL Can-Do Benchmark	Learning Targets	Resources	Assessments
Ch. 2-The Cow and Monkey	I can present information about myself and some other very familiar topics using single words or memorized phrases. I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized. I can understand the main idea of short and simple texts when the topic is familiar.	● Direct object pronouns ● Adjective agreement ● Indefinite articles ● Reflexive verbs ● Present tense verb conjugation in story context ● Prepositions ● "They" story perspective Culture ● Mexico	Isabela Adventures novel Extended Readings Grammar Songs	Vocabulary Quizzes Timed Writings Reading Comprehension Ch. 2 Test
Ch. 3-The Lost Book	I can understand the main idea of short and simple texts when the topic is familiar. I can write briefly about most familiar topics and present information using a series of simple sentences.	● Direct object pronouns ● Indirect object pronouns ● Adjective agreement ● "Wants" + infinitive verb ● "We" story perspective Culture ● Costa Rica ● Navidad, Las Posadas	Extended Readings Grammar Songs Isabela Monkey novel	Vocabulary Quizzes Timed Writings Reading Comprehension Ch. 3 Test
Ch. 4-The Clothing Store	I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can understand the main idea in conversations that I overhear. I can present information on most familiar topics using a series of simple sentences.	● Adjective forms ● Double negatives ● "Wants" + infinitive verb ● Family ● "You familiar" story perspective Culture ● Poverty in Third World Countries	Extended Readings Grammar Songs	Vocabulary Quizzes Timed Writings Reading & Listening Comprehension Ch. 4 Test

Unit	ACTFL Can-Do Benchmark	Learning Targets	Resources	Assessments
Ch. 5-The Lottery Ticket	I can write on a wide variety of familiar topics using connected sentences. I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of conversations that I overhear. I can understand the main idea of texts related to everyday life and personal interests or studies.	● Prepositions ● Present perfect ● Direct and Indirect object combination ● Possessive adjectives ● Past tense exposure Culture: ● Guatemala	Patricia California novel Extended Readings Grammar Songs	Vocabulary Quizzes Timed Writings Reading Comprehension Listening Comprehension Ch. 5 Test
Ch. 6-The Dirty Baby	I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can understand the main idea in conversations that I overhear.	● Reflexive verbs ● Prepositional phrases ● Exclamatory expressions ● Mastery of all present tense verb forms ● Past tense Culture ● Chile	He Almost Dies novel Extended Readings Grammar Songs	Quizzes Timed Writings Reading & Listening Comprehension Ch. 6 Test
Ch. 7-The Three Elephants	I can write on a variety of familiar topics in connected sentences. I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering questions.	● Adjective agreement ● Present progressive ● Stem changing verbs ● Expressions with *tener* (to have) Culture: ● Costa Rica ● 5 de mayo	Robbery in the Night novel Extended Readings Grammar Songs	Vocabulary Quizzes Timed Writings Reading & Listening Comprehension Ch. 7 Test

Unit	ACTFL Can-Do Benchmark	Learning Targets	Resources	Assessments
Ch. 8-The Story of the Moon	I can understand the main idea of short and simple texts when the topic is familiar. I can understand the main idea of texts related to everyday life and personal interests or studies. I can write on a wide variety of familiar topics using connected sentences.	● Conditional tense exposure ● Mastery of all present tense verbs ● Past tense story retells ● “Can” + infinitive verb ● “Likes” + infinitive verb	Extended Readings	Vocabulary Quizzes Timed Writings Reading Comprehension Listening Comprehension Ch. 8 Test
Ch. 9-The Date (only if time allows)	I can write on a wide variety of familiar topics using connected sentences. I can understand the main idea of texts related to everyday life and personal interests or studies.	● Reflexive verbs ● Future tense		Vocabulary Quizzes Timed Writings Reading Comprehension Listening Comprehension Ch. 9 Test

Standards For Foreign Language Learning: 5 C's- Communication, Cultures Connections, Comparisons, Communities
Communication (in languages other than English)
● **Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings, and emotions, and exchange opinions. ● **Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics. ● **Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Cultures- Gain Knowledge and Understanding of Other Cultures
● **Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. ● **Standard 2.2** Students demonstrate an understanding of the relationship between the products and the perspectives of the culture studied.
Connections- Connect with Other Disciplines and Acquire Information
● **Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language. ● **Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
Comparisons- Develop Insight into the Nature of Language and Culture
● **Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and the own. ● **Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.
Communities- Participate In Multilingual Communities at Home & Around the World
● **Standard 5.1** Students can use the language both within and beyond the school setting ● **Standard 5.2** Students show evidence of becoming life-long learners by using the language for the personal enjoyment and enrichmen

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : High School - Pre Calculus B

KEY COURSE OBJECTIVES/ENDURING UNDERSTANDINGS	OVERARCHING/ESSENTIAL SKILLS OR QUESTIONS
Analytic Trigonometry Applications of Trigonometry Systems and Matrices Analytic Geometry in Two and Three Dimensions Discrete Mathematics	Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.

PACING	LESSON	STANDARD	LEARNING TARGETS	KEY CONCEPTS
Chapter 5 *Analytic Trigonometry* (11 days)	5.1 *Fundamental Identities*	P6.4 P6.5	Use the fundamental trigonometric identities to simplify trigonometric identities and solve trigonometric equations.	Basic Trigonometric Identities; Pythagorean Identities; Cofunction Identities; Odd-Even Identities
	5.2 *Proving Trigonometric Identities*	P6.6	Decide whether an equation is an identity and confirm identities analytically.	Proving an identity using the strategies (i) begin with one side and derive the other, (ii) work on each side independently until the same, and (iii) derive an identity from a known identity.
	5.3 *Sum and Difference Identities*	P6.4 P6.6	Apply the identities for the cosine, sine, and tangent of an angle sum or difference.	$\cos(u \pm v)$; $\sin(u \pm v)$; $\tan(u \pm v)$; reduction formula
	5.4 *Multiple-Angle Identities*	P6.4 P6.6	Apply the double-angle, power-reducing, and half-angle trigonometric identities.	$\sin 2u$; $\cos 2u$; $\tan 2u$ $\sin^2 u$; $\cos^2 u$; $\tan^2 u$ $\sin \frac{u}{2}$; $\cos \frac{u}{2}$; $\tan \frac{u}{2}$
	5.5 *The Law of Sines*	P6	Use the Law of Sines to solve a variety of problems and applications.	Law of Sines; solving triangles (AAS, ASA) and the ambiguous case (SSA)
	5.6 *The Law of Cosines*	P6	Use the Law of Cosines to solve a variety of problems and applications, find the area of a triangle using sides and angles, and find the area of a triangle using sides only.	Law of Cosines; triangle area using two sides and the included angle; triangle area using three sides

PACING	LESSON	STANDARD	LEARNING TARGETS	KEY CONCEPTS
Chapter 6 *Applications of Trigonometry* (12 days)	6.1 *Vectors in the Plane*	P7.1	Apply the arithmetic of vectors and use vectors to solve real-world problems.	Two-dimensional vector; component form; standard representation; drawing; head minus tail; magnitude; direction angle; vector addition and scalar multiplication; unit vector
	6.2 *Dot Product of Vectors*	P7.2	Use the dot product of two vectors to find the angle between them and solve real-world problems.	Dot Product Formula; Angle Between Two Vectors Formula; orthogonal
	6.3 *Parametric Equations and Motion*	P9.3 P9.5 P9.6	Define parametric equations, graph curves parametrically, and solve application problems using parametric equations.	Parametric equations; eliminating the parameter; simulating motion using parametric equations
	6.4 *Polar Coordinates*	P9.1 P9.4	Convert points and equations from polar form to rectangular form and vice versa.	Polar coordinate system; polar ⇔ rectangular coordinate conversion equations; equation conversion; distance using polar coordinates
	6.5 *Graphs of Polar Equations*	P9.1 P9.5	Graph polar equations and determine characteristics of the graph including symmetry and maximum *r*-value.	Symmetry Tests for Polar Graphs; analyzing polar graphs; maximum *r*-value; rose, limaçon, and other curves
	6.6 *De Moivre's Theorem and nth Roots*	P9.2	Represent complex numbers in the complex plane, write them in trigonometric form, and perform operations with complex numbers in trigonometric form.	Complex plane; absolute value and trigonometric form of a complex number; product & quotient of complex numbers in trigonometric form; De Moivre's Theorem; nth roots of a complex number

PACING	LESSON	STANDARD	LEARNING TARGETS	KEY CONCEPTS
Chapter 7 (except 7.4) *Systems and Matrices* (9 days)	7.1 *Solving Systems of Two Equations*	P7	Solve linear and nonlinear systems of two equations algebraically and graphically, and write systems of equations to solve problems.	The Method of Substitution; The Method of Elimination; no solution and infinitely many solutions systems; applications of systems of equations
	7.2 *Matrix Algebra*	P7.3 P7.5 P7.6	Find the sum, difference, product, and inverse of matrices, and use matrices in various applications.	Matrix definition; matrix addition, subtraction, and multiplication; determinant and inverse of a square matrix; transformations using matrices
	7.3 *Multivariate Linear Systems and Row Operations*	P7.5 P7.6 P7.7	Solve linear systems of equations using Gaussian elimination, the reduced row echelon form of a matrix, and an inverse matrix.	Triangular form of a system; Gaussian elimination; augmented matrix; elementary row operations; row echelon and reduced row echelon form; linear matrix equation; solving systems using inverse matrices
	7.5 *Systems of Inequalities in Two Variables*	P7.8	Solve linear programming problems and systems of inequalities in two variables using graphical methods.	Graph of a linear inequality; boundary of a region; systems of inequalities in two variables; linear programming; objective function; constraints; solution to a linear programming problem

PACING	LESSON	STANDARD	LEARNING TARGETS	KEY CONCEPTS
Chapter 8 (except 8.5) *Analytic Geometry in Two and Three Dimensions* (10 days)	8.1 *Conic Sections and Parabolas*	P9.7 P9.8 P9.9	Find the equation, vertex, focus, and directrix of a parabola, make a sketch relating them, and solve application problems involving parabolas.	Conic sections; second-degree quadratic equation in two variables; geometry of a parabola (including focal length, width, and axis); parabolas with vertex (0, 0) and (h, k) in standard form; graphing a parabola; reflective property of parabolas
	8.2 *Ellipses*	P9.8 P9.9 P9.10	Find the equation, vertices, and foci of an ellipse, make a sketch relating them, and solve application problems involving ellipses.	Geometry of an ellipse (including focal, major, minor, semimajor, and semiminor axes); ellipses with vertex (0, 0) and (h, k) in standard form; graphing an ellipse; orbit, eccentricity, and reflective property of ellipses
	8.3 *Hyperbolas*	P9.8 P9.9	Find the equation, vertices, foci, and asymptotes of a hyperbola, make a sketch relating them, and solve application problems involving hyperbolas.	Geometry of a hyperbola (including focal, transverse, conjugate, semitransverse, and semiconjugate axes); hyperbolas with vertex (0, 0) and (h, k) in standard form; graphing a hyperbola; eccentricity of hyperbolas
	8.4 *Translation and Rotation of Axes*	P7.4	Graph a general quadratic by solving for y using a grapher, and identify the conic by complete the square or using the discriminant.	Graphing a second-degree general quadratic equation in two variables; getting a general quadratic in standard conic form by completing the square; Discriminant Test
	8.6 *Three-Dimensional Cartesian Coordinate System*	P9.10	Use the three-dimensional Cartesian coordinate system to sketch and work with points, distance, midpoint, equation of a sphere and a plane, vectors, and equation of a line (in vector form and parametric form).	Three-dimensional Cartesian coordinate system; distance & midpoint formulas in space; equation of a sphere; equation of a plane; vector relationships in space; equations of lines in space

PACING	LESSON	STANDARD	LEARNING TARGETS	KEY CONCEPTS
Chapter 9 *Discrete Mathematics* (9 days)	9.1 *Basic Combinatorics*	P8.1	Use the Multiplication Principle of Counting, permutations, or combinations to count the number of ways that a task can be done.	Multiplication Principle of Counting; permutations of an *n*-set; distinguishable permutations; counting formulas for permutations and combinations; formula for counting subsets of an *n*-set
	9.2 *The Binomial Theorem*	P8.6	Expand a power of a binomial using the Binomial Theorem or Pascal's Triangle, and find the coefficient of a specified term of a binomial expansion.	Binomial coefficients using combinations; Pascal's Triangle; The Binomial Theorem; factorial identities
	9.3 *Probability*	---	Identify a sample space and calculate probabilities and conditional probabilities in sample spaces with equally likely or unequally likely outcomes.	Sample space; probability of an event (equally likely outcomes); probability distribution; probability function; probability of an event (unequally likely outcomes); multiplication principle of probability; Venn diagrams; tree diagrams; conditional probability formula; binomial probability
	9.4 *Sequences*	P8.2 P8.3	Express arithmetic and geometric sequences explicitly and recursively, and find the limit of convergent sequences.	Sequences (finite and infinite); arithmetic and geometric sequence formulas (explicit and recursive); limit of a sequence (converges or diverges)
	9.5 *Series*	P8.1 P8.4	Use summation notation to write a series, find finite sums of terms in arithmetic and geometric sequences, and find sums of convergent geometric series.	Series using summation notation (sigma); formulas for the sum of a finite arithmetic series & geometric series; infinite series (converges or diverges); partial sums; formula for the sum of an infinite geometric series that converges

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : High School - Pre Calculus A

KEY COURSE OBJECTIVES/ENDURING UNDERSTANDINGS	OVERARCHING/ESSENTIAL SKILLS OR QUESTIONS
Functions and Graphs Polynomial, Power, and Rational Functions Exponential, Logistic, and Logarithmic Functions Trigonometric Functions	Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.

PACING	LESSON	STANDARD	LEARNING TARGETS	KEY CONCEPTS
Chapter 1 *Functions and Graphs* (11 days)	1.1 *Modeling and Equation Solving*	P1	Use numerical, algebraic, and graphical models to solve problems and will be able to translate from one model to another.	Mathematical Models; Zero Factor Property; Problem Solving
	1.2 *Functions and Their Properties*	P1.1 P1.6	Represent functions numerically, algebraically, and graphically, determine the domain and range for functions, and analyze function characteristics.	Function definition, notation, domain, range, continuity, increasing, decreasing, boundedness, local & absolute extrema, symmetry (even, odd, & neither), asymptotes, end behavior; Vertical Line Test
	1.3 *Twelve Basic Functions*	P1	Recognize and sketch graphs of twelve basic functions, and know their characteristics.	Functions x, x^2, x^3, $1/x$, $\sqrt{x}$, $\lvert x\rvert$, e^x, $\ln x$, $\sin x$, $\cos x$, int x, logistic
	1.4 *Building Functions from Functions*	P1.2 P1.3	Build new functions from basic functions by adding, subtracting, multiplying, dividing, and composing functions.	$f+g,\ f-g,\ fg,\ f/g$ $f \circ g = f\left(g(x)\right)$ $g \circ f = g\left(f(x)\right)$
	1.5 *Parametric Relations and Inverses*	P1.4 P1.5 P9.3 P9.4	Define functions and relations parametrically and will be able to find inverses of functions and relations.	Parametric relations; finding an algebraic relationship; inverse relations and functions; Horizontal Line Test
	1.6 *Graphical Transformations*	P1.2 P2.2	Algebraically and graphically represent translations, reflections, stretches & shrinks, and absolute value compositions of functions, and their combinations.	Translations (horizontal, vertical), reflections (across x and y axes), stretches & shrinks (horizontal, vertical), $y = f\left(\lvert x\rvert\right)$, $y = \lvert f(x)\rvert$
	1.7 *Modeling With Functions*	P1	Identify appropriate basic functions with which to model real-world problems and be able to produce specific functions to model formulas and verbal descriptions.	Finding functions from formulas and verbal descriptions; writing and solving an equation for a problem

PACING	LESSON	STANDARD	LEARNING TARGETS	KEY CONCEPTS
Chapter 2 *Polynomial, Power, and Rational Functions* (14 days)	2.1 *Linear and Quadratic Functions and Modeling*	P1.8 P3.2 P3.3 P5.3	Recognize, graph, and determine linear and quadratic functions, and use them in modeling and problem solving.	Polynomial, linear ($y = ax + b$), and quadratic ($y = ax^2 + bx + c$ and $y = a(x - h)^2 + k$) functions & regression
	2.2 *Power Functions with Modeling*	P1	Sketch, write, analyze, and apply power functions in various settings.	Power function $y = kx^a$; direct & inverse variation; applications of power functions
	2.3 *Polynomial Functions of Higher Degree with Modeling*	P1.7 P4.2	Graph and write polynomial functions, predict their behavior, and find their real zeros using graphical and algebraic methods.	Polynomial functions and their degree, coefficients, form, shape, behavior (including limits), zeros & multiplicity
	2.4 *Real Zeros of Polynomial Functions*	P4.3	Divide polynomials using long division and synthetic division, apply the Remainder and Factor Theorems, and find real zeros algebraically and graphically.	Polynomial long and synthetic division; quotient-divisor-remainder relationship; finding exact zeros & factoring algebraically & graphically
	2.5 *Complex Zeros and the Fundamental Theorem of Algebra*	P4.3	Find and factor polynomials with real coefficients using factors with real and complex coefficients.	Complex zeros (conjugates); linear factorization; finding real coefficient polynomials from zeros
	2.6 *Graphs of Rational Functions*	P1.7 P5.1	Describe the graphs of rational functions, identify any horizontal and vertical asymptotes, and predict the end behavior.	Domain and transformation of rational functions including vertical and end behavior asymptotes (with limits); finding x- an y-intercepts
	2.7 *Solving Equations in One Variable*	P5.1	Solve equations involving fractions both algebraically and graphically, and identify extraneous solutions.	Solving equations by clearing fractions; extraneous solutions
	2.8 *Solving Inequalities in One Variable*	P4.1 P4.2 P5.1	Solve inequalities involving polynomials and rational functions both algebraically and graphically.	Solving inequalities by factoring, if needed, and using a sign chart

PACING	LESSON	STANDARD	LEARNING TARGETS	KEY CONCEPTS
Chapter 3 *Exponential, Logistic, and Logarithmic Functions* (10 days)	3.1 *Exponential and Logistic Functions*	P2.5	Evaluate exponential expressions and identify, graph, and describe, exponential functions and logistic growth functions	Exponential function $y = ab^x$ characteristics, including growth and decay; rules of exponential expressions; logistic growth function characteristics
	3.2 *Exponential and Logistic Modeling*	P2.5	Find exponential growth & decay functions, a logistic growth function, and use regression to model real-life problems.	Exponential population model; exponential growth & decay rates; initial value; logistic growth model
	3.3 *Logarithmic Functions and Their Graphs*	P2.2	Change between logarithmic and exponential form, evaluate natural & common logarithms, graph and describe logarithmic functions.	Converting between logarithmic and exponential form; basic properties of logarithms; characteristics of logarithmic functions
	3.4 *Properties of Logarithmic Functions*	P2.3 P2.5	Apply the properties of logarithms to evaluate & rewrite expressions and describe & graph logarithmic functions.	Expanding and condensing a logarithmic expression; change of base formula for logarithms
	3.5 *Equation Solving and Modeling*	P2.1 P2.4 P2.5 P3.1 P3.3	Solve exponential and logarithmic equations algebraically and graphically including applications.	Solving exponential equations with the same base ($2^{x+1} = 8^x$) and otherwise ($5e^{3x} = 10$); solving logarithmic equations; orders of magnitude; Richter Scale; selecting a regression model
	3.6 *Mathematics of Finance*	P2	Use exponential functions and formulas to solve business and finance applications related to compound interest and annuities.	Compound interest formula; annuity future value; present value of loan

PACING	LESSON	STANDARD	LEARNING TARGETS	KEY CONCEPTS
Chapter 4 (except 4.6) *Trigonometric Functions* (15 days)	4.1 *Angles and Their Measures*	P6.1	Convert between radians and degrees, work with degrees-minutes-seconds, find arc length, convert to nautical miles, and solve problems relating angular to linear speed.	Degrees-minutes-seconds relationship; degree-radian conversion; arc length formula; angular-linear motion conversion; nautical vs statute miles
	4.2 *Trigonometric Functions of Acute Angles*	P6.1	Apply the six trigonometric functions to right triangles, including special right triangles and applications.	Trigonometric ratios (sine, cosine, tangent, cosecant, secant, & cotangent); 30° – 60° – 90° & 45° – 45° – 90° triangles; solving a right triangle
	4.3 *Trigonometry Extended: The Circular Functions*	P6.1	Solve varied problems involving the circular trigonometric functions of real numbers.	Standard position angles (+ & –); coterminal angles; trigonometric functions of any real number angle using a reference triangle and the unit circle; periodic functions
	4.4 *Graphs of Sine and Cosine: Sinusoids*	P6.2 P6.7	Describe, graph, transform, and model the sine and cosine functions.	Sine and cosine functions; amplitude, period, phase shift, vertical shift, and frequency of sinusoids; modeling phenomena with sinusoids
	4.5 *Graphs of Tangent, Cotangent, Secant, and Cosecant*	P6	Describe and graph the tangent, cotangent, secant, and cosecant functions.	Tangent, cotangent, secant, & cosecant functions and their characteristics
	4.7 *Inverse Trigonometric Functions*	P6.3 P6.5	Relate the concept of inverse functions to the trigonometric functions to evaluate and graph them.	Inverse trigonometric functions arcsine, arccosine, and arctangent including notation, domain, and range; evaluate inverse trigonometric expressions
	4.8 *Solving Problems with Trigonometry*	P6.5 P6.7	Apply the concepts of trigonometry to solve real-world problems.	Right triangle trigonometry problems involving (i) the angle of elevation or depression, (ii) indirect measurements, and (iii) harmonic & circular motion

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : High School - Physics

Unit 1: **Pacing:** 3 Weeks

Chapter 2 - Mechanical Equilibrium Chapter 3 - Newton's 1st Law Chapter 4 - Linear Motion

Lessons/Activities: Mechanical Equilibrium Lab Newton's 1st Law Lab

Speed Lab
Freefall Lab
Spring Car Acceleration Lab

Key Concepts/Vocabulary:

- Forces
- Newton's 1st Law
- Friction
- Distance
- Displacement

• Speed
• Velocity
• Acceleration
• Constant Acceleration
• Free-fall
• Position/time & Velocity/time Graphs

- Newton’s first law of motion is the law of inertia
- Inertia is the resistance an object has to a change in the state of motion
- The net force which is the vector sum of all forces acting on an object affects the objects state of motion
- When an object moves with constant velocity when an applied force acts on it, an equal but opposite force, usually friction, must balance the applied force
- Motion is described relative to something
- Velocity is speed together with direction
- Acceleration is the rate at which velocity is changing with respect to time

-Objects in freefall fall under the influence of gravity alone when air resistance does not affect its motion
-The acceleration of all objects in freefall is the same regardless of mass

Standards:

P3.1A - Identify the force(s) acting between objects in “direct contact” or at a distance.
P3.1d - Identify the basic forces in everyday interactions.
P3.2A - Identify the magnitude and direction of everyday forces (e.g., wind, tension in ropes, pushes and pulls, weight).
P3.2C - Calculate the net force acting on an object.
P3.2d - Calculate all the forces on an object on an inclined plane and describe the object’s motion based on the forces using free-body diagrams.
P3.4A - Predict the change in motion of an object acted on by several forces.
P3.4B - Identify forces acting on objects moving with constant velocity (e.g., cars on a highway).
P3.6C - Explain how your weight on Earth could be different from your weight on another planet.
P3.3d - Analyze why seat belts may be more important in autos than in buses.
P2.1A - Calculate the average speed of an object using the change of position and elapsed time.
P2.1B - Represent the velocities for linear and circular motion using motion diagrams (arrows on strobe pictures).
P2.1C - Create line graphs using measured values of position and elapsed time.
P2.1D - Describe and analyze the motion that a position-time graph represents, given the graph.
P2.1g - Solve problems involving average speed and constant acceleration in one dimension.
P2.2A - Distinguish between the variables of distance, displacement, speed, velocity, and acceleration.
P2.2B - Use the change of speed and elapsed time to calculate the average acceleration for linear motion.
P2.2C - Describe and analyze the motion that a velocity-time graph represents, given the graph.
P2.2e - Use the area under a velocity-time graph to calculate the distance traveled and the

slope to calculate the acceleration.
P2.3a - Describe and compare the motion of an object using different reference frames.

Assessments: Checks for Understanding Labs
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Unit 2: **Pacing:** 2 Weeks

Unit 2: **Pacing:** 2 Weeks

Unit 2:

Pacing: 2 Weeks

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Unit 3:

Pacing: 2 Weeks

Chapter 5 - Vectors / Projectile Motion
Chapter 10 – Circular Motion
Chapter 13 - Gravitation

Lessons/Activities:

Force Vector Lab
Projectile Motion Lab Circular Motion Lab Flying Pigs Lab

Key Concepts/Vocabulary:

• Vector Components
• Vector Addition
• Projectile Motion
• Revolutions / Rotation
• Centripetal / Centrifugal Accelerations
• Universal Gravitation

- Vector quantities have both magnitude and direction
- A vector is represented by an arrow whose length represents the magnitude of the vector and whose direction represents the direction of the vector
- The resultant of 2 velocities can be determined from a vector diagram drawn to scale
- Any single vector can be replaced by 2 components that add by vector rules
- When gravity is the only force acting on a projectile and the earth, the horizontal component of velocity does not change and the vertical component changes each second by ~ negative 9.8 m/s
- Rotational speed is the number of rotations or revolutions made per unit of time
- A centripetal force pulls objects towards a center
- An object moving in a circle is acted on by a centripetal force
- When an object moves in a circle, there is no force pushing the object outward from the circle
- Earth can be thought of as being surrounded by a gravitational field that interacts with objects and causes them to experience gravitational forces

Unit 3: **Pacing:** 2 Weeks

Standards:

P2.1B - Represent the velocities for linear and circular motion using motion diagrams
(arrows on strobe pictures - vectors).
P2.1E - Describe and classify various motions in a plane as one dimensional, two dimensional, circular, or periodic.
P2.1h - Identify the changes in speed and direction in everyday examples of circular
(rotation and revolution), periodic, and projectile motions.
P2.2g - Apply the independence of the vertical and horizontal initial velocities to solve projectile motion problems.

Unit 3: **Pacing:** 2 Weeks

P2.3a - Describe and compare the motion of an object using different reference frames. P3.4e - Solve problems involving force, mass, and acceleration in two-dimensional projectile motion restricted to an initial horizontal velocity with no initial vertical velocity (e.g., a ball rolling off a table).
P2.1B - Represent the velocities for linear and circular motion using motion diagrams
(arrows on strobe pictures).
P2.1E - Describe and classify various motions in a plane as one dimensional, two dimensional, circular, or periodic.
P2.1F - Distinguish between rotation and revolution and describe and contrast the two speeds of an object like the Earth.
P2.1h - Identify the changes in speed and direction in everyday examples of circular
(rotation and revolution), periodic, and projectile motions.
P2.2D - State that uniform circular motion involves acceleration without a change in speed.
P2.3a - Describe and compare the motion of an object using different reference frames. P3.4B - Identify forces acting on objects moving with constant velocity (e.g., cars on a
highway).
P3.4D - Identify the force(s) acting on objects moving with uniform circular motion (e.g.,
a car on a circular track, satellites in orbit).
P3.6A - Explain earth-moon interactions (orbital motion) in terms of forces.
P3.1A - Identify the force(s) acting between objects in “direct contact” or at a distance. P3.1d - Identify the basic forces in everyday interactions.
P3.4D - Identify the force(s) acting on objects moving with uniform circular motion (e.g., a car on a circular track, satellites in orbit).
P3.6A - Explain earth-moon interactions (orbital motion) in terms of forces.
P3.6B - Predict how the gravitational force between objects changes when the distance
between them changes.

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Unit 4:

Pacing: 2 Weeks

Chapter 9 - Energy and Work
Chapter 25 - Waves

Lessons/Activities:

Genecon Lab
Popper Lab

Key Concepts/Vocabulary:

• Work
• Mechanical Energy
• Kinetic Energy
• Potential Energy
• Conservation of Energy
• Simple Harmonic Motion
• Pendulums
• Period
• Frequency
• Springs
• Speed of Waves
• Amplitude
• Types of Waves
• Doppler Effect

- When a force moves an object in the direction of the force, the work done equals the product of the average force and distance the object moves
- The energy of an object enables it to do work
- The law of conservation of energy states that energy cannot be created or destroyed
- A vibration is a wiggle in time, and a wave is a wiggle in time and space
- In a transverse wave, the medium moves at tight angles to the direction in which the waver travels

Unit 4: **Pacing:** 2 Weeks

- In a longitudinal wave, the medium moves back and forth parallel to the direction in which the wave travels
- Interference patterns occur when waves from different sources arrive at the same point at the same time
- The Doppler effect is an observed shift in frequency received due to motion of a vibrating source toward or away from a receiver
- When an object moves through a medium faster than the speed of waves in the medium, a bow wave or shock wave spreads out behind it

Unit 4: **Pacing:** 2 Weeks

Standards:

P3.2B - Compare work done in different situations.
(P4.1B) - Explain instances of energy transfer by waves and objects in everyday activities (e.g., why the ground gets warm during the day, how you hear a distant sound, why it hurts when you are hit by a baseball).
P4.1c - Explain why work has a more precise scientific meaning than the meaning of work in everyday language.
P4.1d - Calculate the amount of work done on an object that is moved from one position to another.
P4.1e - Using the formula for work, derive a formula for change in potential energy of an object lifted a distance *h*.
(P4.2C) - Explain how energy is conserved in common systems (e.g., light incident on a transparent material, light incident on a leaf, mechanical energy in a collision).
(P4.2D) - Explain why all the stored energy in gasoline does not transform to mechanical energy of a vehicle.
P4.2e - Explain the energy transformation as an object (e.g., skydiver) falls at a steady velocity.
P4.2f - Identify and label the energy inputs, transformations, and outputs using qualitative or quantitative representations in simple technological systems (e.g., toaster, motor, hair dryer) to show energy conservation.
P4.3A - Identify the form of energy in given situations (e.g., moving objects, stretched springs, rocks on cliffs, energy in food).
P4.3B - Describe the transformation between potential and kinetic energy in simple mechanical systems (e.g., pendulums, roller coasters, ski lifts).
P4.3C - Explain why all mechanical systems require an external energy source to maintain their motion.
P4.3d - Rank the amount of kinetic energy from highest to lowest of everyday examples of moving objects.
P4.3A - Identify the form of energy in given situations (e.g., moving objects, stretched springs, rocks on cliffs, energy in food).
P4.3B - Describe the transformation between potential and kinetic energy in simple mechanical systems (e.g., pendulums, roller coasters, ski lifts).
P4.3e - Calculate the changes in kinetic and potential energy in simple mechanical systems (e.g., pendulums, roller coasters, ski lifts) using the formulas for kinetic energy and potential energy.
P4.1B - Explain instances of energy transfer by waves and objects in everyday activities (e.g., why the ground gets warm during the day, how you hear a distant sound, why it hurts when you are hit by a baseball).

Unit 4: **Pacing:** 2 Weeks

P4.4A - Describe specific mechanical waves (e.g., on a demonstration spring, on the ocean) in terms of wavelength, amplitude, frequency, and speed.

P4.4B - Identify everyday examples of transverse and compression (longitudinal) waves. P4.4C - Compare and contrast transverse and compression (longitudinal) waves in terms
of wavelength, amplitude, and frequency.

P4.4d - Demonstrate that frequency and wavelength of a wave are inversely proportional
in a given medium.

P4.4e - Calculate the amount of energy transferred by transverse or compression waves of different amplitudes and frequencies (e.g., seismic waves).
P4.5A - Identify everyday examples of energy transfer by waves and their sources. P4.5B - Explain why an object (e.g., fishing bobber) does not move forward as a wave
passes under it.
P4.5D - Explain how waves propagate from vibrating sources and why the intensity
decreases with the square of the distance from a point source.

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Unit 5:

Pacing: 2 Weeks

Chapter 26 - Sound
Chapter 27 - Light
Chapter 29 - Reflection and Refraction

Lessons/Activities:

Speed of Sound Lab
Index of Refraction Lab

Key Concepts/Vocabulary:

• Mediums
• Beats
• Resonance
• E&M Waves
• Spectrum
• Energy of E&M Waves
• Reflection
• Refraction
• Mirrors

- Sound waves are produced by the vibration of material objects
- Sound waves consist of traveling pulses of high pressure zones, or compressions, alternating with pulses of low pressure zones, or rarefactions
- Every object vibrates at its own set of natural frequencies
- Like any waves, two sound waves can exhibit interference and make sound louder or softer
- Light has a speed of 300,000 km/s in a vacuum, and lower average speeds in matter
- Light is energy that travels in electromagnetic waves within a certain range of frequencies
- Light waves are transverse, so they can be polarized (with vibrations all in the same

direction)
- In reflection, a wave reaches the boundary between two media and bounces back into the first medium
- In refraction, a wave reaches the boundary between two media and changes direction as it passes into the second medium

Standards:

(P4.5C) - Provide evidence to support the claim that sound is energy transferred by a wave, not energy transferred by particles.
(P4.5D) - Explain how waves propagate from vibrating sources and why the intensity
decreases with the square of the distance from a point source.
(P4.5E) - Explain why everyone in a classroom can hear one person speaking, but why an
amplification system is often used in the rear of a large concert auditorium.
(P4.6B) - Explain why radio waves can travel through space, but sound waves cannot.

(P4.6D) - Explain why we see a distant event before we hear it (e.g., lightning before thunder, exploding fireworks before the boom).
P4.5D - Explain how waves propagate from vibrating sources and why the intensity decreases with the square of the distance from a point source.
P4.6A - Identify the different regions on the electromagnetic spectrum and compare them in terms of wavelength, frequency, and energy.
P4.6B - Explain why radio waves can travel through space, but sound waves cannot. P4.6C - Explain why there is a time delay between the time we send a radio message to
astronauts on the moon and when they receive it.
P4.6D - Explain why we see a distant event before we hear it (e.g., lightning before
thunder, exploding fireworks before the boom).
P4.6h - Explain the relationship between the frequency of an electromagnetic wave and
its technological uses.
P4.r7a - Calculate and compare the energy in various electromagnetic quanta (e.g., visible
light, x-rays) *(recommended)*.
P4.9A - Identify the principle involved when you see a transparent object (e.g., straw, a
piece of glass) in a clear liquid.
P4.9B - Explain how various materials reflect, absorb, or transmit light in different ways.
P4.9C - Explain why the image of the Sun appears reddish at sunrise and sunset. P4.8A - Draw ray diagrams to indicate how light reflects off objects or refracts into transparent media.
P4.8B - Predict the path of reflected light from fl at, curved, or rough surfaces (e.g., flat
and curved mirrors, painted walls, paper).
P4.8d - List and analyze everyday examples that demonstrate the interference
characteristics of waves (e.g., dead spots in an auditorium, whispering galleries, colors in a CD, beetle wings).
P4.8e - Given an angle of incidence
P4.8f - Explain how Snell's Law is used to design lenses (e.g., eye glasses, microscopes,
telescopes, binoculars).

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Advanced Physical Education Curriculum (High School)

Units for Advanced Physical Education Class (High School)

Grade

Assessment

Curriculum Map

GRADE/SUBJECT : High School - Physical Education

10,11,12			Lesson/Activities			
10,11,12	Pickleball	1,2,3,and 5	Pickleball	Serve, ground strokes, Doubles Tournament	Pickleball paddles, pickleballs, nets, poster board, duct tape,	Daily Teacher Observation, written test
			Rules	serve order, drop shot, drive, smash, lob		
	Badminton	1,2,3, and 5	Serve, ground strokes, Doubles Tournament	rules, serve order, drop shot, smash, drive, lob shot	Badminton Racquets, Shuddlecocks, Nets,	Daily Teacher Observation
10,11,12			Rules			
	Basketball	1,2,3,5 and 6	3 on 3 Basketball Tournament, Full court T	Scoring, Substitutions	Basketballs, Basketball Courts	Daily Teacher Observation

	Swimming	1,2,3,5,and 6	Lap Swim, Treading Water, water aerobics, stroke work, safety behavior/skills, water exercises, flip turn, tips/volleyball water game, sharks and minnows, underwater swim	Circle Swim, Relay, Butterfly, Backstoke, Breaststroke, Freestyle, Treading Water, Survival Float, Flip turn, safety skills	Pool	Daily Teacher Observation

	Nutrition Unit	4,6	Worksheet evaluating Body Mass Index, Cardio level as it relates to,fitness, Calorie Intake,and Healthy Body Weight using the computer.	Body Mass Index (BMI) , Basal Metabolic Rate, Resting Metabolic Rate, Resting Heart Rate,	Computer Lab, Scale	Written Assessment
10,11,12						
	Soccer	1,2,3,5,6	dribbling drills, shooting drills, sideline throw In practice, team tournament	dribbling, shooting, team work	gym, outside field, soccer ball, indoor soccer ball	Participation and Daily Teacher Observation
10,11,12						
	Volleyball	1,2,4,5	setting drills, serving underhand and/or overhand drills, bumping drills, spiking drills, rotation demonstation, explanation of rules, team volleyball tournament	side out, set, spike, bump, volley, rotation,	volleyballs, nets,	Serving skill test, volleying test
10,11,12						
	Speedball	1,2,4,5		knowledge of the rules, game strategy		Participation, Daily Teacher Observation
10,11,12						
	Football	1,2,4,5	explanation of touch and/or flag football rules	field goal, touch down, two hand touch, first-fourth downs	football	Participation, Daily Teacher Observation
10,11,12						
	Fitness Test	1,2,3,4,5,6	push up test, sit up test, jump rope test, shuffle test, wall sit test, 40 yd dash time, mile time (Pre and Post Test)	Skill improvement from the beginning to the end of the trimester	Fitness Gram	Improvement from the pre and post test
10,11,12						

Lifetime Activities Curriculum (High School)

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Grade ssessments Notes

Curriculum Map

10,11,12

GRADE/SUBJECT : High School - PE Lifetime Activities

	Units For Lifetime Activities Course						
10,11,12							
10,11,12	Tennis (Net/Wall)	Standards 1,2,3, and 5	Serve, Ground Strokes	rules, serve, fault, double fault, ad-in, ad-out, deuce, drop shot, drive, smash, lob	tennis rackets, tennis balls, tennis courts, poster board	Daily Teacher Observation, written test	As time, weather, class make up, and resources permits
			Doubles Tournament				
			Rules				
	Pickleball (Net/Wall)	Standards 1,2,3, and 5	Serve, ground strokes, Doubles Tournament	rules, three digit scoring, double bounce rule,	Pickleball paddles, pickleballs, nets, poster board, duct tape,	Daily Teacher Observation, written test	
10,11,12			Rules	serve order, drop shot, drive, smash, lob			
	Badminton (Net/Wall)	Standards 1,2,3, and 5	Serve, ground strokes, Doubles Tournament	rules, serve order, drop shot, smash, drive, lob shot	Badminton Racquets, Shuttlecocks, Nets,	Daily Teacher Observation	
			Rules				

	Tips (Target)	Standards 1,2,3, and 5	Basketball shot, rebounding skills, Tournament	rules, scoring,half court shot, rebounding,	Basketball, Basketball Hoops	Daily Teacher Observation	
			Rules				
	Cardio Fitness (Health Related Fitness)	Standards 4 and 6	Weekly Mile Run	Benefits of Cardio Fitness using the mile run. Sprint and Pacing Concepts presented	Stop watch, track	Mile Time	

10,11,12	Swimming (Aquatic)	Standards 1, 2, 3, 5, 6	Lap Swim, Treading Water, water aerobics, stroke work, safety behavior/skills, water exercises, flip turn, tips/volleyball water game, sharks and minnows, underwater swim	Benefits and importance of swimming safety, water skills, and cardio fitness. Vocabulary includes: Circle Swim, Relay, Butterfly, Backstoke, Breaststroke, Freestyle, Treading Water, Survival Float, Flip	Access to the Pool	Daily Teacher Observation	
10,11,12	Leisure Activities (Health Related Fitness and Outdoor Pursuits)	Standards 1, 2, 3, 4, 5, 6	Invasion Games, Target Games, Strategic Games	Promoting the enjoyment of various leisure activities in group situations	Golf Disk, Corn hole throws, corn hole base, archery Targets, bows and arrows, hand guards, Kin Ball, Lightweight volleyballs and soccer balls, Bocce Balls, playing cards, foam balls, nature walks, lightening basketball	Participation and Daily Teacher Observation	
10,11,12	Golf (Target)	Standards 1, 5, and 6	Grip, Basic Swing, Ball Striking Practice	Proper Grip, Swing Plane	Golf balls (used for indoor), Golf Clubs	Participation and Daily Teacher Observation	
10,11,12	Field Trip Bowling: Only one of the two field trips will be allowed	Standards 1,2,3,4,5,6	Learn how to score bowlling and then go on a bowling field trip	The enjoyment of this recreational activity. Bowling Grip, Bowling motion, Strike, Spare	Bowling Alley, Bussing, School funding	Participation and written scoring test	
10,11,12	Field Trip Sky Zone: Only one of the two field trips will be allowed	Standards 3, 5, 6	Using trampolines to promote team building and and enjoyment of physical activities	Team building Activities and various activities on the trampolines	Sky zone facility, Bussing, School funding, and a money contribution from each student	Participation and Teacher Observation	

10,11,12	Nutrition Unit	Standards 4 and 6	Worksheet evaluating Body Mass Index, Cardio level as it relates to,fitness, Calorie Intake,and Healthy Body Weight using the computer	The importance of knowing about basic nutrition and how it applies to an individuals body make up using: Body Mass Index (BMI) , Basal Metabolic Rate, Resting Metabolic Rate, Resting Heart Rate,	Computer Lab, Scale	Written Assessment	
10,11,12							
10,11,12	Fitness Test (Health Related Activities)	Standards 1,2,3,4,5, and 6	Push up max, 1 min. jump rope, 1 min sit up count, 40 yd. dash, wall sit max, shuffle time test	Show improvement from the beginning and the end of the trimester	stop watch	Evidence of Improvement	
10,11,12	soccer (Target)	Standards 1,2,3,4,5, and 6	soccer tournament	Rules, dribble, soccer goal kick	soccer ball, goals	Participation and Teacher Observation	
10,11,12	Volleyball (Net/Wall)	Standards 1,2,3,4,5, and 6	Team Games	Rules, rotation, underhand and overhand serves, spike, bumping, setting. Team work	Volleyballs, Volleyball nets	Participation and Teacher Observation	
10,11,12	Elephant Ball (Striking/Fielding)	Standards 1,2,3,4,5, and 6	Team Games	Rules, Throwing, Batting, Catching, Base Running	Softball Field, Bats, Balls	Participation and Teacher Observation	
10,11,12	Running (Health Related Fitness)	Standards 1,3,4, and 6	Weekly Mile Run	Show improvement from the beginning and the end of the trimester	Track, Stop Watch	Time Improvement	
10,11,12							
10,11,12	Personal, Social Domain	Standard 5,6	Following Direction, Respect, Responsibility, Self Control, Best Effort, Compassion	Demonstrates a proper attitude in both winning and losing.	N/A	Daily Teacher Observation	

8th Grade Physical Education Curriculum

Unit

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Curriculum Map

GRADE/SUBJECT : Middle School - Physical Education

Physical Education Grade						
	FITNESS	S1,2,3,4,5,6	Individual skill development, Heart rate lessons zones, Coopertive games, Weight lifting, Weight Room Concepts, Safety, Circuit training, Height & Weight, Body Mass Index (BMI), Major Muscle Locations, Flexiblty, Cardiovasuclar Endurance, Warm-ups, Group work, Team Games, SMART Goals, FITT	Back Saver Sit and Reach, PACER, Spotting, Heart rate, Muscle Groups, Sets and Repititions, Toning, Muscular Strength and Endurance, Cardiovascular Endurance, Aerobic, Anerobic, Muscular Strength and Endurance, Line Warm Ups, Five in Five drills, P90X, Fitness Videos	Sound System, FitnessGram Compnenets, Weights, Cardio equipment, Medicine balls, Laptop, Projector, Jump Ropes	FitnessGram

8	INVASION (Ultimate Frisbee, Speedball, Team Handball, Satryan, OmniKin, Four Corners, Capture the Flag, Basketball, Gaga ball, Hockey, Soccer)	S1,2,3,4,5,6	Students will…M.IG.08.01 demonstrate off-the-ball tactical movements (e.g., maintaining possession, attacking goal, creating space, using space in attack), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified invasion games (e.g., small-sided games, such as 4 vs. 4). M.IG.08.02 demonstrate on-the-ball tactical movements of scoring (e. g., passing, receiving, shooting, attacking the goal, creating and using space), preventing scoring (e.g., defending space, defending goal, winning the object), and starting/restarting game play (e.g., to initiate play or from sideline) during modified invasion games (e.g., small-sided games, such as 4 vs. 4)	Forehand pass backhand, meet passes, short pases, teamwork, communication, jump shot, evalvate, center. Lead up games, Skill practice and drills, Individual, Partner, and Group Work, Games, Rules and Guidelines, Tournament Play	Satryan ball, Soccer ball, Team Handball, Frisbees,Multiple Goals and Nets, Basketball Hoops, Jerseys, Cones, Lined Fields, Gaga,Satryan Ball	Performance assessment on passing, catching, coverting etc.

	NET/WALL (Pickleball, Tennis, Eclipse Ball (Jr.), Badminton, Speedminton)	S1,2,3,4,5,6	Students will... M.NG.08.01 demonstrate selected elements of tactical problems, including off-the-object problems of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/team) during modified net/wall games (e.g. small sided games.) M.NG.08.02 demonstrate tactical problems, including on-the-object movements of scoring (e. g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/team) during modified net/wall games (e.g., small-sided games, such as 2 vs. 2 to 6 vs. 6).	Key Concepts: Serving, Forehand, Backhand, Rallying, Scoring. Vocabulary: Ace, Baseline, Butt, Deuce, Double Fault, Face, Fault, Head, Let, Lob, Love, Match, Overhead Smash, Rally, Set, Shaft, Volley. Lead up games, Skill practice and drills, Individual, Partner, and Group Work, Games, Rules and Guidelines, Tournament Play	Pickleballs, tennis racquets, birdies, nets	Teacher Observation Active Participation Skills Assessment

	TARGET (Bocce ball, Corn hole, Frisbee golf)	S1,2,3,4,5,6	Students will… M.TG.08.01 demonstrate use of strategies for tactical problems, such as accuracy in distance and direction (e.g., reducing number of shots/strokes, implement selection, set up routine/starting position) during 1 vs. 1 target games. M.TG.08.02 demonstrate use of selected strategies for tactical problems of accuracy in trajectory (e.g., shot execution/placement modifying flight pattern, spin) during 1 vs. 1 target games.	Leisure activities, sportsmanship, safety, rules	Bocce balls, corn holes sets, bean bags, golf targets, discs	Teacher Observation Active Participation Skills Assessment
8	STRIKING/FIELDING (Bunkerball, Softball)	S1,2,3,4,5,6	Students will… M.SG.08.01 demonstrate infield and outfield tactical movements, including scoring and staying in (e.g., getting on base, moving the runner, advancing to next base, defending object, scoring runs), preventing scoring (e.g., defending space, defending bases, defending space as a team, getting batter out, restricting run scoring), and communicating/ umpiring during modified striking/fielding games (e.g., 8 vs. 8, 4 outfielders and 4 infielders focus on runner advancing to third).	Eye contact, follow through, lead off, hand eye coordination.	Cones bats, balls, cones, gloves	Teacher Observation Active Participation Skills Assessment

8	NET/WALL (Tennis, pickleball,badminton, eclipse ball (Jr.))	S1, 2,3,5,6	Students will… M.NG.08.01 demonstrate selected elements of tactical problems, including off-the-object problems of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/team) during modified net/wall games. (e.g. small sided games.) M.NG.08.02 demonstrate tactical problems, including on-the-object movements of scoring (e. g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/team) during modified net/wall games (e.g., small-sided games, such as 2 vs. 2 to 6 vs. 6).	Racquet grip, follow through, eye contact, overhand, underhand, fault, score keeping,	Racquets, Nets, Pickle Ball, Tennis Ball, Omnikin ball, Pump, Jerseys	Serving

	Outdoor Pursuits	S1,2,3,5,6	Students will… M.OP.08.01 demonstrate use of movement concepts in outdoor pursuits with self and equipment in dynamic settings. M.OP.08.02 demonstrate use of locomotor skills in outdoor pursuits with self and equipment in dynamic settings. M.OP.08.03 demonstrate use of non-locomotor skills in outdoor pursuits with self and equipment in dynamic settings. M.OP.08.04 demonstrate ability to safely manipulate or use equipment in selected outdoor pursuits in dynamic settings. M.OP.08.05 demonstrate ability to make minor repairs to equipment in selected outdoor pursuits in dynamic settings.		Varies to activity	
	RHYTHMIC ACTIVITIES (Yoga, Dance,Tumbling)	S 1,2,3,4,5,6	Students will… M.RA.08.01 Demonstrates rhythmic movement patterns with pathways using different qualities of movement.	Safety, spotters, balance, core, posture	Mats, safe area, music, sound system	Teacher Observation, Active Participation, Skills Assessment

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : Middle School - Band

GROUP ASSESSMENTS

- **Recordings**

  MSBOA Adjudication

INDIVIDUAL ASSESSMENTS Written

Exams Practice Assignments
Chair Placement Auditions
Playing Tests

The following standards are embedded throughout the year and are present in all units applicable:

Perform on at least one instrument independently - alone and in small or large ensembles - with proper posture, intonation, playing position and good breath support or stick control.

Perform with expression and technical accuracy on one instrument a repertoire of instrumental literature with a level of difficulty level of 1.5 to 3 on a scale of 1 to 6.

Perform music representing diverse genres and cultures with expression and style appropriate for the work being performed.

Define concepts of articulation, intervals, key signature, music notation, tone, intonation, rhythm/meter and expression markings using standard music terminology.

Exhibit and explain appropriate small and large ensemble performance techniques and etiquette for formal and informal concerts.

Design and apply criteria for making informed judgments regarding the effectiveness of musical performances and evaluate musical performances by comparing them to exemplary models.

Unit/Essential Question	Standard	Learning Target	Resources/Mentor Texts	Assessment
Playing Fundamentals	Be able to perform the Bb, Eb, Ab, F and a one or two octave chromatic scale with accuracy.	I can play five scales correctly with good tone.	Tradition of Excellence - Book 2, various scale handouts	Playing tests and chair placement auditions.
	Understand and perform basic rhythm patterns correctly and fluently.	I can count and play all rhythm patterns commonly found in grade 1.5-3 literature.	Tradition of Excellence Book 2, rhythm handout and digital media on screen, current literature.	Director feedback, written exams.
	Use the correct breath support and sticking pattern to achieve a characteristic sound.	I can use the appropriate breath support and sticking technique appropriate for my level of playing.	Breathing gym, breathing exercises, percussion exercises, Vic Firth videos.	
	Be able to read and interpret articulation, dynamic and style markings.	I can understand and perform all articulations, dynamics and style markings commonly found in grade 1.5-3 literature.		Director feedback, written exams.
Sight-reading and	Be able to perform a	I can play a large variety of	Level appropriate band	Director feedback, recordings,

performing general and holiday literature	large variety of general band literature.	styles of music in an ensemble setting.	literature from educational publishers.	self-evaluation and playing tests.
	Be able to perform a various sacred and secular holiday band literature.	I can play four different holiday pieces at a concert level quality.	Level appropriate band literature from educational publishers.	Director feedback, recordings, self-evaluation, playing tests, concert feedback.
	Be able to sight-read a large number of literature in an ensemble setting.	I can sight-read music with an appropriate level of accuracy and interpretation in an ensemble setting.	Level appropriate band literature from educational publishers.	Director feedback, and self-evaluation.
Rehearsing and performing band festival literature	Be able to perform a march for the MSBOA band festival.	I can interpret and play appropriate march style for the type of march selected including correct articulations, dynamics and balance.	An appropriate leveled march from a well regarded composer.	MSBOA rubric, MSBOA trained adjudicators.
	Be able to perform a required piece at MSBOA band festival.	I can play a required piece with correct tone, articulation, rhythm, technique and interpretation.	An appropriate leveled from the MSBOA basic music list.	MSBOA rubric, MSBOA trained adjudicators.
	Be able to perform a selected piece at	I can play a selected piece with correct tone,	An appropriate leveled piece from a well	MSBOA rubric, MSBOA trained adjudicators.

	MSBOA band festival.	articulation, rhythm, technique and interpretation.	regarded composer.	
	Be able to sight-read and perform a new piece at the MSBOA band festival.	I can sight-read an MSBOA selected piece with correct tone, articulation, rhythm, technique and interpretation.	A piece chosen by MSBOA.	MSBOA rubric, MSBOA trained adjudicators.
	Be able to work well with a guest clinician.	I can work with and respond to a guest clinician with respect.	Band Festival music and expert clinician.	Recordings, feedback from director.
Rehearsing and performing general and popular literature	Be able to rehearse a large variety of general and popular band literature.	I can play a large variety of styles of music in an ensemble setting.	Level appropriate band literature from educational publishers.	Concert Evaluations.
	Be able to perform general and popular band literature.	I can play four different pieces at a concert level quality.	Level appropriate band literature from educational publishers.	
	Be able to listen to and evaluate recordings of professional musicians	I can be an active listener and evaluate professional recordings and	Recordings from director library, Spotify and YouTube.	Written assignments.

	and ensembles.	performances.		
Learning and executing parade marching techniques	Be able to identify and perform basic marching posture.	I can stand at attention, use the correct horn angle and horn carriage.		Director feedback.
	Be able to identify and execute basic parade marching.	I can march a roll step, guide straight lines and turn corners with an ensemble.		Director feedback.
	Be able to memorize two short patriotic pieces.	I can memorize short pieces and perform them while marching in a parade.		Director feedback, playing tests.
	Be able to perform in the Spring Lake Memorial Day parade.	I can successfully march in a 1.5 mile parade while playing in the right style and marching accurately.		Recordings, photographs, director and audience feedback.

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : High School - Health

KEY COURSE OBJECTIVES/ ENDURING UNDERSTANDINGS Important ideas and core processes	UNIT PACING Names of units and approximate pacing	UNIT LEARNING TARGETS By the end of the unit, students will be able to...	STANDARD Which standards (i.e. common core, MMC, etc.) does this address?
	Unit 1 - Self Awareness (Approx. 4 weeks)	• use several assessments to identify their personality characteristics. • understand their personality characteristics. • understand the difference between their personality and those of their friends and families. • to decipher the personality of another person and figure out how to coexist with people of different personalities. • understand the basic theory of Eric Erickson and Abraham Maslow and how they relate to the development of our personalities. • to evaluate the level of self esteem that they have for themselves and those of others. • recognize and use positive skills to build their own self esteem.	**ALL STANDARDS DESCRIPTIONS ARE IN THE MICHIGAN LIFE MANAGEMENT EDUCATION CONTENT STANDARDS AND BENCHMARKS FOUND AT THE DEPARTMENT OF EDUCATION WEBSITE** Content Standard 1: H1.1 Content Standard 3: H3.1, H3.2, H3.3, H3.5, H3.6, H3.7 Content Standard 4: H4.2, H4.3, H4-5, H4.7, H4.8, H4.9 Content Standard 5: H5.2, H5.4 Content Standard 6: H6.1, H6.3, H6.4, H6.6, H6.6.10 Content Standard 10: H10.4
	Unit 2 - Interpersonal Communication (Approx. 4 weeks)	• understand how to read the non-verbal cues from others. • understand how their non-verbals cues affect their relationships with others. • understand how to communicate effectively using active listening skills.	Content Standard 1: H1.2, H1.3, H1.5, H1.6, H1.7 Content Standard 2: H2.3 Content Standard 3: H3.1, H3.2, H3.4, H3.6 Content Standard 4: H4.1, H4.3, H4.4, H4.5, H4. 7, H4.9

		• understand different types of communication road blocks that can negatively affect relationships. • use refusal skills that help them will help them stay out of negative situations. • know skills that will help them cope with bullying, either of them self or others. • understand about to better communicate with parents. • have skills to resolve conflicts in an assertive manner. • understand what cyber-bullying is and how to prevent/stop it.	Content Standard 9: H9.1, H9.2, H9.3

KEY COURSE OBJECTIVES/ ENDURING UNDERSTANDINGS Important ideas and core processes	UNIT PACING Names of units and approximate pacing	UNIT LEARNING TARGETS By the end of the unit, students will be able to...	STANDARD Which standards (i.e. common core, MMC, etc.) does this address?
	Unit 3: Coping with Life (Approx. 4 weeks)	• detect when stress is overpowering and have skills to help relieve stress in a positive manner. • understand the difference between self affirming and self defeating behaviors. • know which foods help deal with stress and which foods are “food stressors”. • understand the signs and symptoms and the diagnosis of clinical depression. • know what types of behaviors could occur if depression is not dealt with and treated. • understand the different types of treatment available for depression and where to get help. • understand why people self injure and how to deal with a friend who self injures. • understand why people would want to commit suicide. • understand the signs of potential suicide and where to go for help. • understand the factors that may cause an eating disorder. • be aware of the signs and symptoms of eating disorders. • be aware of treatment possibilities and where to go for help. • be aware of the reasons for and the signs of addiction. • be aware of ways to get help and cope if living with someone who is suffering from and addiction. • know how to help a friend who is dealing with a family member that is addicted. • where to go for help. • know the stages of the grieving process and how it affects a person and that everyone handles grief in their own way. • understand that grief and the pain of loss can occur in many situations (death, loss of friendship, divorce, etc.)	Content Standard 1: H1.1, H1.2, H1.3, H1.7 Content Standard 2: H2.1, H2.2, H2.3, H2.4, H2.5 Content Standard 3: H3.1, H3.2, H3.3, H3.4, H3.5, H3.6, H3.7 Content Standard 4: H4.1, H4.2, H4.3, H4.4, H4.5, H4.6, H4.7, H4.8, H4.9 Content Standard 6: H6.1, H6.2, H6.3, H6.4, H6.5, H6.8, H6.9 , H6.10 Content Standard 7: H7.1, H7.2, H7.3 Content Standard 10: H10.1, H10.2, H10.3, H10.4

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : High School - Civics

KEY COURSE OBJECTIVES/ ENDURING UNDERSTANDINGS Important ideas and core processes	UNIT PACING Names of units and approximate pacing	UNIT LEARNING TARGETS By the end of the unit, students will be able to...	STANDARD Which standards (i.e. common core, MMC, etc.) does this address?

• The purpose of government. • How governments form. • Differences between different styles of government. (Democracy/Dictatorship; Unitary/Federal/Confederate; direct democracy/representative democracy) • Review the Core Democratic Values & their application.	• Intro to Government Unit • Approximately 1 week	• Identify why governments exist, powers governments have. • Explain theories of how governments were formed, including the United States. • Explain the purposes of the US Government. • Compare dictatorship with democracy, direct democracy with representative democracy, unitary/federal/confederate government structures, parliamentary and presidential styles of government. • Explain & compare the CDVs and their importance to our country.	1.1.2 Explain/provide examples of the concepts “power,” “authority,” & “sovereignty.” 1.1.3 Identify/explain competing arguments about the necessity & purposes of government. 1.2.1 Identify/provide examples of different forms of governmental structures including monarchy, democracy, authoritarian, constitutional republic states. 1.2.2 Explain purposes/uses of constitutions in defining & limiting government 1.2.3 Compare/contrast parliamentary, federal, confederal, & unitary systems of government by analyzing similarities & differences in sovereignty, diffusion of power, & institutional structure. 1.2.4 Compare/contrast direct & representative democracy. 3.2.1 Explain how the principles of enumerated powers, federalism, separation of powers, bicameralism, checks & balances, republicanism, rule of law, individual rights, inalienable rights, separation of church & state, & popular sovereignty serve to limit the power of government.

KEY COURSE OBJECTIVES/ ENDURING UNDERSTANDINGS Important ideas and core processes	UNIT PACING Names of units and approximate pacing	UNIT LEARNING TARGETS By the end of the unit, students will be able to...	STANDARD Which standards (i.e. common core, MMC, etc.) does this address?
• Fundamental ideas of government taken from England (rule of law, limited government, government based on a contract • Colonial America and what lead to our Revolutionary War • The Articles of Confederation and why it failed • Creating the Constitution and the compromises that went into it. • Ratification of the Constitution	• Colonial America - Constitution Unit • Approximately 2 weeks	• Identify the English ideas of government that become the foundation for U.S. government • Explain the cause and effect of England's actions and the Colonies eventual revolution • Differentiate between the Declaration of Independence and the Constitution • Critique the Founding Fathers' decision to allow slavery to continue under the new Constitution • Compare the U.S. under the rule of England, Articles of Confederation and the Constitution • Compare the Federalists and Anti-Federalists	2.1.1 Explain the historical/philosophical origins of American constitutional government & evaluate the influence of ideas found in the Magna Carta, English Bill of Rights, Declaration of Independence, Articles of Confederation, & selected Federalist Papers, John Locke's Second Treatise. 2.1.2 Explain the significance of the major debates & compromises underlying the formation & ratification of American constitutional government including the Virginia & New Jersey plans, the Great Compromise, debates between Federalists & Anti-Federalists, debates over slavery, & the promise for a bill of rights after ratification. 2.1.3 Explain how the Declaration of Independence, Constitution & Bill of Rights reflected political principles of popular sovereignty, rule of law, checks & balances, separation of powers, social compact, natural rights, individual rights, separation of church & state, republicanism & federalism. 2.2.1 Identify/explain the fundamental values of America's constitutional republic & their reflection in the principles of the United States Constitution.
• The role of Congress in the federal government • The jobs/powers of Congress in the federal government • How laws are made • How to communicate with an actual lawmaker	• Legislative Unit • Approximately 1 week	• Compare the House of Representatives with the Senate • Summarize some of the major powers of our Legislative Branch • Understand the role of the Legislative branch in relation to the other branches of government • Create a "bill" and take it through the bill to law process. • Communicate with a legislator	3.1.1 Analyze the purposes, organization, functions, and processes of the legislative branch as enumerated in Article I of the Constitution. 6.1.5 Make a persuasive, reasoned argument on a public issue and support using evidence.

KEY COURSE OBJECTIVES/ ENDURING UNDERSTANDINGS Important ideas and core processes	UNIT PACING Names of units and approximate pacing	UNIT LEARNING TARGETS By the end of the unit, students will be able to...	STANDARD Which standards (i.e. common core, MMC, etc.) does this address?
• The role of the President in the federal government • The jobs/powers of the Executive Branch in the federal government • The role of the Executive branch in foreign policy	• Executive Unit • Approximately 1 week	• Understand the qualifications for President • Summarize some of the major powers of our Executive Branch • Understand the role of the Executive branch in relation to the other branches of government • Evaluate and make a judgement about the effectiveness of the Electoral College system. • Understand foreign policy decisions and international groups the U.S. is a part of	3.1.2 Analyze the purposes, organization, functions, and processes of the executive branch as enumerated in Article II of the Constitution. 4.1.2 Describe the process by which United States foreign policy is made, including the powers the Constitution gives to the president; Congress and the judiciary; and the roles federal agencies, domestic interest groups, the public, and the media play in foreign policy. 4.1.3 Evaluate the means used to implement U.S. foreign policy with respect to current or past international issues.
• The role of the Supreme Court in the federal government • The jobs/powers of the Judicial Branch in the federal government • How our judicial system works • Civil liberties and the protection of them by the Bill of Rights	• Judicial Unit • Approximately 2 weeks	• Understand the organization of the Judicial Branch • Summarize some of the major powers of our Judicial Branch • Understand the role of the Judicial branch in relation to the other branches of government • Evaluate and make a judgement about a sampling of landmark Supreme Court cases that have impacted individual rights • Connect concepts about individual rights with the real life examples/ scenarios shared by a police officer • Summarize some of the civil liberties and due process protections provided to people in the United States	3.1.3 Analyze the purposes, organization, functions, and processes of the judicial branch as enumerated in Article III of the Constitution. 3.2.4 Explain the role of the Bill of Rights and its amendments in restraining the power of government over individuals. 6.1.2 Locate, analyze, and use various forms of evidence, information, and sources about a significant public policy issue, including legal documents, non-text based information and other forms of political communication. 6.2.6 Analyze different ways people have used civil disobedience, the different forms civil disobedience might take and their impact. 2.2.3 Use past and present policies to analyze conflicts that arise in society due to competing constitutional principles or fundamental values. 2.2.5 Use examples to investigate why people may agree on constitutional principles and fundamental values in the abstract, yet disagree over their meaning when they are applied to specific situations.

KEY COURSE OBJECTIVES/ ENDURING UNDERSTANDINGS Important ideas and core processes	UNIT PACING Names of units and approximate pacing	UNIT LEARNING TARGETS By the end of the unit, students will be able to...	STANDARD Which standards (i.e. common core, MMC, etc.) does this address?
			3.2.2 Use court cases to explain how the Constitution is maintained as the supreme law. 3.4.3 Explain the meaning and importance of equal protection of the law. 3.4.4 Describe considerations and criteria that have been used to deny, limit, or extend protection of individual rights. 5.3.1 Identify and explain personal rights. 5.3.7 Using the 4th, 5th, 6th, 7th and 8th Amendments, describe the rights of the accused; and using case studies / examples, explore the limit and scope of these rights.
• The relationship between the branches of government • The relationship between the national government and state governments • How amendments to the Constitution are made	• Federalism, Checks/Balances, Amendments Unit • Approximately 1 week	• Understand the relationship between each of the branches of government • Understand the relationship between the national government and state governments • Summarize the main way that the Constitution has been amended • Differentiate between powers of the national government and state governments • Analyze the tension between levels of government and the relationship between branches	3.2.1 Explain how the principles of enumerated powers, federalism, separation of powers, bicameralism, checks and balances, republicanism, rule of law, individual rights, inalienable rights, separation of church and state, and popular sovereignty serve to limit the power of government. 2.2.2 Explain and evaluate how Americans, either through individual or collective actions, use constitutional principles and fundamental values to narrow gaps between American ideals and reality with respect to minorities, women, and the disadvantaged. 3.2.5 Analyze the role of subsequent amendments to the Constitution in extending or limiting the power of government, including those expanding suffrage.

KEY COURSE OBJECTIVES/ ENDURING UNDERSTANDINGS Important ideas and core processes	UNIT PACING Names of units and approximate pacing	UNIT LEARNING TARGETS By the end of the unit, students will be able to...	STANDARD Which standards (i.e. common core, MMC, etc.) does this address?
• Why political parties exist in the U.S. • What factors determine how people vote in the U.S. • Key differences between the two major political parties in the U.S. • Understanding why/how people vote in the U.S. by talking with voters • The role of money in politics • The role of public opinion in politics	• Politics and Voting Unit • Approximately 2 weeks	• Understand a brief history of how the two major political parties in the U.S. developed • Differentiate the factors that help to determine the way people vote • Summarize the main differences between the two major parties in the U.S. • Assess how the election process works in the U.S. • Investigate about citizens' voting habits through polling and data analysis	5.1.1 Using examples, explain the idea and meaning of citizenship in the United States of America, and the rights and responsibilities of American citizens. 6.1.2 Locate, analyze, and use various forms of evidence, information, and sources about a significant public policy issue, including primary and secondary sources, legal documents, non-text based information, and other forms of political communication. 6.2.3 Describe how, when, and where individuals can participate in the political process at the local, state, and national levels. 6.2.6 Analyze different ways people have used civil disobedience, the different forms civil disobedience might take and their impact. 1.1.4 Explain the purposes of politics, why people engage in the political process, and what the political process can achieve. 3.5.1 Explain how political parties, interest groups, the media, and individuals can influence and determine the public agenda. 3.5.5 Evaluate the actual influence of public opinion on public policy. 6.1.4 Address a public issue by suggesting alternative solutions or courses of action, evaluating the consequences of each, and proposing an action to address the issue or resolve the problem. 3.2.5 Analyze the role of subsequent amendments to the Constitution in extending or limiting the power of government, including the Civil War/ Reconstruction Amendments and those expanding suffrage.

KEY COURSE OBJECTIVES/ ENDURING UNDERSTANDINGS Important ideas and core processes	UNIT PACING Names of units and approximate pacing	UNIT LEARNING TARGETS By the end of the unit, students will be able to...	STANDARD Which standards (i.e. common core, MMC, etc.) does this address?
• What makes a person a U.S. citizen • Differences between citizens and non-citizens • Behaviors/attitudes of good or active citizens • Participate in being an active citizen	• Citizenship Unit • Approximately 3 days	• Compare citizens with non-citizens • Evaluate the idea of good citizenship with the reality of our society today • Interview an elected official and draw conclusions about their position OR • Write and submit a letter to the editor of a local publication on a recent article OR • Volunteer and interview someone in a public position (political party, township, etc...) and draw conclusions about their level of government	5.1.1 Using examples, explain the idea and meaning of citizenship in the United States of America, and the rights and responsibilities of American citizens (e.g., people participate in public life, know about the laws that govern society, respect and obey those laws, participate in political life, stay informed and attentive about public issues, and voting). 6.2.3 Describe how, when, and where individuals can participate in the political process at the local, state, and national levels (including, but not limited to voting, attending political and governmental meetings, contacting public officials, working in campaigns, community organizing, demonstrating or picketing, boycotting, joining interest groups or political action committees); evaluate the effectiveness of these methods of participants. 6.2.9 Evaluate the claim that constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry.

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : High School - Geometry B

Suggested timeline	CCSS	Learning Target: Students will	Resources
Week 1	G.CO.C.11 Prove theorems about parallelograms. G.SRT.B.5 Use congruence criteria for triangles to solve problems and to prove relationships in geometric figures.	Find the sum of the angle measures in a polygon. Apply properties of parallelograms. Find the sum of the angle measures in a polygon. Apply properties of parallelograms.	6.1-6.6
Week 2	G.GPE.A.4 Use coordinates to prove simple geometric theorems algebraically. G.SRT.A.5 Use coordinates to compute perimeters of polygons. G.GPE.B.5 Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems.	Use the coordinate plane to classify polygons. Use coordinate geometry to determine relationships involving lines, angles, and figures.	6.7-6.8
Week 3	G.SRT.B.5 Use similarity criteria for triangles to solve problems and to prove relationships in geometric figures. G.GPE.A.5 Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems. G.GPE.A.7 Use coordinates to compute perimeters of polygons.	Identify and work with similar figures and understand how they can be used to solve problems. Use perpendicular lines, including the perpendicular bisector of a line segment.	7.1-7.3

Week 4	G.CO.D.12 Make formal geometric constructions with a variety of tools . . . constructing perpendicular lines, including the perpendicular bisector of a line segment. . . . G.SRT.B.4 Prove theorems about triangles. theorems include: a line parallel to one side of a triangle divides the other two proportionally and conversely	Construct triangles to help solve problems and prove theorems about triangles and side and angle relationships.	7.4-7.5
Week 5	G.SRT.C.6 Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles. G.SRT.C.7 Explain and use the relationship between the sine and cosine of complementary angles. G.SRT.C.8 Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. G.SRT.C.8 Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. G.SRT.D.11 Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).	Solve problems using trigonometric ratios. Use the Law of Sines and the Law of Cosines to solve problems.	8.1-8.3

Week 6	G.CO.A.2 Represent transformations in the plane using . . . compare transformations that preserve distance and angle to those that do not. G.CO.A.5 Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. G.CO.B.6 Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure	Perform translations, reflections, and rotations in the coordinate plane.	9.1-9.4
Week 7	G.CO.A.5 Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. G.CO.B.6 Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure. G.CO.B.7 Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent. G.CO.B.8 Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.	Find congruence transformations given the coordinates of the preimage and the image.	9.5
Week 8	G.SRT.A.1.b The dilation of a line segment is longer or shorter in the ratio given by the scale factor. G.SRT.A.2 Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar. G.SRT.A.3 Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.	Work with dilations of figures and scale factors. Perform similar transformations to decide if they are similar. .	9.6-9.7
Week 9	G.SRT.A.9 Derive the formula A = 1/2 ab sin(C) for the area of a triangle. G.GPE.B.7 Use coordinates to compute areas of triangles and rectangles. G.MG.A.1 Use geometric shapes and their measures to describe objects.	Students find the areas of regular polygons, including the areas of triangles. They also find the perimeters and areas of similar figures.	10.3-10.5

Week 10	G.C.A.2 Identify and describe relationships among inscribed angles, radii. G.C.B.5 Derive the formula for the area of a sector.	Find measures of central angles and arcs, circumference and arc length, and areas of circles. Work with sectors and segments of circles and should be able to find the areas of these sectors and segments.	10.6-10.7
Week 11	G.GMD.B.4 Identify the shapes of two-dimensional cross-sections of three dimensional objects. G.MG.A.1 Use geometric shapes, their measures, and their properties to describe objects. G.MG.A.1 Use geometric shapes, their measures, and their properties to describe objects.	Draw and use nets to visualize three-dimensional objects Find the surface areas of three-dimensional objects. Find surface areas and volumes of geometric figures, including prisms, cylinders, pyramids, cones, and spheres.	11.1-11.6
Week 12	G.GMD.A.1 Give an informal argument for the formulas for volume of a cylinder. G.GMD.A.3 Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.	Find surface areas and volumes of geometric figures, including prisms, cylinders, pyramids, cones, and spheres. They will also apply this information to find surface areas and volumes of similar solids.	11.4-11.7

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : High School - Geometry A

Suggested timeline	CCSS	Learning Target: Students will	Resources
Week 1	G.CO.A.1 Know precise definitions of angle based on the undefined notions of point, line, distance along a line.	Understand the basic tools of geometry: points, lines, planes, and angles.	1.1-1.5
Week 2	G.GPE.B.6 Find the point on a directed line segment between two given points that partitions the segment in a given ratio.	Measure and calculate the size of segments and angles. Determine the distance between two points, using values on the coordinate plane.	1.7-1.8
Week 3&4	Preparation for G.CO.C.9 Prove theorems about lines and angles. G.CO.C.10 Prove theorems about triangles. G.CO.C.11 Prove theorems about parallelograms.	Arrive at conclusions through logical reasoning and understand and logically construct proofs.	2.1-2.5
Week 5&6	G.CO.C.9 Prove theorems about lines and angles. G.CO.C.10 Prove theorems about triangles measures of interior angles of a triangle sum to 180° G.MG.A.3 Apply geometric methods to solve design problems	Understand the properties of parallel lines, including how angles made by them and a transversal are related. Understand the differences between parallel and perpendicular lines. They also should understand the nature of the interior and exterior angles of a triangle	3.1-3.5
Week 7&8	G.CO.C.10 Prove theorems about triangles. G.SRT.B.5 Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.	Understand the properties of congruent triangles, how to determine whether triangles are congruent, and how to use congruent triangles to solve problems	4.1-4.4
Week 9	G.SRT.B.5 Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.	Work with congruent triangles to solve problems and prove relationships in these triangles.	4.5-4.7

Week 10	G.CO.C.10 Prove theorems about triangles . . . the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length. G.SRT.B.5 Use congruence criteria for triangles to solve problems and to prove relation ships in geometric figures. G.GPE.B.5 Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems. G.GPE.B.7 Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.	Use the properties and relationships of mid-segments of triangles to solve problems. Understand perpendicular bisectors and angle bisectors, and their properties. Use relationships from triangles formed using these Bisectors.	5.1-5.2

Week 11&12	G.C.A.2 Identify and describe relationships among inscribed angles, radii, and chords. G.C.A.3 Construct the inscribed and circumscribed circles of a triangle	Use their understanding of circumcenters and inscribed and circumscribed circles of triangles. Understand relationships from triangles formed using medians and altitudes.	5.3-5.7

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : High School - Economics

KEY COURSE OBJECTIVES/ ENDURING UNDERSTANDINGS	UNIT PACING (Names of units and approximate pacing)	UNIT LEARNING TARGETS (By the end of the unit, students will be able to...)	STANDARD (Which standards (i.e. common core, MMC, etc.) does this address?)
Market Economy **Supply + Demand** **Personal Finance** **National Economy** **Global Economy**	**See Below	**See Below	**See Below
OVERARCHING/ESSENTIAL SKILLS OR QUESTIONS (ideas/skills that transcend discipline-specific learning)			
Critical Thinking **Creating/Reading Graphs** **Developing argumentative written and oral communication** **Collaboration**			

Initiative + Entrepreneurialism **Accessing + Analyzing Info** **Curiosity + Imagination**			

Market Economy	3 Weeks	Understand the difference between Opportunity Costs + Trade-Offs	1.1.1 Scarcity, Choice, Opportunity Costs, and Comparative Advantage
		Understand the difference between Scarcity + Shortage	1.1.2 Entrepreneurship
		Under the significance and application of the decision-making grid	1.2.3 Investment, Productivity and Growth
		Know the factors of production and apply the factors of production to real life examples	2.1.2 Circular Flow and the National Economy
OVERARCHING/ESSENTIAL SKILLS OR QUESTIONS		Understand how marginal costs should be taken into consideration when making a decision	3.1.1 Major Economic Systems
Critical Thinking Creating/Reading Graphs Developing argumentative written and oral communication Collaboration		Analyze a Production Possibilities Curve and how it relates to an economy	4.1.1 Scarcity and Opportunity Costs
		Understand the various components of the PPC, specifically Underutilization, Growth, Contraction, and Opportunity Costs	4.1.5 Personal Decisions
		Understand the various components of the Circular Flow Model for a market based economy and apply it to the real world	

KEY COURSE OBJECTIVES/ ENDURING UNDERSTANDINGS	UNIT PACING	UNIT LEARNING TARGETS	STANDARD
Supply and Demand	3 weeks	Understand the definition of Demand and the various components of demand. Understand the definition of Supply and the various components of supply	1.2.2 Price in the Market
		Understand the Law of Demand and how price affects quantity. Understand the Law of Supply and how price affects quantity.	1.3.1 Law of Supply
		Be able to differentiate between elastic and inelastic goods when dealing with demand and supply	1.3.2 Law of Demand
		Know the factors that change demand and understand real life examples	1.3.3 Price, Equilibrium, Elasticity, and Incentives
OVERARCHING/ESSENTIAL SKILLS OR QUESTIONS		Know the factors that change supply and understand real life examples	
Critical Thinking Creating/Reading Graphs Collaboration Initiative + Entrepreneurialism		Understand how to calculate the equilibrium price. Understand what causes a shortage and surplus	
		Analyze a supply and demand curve to find equilibrium price and quantity. Analyze to see if shortage or surplus exists.	
		Analyze how a change in supply and/or demand affects the supply + demand curve and the affect on the equilibrium price	

KEY COURSE OBJECTIVES/ ENDURING UNDERSTANDINGS	UNIT PACING	UNIT LEARNING TARGETS	STANDARD
Personal Finance	2 weeks	Understand differences between financial institutions, banks + credit unions	4.1.3 Personal Finance Strategy
		Understand the difference savings options in the banks/credit unions	4.1.4 Key Components of Personal Finance
		Understand the various components of investing. Analyze risk vs. return. Understand risk/return with different categories of stocks + bonds.	
		Understand what a mutual fund is and the benefits of a mutual fund	
OVERARCHING/ESSENTIAL SKILLS OR QUESTIONS		Understand the role the government plays in regulating investing	
Collaboration Initiative + Entrepreneurialism Accessing + Analyzing Info Curiosity + Imagination Critical Thinking		Understand various retirement vehicles including 401k, Traditional IRA, Roth IRA	

KEY COURSE OBJECTIVES/ ENDURING UNDERSTANDINGS	UNIT PACING	UNIT LEARNING TARGETS	STANDARD
National Economy	2 Weeks	Understand the different economic indicators of economic performance and be able to analyze how each factor shows economic success/failure	2.1.3 Financial Institutions and Money Supply
		Understand GDP is an indicator of economic health and how to calculate GDP. Compare the difference between GDP and Real GDP	2.1.4 Money Supply, Inflation, and Recession
		Understand the definition of inflation and its impact on the economy. Understand what the CPI measures	2.1.5 Gross Domestic Product (GDP) and Economic Growth
		Analyze other indicators, unemployment rate, stock market, housing market, and personal income and their affects on the economy	2.1.7 Economic Indicators
OVERARCHING/ESSENTIAL SKILLS OR QUESTIONS		Understand the business cycle and its various components	2.2.5 Government Revenue and Services
Critical Thinking Creating/Reading Graphs Developing argumentative written and oral communication Collaboration Initiative + Entrepreneurialism Accessing + Analyzing Info Curiosity + Imagination		Understand how consumer confidence affects the swings in the business cycle	2.2.4 Federal Reserve and Monetary Policy
		Understand the differences between fiscal and monetary policy. Understand how the gov't can utilize each policy to adjust swings in the business cycle	
		Look at the different types of taxes. Analyze differences among progressive, proportional (flat), regressive taxes	

KEY COURSE OBJECTIVES/ ENDURING UNDERSTANDINGS	UNIT PACING	UNIT LEARNING TARGETS	STANDARD
Global Economy	1.5 Weeks	Understand the definition of trade and the importance of trade	3.2.1 Absolute and Comparative Advantage
		Compare imports, exports, understand how to calculate a trade surplus and trade deficit	3.1.1 Major Economic Systems
		Understand the Advantage/disadvantage of free trade. Compare/contrast free trade vs. protectionism	3.1.3 International Organizations and the World Economy
		Compare absolute vs. comparative advantage of trade for nations	3.2.3 Exchange Rates and the World Trade
OVERARCHING/ESSENTIAL SKILLS OR QUESTIONS		Understand why countries might want to utilize the tools of protectionism: i.e. tariffs + quotas to affect trade	
Critical Thinking Developing argumentative written and oral communication Initiative + Entrepreneurialism		Compare the major trade organizations: WTO, EU, and NAFTA. Understand the role each plays on global trade and the positives and negatives of each organization	
		Analyze an exchange rate between two currencies. Understand which currency is “stronger”. Understand the positives and negatives of stronger currencies.	

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : High School - Earth Science

KEY COURSE OBJECTIVES/ ENDURING UNDERSTANDINGS Important ideas and core processes	UNIT PACING Names of units and approximate pacing	UNIT LEARNING TARGETS By the end of the unit, students will be able to...	STANDARD Which standards (i.e. common core, MMC, etc.) does this address?

Minerals and natural resources are integrated throughout our society. How we acquire, use, reuse, and recycle them affects our world.	Unit 1: Mineral Resources 3 weeks	Understand/explain the following ideas/terms: Mineral luster streak hardness density cleavage fracture renewable non-renewable fossil fuels hydrocarbon coal formation peat lignite bituminous coal/anthracite petroleum and natural gas formation permeable, porous oil trap, source rock cap rock impermeable reservoir rock, tar sands oil shales ore/ mineral depositIgneous process hydrothermal process placer deposit nonmetallic mineral resources building material/ industrial materialAlternate Energy (Advantage/Disadvantage) solar photovoltaic nuclear fission Uranium 235hydroelectric Geothermal/hydrothermal	E2.2B Identify differences in the origin and use of renewable (e.g., solar, wind, water, biomass) and nonrenewable (e.g., fossil fuels, nuclear [U-235]) sources of energy E2.4A Describe renewable and nonrenewable sources of energy for human consumption (electricity, fuels), compare their effects on the environment, and include overall costs and benefits. E2.4d Describe the life cycle of a product, including the resources, production, packaging, transportation, disposal, and pollution.

Knowing how rocks form, what they are made of, and chemical make up are important for a complete understanding of how are world works.	Unit 2: The Rock Cycle 3 weeks	Understand/explain the following ideas/terms rock igneous sedimentary metamorphic intrusive extrusive crystal granitic andesitic basaltic ultramafic felsic mafic porphyritic phenocryst texture coarse-grained fine-grained glassy weathering erosion deposition lithification compaction cementation clastclastic sed rock chemical sed rock biochemical sed rockripple marks mud cracks fossils metamorphism heat pressure reaction in solution contact metamorphism regional metamorphism Foliated non-foliated The rock cycle	E3.1A Discriminate between igneous, metamorphic, and sedimentary rocks and describe the processes that change one kind of rock into another. E3.1B Explain the relationship between the rock cycle and plate tectonics theory in regard to the origins of igneous, sedimentary, and metamorphic rocks. E3.1c Explain how the size and shape of grains in a sedimentary rock indicate the environment of formation (including climate) and deposition. E3.1d Explain how the crystal sizes of igneous rocks indicate the rate of cooling and whether the rock is extrusive or intrusive. E2.1e Explain how the texture (foliated, nonfoliated) of metamorphic rock can indicate whether it has experienced regional or contact metamorphism.

How the Earth moves and shifts creates hazards and surface features	Unit 3: Plate Tectonics 3 Weeks	Understand/explain the following ideas/terms: layers by composition crust mantle core Layers by physical properties Lithosphere athenosphere lower mantle inner core outer core moho discovering layers with seismic waves Earth composition Plate Tectonics: continental drift pangaea Matching fossils rock types ancient climates rejection of Wegener's hypothesis sea-floor spreadingSONAR Deep-Ocean Trench Mid-Ocean Ridge Rift Valley Composition of Ocean Floor Process of Sea-floor spreading Eruptions/Movement/ subduction Evidence of Sea-floor spreading Magetic strips Paleomagnetism Earthquake patternsPlates Convection Currents Divergent convergent O-C,O-O, C-C Continental Volcanic Arc Volcanic Island Arc Transform stick-slip Mechanisms of Plate Motion Slab-pull Ridge-Push Mantle Plume	E3.3A Explain how plate tectonics accounts for the features and processes (sea floor spreading, mid-ocean ridges, subduction zones, earthquakes and volcanoes, mountain ranges) that occur on or near the Earth's surface. E3.3B Explain why tectonic plates move using the concept of heat flowing through mantle convection, coupled with the cooling and sinking of aging ocean plates that results from their increased density. E3.3C Describe the motion history of geologic features (e.g., plates, Hawaii) using equations relating rate, time, and distance. E3.3d Distinguish plate boundaries by the pattern of depth and magnitude of earthquakes. E3.r3e Predict the temperature distribution of the lithosphere as a function of distance from the mid-ocean ridge and how it relates to ocean depth. E3.r3f Describe how the direction and rate of movement for the North American plate has affected the local climate over the last 600 million years. E3.2A Describe the interior of the Earth (in terms of crust, mantle, and inner)

It is important to understand how the movement of the earth causes hazards, which affect many of the societies in our world.			

Unit 4: Earthquakes & Volcanoes
3 Weeks

Understand/explain the following ideas/terms:
earthquake, fault, focus epicenter
seismic waves offset/displaced, uplift fault scarp
san andreas fault fault creep
elastic rebound hypothesis aftershock/foreshock, body waves P-waves,S-waves, surface waves (L-wave) SeismographsSeismogram
Travel Time graph
Intensity magnitude
richter scale moment magnitude modified mercalli scale seismic
shaking liquefaction landslide/ mudflow, tsunamis seismic gap
cross-braces base-isolators
origin of magma, heat friction mantle rising mantle pressure
decompression melting convergent boundaries divergent boundaries intraplate volcanism
hot spot, Viscosity compostion, temperature dissolved gases
lava flows, pahoehoe, Aa Pyroclastic materials volcanic ash
shield volcano Cinder Cone caldera volcanic neck batholith
pluton

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : High School - Chemistry

KEY COURSE OBJECTIVES/ENDURINGUNDERSTANDINGS
Important ideas and core processes

Each of these can be found in the preceding document under Standard (e.g.Standard C1)

UNIT PACING
Names of units and approximate pacing

Topic Chemistry A	Week
Intro to Chemistry and Laboratory Safety	1
Matter	2
Scientific Measurement	3
Nuclear	4
Models of the Atom	5

Atomic Structure	6
Electron Configuration	7
Periodic Table	8
Bonding	9
Naming	10
Balancing Equations /Chemical Reactions	11
Intro to the Mol	12

Topic Chemistry B	**Week**
Mol Conversions	1
Stoichiometry	2
empirical and molecular formulas	3
Limiting Reactants	4
REDOX	5
Thermochemistry	6
Solutions/Molarity	7
Equilibrium	8
States of Matter/ Intermolecular Forces	9
Gas Laws	10
Gas Laws	11
Acid Base	12

STANDARD

Which standards (i.e. common core, MMC, etc.) does this address?

Each of these can be found in the preceding document using the following designation (e.g. C1.1A)

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Correlated to:
Michigan High School Content Expectations - Science
(High School)

MICHIGAN HIGH SCHOOL CONTENT EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
MICHIGAN HIGH SCHOOL CONTENT EXPECTATIONS - CHEMISTRY	
STANDARD C1: INQUIRY, REFLECTION, AND SOCIAL IMPLICATIONS	
Students will understand the nature of science and demonstrate an ability to practice scientific reasoning by applying it to the design, execution, and evaluation of scientific investigations. Students will demonstrate their understanding that scientific knowledge is gathered through various forms of direct and indirect observations and the testing of this information by methods including, but not limited to, experimentation. They will be able to distinguish between types of scientific knowledge (e.g., hypotheses, laws, theories) and become aware of areas of active research in contrast to conclusions that are part of established scientific consensus. They will use their scientific knowledge to assess the costs, risks, and benefits of technological systems as they make personal choices and participate in public policy decisions. These insights will help them analyze the role science plays in society, technology, and potential career opportunities.	
C1.1 Scientific Inquiry	
Science is a way of understanding nature. Scientific research may begin by generating new scientific questions that can be answered through replicable scientific investigations that are logically developed and conducted systematically. Scientific conclusions and explanations result from careful analysis of empirical evidence and the use of logical reasoning. Some questions in science are addressed through indirect rather than direct observation, evaluating the consistency of new evidence with results predicted by models of natural processes. Results from investigations are communicated in reports that are scrutinized through a peer review process.	
ESSENTIAL	
C1.1A Generate new questions that can be investigated in the laboratory or field.	**SE/TE:** 22; Inquiry Activity: 62; Quick Lab: 23, 199, 402, Small-Scale Lab: 56, 120, 245, 304, 345, 367, 400, 437, 497, 684, 774
C1.1B Evaluate the uncertainties or validity of 72 scientific conclusions using an understandingof sources of measurement error, the challenges of controlling variables, accuracy of data analysis, logic of argument, logic of experimental design, and/or the dependence on underlying assumptions.	**SE/TE:** 22, 63-72; Quick Lab:
	TE: Class Activity: 64
C1.1C Conduct scientific investigations using appropriate tools and techniques (e.g., selecting an instrument that measures the desired quantity—length, volume, weight, time interval, temperature—with the appropriate level of precision).	**SE/TE:** 21-22; Inquiry Activity: 6, 126, 540, 630; Quick Lab: 142, 199, 226, 308, 372, 428, 522, 653, 682, 746; Small-Scale Lab: 56, 137, 267, 345, 400, 458, 533, 617, 684, 809

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Correlated to:
Michigan High School Content Expectations - Science
(High School)

MICHIGAN HIGH SCHOOL CONTENT EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
C1.1D Identify patterns in data and relate them to theoretical models.	**SE/TE:** Quick Lab: 175, 522, 818; Small-Scale Lab: 137, 179, 533
C1.1E Describe a reason for a given conclusion using evidence from an investigation.	**SE/TE:** Quick Lab: 108, 226, 308, 326, 372, 52, 653, 818; Small-Scale Lab: 56, 120, 137, 200, 245, 267, 304, 345, 367, 400, 437, 458, 497, 533, 574, 617, 655, 753, 809
CORE	
C1.1f Predict what would happen if the variables, methods, or timing of an investigation were changed.	**SE/TE:** Small-Scale Lab: 94, 137, 245, 367, 437, 574
C1.1g Based on empirical evidence, explain and critique the reasoning used to draw a scientific conclusion or explanation	**SE/TE:** 22-23; Connecting Concepts: 425; Writing Activity: 55, 108, 132, 2003, 579
C1.1h Design and conduct a systematic scientific investigation that tests a hypothesis. Draw conclusions from data presented in charts or tables.	**SE/TE:** Small-Scale Lab: 56, 94, 120, 137, 179, 200, 245, 304, 345, 367, 400, 437, 458, 497, 533, 574, 617, 655, 684, 708, 753, 774, 809
C1.1i Distinguish between scientific explanations that are regarded as current scientific consensus and the emerging questions that active researchers investigate.	**SE/TE:** 9, 12-17; Technology and Society: 147, 376, 623, 716, 791
C1.2 Scientific Reflection and Social Implications	
The integrity of the scientific process depends on scientists and citizens understanding and respecting the "Nature of Science." Openness to new ideas, skepticism, and honesty are attributes required for good scientific practice. Scientists must use logical reasoning during investigation design, analysis, conclusion, and communication. Science can produce critical insights on societal problems from a personal and local scale to a global scale. Science both aids in the development of technology and provides tools for assessing the costs, risks, and benefits of technological systems. Scientific conclusions and arguments play a role in personal choice and public policy decisions. New technology and scientific discoveries have had a major influence in shaping human history. Science and technology continue to offer diverse and significant career opportunities.	
ESSENTIAL	
C1.2A Critique whether or not specific questions can be answered through scientific investigations.	**SE/TE:** 22-23
C1.2B Identify and critique arguments about personal or societal issues based on scientific evidence.	**SE/TE:** Technology and Society: 463
	TE: Class Activity: 18, 519

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MICHIGAN HIGH SCHOOL CONTENT EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
C1.2C Develop an understanding of a scientific concept by accessing information from multiple sources. Evaluate the scientific accuracy and significance of the information.	**SE/TE:** 10-11; Connecting Concepts: 55, 103, 132; Writing Activity: 108, 236, 296, 579, 638, 808
C1.2D Evaluate scientific explanations in a peer review process or discussion format.	**SE/TE:** 24-25
C1.2E Evaluate the future career and occupational prospects of science fields.	**SE/TE:** Careers in Chemistry: 93, 119, 146, 256, 329, 404, 452, 514, 579, 611, 654, 701
	TE: Class Activity: 24
CORE	
C1.2f Critique solutions to problems, given criteria and scientific constraints.	**SE/TE:** 29-32
C1.2g Identify scientific tradeoffs in design decisions and choose among alternative solutions.	**SE/TE:** Technology and Society: 204-205
C1.2h Describe the distinctions between scientific theories, laws, hypotheses, and observations.	**SE/TE:** 22-23
C1.2i Explain the progression of ideas and explanations that lead to science theories that are part of the current scientific consensus or core knowledge.	**SE/TE:** 21-23, 101-102, 104-108, 127-132, 138-145, 156-160, 418-425
C1.2j Apply science principles or scientific data to anticipate effects of technological design decisions.	**SE/TE:** Technology and Society: 204-205
C1.2k Analyze how science and society interact from a historical, political, economic, or social perspective.	**SE/TE:** Technology and Society: 18-19, 43, 88, 109, 147, 168-169, 204-205, 242, 259, 313, 340-341, 376-377, 405, 430-431, 463, 478-479, 518-519, 548, 623, 644, 685, 716-717, 754-755, 791, 814-815
STANDARD C2: FORMS OF ENERGY	
Students recognize the many forms of energy and understand that energy is central to predicting and explaining how and why chemical reactions occur. The chemical topics of bonding, gas behavior, kinetics, enthalpy, entropy, free energy, and nuclear stability are addressed in this standard. Chemistry students relate temperature to the average kinetic energy of the molecules and use the kinetic molecular theory to describe and explain the behavior of gases and the rates of chemical reactions. They understand nuclear stability in terms of reaching a state of minimum potential energy.	
P2.p1 Potential Energy (prerequisite)	
Three forms of potential energy are gravitational, elastic, and chemical. Objects can have elastic potential energy due to their compression or chemical potential energy due to the arrangement of the atoms. (prerequisite)	
P2.p1A Describe energy changes associated with changes of state in terms of the arrangement and order of the atoms (molecules) in each state. (prerequisite)	**SE/TE:** 385, 390-391, 396-399, 401

MICHIGAN HIGH SCHOOL CONTENT EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
	TE: Teacher Demo: 398
P2.p1B Use the positions and arrangements of atoms and molecules in solid, liquid, and gas state to explain the need for an input of energy for melting and boiling and a release of energy in condensation and freezing. (prerequisite)	**SE/TE:** 391, 393-394, 401-403
C2.1x Chemical Potential Energy	
Potential energy is stored whenever work must be done to change the distance between two objects. The attraction between the two objects may be gravitational, electrostatic, magnetic, or strong force. Chemical potential energy is the result of electrostatic attractions between atoms.	
CORE	
C2.1a Explain the changes in potential energy 239 (due to electrostatic interactions) as a chemical bond forms and use this to explain why bond breaking always requires energy.	**SE/TE:** 226, 238-
	TE: Class Activity: 238
C2.1b Describe energy changes associated with chemical reactions in terms of bonds broken and formed (including intermolecular forces).	**SE/TE:** 226, 240-241, 243, 527-532; Small-Scale Lab: 533
C2.1c Compare qualitatively the energy changes associated with melting various types of solids in terms of the types of forces between the particles in the solid.	**SE/TE:** 396-398
C2.2 Molecules in Motion	
Molecules that compose matter are in constant motion (translational, rotational, vibrational). Energy may be transferred from one object to another during collisions between molecules.	
ESSENTIAL	
C2.2A Describe conduction in terms of 505 molecules bumping into each other to transfer energy. Explain why there is better conduction in solids and liquids than gases.	**SE/TE:** 396-397,
C2.2B Describe the various states of matter in terms of the motion and arrangement of the molecules (atoms) making up the substance.	**SE/TE:** 385, 390-394, 396, 413,414

MICHIGAN HIGH SCHOOL CONTENT EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
C2.2x Molecular Entropy	
As temperature increases, the average kinetic energy and the entropy of the molecules in a sample increases.	
CORE	
C2.2c Explain changes in pressure, volume, and temperature for gases using the kinetic molecular model.	**SE/TE:** 3385-389, 413-417; Writing Activity: 389; Inquiry Activity: 384
	TE: Class Activity: 388
C2.2d Explain convection and the difference in transfer of thermal energy for solids, liquids, and gases using evidence that molecules are in constant motion.	**SE/TE:** 417
C2.2e Compare the entropy of solids, liquids, and gases.	**SE/TE:** 568-570; Small-Scale Lab: 574
	TE: Teacher Demo: 570
C2.2f Compare the average kinetic energy of the molecules in a metal object and a wood object at room temperature.	**SE/TE:** 508-510; Writing Activity: 510
	TE: Class Activity: 508
C2.3x Breaking Chemical Bonds	
For molecules to react, they must collide with enough energy (activation energy) to break old chemical bonds before their atoms can be rearranged to form new substances.	
CORE	
C2.3a Explain how the rate of a given chemical reaction is dependent on the temperature and the activation energy.	**SE/TE:** 541-544, 546-547; Inquiry Activity: 540
C2.3b Draw and analyze a diagram to show the activation energy for an exothermic reaction that is very slow at room temperature.	**SE/TE:** 543, 546-547
C2.4x Electron Movement	
For each element, the arrangement of electrons surrounding the nucleus is unique. These electrons are found in different energy levels and can only move from a lower energy level (closer to nucleus) to a higher energy level (farther from nucleus) by absorbing energy in discrete packets. The energy content of the packets is directly proportional to the frequency of the radiation. These electron transitions will produce unique absorption spectra for each element. When the electron returns from an excited (high energy state) to a lower energy state, energy is emitted in only certain wavelengths of light, producing an emission spectra.	
CORE	
C2.4a Describe energy changes in flame tests of common elements in terms of the (characteristic) electron transitions.	**SE/TE:** 141-142; Quick Lab: 142

MICHIGAN HIGH SCHOOL CONTENT EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
C2.4b Contrast the mechanism of energy changes and the appearance of absorption and emission spectra.	**SE/TE:** 141-145
C2.4c Explain why an atom can absorb only certain wavelengths of light.	**SE/TE:** 128-130
C2.4d Compare various wavelengths of light (visible and nonvisible) in terms of frequency and relative energy.	**SE/TE:** 138-143; Small-Scale Lab: 137
	TE: Class Activity: 140
C2.5x Nuclear Stability	
Nuclear stability is related to a decrease in potential energy when the nucleus forms from protons and neutrons. If the neutron/proton ratio is unstable, the element will undergo radioactive decay. The rate of decay is characteristic of each isotope; the time for half the parent nuclei to decay is called the half-life. Comparison of the parent/daughter nuclei can be used to determine the age of a sample. Heavier elements are formed from the fusion of lighter elements in the stars.	
CORE	
C2.5a Determine the age of materials using the ratio of stable and unstable isotopes of a particular type.	**SE/TE:** 804-806; Technology and Society: 814-815; Small-Scale Lab: 809
C2.r5b Illustrate how elements can change in nuclear reactions using balanced equations. (recommended)	**SE/TE:** 800-802, 804, 807-808; Small-Scale Lab: 809
C2.r5c Describe the potential energy changes as two protons approach each other. (recommended)	**SE/TE:** 807-808
C2.r5d Describe how and where all the elements on earth were formed. (recommended)	**SE/TE:** 813
STANDARD C3: ENERGY TRANSFER AND CONSERVATION	
Students apply the First and Second Laws of Thermodynamics to explain and predict most chemical phenomena. Chemistry students use the term enthalpy to describe the transfer of energy between reactants and products in simple calorimetry experiments performed in class and will recognize Hess's Law as an application of the conservation of energy. Students understand the tremendous energy released in nuclear reactions is a result of small amounts of matter being converted to energy.	
P3.p1 Conservation of Energy (prerequisite)	
When energy is transferred from one system to another, the quantity of energy before transfer equals the quantity of energy after transfer. (prerequisite)	
P3.p1A Explain that the amount of energy necessary to heat a substance will be the same as the amount of energy released when the substance is cooled to the original temperature. (prerequisite)	**SE/TE:** 520-524; Quick Lab: 522

MICHIGAN HIGH SCHOOL CONTENT EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
	TE: Class Activity: 524
C3.1x Hess's Law	
For chemical reactions where the state and amounts of reactants and products are known, the amount of energy transferred will be the same regardless of the chemical pathway. This relationship is called Hess's law.	
CORE	
C3.1a Calculate the ΔH for a given reaction using Hess's Law.	**SE/TE:** 527-532; Small-Scale Lab: 533
C3.1b Draw enthalpy diagrams for exothermic and endothermic reactions.	**SE/TE:** 527-532
C3.1c Calculate the ΔH for a chemical reaction using simple coffee cup calorimetry.	**SE/TE:** 511-512; Quick Lab: 522
	TE: Class Activity: 512
C3.1d Calculate the amount of heat produced for a given mass of reactant from a balanced chemical equation.	**SE/TE:** 527-532; Small-Scale Lab: 533
P3.p2 Energy Transfer (prerequisite)	
Nuclear reactions take place in the sun. In plants, light from the sun is transferred to oxygen and carbon compounds, which, in combination, have chemical potential energy (photosynthesis). (prerequisite)	
P3.p2A Trace (or diagram) energy transfers involving various types of energy including nuclear, chemical, electrical, sound, and light. (prerequisite)	**SE/TE:** 514-515, 520-523, 528-532, 788, 810, 813
	TE: Class Activity: 518, 524
C3.2x Enthalpy	
Chemical reactions involve breaking bonds in reactants (endothermic) and forming new bonds in the products (exothermic). The enthalpy change for a chemical reaction will depend on the relative strengths of the bonds in the reactants and products.	
CORE	
C3.2a Describe the energy changes in photosynthesis and in the combustion of sugar in terms of bond breaking and bond making.	**SE/TE:** 568, 764-765
C3.2b Describe the relative strength of single, double, and triple covalent bonds between nitrogen atoms.	**SE/TE:** 221-222; Quick Lab: 226

MICHIGAN HIGH SCHOOL CONTENT EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
C3.3 Heating Impacts	
Heating increases the kinetic (translational, rotational, and vibrational) energy of the atoms composing elements and the molecules or ions composing compounds. As the kinetic (translational) energy of the atoms, molecules, or ions increases, the temperature of the matter increases. Heating a sample of a crystalline solid increases the kinetic (vibrational) energy of the atoms, molecules, or ions. When the kinetic (vibrational) energy becomes great enough, the crystalline structure breaks down, and the solid melts.	
ESSENTIAL	
C3.3A Describe how heat is conducted in a solid.	**TE:** 396
C3.3B Describe melting on a molecular level.	**SE/TE:** 396
C3.3x Bond Energy	
Chemical bonds possess potential (vibrational and rotational) energy.	
CORE	
C3.3c Explain why it is necessary for a molecule to absorb energy in order to break a chemical bond.	**SE/TE:** 226, 542-543
C3.4 Endothermic and Exothermic Reactions	
Chemical interactions either release energy to the environment (exothermic) or absorb energy from the environment (endothermic).	
ESSENTIAL	
C3.4A Use the terms endothermic and exothermic correctly to describe chemical reactions in the laboratory.	**SE/TE:** 506; Small-Scale Lab: 533
	TE: Teacher Demo: 506, 515
C3.4B Explain why chemical reactions will either release or absorb energy.	**SE/TE:** 506-507, 515
	TE: Teacher Demo: 506, 515
C3.4x Enthalpy and Entropy	
All chemical reactions involve rearrangement of the atoms. In an exothermic reaction, the products have less energy than the reactants. There are two natural driving forces: (1) toward minimum energy (enthalpy) and (2) toward maximum disorder (entropy).	
CORE	
C3.4c Write chemical equations including the heat term as a part of equation or using ΔH notation.	**SE/TE:** 514-517, 528-532; Small-Scale Lab: 533
	TE: Teacher Demo: 515
C3.4d Draw enthalpy diagrams for reactants and products in endothermic and exothermic reactions.	**SE/TE:** 514-517, 528-532; Small-Scale Lab: 533

MICHIGAN HIGH SCHOOL CONTENT EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
C3.4e Predict if a chemical reaction is spontaneous given the enthalpy (ΔH) and entropy (ΔS) changes for the reaction using Gibb's Free Energy, ΔG = ΔH - TΔS (Note: mathematical computation of ΔG is not required.)	**SE/TE:** 571-573; Small-Scale Lab: 574
	TE: Teacher Demo: 572
C3.4f Explain why some endothermic reactions are spontaneous at room temperature.	**SE/TE:** 571-572
C3.4g Explain why gases are less soluble in warm water than cold water.	**SE/TE:** 475
	TE: Teacher Demo: 475
C3.5x Mass Defect	
Nuclear reactions involve energy changes many times the magnitude of chemical changes. In chemical reactions matter is conserved, but in nuclear reactions a small loss in mass (mass defect) will account for the tremendous release of energy. The energy released in nuclear reactions can be calculated from the mass defect using E = mc2.	
CORE	
C3.5a Explain why matter is not conserved in nuclear reactions.	**SE/TE:**804
STANDARD C4: PROPERTIES OF MATTER	
Compounds, elements, and mixtures are categories used to organize matter. Students organize materials into these categories based on their chemical and physical behavior. Students understand the structure of the atom to make predictions about the physical and chemical properties of various elements and the types of compounds those elements will form. An understanding of the organization the Periodic Table in terms of the outer electron configuration is one of the most important tools for the chemist and student to use in prediction and explanation of the structure and behavior of atoms.	
P4.p1 Kinetic Molecular Theory (prerequisite)	
Properties of solids, liquids, and gases are explained by a model of matter that is composed of tiny particles in motion. (prerequisite)	
P4.p1A For a substance that can exist in all three phases, describe the relative motion of the particles in each of the phases. (prerequisite)	**SE/TE:** 41-42, 385-386, 390-391, 396-397
P4.p1B For a substance that can exist in all three phases, make a drawing that shows the arrangement and relative spacing of the particles in each of the phases. (prerequisite)	**SE/TE:** 41-42, 386, 391, 396-399

MICHIGAN HIGH SCHOOL CONTENT EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
P4.p1C For a simple compound, present a drawing that shows the number of particles in the system does not change as a result of a phase change. (prerequisite)	**SE/TE:** 401
P4.p2 Elements, Compounds, and Mixtures (prerequisite)	
Elements are a class of substances composed of a single kind of atom. Compounds are composed of two or more different elements chemically combined. Mixtures are composed of two or more different elements and/or compounds physically combined. Each element and compound has physical and chemical properties, such as boiling point, density, color, and conductivity, which are independent of the amount of the sample. (prerequisite)	
P4.p2A Distinguish between an element, compound, or mixture based on drawings or formulae. (prerequisite)	**SE/TE:** 44-45, 48-51; Inquiry Activity: 38
	TE: Class Activity: 50; Teacher Demo: 49
P4.p2B Identify a pure substance (element or compound) based on unique chemical and physical properties. (prerequisite)	**SE/TE:** 48-50
	TE: Teacher Demo: 49
P4.p2C Separate mixtures based on the differences in physical properties of the individual components. (prerequisite)	**SE/TE:** 46-47; Technology and Society: 313; Quick Lab: 45; Small-Scale Lab: 245
	TE: Teacher Demo: 46, 313
P4.p2D Recognize that the properties of a compound differ from those of its individual elements. (prerequisite)	**SE/TE:** 48-49
C4.1x Molecular and Empirical Formulae	
Compounds have a fixed percent elemental composition. For a compound, the empirical formula can be calculated from the percent composition or the mass of each element. To determine the molecular formula from the empirical formula, the molar mass of the substance must also be known.	
CORE	
C4.1a Calculate the percent by weight of each element in a compound based on the compound formula.	**SE/TE:** 305-308; Quick Lab: 308
C4.1b Calculate the empirical formula of a compound based on the percent by weight of each element in the compound.	**SE/TE:** 309-311
	TE: Class Activity: 309
C4.1c Use the empirical formula and molecular weight of a compound to determine the molecular formula.	**SE/TE:** 311-312

MICHIGAN HIGH SCHOOL CONTENT EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
C4.2 Nomenclature	
All compounds have unique names that are determined systematically.	
ESSENTIAL	
C4.2A Name simple binary compounds using their formulae.	**SE/TE:** 260-261
	TE: Class Activity: 261; Teacher Demo: 262
C4.2B Given the name, write the formula of simple binary compounds.	**SE/TE:** 262-263
	TE: Class Activity: 263
C4.2x Nomenclature	
All molecular and ionic compounds have unique names that are determined systematically.	
CORE	
C4.2c Given a formula, name the compound.	**SE/TE:** 266, 268-269, 271-273, 276-277; Quick Lab: 279; Small-Scale Lab: 267
	TE: Teacher Demo: 264
C4.2d Given the name, write the formula of ionic and molecular compounds.	**SE/TE:** 264-265, 270, 272-273, 278; Quick Lab: 279; Small-Scale Lab: 267
C4.2e Given the formula for a simple hydrocarbon, draw and name the isomers.	**SE/TE:** 693-700, 702-707; Quick Lab: 707; Small-Scale Lab: 708
	TE: Class Activity: 704; Teacher Demo: 696, 705
C4.3 Properties of Substances	
Differences in the physical and chemical properties of substances are explained by the arrangement of the atoms, ions, or molecules of the substances and by the strength of the forces of attraction between the atoms, ions, or molecules.	
ESSENTIAL	
C4.3A Recognize that substances that are solid at room temperature have stronger attractive forces than liquids at room temperature, which have stronger attractive forces than gases at room temperature.	**SE/TE:** 390, 396
C4.3B Recognize that solids have a more ordered, regular arrangement of their particles than liquids and that liquids are more ordered than gases.	**SE/TE:** 41, 385, 390, 396-399

MICHIGAN HIGH SCHOOL CONTENT EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
C4.3x Solids	
Solids can be classified as metallic, ionic, covalent, or network covalent. These different types of solids have different properties that depend on the particles and forces found in the solid.	
CORE	
C4.3c Compare the relative strengths of forces between molecules based on the melting point and boiling point of the substances.	**SE/TE:** 393, 396
C4.3d Compare the strength of the forces of attraction between molecules of different elements. (For example, at room temperature, chlorine is a gas and iodine is a solid.)	**SE/TE:** 158-159, 240
C4.3e Predict whether the forces of attraction in a solid are primarily metallic, covalent, network covalent, or ionic based upon the elements' location on the periodic table.	**SE/TE:** 194-195, 201-202, 213-214, 243-244
	TE: Teacher Demo: 202
C4.3f Identify the elements necessary for hydrogen bonding (N, O, F).	**SE/TE:** 241, 446-447; Inquiry Activity: 444; Quick Lab: 448
	TE: 243
C4.3g Given the structural formula of a compound, indicate all the intermolecular forces present (dispersion, dipolar, hydrogen bonding).	**SE/TE:** 240-241, 446-447; Inquiry Activity: 444; Quick Lab: 448
	TE: Teacher Demo: 243
C4.3h Explain properties of various solids such as malleability, conductivity, and melting point in terms of the solid's structure and bonding.	**SE/TE:** 196-198, 201-202, 214
C4.3i Explain why ionic solids have higher melting points than covalent solids. (For example, NaF has a melting point of 995°C, while water has a melting point of 0° C.)	**SE/TE:** 196, 214, 243
C4.4x Molecular Polarity	
The forces between molecules depend on the net polarity of the molecule as determined by shape of the molecule and the polarity of the bonds.	
CORE	
C4.4a Explain why at room temperature different compounds can exist in different phases.	**SE/TE:** 196, 214, 243

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MICHIGAN HIGH SCHOOL CONTENT EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
C4.4b Identify if a molecule is polar or nonpolar given a structural formula for the compound.	**SE/TE:** 237-240
	TE: Teacher Demo: 240
C4.5x Ideal Gas Law	
The forces in gases are explained by the ideal gas law.	
CORE	
C4.5a Provide macroscopic examples, atomic **S** and molecular explanations, and mathematical representations (graphs and equations) for the pressure-volume relationship in gases.	**E/TE:** 416, 418-419
	TE: Teacher Demo: 419
C4.5b Provide macroscopic examples, atomic and molecular explanations, and mathematical representations (graphs and equations) for the pressure-temperature relationship in gases.	**SE/TE:** 422-423
	TE: Class Activity: 422
C4.5c Provide macroscopic examples, atomic and molecular explanations, and mathematical representations (graphs and equations) for the temperature-volume relationship in gases.	**SE/TE:** 420-421
C4.6x Moles	
The mole is the standard unit for counting atomic and molecular particles in terms of common mass units.	
CORE	
C4.6a Calculate the number of moles of any compound or element given the mass of the substance.	**SE/TE:** 293-296, 297-299, 303; Small-Scale Lab: 304
	TE: Class Activity: 295; Teacher Demo: 294
C4.6b Calculate the number of particles of any compound or element given the mass of the substance.	**SE/TE:** 290-293, 303; Small-Scale Lab: 304
C4.7x Solutions	
The physical properties of a solution are determined by the concentration of solute.	
CORE	
C4.7a Investigate the difference in the boiling point or freezing point of pure water and a salt solution.	**SE/TE:** 488-490, 494-496
	TE: Class Activity: 489

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C4.7b Compare the density of pure water to that of a sugar solution.	**SE/TE:** 90; Inquiry Activity: 62
C4.8 Atomic Structure	
Electrons, protons, and neutrons are parts of the atom and have measurable properties, including mass and, in the case of protons and electrons, charge. The nuclei of atoms are composed of protons and neutrons. A kind of force that is only evident at nuclear distances holds the particles of the nucleus together against the electrical repulsion between the protons.	
ESSENTIAL	
C4.8A Identify the location, relative mass, and charge for electrons, protons, and neutrons.	**SE/TE:** 104-108, 128-129
C4.8B Describe the atom as mostly empty space with an extremely small, dense nucleus consisting of the protons and neutrons and an electron cloud surrounding the nucleus.	**SE/TE:** 129-130
C4.8C Recognize that protons repel each other and that a strong force needs to be present to keep the nucleus intact.	**SE/TE:** Basis of concept: 107
C4.8D Give the number of electrons and protons present if the fluoride ion has a -1 charge.	**SE/TE:** 253-256
	TE: Class Activity: 254
C4.8x Electron Configuration	
Electrons are arranged in main energy levels with sublevels that specify particular shapes and geometry. Orbitals represent a region of space in which an electron may be found with a high level of probability. Each Defined orbital can hold two electrons, each with a specific spin orientation. The specific assignment of an electron to an orbital is determined by a set of 4 quantum numbers. Each element and, therefore, each position in the periodic table is Defined by a unique set of quantum numbers.	
CORE	
C4.8e Write the complete electron configuration of elements in the first four rows of the periodic table.	**SE/TE:** 133-136
	TE: Class Activity: 134
C4.8f Write kernel structures for main group elements.	N/A
C4.8g Predict oxidation states and bonding capacity for main group elements using their electron structure.	**SE/TE:** 188-192, 218-222
	TE: Class Activity: 218, 220

MICHIGAN HIGH SCHOOL CONTENT EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
C4.8h Describe the shape and orientation of s and p orbitals.	**SE/TE:** 131-132, 230-236
	TE: Class Activity: 131, 232
C4.8i Describe the fact that the electron location cannot be exactly determined at any given time.	**SE/TE:** 130
C4.9 Periodic Table	
In the periodic table, elements are arranged in order of increasing number of protons (called the atomic number). Vertical groups in the periodic table (families) have similar physical and chemical properties due to the same outer electron structures.	
ESSENTIAL	
C4.9A Identify elements with similar chemical and physical properties using the periodic table.	**SE/TE:** 161-167; Inquiry Activity: 154
	TE: Class Activity: 166; Teacher Demo: 165
C4.9x Electron Energy Levels	
The rows in the periodic table represent the main electron energy levels of the atom. Within each main energy level are sublevels that represent an orbital shape and orientation.	
CORE	
C4.9b Identify metals, non-metals, and metalloids using the periodic table.	**SE/TE:** 158-160
	TE: Class Activity: 159
C4.9c Predict general trends in atomic radius, first ionization energy, and electro negativity of the elements using the periodic table.	**SE/TE:** 170-178; Quick Lab: 175; Small-cale Lab: 179
	TE: Class Activity: 172; Teacher Demo: 172, 174, 176
C4.10 Neutral Atoms, Ions, and Isotopes	
A neutral atom of any element will contain the same number of protons and electrons. Ions are charged particles with an unequal number of protons and electrons. Isotopes are atoms of the same element with different numbers of neutrons and essentially the same chemical and physical properties.	
ESSENTIAL	
C4.10A List the number of protons, neutrons, and electrons for any given ion or isotope.	**SE/TE:** 110-113, 188-193; Small-Scale Lab: 120
	TE: Class Activity: 112
C4.10B Recognize that an element always contains the same number of protons.	**SE/TE:** 110-111

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MICHIGAN HIGH SCHOOL CONTENT EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
C4.10x Average Atomic Mass	
The atomic mass listed on the periodic table is an average mass for all the different isotopes that exist, taking into account the percent and mass of each different isotope.	
CORE	
C4.10c Calculate the average atomic mass of an element given the percent abundance and mass of the individual isotopes.	**SE/TE:** 114-117
C4.10d Predict which isotope will have the greatest abundance given the possible isotopes for an element and the average atomic mass in the periodic table.	**SE/TE:** 114-116
C4.10e Write the symbol for an isotope, X Z A , where Z is the atomic number, A is the mass number, and X is the symbol for the element.	**SE/TE:** 112-113
STANDARD C5: CHANGES IN MATTER	
Students will analyze a chemical change phenomenon from the point of view of what is the same and what is not the same.	
P5.p1 Conservation of Matter (prerequisite)	
Changes of state are explained by a model of matter composed of tiny particles that are in motion. When substances undergo changes of state, neither atoms nor molecules themselves are changed in structure. Mass is conserved when substances undergo changes of state. (prerequisite)	
P5.p1A Draw a picture of the particles of an element or compound as a solid, liquid, and gas. (prerequisite)	**SE/TE:** 41-42, 386, 391, 396, 446-449
C5.r1x Rates of Reactions (recommended)	
The rate of a chemical reaction will depend upon (1) concentration of reacting species, (2) temperature of reaction, (3) pressure if reactants are gases, and (4) nature of the reactants. A model of matter composed of tiny particles that are in constant motion is used to explain rates of chemical reactions. (recommended)	
CORE	
C5.r1a Predict how the rate of a chemical reaction will be influenced by changes in concentration, and temperature, pressure. (recommended)	**SE/TE:** 545-547, 552-555, 575-578; Quick Lab: 544
C5.r1b Explain how the rate of a reaction will depend on concentration, temperature, pressure, and nature of reactant. (recommended)	**SE/TE:** 545-547, 552-555, 578; Quick Lab: 544

MICHIGAN HIGH SCHOOL CONTENT EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
C5.2 Chemical Changes	
Chemical changes can occur when two substances, elements, or compounds interact and produce one or more different substances whose physical and chemical properties are different from the interacting substances. When substances undergo chemical change, the number of atoms in the reactants is the same as the number of atoms in the products. This can be shown through simple balancing of chemical equations. Mass is conserved when substances undergo chemical change. The total mass of the interacting substances (reactants) is the same as the total mass of the substances produced (products).	
ESSENTIAL	
C5.2A Balance simple chemical equations applying the conservation of matter.	**SE/TE:** 321-329; Inquiry Activity: 320; Quick Lab: 326
	TE: Teacher Demo: 325
C5.2B Distinguish between chemical and physical changes in terms of the properties of the reactants and products.	**SE/TE:** 42, 48, 53-54
	TE: Teacher Demo: 54
C5.2C Draw pictures to distinguish the relationships between atoms in physical and chemical changes.	**SE/TE:** 391, 401
C5.2x Balancing Equations	
A balanced chemical equation will allow one to predict the amount of product formed.	
CORE	
C5.2d Calculate the mass of a particular compound formed from the masses of starting materials.	**SE/TE:** 360-363; Inquiry Activity: 352; Small-Scale Lab: 367
	TE: Teacher Demo: 362
C5.2e Identify the limiting reagent when given the masses of more than one reactant.	**SE/TE:** 368-371; Quick Lab: 372
C5.2f Predict volumes of product gases using initial volumes of gases at the same temperature and pressure.	**SE/TE:** 363-366
C5.2g Calculate the number of atoms present in a given mass of element.	**SE/TE:** 290-293
C5.3x Equilibrium	
Most chemical reactions reach a state of dynamic equilibrium where the rates of the forward and reverse reactions are equal.	
CORE	
C5.3a Describe equilibrium shifts in a chemical system caused by changing conditions (Le Chatelier's Principle).	**SE/TE:** 552-555
	TE: Teacher Demo: 552, 555

MICHIGAN HIGH SCHOOL CONTENT EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
C5.3b Predict shifts in a chemical system caused by changing conditions (Le Chatelier's Principle).	**SE/TE:** 552-555
	TE: Teacher Demo: 552
C5.3c Predict the extent reactants are converted to products using the value of the equilibrium constant.	**SE/TE:** 556-559
C5.4 Phase Change/Diagrams	
Changes of state require a transfer of energy. Water has unusually high-energy changes associated with its changes of state.	
ESSENTIAL	
C5.4A Compare the energy required to raise the temperature of one gram of aluminum and one gram of water the same number of degrees.	**SE/TE:** 507-510
C5.4B Measure, plot, and interpret the graph of the temperature versus time of an ice-water mixture, under slow heating, through melting and boiling.	**SE/TE:** 522-524; Quick Lab: 522
C5.4x Changes of State	
All changes of state require energy. Changes in state that require energy involve breaking forces holding the particles together. The amount of energy will depend on the type of forces.	
CORE	
C5.4c Explain why both the melting point and boiling points for water are significantly higher than other small molecules of comparable mass (e.g., ammonia and methane).	**SE/TE:** 446-449
C5.4d Explain why freezing is an exothermic change of state.	**SE/TE:** 506-507
C5.4e Compare the melting point of covalent compounds based on the strength of IMFs (intermolecular forces).	**SE/TE:** 240-241, 243-244
C5.5 Chemical Bonds — Trends	
An atom's electron configuration, particularly of the outermost electrons, determines how the atom can interact with other atoms. The interactions between atoms that hold them together in molecules or between oppositely charged ions are called chemical bonds.	
ESSENTIAL	
C5.5A Predict if the bonding between two atoms of different elements will be primarily ionic or covalent.	**SE/TE:** 238-239

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MICHIGAN HIGH SCHOOL CONTENT EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
C5.4B Predict the formula for binary compounds of main group elements.	**SE/TE:** 260-263, 270
	TE: Class Activity: 263; Teacher Demo: 262
C5.5x Chemical Bonds	
Chemical bonds can be classified as ionic, covalent, and metallic. The properties of a compound depend on the types of bonds holding the atoms together.	
CORE	
C5.5c Draw Lewis structures for simple compounds.	**SE/TE:** 194-196, 217-222
	TE: Class Activity: 220
C5.5d Compare the relative melting point, electrical and thermal conductivity and hardness for ionic, metallic, and covalent compounds.	**SE/TE:** 196-198, 201-202, 214, 243-244; Quick Lab: 199
C5.5e Relate the melting point, hardness, and electrical and thermal conductivity of a substance to its structure.	**SE/TE:** 196-198, 201-202, 214, 243-244; Quick Lab: 199
C5.6x Reduction/Oxidation Reactions	
Chemical reactions are classified according to the fundamental molecular or submolecular changes that occur. Reactions that involve electron transfer are known as oxidation/reduction (or "redox").	
CORE	
C5.6a Balance half-reactions and describe them as oxidations or reductions.	**SE/TE:** 645-654; Quick Lab: 653; Small-Scale Lab: 655
	TE: Teacher Demo: 648
C5.6b Predict single replacement reactions.	**SE/TE:** 333-334
C5.6c Explain oxidation occurring when two different metals are in contact.	**SE/TE:** 637-638
C5.6d Calculate the voltage for spontaneous redox reactions from the standard reduction potentials.	**SE/TE:** 671-677
C5.6e Identify the reactions occurring at the anode and cathode in an electrochemical cell.	**SE/TE:** 663-670
	TE: Teacher Demo: 668

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Michigan High School Content Expectations - Science
(High School)

MICHIGAN HIGH SCHOOL CONTENT EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
C5.7 Acids and Bases	
Acids and bases are important classes of chemicals that are recognized by easily observed properties in the laboratory. Acids and bases will neutralize each other. Acid formulas usually begin with hydrogen, and base formulas are a metal with a hydroxide ion. As the pH decreases, a solution becomes more acidic. A difference of one pH unit is a factor of 10 in hydrogen ion concentration.	
ESSENTIAL	
C5.7A Recognize formulas for common inorganic acids, carboxylic acids, and bases formed from families I and II.	**SE/TE:** 271-273, 588-593, 740-741
C5.7B Predict products of an acid-base neutralization.	**SE/TE:** 612-613
C5.7C Describe tests that can be used to distinguish an acid from a base.	**SE/TE:** 587-588, 601-604; Quick Lab: 604
	TE: Teacher Demo: 600
C5.7D Classify various solutions as acidic or basic, given their pH.	**SE/TE:** 596-600
C5.7E Explain why lakes with limestone or calcium carbonate experience less adverse effects from acid rain than lakes with granite beds.	**SE/TE:** R27; Basis of concept: 612-613
	TE: R27
C5.7x Brønsted-Lowry	
Chemical reactions are classified according to the fundamental molecular or submolecular changes that occur. Reactions that involve proton transfer are known as acid/base reactions.	
CORE	
C5.7f Write balanced chemical equations for reactions between acids and bases and perform calculations with balanced equations	**SE/TE:** 612-616
	TE: Teacher Demo: 615
C5.7g Calculate the pH from the hydronium ion or hydroxide ion concentration.	**SE/TE:** 596-599
C5.7h Explain why sulfur oxides and nitrogen oxides contribute to acid rain.	**SE/TE:** 224;R27
C5.r7i Identify the Brønsted-Lowry conjugate acid-base pairs in an equation. (recommended)	**SE/TE:** 590-592

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MICHIGAN HIGH SCHOOL CONTENT EXPECTATIONS	Correlated to: Michigan High School Content Expectations – Science (High School)	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
C5.8x Carbon Chemistry		
The chemistry of carbon is important. Carbon atoms can bond to one another in chains, rings, and branching networks to form a variety of structures, including synthetic polymers, oils, and the large molecules essential to life.		
ESSENTIAL		
C5.8A Draw structural formulas for up to ten carbon chains of simple hydrocarbons.		**E/TE:** 693-700
		TE: Class Activity: 698; Teacher Demo: 696
C5.8B Draw isomers for simple hydrocarbons.		**SE/TE:** 704-707; Quick Lab: 707; Small-Scale Lab: 708
		TE: Class Activity: 704; Teacher Demo: 705
C5.8C Recognize that proteins, starches, and other large biological molecules are polymers.		**SE/TE:** 769-771, 778-780; Quick Lab: 780
		TE: Teacher Demo: 770

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Correlated to:
Michigan High School Content Expectations - Science
(High School)

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : High School - Biology

Key Course Objectives/Enduring Understandings

(Important ideas and core processes)

Chemistry of Life

Unit Pacing

(names of units and approximate pacing)

Water

5 Class Sessions

Unit Learning Targets

(By the end of the unit, students will be able to…)

- discuss how hydrogen and oxygen atoms form covalent bonds in the formation of polar water molecules.
- list and describe several unique chemical and physical properties of water and discuss how the structure of water molecules influences each property.
- Explain how the unique chemical and physical properties of water make life on Earth possible.

Unit Pacing

(names of units and approximate pacing)

Organic Molecules in Organisms
2 Class Sessions

Unit Learning Targets

(By the end of the unit, students will be able to…)

- explain how the atomic structure of carbon is unique.
- describe the role of carbon in the molecules necessary for life.
- explain how cells synthesize and break down macromolecules.
- describe the structure and function of biologically important molecules (carbohydrates, lipids, proteins, nucleic acids).

Unit Pacing

(names of units and approximate pacing)

Enzymes

3 Class Sessions

Unit Learning Targets

(By the end of the unit, students will be able to…)

- describe how enzymes speed up chemical reaction rates.
- discuss the importance of shape on enzyme activity and specificity.
- describe how environmental factors (pH, temperature, force, etc.) affect the function and shape (denaturing) of enzymes.

Key Course Objectives/Enduring Understandings

(Important ideas and core processes)

Cells

Unit Pacing	Unit Learning Targets
(names of units and approximate pacing) Prokaryotic and Eukaryotic Cells *3 Class Sessions*	*(By the end of the unit, students will be able to…)* • compare the similarities and differences between prokaryotic and eukaryotic cells. • identify organisms that are prokaryotic and organisms that are eukaryotic.

Unit Pacing	Unit Learning Targets
(names of units and approximate pacing) Membranes *3 Class Sessions*	*(By the end of the unit, students will be able to…)* • describe the current model of membrane structure. • explain the various roles of proteins in the cell membrane. • compare and contrast different types of active and passive transport.

Unit Pacing

(names of units and approximate pacing)

Sub-cellular Organization

3 Class Sessions

Unit Learning Targets

(By the end of the unit, students will be able to…)

- describe the structures of all cell organelles.
- describe the functions of all cell organelles.
- explain how structure relates to function in organelles such as chloroplasts and mitochondria.
- list and explain factors that limit cell size.
- describe the structure of a eukaryotic chromosome.

Unit Pacing

(names of units and approximate pacing)

Cell Cycle and its Regulation

9 Class Sessions

Unit Learning Targets

(By the end of the unit, students will be able to…)

- diagram the replication of DNA.
- diagram, in detail, how cells produce new, identical daughter cells.
- describe how the cell cycle is regulated and discuss it relationship to cancer.

Key Course Objectives/Enduring Understandings

(Important ideas and core processes)

Cellular Energetics

Unit Pacing	Unit Learning Targets
(names of units and approximate pacing) Energy Molecules *2 Class Sessions*	*(By the end of the unit, students will be able to…)* • describe the role of ADP and ATP in anabolic and catabolic processes. • explain how chemiosmosis produces ATP.

Unit Pacing	Unit Learning Targets
(names of units and approximate pacing) Photosynthesis *6 Class Sessions*	*(By the end of the unit, students will be able to…)* • explain, in detail, how photosynthesis converts light energy into bond energy in glucose.

Unit Pacing	Unit Learning Targets
(names of units and approximate pacing) Cellular Respiration and Fermentation *6 Class Sessions*	*(By the end of the unit, students will be able to…)* • describe, in detail, how cells generate ATP through cell respiration. • describe how cells generate ATP through fermentation. • discuss how matter cycles and energy flows during the processes of photosynthesis and cell respiration.

Key Course Objectives/Enduring Understandings

(Important ideas and core processes)

Heredity

Unit Pacing

(names of units and approximate pacing)

Meiosis

3 Class Sessions

Unit Learning Targets

(By the end of the unit, students will be able to…)

- describe, in detail, how the genetic information is cut in half during the process of meiosis, and explain its importance in heredity.
- Describe the basic principles of segregation and independent assortment in relation to meiosis.

Unit Pacing

(names of units and approximate pacing)

Inheritance Patterns

5 Class Sessions

Unit Learning Targets

(By the end of the unit, students will be able to…)

- explain the principle patterns of inheritance (i.e. dominant, recessive, co-dominance, incomplete dominance, polygenic inheritance, multiple allele inheritance).
- use a punnett square to determine genotypic and phenotypic ratios in offspring of mono and dihybrid crosses.
- use a pedigree as a tool for genetic analysis.

Key Course Objectives/Enduring Understandings

(Important ideas and core processes)

Molecular Genetics

Unit Pacing	Unit Learning Targets
(names of units and approximate pacing) Protein Synthesis *3 Class Sessions*	*(By the end of the unit, students will be able to…)* • describe how DNA stores genetic information. • describe, in detail, how DNA directs the production of a protein.

Unit Pacing	Unit Learning Targets
(names of units and approximate pacing) Mutation *1 Class Session*	*(By the end of the unit, students will be able to…)* • identify and describe common DNA mutations. • identify and describe common chromosomal mutations.

Unit Pacing	Unit Learning Targets
(names of units and approximate pacing) Nucleic Acid Technology and Applications *2 Class Sessions*	*(By the end of the unit, students will be able to…)* • describe common methods of genetic technology. • discuss moral and ethical issues surrounding genetic engineering.

Key Course Objectives/Enduring Understandings

(Important ideas and core processes)

Investigation

Unit Pacing

(names of units and approximate pacing)

Inquiry and Reflection

Consistently reinforced throughout the duration of the instructional calendar.

Unit Learning Targets

(By the end of the unit, students will be able to…)

- recognize the difference between testable and non-testable questions for inquiry.
- identify appropriate tools and techniques used in designing and conducting scientific investigations to test hypotheses.

Biology B

Key Course Objectives/Enduring Understandings

(Important ideas and core processes)

Diversity of Organisms

Unit Pacing	Unit Learning Targets
(names of units and approximate pacing) Survey of the Diversity of Life *3 Class Sessions*	*(By the end of the unit, students will be able to…)* • know the biological hierarchy of living things. • identify various organisms from the Bacteria, Archaea and Eukarya domains. • identify various members of the major animal phyla and plant divisions.

Unit Pacing	Unit Learning Targets
(names of units and approximate pacing) Phylogenetic Classification *1 Class Session*	*(By the end of the unit, students will be able to…)* • identify distinguishing characteristics of domains and kingdoms.

Unit Pacing	Unit Learning Targets
(names of units and approximate pacing) Viral Structure and Replication *2 Class Sessions*	*(By the end of the unit, students will be able to…)* • describe the structure of a virus. • compare and contrast lytic and lysogenic viral replication.

Key Course Objectives/Enduring Understandings

(Important ideas and core processes)

Evolutionary Biology

Unit Pacing	Unit Learning Targets
(names of units and approximate pacing) Early Evolution of Life *2 Class Sessions*	*(By the end of the unit, students will be able to…)* • describe the current biological model for the origins of organic macromolecules and discuss why controversy surrounds this model. • describe the current biological model for the origins of prokaryotic and eukaryotic cells and discuss why controversy surrounds this model.

Unit Pacing	Unit Learning Targets
(names of units and approximate pacing) Mechanisms of Evolution *6 Class Sessions*	*(By the end of the unit, students will be able to…)* • describe the role of natural selection in the process of microevolution • identify proposed mechanisms that account for speciation and macroevolution

Biology B

Key Course Objectives/Enduring Understandings

(Important ideas and core processes)

Structure and Function of Plants

Unit Pacing	Unit Learning Targets
(names of units and approximate pacing) Reproduction, Growth and Development *4 Class Sessions*	*(By the end of the unit, students will be able to…)* • describe sexual reproduction in plants. • explain both primary and secondary growth in plants.

Unit Pacing	Unit Learning Targets
(names of units and approximate pacing) Structural and Physiological Characteristics *4 Class Sessions*	*(By the end of the unit, students will be able to…)* • describe the structure and function of the four main plant tissues. • explain the structure and function of roots, stems and leaves. • identify adaptive features that have contributed to the success of various plant groups.

Unit Pacing	Unit Learning Targets
(names of units and approximate pacing) Plant Organ Interactions *3 Class Sessions*	*(By the end of the unit, students will be able to…)* • describe how organ systems interact (transpiration, absorption, root hairs, bulk flow)

Unit Pacing

(names of units and approximate pacing)

Response to the Environment

2 Class Sessions

Unit Learning Targets

(By the end of the unit, students will be able to…)

- identify the responses of plants to environmental cues.
- understand common plant hormones and their functions.

Key Course Objectives/Enduring Understandings

(Important ideas and core processes)

Human Anatomy and Physiology

Unit Pacing	Unit Learning Targets
(names of units and approximate pacing) Homeostasis *1 Class Session*	*(By the end of the unit, students will be able to…)* • explain homeostasis and describe how it is maintained.

Unit Pacing	Unit Learning Targets
(names of units and approximate pacing) Organization *11 Class Sessions*	*(By the end of the unit, students will be able to…)* • explain the hierarchy of cellular organization in humans. • explain the general function of each human organ system. • describe the structure and function of human organs found in each organ system.

Key Course Objectives/Enduring Understandings

(Important ideas and core processes)

Ecology

Unit Pacing

(names of units and approximate pacing)

Population Dynamics

2 Class Sessions

Unit Learning Targets

(By the end of the unit, students will be able to…)

- describe the various ways populations grow.
- explain how population size is regulated by abiotic and biotic factors.

Unit Pacing

(names of units and approximate pacing)

Communities and Ecosystems

4 Class Sessions

Unit Learning Targets

(By the end of the unit, students will be able to…)

- describe how energy flows through an ecosystem in relation to trophic levels.
- describe how elements (carbon and nitrogen) and compounds (water) cycle in an ecosystem.
- describe various interactions within a community.
- describe the importance of diversity to a healthy ecosystem.
- explain the process of succession.

Unit Pacing

(names of units and approximate pacing)

Global Issues

2 Class Sessions

Unit Learning Targets

(By the end of the unit, students will be able to…)

- Explain how a large and growing human population impacts the Earth. (acid rain, climate change, ozone depletion, invasive species, pollution/biological magnification)

Key Course Objectives/Enduring Understandings

(Important ideas and core processes)

Investigation

Unit Pacing

(names of units and approximate pacing)

Inquiry and Reflection *Consistently reinforced throughout the duration of the instructional calendar.*

Unit Learning Targets

(By the end of the unit, students will be able to…)

- recognize the difference between testable and non-testable questions for inquiry.
- identify appropriate tools and techniques used in designing and conducting scientific investigations to test hypotheses.

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : High School - High School Band

Group Assessments:

- School concerts
- MSBOA District VII Band Festival

Individual Assessments:

- Auditions
- Playing tests
- Chair challenges
- Final exam

The following standards (adapted from state and national standards) are embedded throughout the year and are present in all units applicable:

Perform accurately and independently, alone and in the ensemble with proper posture and intonation. (1a)

Perform with expression and accuracy a varied repertoire of music with a difficulty level of grade 2.5-6. (1b)

Sight read accurately and expressively with a moderate level of difficulty. (1c)

Perform music from memory accurately and expressively. (1d)

Demonstrate extensive knowledge of the technical vocabulary and fundamentals of music. (3a)

Unit	Standard	Learning Target	Resource/Mentor Texts	Assessment
Pep band music for basketball games	1a, 1b, 1c, 3a	With practice I can play my parts to the best of my ability. I can perform a wide variety of styles.	Music folio	Performances at basketball games
Chair placement	1a, 1c	With practice I can	Music selected by the	Scoring rubric

auditions		perform my audition piece to the best of my ability. I can sight-read a small sample of music following a 60-second study period	director and given to students at least two weeks in advance of audition	Students ranked by score and split into two bands of similar instrumentation after winter concert for district band festival
Winter concert music	1a, 1b, 1c, 3a	With practice I can play my parts to the best of my ability. I can sight read a wide variety of possible concert music.	Music as selected by director Demo recordings	Winter concert at school
Festival music	1a, 1b, 1c, 3a	With practice I can play my parts to the best of my ability. I can sight read music accurately following a 5-minute study period.	MSBOA required music list Demo recordings Guest clinician	Written and recorded comments from 3 performance judges and 1 sight-reading judge Rating (I-V) I is superior
Spring Concert music	1a, 1b, 1c, 3a	With practice I can play my parts to the best of my ability. I can sight read a wide variety of possible concert music.	Music as selected by director, including increased difficulty levels of music. Demo recordings Scale review sheets	Spring Concert at school

Memorial Day Parade music	1a, 1b, 1d, 4a	With practice I can play my parts to the best of my ability. I can memorize the parade music I can play accurately while marching I can march with proper step size, style, spacing and horn angle while playing my instrument.	Demo recordings	Performance in Spring Lake Memorial Day Parade and cemetery memorial service.
Graduation music	1a, 1b, 3a	With practice I can play my parts to the best of my ability.	Demo recordings	Performance at Commencement ceremony

CROSSROADS CHARTER ACADEMY
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Curriculum Map

GRADE/SUBJECT : High School - Art 3D Design

KEY COURSE OBJECTIVES/ ENDURING UNDERSTANDINGS (Important ideas and core processes)	UNIT PACING (names of units and approximate pacing)	UNIT LEARNING TARGETS (By the end of the unit, students will be able to. . .)	STANDARD (Which standards (i.e. common core, MMC, etc.) does this address?)
This is a beginning level course designed to give students experience working with and designing three-dimensional works of art. Students will gain hands-on experience working with a variety of materials in the areas of ceramics and sculpture. Emphasis is on concepts, methods, processes and skills, which are necessary to develop three-dimensional designs. Solutions for problems presented are based on examination and understanding of the art elements and art principles. (All standards taken from the Michigan Art Education standards and benchmarks)	Pinch Pot Unit (3 weeks)	• Create an abstract and non objective piece of art using clay • Understand the "Ten Golden Rules of Clay" • Identify the process of a pinch pot • Wedge and Slip clay • Learn basics on the process of creating ceramics • Creatively come up with a concept that will work with the tea light	Create artworks that use organizational principles and functions to solve specific visual arts problems.
	Coil Pot Unit (3 weeks)	• Create a pot using coil building • Slip and score • Identify the process of a coil pot • To create a purpose for the coil pot	Create artworks that use organizational principles and functions to solve specific visual arts problems.
	Clay Slab/Relief Unit (3 weeks)	• Use symbolism to create a slab relief sculpture out of clay • Use additive and subtractive relief	Create artworks that use organizational principles and functions to solve specific visual arts problems.

	Assemblage Sculpture Unit (3 weeks)	• Create abstract art • Identify sculpture in the round vs. relief • Use assemblage • Learn about inception • Create successful color schemes	Reflect upon the characteristics and assess the merits of one's personal artwork. Create artworks that use organizational principles and functions to solve specific visual arts problems.

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : High School - Art 2D Design

KEY COURSE OBJECTIVES/ ENDURING UNDERSTANDINGS (Important ideas and core processes)	UNIT PACING (names of units and approximate pacing)	UNIT LEARNING TARGETS (By the end of the unit, students will be able to. . .)	STANDARD (Which standards (i.e. common core, MMC, etc.) does this address?)
In 2-Dimensional Design you will exploring various 2-D design problems that focuses on creatively applying learned skills to represent shape and form on a 2-D surface. Solutions for problems presented are based on on the understanding of art elements and principles. You will be introduced to a variety of art media and learn how to make a complete composition on a two-dimensional surface. (All standards taken from the Michigan Art Education standards and benchmarks)	Art Principle Unit (1 week)	• Identify and use the art principle of Movement • Identify and use art principle of Rhythm and Balance • Identify and use the art principle of Contrast and Unity • Identify and use the art principle Space and Emphasis	Create artworks that use organizational principles and functions to solve specific visual arts problems.
	Line Unit (3 weeks)	• Identify and use the art principle of Movement • Identify and use art principle of Rhythm • Identify and use the art principle of Contrast • Use these three principles to create a composition	Create artworks that use organizational principles and functions to solve specific visual arts problems.
	Contour/ Paint Unit (3 weeks)	• Identify a contour line • Create balance. • Use color harmony • Learn the difference between symmetrical and asymmetrical • Create a design using three related subjects and incorporating them into one composition	Create artworks that use organizational principles and functions to solve specific visual arts problems.
	Mix Media Unit (3 weeks)	• Learn about the process of making a collage through symbolism • Arrange a collage of art styles about a student led subject • Concentrate and solidify knowledge on unity, balance, and contrast	Create artworks that use organizational principles and functions to solve specific visual arts problems.

	Final Unit (2 weeks)	• Review and master the art principles of Movement, Contrast, Unity, Balance, and Emphasis • Use a limited palette to create a successful color scheme • Learn how to dissect a person into contour lines • Arrange a collage of mini drawings to create united composition • Create a theme	Create artworks that use organizational principles and functions to solve specific visual arts problems.

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : High School - Anatomy

KEY COURSE OBJECTIVES/ENDURING UNDERSTANDINGS Important ideas and core processes	UNIT PACING Names of units and approximate pacing	UNIT LEARNING TARGETS By the end of the unit, students will be able to...
Human Body Tissues	Chapter 4 - 5 days	- Identify the structure and functions of the four tissue types - Classify tissues on the basis of arrangement and structure - Describe characteristics of all epithelial tissue, connective tissue, muscle and nerve tissue. - Explain locations in the body where the different tissues can be found. - Describe the common embryological origin of all tissue types.
Cell Biology	Chapter 3 - 5 days	- Describe the structure and function of the cell membrane. - Compare and contrast transport mechanisms in the cell. - Explain mechanisms of vesicular trnasport. - Describe the structure and function of all animal cell organelles. - Explain the process of DNA replication and its role in the cell cycle. - Describe how the endomembrane system functions in protein synthesis and export.
Chemistry	Chapter 2 - 4 days	- Describe basic atomic structure. - Explain how various types of bonds form. - Describe the carbonic acid/bicarbonate buffer system. - Describe the properties of all organic molecules.

- Explain dehydration synthesis and hydrolysis.
- Identify the structure and function of all classes of organic molecules.

Integumentary System	Chapter 5 - 5 days	- Identify the three major regions of the skin including the types of cells found within each. - Describe the functions of the various cells within all skin layers. - Identify the pigments which contribute to skin color. - Describe the major types of skin cancer and how they develop. - Explain various functions of the integumentary system. - Describe the different types of sweat glands and what they produce. - Describe hair function and distribution. - Explain developmental aspects of the integument.
Skeletal System (Bones and Joints)	Chapter 6 and 8 - 7 days	- Describe characteristics of the different types of cartilage and where they are found. - Explain how cartilage grows, ossifies and becomes bone. - Describe the classifications of bones and their functions. - Describe the gross anatomy of bones. - Describe the microstructure of bones. - Describe bone growth and remodeling and the influence of hormones on the process. - Identify types of bone fractures. - Describe the stages of healing of a bone fracture. - Explain how joints are classified. - Describe sprains, cartilage injuries, dislocations and degenerative conditions of joints.
Muscular System	Chapter 9 - 7 days	- Describe the three types of muscle tissue and how they differ in structure, location, function and means of activation. - Explain similarities in muscle tissue. - Describe the many parts of a sarcomere. - Explain the events at the neuromuscular junction. - Describe action potentials and how they are generated and propagated. - Explain excitation - contraction coupling. - Describe how muscles respond to varying stimuli strength. - Distinguish between oxidative and glycolytic muscle fibers. - Describe the effect of exercise on different muscle types. - Identify the various ways muscles get energy.

Nervous System	Chapter 11 - 6 days	- Describe functions of the nervous system and its basic organization. - Describe the histology of nerve tissue and the supporting cells. - Describe axon structure and function. - Explain how nerves are classified. - Describe how ion channels are involved in the establishment and propagation of membrane potentials. - Differentiate between graded and action potentials. - Explain the events that occur at a synapse and the role of neurotransmitters.
Special Senses	Chapter 15 - 5 days	- Describe the anatomy and physiology of the eye. - Explain the functional anatomy of phototransduction. - Describe the physiology of the smell and taste. - Describe the anatomy and physiology of the ear. - Explain auditory transduction.
Endocrine System	Chapter 17 - 6 days	- Describe the difference between endocrine and exocrine glands. - Explain how autocrine and paracrine glands are the same and how they are different. - Describe the different types of hormones and their actions. - Explain how humoral and neural stimuli impact hormone release. - List the major endocrine organs, their secretions and the function of each secretion. - Describe how the heart, skin, kidneys, GI tract, placenta and adipose tissue act as hormone producing structures.
Lymphatic System	Chapter 20 - 5 days	- Describe the structure and function of lymphatic vessels and capillaries. - Discuss the major cells of the lymphatic system and their function. - Explain the structure and function of lymph nodes. - Describe how the spleen, thymus, tonsils and MALT serve lymphatic functions. - Discuss developmental aspects of the system.

Blood	Chapter 17 - 6 days	- Describe the pathway of circulation in the body (name all heart chambers, valves and major arteries and veins connecting to the heart). - Discuss the composition of blood and its functions. - Describe the formed elements of blood and their functions. - Explain erythropoiesis and its regulation. - Describe the fate and destruction of erythrocytes. - Describe various blood disorders. - Differentiate between the different types of leukocytes on the basis of structure and function. - Describe the sequential events of hemostasis. - Describe the human blood groups including Rh blood groups.
Heart and Blood Vessels	Chapter 18 - 19 - 5 days	- Describe the anatomy of the heart. - Describe the pathway through the heart and lungs. - Discuss cardiac muscle contraction and state how it is different than other muscle types. - Discuss cardiac output and congestive heart failure. - Explain developmental aspects of the heart. - Describe the generalized structure of blood vessels as well as adaptations in the different types. - Describe blood flow through capillary beds. - Describe resistance factors, blood pressure and controls on blood pressure. - Explain blood flow through various parts of the body.
Respiratory System	Chapter 22 - 6 days	- Describe the major functions of the respiratory system. - Describe the structures of the respiratory system. - Explain the respiratory membrane. - Describe the pressure relationships in the thoracic cavity. - Explain the mechanics of ventilation in relation to gas laws. - Explain ventilation - perfusion coupling. - Describe how gases are loaded and unloaded from the blood. - Describe respiratory adjustments to exercise and altitude.

Digestive System	Chapter 23 - 5 days	- Describe the classification and structure of teeth. - Explain the digestive pathway. - Discuss which food types are broken down by which enzymes and in which location in the GI tract. - Describe common disorders of the esophagus, stomach, liver, gall bladder, pancreas and intestines. - Describe the role of the bacterial flora in the GI tract and how they are controlled.
Urinary System	Chapter 25 - 4 days	- Describe the organs of the urinary system and their functions. - Discuss the structural and functional anatomy of a nephron. - Describe the mechanisms of urine formation. - Explain the extrinsic and intrinsic controls on urine formation. - Describe developmental aspects of the urinary system.
Immune System	Chapter 21 - 8 days	- Differentiate between innate and adaptive defenses in the body. - Describe the inflammatory response. - Describe the role of complement and a fever in immunity. - Describe antigens and antigenic determinants. - Discuss the various cells of the adaptive immune system. - Explain the humoral response and clonal selection. - Describe passive and active immunity. - Describe the cell mediated response and the importance of the various types of T cells. - Describe immunodeficiencies and hypersensitivities.
Reproductive System	Chapter 27 - 6 days	- Describe male reproductive anatomy and physiology. - Discuss the human life cycle (including the process of meiosis). - Describe female reproductive anatomy and physiology. - Explain the menstrual and ovarian cycles. - Discuss various sexually transmitted diseases. - Explain developmental aspects of the reproductive system.

Pregnancy and Development	Chapter 28 - 5 days	- Describe the acrosomal reaction and the process of fertilization. - Describe pre-embryonic development. - Explain implantation and placentation. - Describe the development of the fetal circulation. - Describe the various stages of labor.

OVERARCHING/ESSENTIAL SKILLS OR QUESTIONS			
Histology	Weeks 1-5	Identify common tissue histology.	Laboratory examination of prepared slides using multiple resource materials for reference.
Skeletal Anatomy	Weeks 6-11	Identify landmarks on all of the major bones of the body.	Laboratory examination of cat bones using multiple resource materials for reference.
Body Musculature	Weeks 13 - 17	Identify the major muscles of the body including their origin, insertion, and action.	Laboratory examination of preserved cat specimens using multiple resource materials for reference.
Internal Anatomy	Weeks 18 - 23	Identify the major organs of the body including the vasculature.	Laboratory examination of preserved cat specimens using multiple resource materials for reference.

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : High School - Algebra 2B

Suggested timeline	CCSS	Learning Target	Resources
Week 13-14	A.APR.B.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function. A.APR.D.6 Rewrite simple rational expressions in different forms . . . using inspection, long division. F.IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities. F.IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases. A.REI.D.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve. N.CN.C.7 Solve quadratic equations with real coefficients that have complex solutions. Mathematical Practice Standards: 1, 2, 4, 5, 6, 7	Students need to be able to do synthetic division. Students need to find the real zeros and graph polynomial functions.	5.3-5.5

Week 14-15	A.APR.C.5 Know and apply the Binomial theorem for the expansion of (x + y)n . . . with coefficients determined . . . by Pascal's Triangle. S.ID.B.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. S.ID.C.8 Compute and interpret the correlation coefficient of a linear fit. Mathematical Practice Standards: 1, 2, 4, 5, 6, 7, 8	Students need to know how to use the binomial theorem. Students need to transform a cubic function.	5.6-5.7
Week 16	N.RN.A.1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. N.RN.A.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents. A.SSE.A.2 Use the structure of an expression to	Students simplify expressions with fractional exponents. Students also simplify radical expressions and apply the properties for multiplying and dividing radicals.	6.1-6.3

	identify ways to rewrite it. Common Core Mathematical Practice Standards: 1, 2, 3, 7		
Week 17	A.REI.A.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise. F.BF.A.1.b Combine standard function types using arithmetic operations. F.BF.B.4.a Solve an equation of the form f (x) = c for a simple function f that has an inverse and write an expression for the inverse. Common Core Mathematical Practice Standards: 1, 2, 3, 4, 5, 6, 7	Students perform operations on functions, including finding the inverse. Students also solve equations containing radicals.	6.4-6.6
Week 18	F.IF.C.7.b Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. F.BF.B.3 Identify the effect on the graph of replacing f (x) by f (x) + k, k f (x), f (kx), and f (x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Common Core Mathematical Practice Standards: 1, 4, 5, 6, 7	Students graph a square root function and understand how changes to the function transform the graph.	6.7-6.8
Week 19-20	F.IF.C.7.e Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. F.BF.A.1.a Determine an explicit expression, a recursive process, from a context. F.BF.B.3 Identify the effect on the graph of replacing f (x) by f (x) + k, k f (x), f (kx), and f (x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Also F.IF.B.4, F.IF.C.9, F.BF.B.4.a, F.LE.A.1.c. Common Core Mathematical Practice Standards: 1, 2, 4, 5, 6, 7, 8	Students graph exponential and logarithmic functions. Students also model exponential growth and decay.	7.1-7.3

Week 21-22	F.IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. F.LE.A.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input- output pairs. F.LE.A.4 For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology. Also A.REI.D.11, F.IF.C.7.e. Common Core Mathematical Practice Standards: 1, 2, 4, 5, 6, 7, 8	Students solve exponential and logarithmic equations and work with the natural logarithm and base e. Students also work with compounded interest.	7.4-7.6
Week 23	S.IC.B.6 Evaluate reports based on data. S.CP.A.2 Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities . . . S.CP.A.5 Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. S.CP.B.7 Apply the Addition Rule, P (A or B) = P(A) + P(B) – P(A and B), and interpret the answer in terms of the model. Common Core Mathematical Practice Standards: 1, 2, 3	Students apply the rules for probability and conditional probability and distinguish between events being independent and dependent.	11.1-11.4

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : High School - Algebra 2A

Suggested timeline	CCSS	Learning Target	Resources
Week 1	N.RN.B.3 Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational. A.SSE.A.1.a Interpret parts of an expression, such as terms, factors, and coefficients. A.SSE.A.2 Use the structure of an expression to identify ways to rewrite it. Common Core Mathematical Practice Standards: 1, 2, 4, 6, 7	Students write and evaluate algebraic expressions. They also simplify numerical and algebraic expressions containing exponents and develop an understanding of irrational numbers.	1.1-1.3

Week 2	A.CED.A.1 Create equations and inequalities in one variable and use them to solve problems. A.CED.A.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. A.SSE.A.1.b Interpret complicated expressions by viewing one or more of their parts as a single entity. A.CED.A.1 Create equations and inequalities in one variable and use them to solve problems. A.CED.A.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. A.SSE.A.1.b Interpret complicated expressions by viewing one or more of their parts as a single entity. Mathematical Practice Standards: 1, 2, 4, 7	Students need to be able to translate word problems into equations and inequalities and solve these for a specific variable. Students need to extend the concept of absolute value to equations.	1.4-1.6

Week 3&4	F.BF.A.1 Write a function that describes a relationship between two quantities. F.IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables . F.IF.C.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). A.CED.A.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. Mathematical Practice Standards: 1, 2, 4, 5, 7	Students need to be able to use information from a graph to find the equation of a line. Students need to able to com- pare the slopes of equations written in different forms.	2.1-2.4
Week 4&5	F.IF.B.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. F.IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. F.BF.A.1 Write a function that describes a relationship between two quantities. F.BF.B.3 Identify the effect on the graph of replacing f (x) by f (x) + k, k f (x), f (kx), and f (x + k) for specific values of k (both positive and negative) Mathematical Practice Standards: 1, 2, 4, 5, 7	Students need to be able to interpret the graph of a linear inequality. They also need to understand how changes to a basic function can alter its graph by shifting and compressing.	2.4-2.8
Week 6	A.REI.C.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. A.REI.D.11 . . . solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive	Students need to be able to solve a system of two equations involving fractions and decimals. Students need to be able to solve word problems that can be modeled by system of equations.	3.1-3.2

	approximations. Include cases where f(x) and/or g(x) are linear. . . . Mathematical Practice Standards: 1, 2, 4, 5, 6, 7, 8		
Week 7	A.CED.A.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. A.REI.D.12 Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes. Mathematical Practice Standards: 1, 2, 3, 4, 6, 7	Students graph systems of inequalities and determine the region of overlap that satisfies the two inequalities. Students write inequalities for a real- world situation and solve those systems of inequalities.	3.3-3.4
Week 8&9	A.APR.B.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial. A.SSE.A.2 Use the structure of an expression to identify ways to rewrite it. Mathematical Practice Standards: 1, 2, 4, 5, 7	Students need to recognize patterns and use factoring techniques to factor completely. Students need to be able to solve and graph a quadratic equation.	4.1-4.5
Week 10	N.CN.A.1 Know that there is an imaginary number i, and know that every complex number comes in the form a +bi, and that a, and b are real. N.CN.A.2 Use the idea that i^2 = -1, and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers. N.CN.C.7 Solve quadratic equations with real coefficients that have complex solutions.	Students need to understand operations with complex numbers. Students need to solve quadratic equations having complex solutions and solve linear-quadratic systems.	4.8-4.9

	A.REI.C.7 Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. . N.CN.C.7 Solve quadratic equations with real coefficients that have complex solutions. A.REI.C.7 Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. Mathematical Practice Standards: 1, 2, 4, 5, 6, 7, 8		
ek 11	F.IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables. F.IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. F.BF.A.1 Write a function that describes a relationship between two quantities. A.APR.B.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial. A.SSE.A.2 Use the structure of an expression to identify ways to rewrite it. A.REI.D.11 Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x) Mathematical Practice Standards: 1, 2, 4, 5, 6, 7, 8	Students need to understand the behaviors of polynomial functions and graphs. Students need to write a polynomial function to model a given situation.	5.1-5.3

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : High School - Algebra 1B

Suggested timeline	CCSS	Learning Target	Resources
Week 13-14	A.REI.C.5 Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions. A.REI.C.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. A.REI.D.11 Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.	Students solve systems of equations using graphing, substitution, and eliminations methods	6.1-6.4

Week 15	A.CED.A.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. A.REI.B.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. A.REI.C.6 Solve systems of linear equations exactly and approximately. . . . A.REI.D.12 Graph the solutions to a linear inequality in two variables as a half-plane, and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes	Students determine if ordered pairs are solutions of two-variable inequalities and graph two-variable inequalities. Students solve systems of equations algebraically or by graphing.	6.4-6.5

Suggested timeline	CCSS	Learning Target	Resources
Week 15	A.CED.A.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. A.REI.D.12 Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.	Students graph systems of inequalities and determine the region of overlap that satisfies the two inequalities. Students write inequalities for a real-world situation and solve those systems of inequalities.	6.6
Week 16	N.RN.A.1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. N.RN.A.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents.	Students use the properties of exponents to simplify expressions containing rational exponents.	7.1-7.4
Week 17-18	N.RN.A.2 Rewrite expressions involving radicals . . . using the properties of exponents. A.CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. F.IF.B.5 Relate the domain of a function . . . to the quantitative relationship it describes. F.LE.A.2 Construct . . . exponential functions, . . . given a graph, [or] a description of a relationship. . . . F.LE.B.5 Interpret the parameters in a linear or exponential function in terms of a context.	Students simplify radical expressions by first rewriting the expressions using rational exponents. Students graph exponential functions by making tables for the function rules and graphing points.	7.5-7.7
Week 18	A.SSE.A.1.a Interpret parts of an expression, such as terms, factors, and coefficients. F.IF.A.3 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. F.BF.A.1.a Determine an explicit expression, a recursive process. . . . F.LE.A.1.c Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval	Students use exponential functions to describe growth and decay. Students use recursive and explicit functions for geometric sequences.	7.7-7.8

Suggested timeline	CCSS	Learning Target	Resources
continued	relative to another. F.LE.A.2 Construct linear and exponential functions, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).	Continued	continued
Week 19	A.APR.A.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	Students name polynomials by degree and number of terms. They add, subtract, and multiply binomials, including the special cases squaring a binomial and finding the product of a sum or difference.	8.1-8.4
Week 20-21	A.SSE.A.1.a Interpret parts of an expression, such as terms, factors, and coefficients. A.SSE.A.1.b Interpret complicated expressions by viewing one or more of their parts as a single entity. A.SSE.A.2 Use the structure of an expression to identify ways to rewrite it.	Students factor trinomials of the form ax^2+bx+c with values of a=1 and values of a not equal to 1. Students factor special cases: perfect square trinomials and the difference of two squares. Students factor polynomials with 4 terms using grouping techniques.	8.5-8.8
Week 21	F.IF.B.4 For a function . . . interpret key features of graphs and tables. . . , and sketch graphs showing key features given a verbal description of the relationship. F.IF.B.5 Relate the domain of a function to its graph. . . F.IF.C.7.a Graph . . . quadratic functions and show intercepts, maxima, and minima. F.IF.C.8.a Use the process of factoring . . . in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.	Students find the axis of symmetry of a parabola and graph quadratic functions. Students solve quadratic equations. Students use quadratic functions to model real-world situations.	9.1-9.4
Week 22	A.SSE.A.2 Use the structure of an expression to identify ways to rewrite it. A.SSE.B.3.a Factor a quadratic expression to reveal the zeros of the function it defines. A.APR.B.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial. A.REI.A.2 Solve simple rational and radical equations in one variable. . . . A.REI.B.4 Solve quadratic equations in one variable. A.REI.B.4.a Use the method of completing the square to transform any quadratic equation in x into an equation of the form (x -p)^2=q that has the same solutions. . . .	Students solve equations by graphing, factoring, and completing the square.	9.4-9.5

Suggested timeline	CCSS	Learning Target	Resources
Week 22-23	A.CED.A.1 Create equations . . . in one variable and use them to solve problems. A.REI.B.4.b Solve quadratic equations by . . . the quadratic formula and factoring, ... F.IF.C.8.a Use the process of factoring and completing the square in a quadratic function to show zeros. . . . A.REI.7 Solve a simple system consisting of a linear equation and a quadratic equation algebraically and graphically… FLE.1.a Prove that linear functions grow by equal differences… and that exponential functions grow by equal factors over equal intervals	Students use completing the square and the quadratic formula to solve equations. Students choose linear, quadratic, or exponential models from data. Students solve systems of linear and quadratic equations.	9.5-9.8
Week 23-24	S.ID.A.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation). . . . S.ID.A.3 Interpret differences in shape, center, and spread in the context of the data. . . . S.ID.B.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data. . . .	Students use histograms to show the frequencies of related data. Students find the measures of central tendency and use the best measure to describe the set of data. Students make and interpret box-and-whisker plots.	12.2-12.4

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : High School - Algebra 1A

Suggested timeline	CCSS	Learning Target	Resources
Week 1	N.RN.B.3 Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; . . . A.SSE.A.1.a Interpret parts of an expression, such as terms, factors, and coefficients. A.SSE.A.2 Use the structure of an expression to identify ways to rewrite it. Common Core Mathematical Practice Standards: 1, 2, 4, 6, 7	Students write and evaluate algebraic expressions. They also simplify numerical and algebraic expressions containing exponents and develop an understanding of irrational numbers.	1.1-1.5
Week 1&2	A.CED.A.1 Create equations and inequalities in one variable and use them to solve problems. A.CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. Common Core Mathematical Practice Standards: 1, 2, 3, 4, 6, 7	Students solve equations using mental math and using tables. They also make tables for real-world situations, write two-variable equations based on tables, and graph the data from the tables in the first quadrant of the coordinate plane.	1.6-1.9

Week 2	A.CED.A.1 Create equations and inequalities in one variable and use them to solve problems. A.REI.A.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, . . . A.REI.B.3 Solve linear equations and inequalities in one variable, including equations with coefficients, represented by letters. Mathematical Practice Standards: 1, 2, 3, 4, 7, 8	Students solve equations using Properties of Equality. Starting with one-step equations and then two-step equations, students expand to multi-step equations requiring them to use the Distributive Property.	2.1-2.3
Week 3	A.CED.A.1 Create equations and inequalities in one variable and use them to solve problems. A.CED.A.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. A.REI.B.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	Students solve literal equations for a variable and solve equations with variables on both sides.	2.4-2.6

	Mathematical Practice Standards: 1, 2, 4, 7		
Week 4	N.Q.A.1 Use units . . . to guide the solution of multi-step problems; . . . choose and interpret the scale and the origin in graphs and data displays. N.Q.A.3 Choose a level of accuracy appropriate to limitations on measurement . . . A.CED.A.1 Create equations and inequalities in one variable and use them to solve problems. A.REI.B.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. Mathematical Practice Standards: 1, 2, 3, 4, 6, 7	Students write and solve special types of equations and proportions. Students apply their understanding of writing proportions to many real-world applications from similar figures.	2.7-2.8, 2.10
Week 5	A.CED.A.1 Create equations and inequalities in one variable and use them to solve problems. A.REI.A.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method. A.REI.B.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. Mathematical Practice Standards: 1, 2, 3, 4, 7	Students write and solve inequalities using the Properties of Inequalities. They see how the process of solving equations and the process of solving inequalities is similar.	3.2-3.5
Week 6	A.SSE.A.1.b Interpret complicated expressions by viewing one or more of their parts as a single entity. A.CED.A.1 Create equations and inequalities in one variable and use them to solve problems. A.REI.B.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. Mathematical Practice Standards: 1, 2, 4, 7	Students solve and graph absolute value in equalities. Students also graph compound inequalities and write compound inequalities for real-world situations.	3.6-3.8
Week 7	A.CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. A.REI.D.10 Understand that the graph of an equation	Students make tables for real-world situations and draw graphs based on the tables. Students write two-variable equations for real-world situations	4.1-4.4

Week 7 Continued	in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve . . . F.IF.A.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context. F.IF.B.4 For a function . . . interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Mathematical Practice Standards: 1, 2, 4, 7		
Week 8	N.Q.A.2 Define appropriate quantities for the purpose of descriptive modeling. A.CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. F.IF.A.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f (x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f (x). F.IF.A.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context. Mathematical Practice Standards: 1, 2, 4, 7	Students write function rules for real-world situations. They determine whether data in a table describes a function by using mapping diagrams and whether a graph shows a function using the vertical line test.	4.5-4.6
Week 8	A.SSE.A.1.b Interpret complicated expressions by viewing one or more of their parts as a single entity. F.IF.A.3 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. F.BF.A.1.a Determine an explicit expression, a recursive process, or steps for calculation from a context. F.BF.A.2 Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the	Students write recursive and explicit formulas for arithmetic sequences using function notation.	4.7

	two forms. Mathematical Practice Standards: 1, 2, 4, 6, 7, 8		
Week 9	N.Q.A.2 Define appropriate quantities for the purpose of descriptive modeling. A.CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. F.IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. F.IF.B.6 Calculate and interpret the average rate of change of a function. . . . F.IF.C.7.a Graph . . . linear and quadratic functions and show intercepts, maxima, and minima. Mathematical Practice Standards: 1, 2, 4, 6, 7	Students find slope and write equations for direct variations and linear functions. They also graph linear equations using y-intercept and slope.	5.1-5.3
Week 10	A.SSE.A.2 Use the structure of an expression to identify ways to rewrite it. A.CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. F.IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs . . . and sketch graphs showing key features given a verbal description of the relationship. F.IF.C.7.a Graph linear and quadratic functions and show intercepts, maxima, and minima. F.BF.A.1.a Determine an explicit expression, or steps for calculation from a context. F.LE.A.2 Construct linear and exponential functions, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table). Mathematical Practice Standards: 1, 4, 7	Students graph equations in point-slope form. Students use two points or information in a table, identifying two points, to write an equation in point-slope form.	5.4-5.5
Week 11	A.SSE.A.2 Use the structure of an expression to identify ways to rewrite it. A.CED.A.2 Create equations in two or more variables	Students graph lines using the y-intercept and slope. They write linear equations for real-world situations. Students rewrite linear equations in different forms.	5.5-5.6

Week 11 Continued	to represent relationships between quantities; graph equations on coordinate axes with labels and scales. F.IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs . . . and sketch graphs showing key features given a verbal description of the relationship. F.IF.C.7.a Graph linear and quadratic functions and show intercepts, maxima, and minima. F.LE.A.2 Construct linear and exponential functions, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table). Mathematical Practice Standards: 1, 4, 7	They also determine if the graphs of equations will be perpendicular or parallel by finding slope.	
Week 12	F.IF.C.7.b Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. F.BF.B.3 Identify the effect on the graph of replacing f (x) by f (x) 1 k, k f (x), f (kx), and f (x 1 k) for specific values of k. . . . S.ID.B.6.a Fit a function to the data; use functions fitted to data to solve problems. . . . S.ID.B.6.c Fit a linear function for a scatter plot that suggests a linear association. S.ID.C.7 Interpret the slope and the intercept of a linear model in the context of the data. S.ID.C.8 Compute (using technology) and interpret the correlation coefficient of a linear fit. S.ID.C.9 Distinguish between correlation and causation. Mathematical Practice Standards: 1, 2, 5, 6, 7	Students graph scatter plots and trend lines, and find the equations of trend lines. They will translate the graph of $y = \|x\|$ by changing h and k in the equation $y = \|x – h\| + k$.	5.7-5.8

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CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : Eighth Grade - Math

The Number System	***8.NS.1*** Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.	I can classify a number as rational or irrational based on its decimal expansion. I can convert a repeating decimal into a rational number. **How can rational numbers be represented and how can they be useful when examining situations involving numbers that are not whole?**	BIG IDEAS 7.4 Approximating Square Roots 7.4 Extention – Repeating Decimals IXL

	8.NS.2 Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions.	I can use reasoning to determine between which two consecutive whole numbers a square root will fall (e.g., I can reason that √39 is between 6 and 7 since it is between √36 and √49). I can plot the estimated value of an irrational number on a number line. I can estimate the value of an irrational number by rounding to a specific place value. I can use estimated values to compare two or more irrational numbers.	BIG IDEAS 7.4 Approximating Square Roots IXL F.16, F.21

Expressions and Equations	***8.EE.1*** Know and apply the properties of integer exponents to generate equivalent numerical expressions.	I can use the sum of angle measures of a triangle to explore simple equation solving. I can use the Properties of Equality to solve one-step equations. I can use the properties of real numbers to determine the solution of a linear equation. I can simplify linear equations by using the distributive property and/or combining like terms. I can give examples of linear equations with one solution, infinitely many solutions, or no solution. I can determine the properties of integer exponents by exploring patterns and applying my understanding of properties of whole number exponents. I can use the properties of integer exponents to simplify expressions	BIG IDEAS 10.1 Exponents 10.2 Product of Powers Property 10.3 Quotient of Powers Property 10.4 Zero and Negative Exponents IXL F.1, F.2, F.3, F.4, F.5, F.6, F.7, F.8, F.9, F.10, F.11, F.12, F.13 BB.6, BB.7, BB.8, BB.9
	8.EE.2 Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.	I can classify a number as rational or irrational based on its decimal expansion. I can convert a repeating decimal into a rational number. I can use reasoning to determine between which two consecutive whole numbers a square root will fall (e.g., I can reason that √39 is between 6 and 7 since it is between √36 and √49). I can plot the estimated value of an irrational number on a number line. I can estimate the value of an irrational number by rounding to a specific place value. I can use estimated values to compare two or more irrational numbers. I can recognize taking a square root as the inverse of squaring a number. I can recognize taking a cube root as the inverse of cubing a number	BIG IDEAS 7.1 Finding Square Roots 7.2 Finding Cube Roots 7.3 The Pythagorean Theorem 7.4 Approximating Square Roots 7.5 Using the Pythagorean Theorem IXL D.5 F.14, F.15, F.17, F.19, F.20 V.7

	8.EE.3 Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much on is than the other.	I can write an estimation of a large quantity by expressing it as the product of a single-digit number and a positive power of ten. I can write an estimation of a very small quantity by expressing it as the product of a single-digit number and a positive power of ten. I can compare quantities written as the product of a single-digit number and a power of ten by stating their multiplicative relationships. I can add, subtract, multiply, and divide two numbers written in scientific notation. I can select the appropriate units for measuring derived measurements when comparing quantities written in scientific notation. I can identify and interpret the various ways scientific notation is displayed on calculators and through computer software. **How can algebraic expressions and equations be mindfully**	BIG IDEAS 10.5 Reading Scientific Notation 10.6 Writing Scientific Notation 10.7 Operations with Scientific Notation IXL G.1, G.2
	8.EE.4 Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities. Interpret scientific notation that has been generated by technology.	I can write an estimation of a large quantity by expressing it as the product of a single-digit number and a positive power of ten. I can write an estimation of a very small quantity by expressing it as the product of a single-digit number and a positive power of ten. I can compare quantities written as the product of a single-digit number and a power of ten by stating their multiplicative relationships. I can add, subtract, multiply, and divide two numbers written in scientific notation. I can select the appropriate units for measuring derived measurements when comparing quantities written in scientific notation. I can identify and interpret the various ways scientific notation is displayed on calculators and through computer software.	BIG IDEAS 10.5 Reading Scientific Notation 10.6 Writing Scientific Notation 10.7 Operations with Scientific Notation IXL G.1, G.3, G.4

	8.EE.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.	I can convert between customary and metric units using proportional relationships. I can explain that a function represents a relationship between an input and an output where the output depends on the input; there can be only one output for each input. I can analyze the rate of change between input and output values to determine if a function is linear or non-linear. I can graph a proportional relationship in the coordinate plane. I can interpret the unit rate of a proportional relationship as the slope of the graph. I can justify that the graph of a proportional relationship will always intersect the origin of the graph. I can use a graph, a table, or an equation to determine the unit rate of a proportional relationship and use the unit rate to make comparisons between various proportional relationships	BIG IDEAS 4.1 Graphing Linear Equations 4.3 Graphing Proportional Relationships IXL I.7
	8.EE.6 Use similar triangles to explain why the slope *m* is the same between any two distinct points on a non- vertical line in the coordinate plane; derive the equation *y = mx+b* for a line through the origin and the equation *y = mx+b* for a line intercepting the vertical axis at *b*.	I can create right triangles by drawing a horizontal line segment and a vertical line segment from any two points on a non-vertical line in the coordinate plane. I can justify that these right triangles are similar by comparing the ratios of the lengths of the corresponding legs. I can justify since the triangles are similar, the ratios of all corresponding hypotenuses, representing the slope of the line, will be equivalent. I can justify that an equation in the form y=mx will represent the graph of a proportional relationship with a slope of m and a y-intercept of 0. I can justify that an equation in the form *y = mx+b* will represent the graph of a proportional relationship with a slope of *m* and a y-intercept of *b* I can write and justify an equation in the form *y= mx + b* given the	BIG IDEAS 4.2 Slope of a Line 4.2 Extension – Slopes of Parallel and Perpendicular Lines 4.3 Graphing Proportional Relationships 4.4 Graphing Linear Equations in Slope-Intercept Form 4.5 Graphing Linear Equations in Standard Form IXL Y.1, Y.2, Y.4, Y.5, Y.6, Y.8

	8.EE.7a Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form *x = a, a = a,* or *a = b* results (where *a* and *b* are different solutions). ***8.EE.7b*** Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.	I can use the sum of angle measures of a triangle to explore simple equation solving. I can use the Properties of Equality to solve one-step equations. I can use the properties of real numbers to determine the solution of a linear equation. I can simplify linear equations by using the distributive property and/or combining like terms. I can give examples of linear equations with one solution, infinitely many solutions, or no solution. **How can algebraic expressions and equations be used to model, analyze, and solve mathematical situations?** **How are functions graphed and how are they useful?**	BIG IDEAS 1.1 Solving Simple Equations 1.2 Solving Multi-Step Equations 1.3 Solving Equations with Variables on Both Sides 1.4 Rewriting Equations and Formulas 5.4 Extension – Solving Linear Equations by Graphing IXL W.3, W.4, W.5, W.6
	8.EE.8a Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. ***8.EE.8b*** Solve systems of two linear equations in two variable algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. ***8.EE.8c*** Solve real-world and mathematical problems leading to two linear equations in two variables.	I can explain how a line represents the infinite number of solutions to a linear equation with two variables. I can use the graphs of two linear equations to estimate the solution of the system. I can solve real-world problems and mathematical problems dealing with systems of linear equations and interpret the solution in the context of the problem. I can explain how the point(s) of intersection of two graphs will represent the solution to the system of two linear equations because that/those point(s) are solutions to both equations. I can solve a system of linear equations by graphing. I can solve a system of linear equations by algebraically.	BIG IDEAS 5.1 Solving Systems of Linear Equations by Graphing 5.2 Solving Systems of Linear Equations by Substitution 5.3 Solving Systems of Equations by Elimination 5.4 Solving Special Systems of Linear Equations 5.4 Extension – Solving Linear Equations by Graphing

Functions	***8.F.1*** Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.	I can explain that a function represents a relationship between an input and an output where the output depends on the input; therefore, there can only be one output for each input. I can show the relationship between the inputs and outputs of a function by graphing them as ordered pairs on a coordinate plane. I can determine the properties of a function written in algebraic form (e.g., rate of change, meaning of y-intercept, linear, non-linear.) I can determine the properties of a function when given the inputs and outputs in a table. I can determine the properties of a function represented as a graph. I can determine the properties of a function when given the situation verbally. I can compare the properties of two functions that are represented differently (e.g., as an equation, in a table, graphically, or verbally.) I can explain why the equation y=mx+b represents a linear function and interpret the slope and y-intercept in relation to the function. I can write a linear function that models a situation given verbally as a table of x- and y-values or as a graph. I can define the initial value of the function in relation to the situation. I can define the rate of change in relation to the situation. I can define the y-intercept in relation to the situation. I can give examples of relationships that are non-linear functions. I can analyze the rate of change between input and output values to determine if a function is linear or non-linear. I can create a table of values that can be defined as a non-	BIG IDEAS 6.1 Relations and Functions 6.2 Representation of Functions IXL Z.1, Z.7, Z.8, Z.9, Z.17, Z.18

	8.F.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).	I can explain that a function represents a relationship between an input and an output where the output depends on the input; therefore, there can only be one output for each input. I can show the relationship between the inputs and outputs of a function by graphing them as ordered pairs on a coordinate plane. I can determine the properties of a function written in algebraic form (e.g., rate of change, meaning of y-intercept, linear, non-linear.) I can determine the properties of a function when given the inputs and outputs in a table. I can determine the properties of a function represented as a graph. I can determine the properties of a function when given the situation verbally. I can compare the properties of two functions that are represented differently (e.g., as an equation, in a table, graphically, or verbally.) I can explain why the equation y=mx+b represents a linear function and interpret the slope and y-intercept in relation to the function. I can write a linear function that models a situation given verbally as a table of x- and y-values or as a graph. I can define the initial value of the function in relation to the situation. I can define the rate of change in relation to the situation. I can define the y-intercept in relation to the situation. I can explain any constraints on the domain in relation to the situation. I can give examples of relationships	BIG IDEAS 6.3 Linear Functions IXL Y.6 Z.8, Z.10, Z.11, Z.14

		I can analyze the rate of change between input and output values to determine if a function is linear or non-linear. I can graph a proportional relationship in the coordinate plane. I can interpret the unit rate of a proportional relationship as the slope of the graph. I can justify that the graph of a proportional relationship will always intersect the origin of the graph. I can use a graph, a table, or an equation to determine the unit rate of a proportional relationship and use the unit rate to make comparisons between various proportional relationships. **How are functions useful in making sense of patterns and**	
	8.F.3 Interpret the equation *y = mx + b* as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.	I can explain why the equation y=mx+b represents a linear function and interpret the slope and y-intercept in relation to the function. I can write a linear function that models a situation given verbally as a table of x- and y-values or as a graph. I can define the initial value of the function in relation to the situation. I can define the rate of change in relation to the situation. I can define the y-intercept in relation to the situation. I can explain any constraints on the domain in relation to the situation. I can give examples of relationships that are non-linear functions. I can analyze the rate of change between input and output values to determine if a function is linear or non-linear. I can create a table of values that can be defined as a non- linear function. I can match the graph of a function to a	BIG IDEAS 6.3 Linear Functions 6.4 Comparing Linear and Nonlinear Functions IXL Y.6 Z.14

	8.F.4 Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.	I can justify that an equation in the form $y = mx+b$ will represent the graph of a proportional relationship with a slope of m and a y-intercept of b I can write and justify an equation in the form $y= mx + b$ given the slope (m) and a point on the line. I can write a linear equation given two points and the rate of change between the two points. I can explore real-life problems involving rates, equations, graphs, and intercepts. I can explain why the equation y=mx+b represents a linear function and interpret the slope and y-intercept in relation to the function. I can write a linear function that models a situation given verbally as a table of x- and y-values or as a graph. I can define the initial value of the function in relation to the situation. I can define the rate of change in relation to the situation. I can define the y-intercept in relation to the situation. I can explain any constraints on the domain in relation to the	BIG IDEAS 4.6 Writing Equations in Slope-Intercept Form 4.7 Writing Equations in Point-Slope Form 6.3 Linear Functions IXL I.2, I.4, I.8, I.9 Y.1, Y.2, Y.3, Y.8, Y.10 Z.4, Z.5, Z.10, Z.12
	8.F.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph. Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	I can give examples of relationships that are non-linear functions. I can analyze the rate of change between input and output values to determine if a function is linear or non-linear. I can create a table of values that can be defined as a non- linear function. I can match the graph of a function to a given situation. I can write a story that describes the functional relationship between two variables depicted on a graph. I can create a graph of a function that describes the	BIG IDEAS 6.5 Analyzing and Sketching Graphs IXL Z.12

Geometry	***8.G.1a*** Verify experimentally the properties of rotations, reflections, and translations in which lines are taken to lines and line segments to line segments of the same length. ***8.G.1b*** Verify experimentally the properties of rotations, reflections, and translations in which angles are taken to angles the same measure. ***8.G.1c*** Verify experimentally the properties of rotations, reflections, and translations in which parallel lines are taken to parallel lines.	I can verify – by measuring and comparing lengths, angle measures, and parallelism of a figure and its image – that after a figure has been translated, reflected, or rotated, corresponding lines and line segments remain the same length, corresponding angles have the same measure, and corresponding parallel lines remain parallel. I can explain how transformations can be used to prove that two figures are congruent. I can perform a series of transformations (reflections, rotations, and/or translations) to prove or disprove that two figures are congruent. **How does geometric attributes (such as shapes, lines, angles,**	BIG IDEAS 2.2 Translations 2.3 Reflections 2.4 Rotations IXL P.2, P.3, P.5, P.7
	8.G.2 Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.	I can verify – by measuring and comparing lengths, angle measures, and parallelism of a figure and its image – that after a figure has been translated, reflected, or rotated, corresponding lines and line segments remain the same length, corresponding angles have the same measure, and corresponding parallel lines remain parallel. I can explain how transformations can be used to prove that two figures are congruent. I can perform a series of transformations (reflections, rotations, and/or translations) to prove or disprove that two figures are congruent. **How does geometric attributes (such as shapes, lines, angles,**	BIG IDEAS 2.1 Congruent Figures 2.2 Translations 2.3 Reflections 2.4 Rotations IXL P.9, P.10 Q.1
	8.G.3 Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	I can describe the changes occurring to the x- and y-coordinates of a figure after a translation, reflection, and/or rotation. I can describe the changes occurring to the x- and y-coordinates of a figure after a dilation. I can explain how transformations can be used to prove that two figures are similar. I can describe a sequence of transformations to prove or disprove that two given figures are similar.	BIG IDEAS 2.2 Translations 2.3 Reflections 2.4 Rotations 2.7 Dilations IXL P.4, P.6, P.8 Q.2, Q.3

	8.G.4 Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.	I can describe the changes occurring to the x- and y-coordinates of a figure after a translation, reflection, and/or rotation. I can describe the changes occurring to the x- and y-coordinates of a figure after a dilation. I can describe a sequence of transformations to prove or disprove that two given figures are similar. **How does geometric attributes (such as shapes, lines, angles, figures, and planes) provide descriptive information about an**	BIG IDEAS 2.5 Similar Figures 2.6 Perimeters and Areas of Similar Figures 2.7 Dilations IXL Q.1, Q.5
	8.G.5 Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.	I can informally prove that the sum of any triangle's interior angles will have the same measure as a straight angle (i.e., by tearing off the three corners of a triangle and arranging them to form a 180° straight angle.) I can informally prove that the sum of any polygon's exterior angles will be 360°. I can make conjectures regarding the relationships and measurements of the angles created when two parallel lines are cut by a transversal. I can apply proven relationships to establish minimal properties to	BIG IDEAS 3.1 Parallel Lines and Transversals 3.2 Angles of Triangles 3.3 Angles of Polygons 3.4 Using Similar Triangles IXL O.6, O.8, O.9, O.10, O.11, O.12 P.11
	8.G.6 Explain a proof of the Pythagorean Theorem and its converse.	I can use visual models to demonstrate the relationship of the three side lengths of any right triangle. I can use algebraic reasoning to relate the visual model to the Pythagorean Theorem. I can use the Pythagorean Theorem to determine if a given triangle is a right triangle. I can apply the Pythagorean Theorem to find an unknown side length of a right triangle. I can draw a diagram and use the Pythagorean Theorem to solve real-world problems involving right triangles. I can draw a diagram to find right triangles in a three-dimensional figure and use the Pythagorean Theorem to calculate various dimensions. I can connect any two points on a coordinate plane to a third point so that the three points form a right triangle.	BIG IDEAS 7.3 The Pythagorean Theorem 7.5 Using the Pythagorean Theorem IXL R.5

	8.G.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.	I can use visual models to demonstrate the relationship of the three side lengths of any right triangle. I can use algebraic reasoning to relate the visual model to the Pythagorean Theorem. I can use the Pythagorean Theorem to determine if a given triangle is a right triangle. I can apply the Pythagorean Theorem to find an unknown side length of a right triangle. I can draw a diagram and use the Pythagorean Theorem to solve real-world problems involving right triangles. I can draw a diagram to find right triangles in a three-dimensional figure and use the Pythagorean Theorem to calculate various dimensions. I can connect any two points on a coordinate plane to a third point so that the three points form a right triangle.	BIG IDEAS 7.3 The Pythagorean Theorem 7.5 Using the Pythagorean Theorem IXL R.1, R.2, R.3, R.4
	8.G.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	I can use visual models to demonstrate the relationship of the three side lengths of any right triangle. I can use algebraic reasoning to relate the visual model to the Pythagorean Theorem. I can use the Pythagorean Theorem to determine if a given triangle is a right triangle. I can apply the Pythagorean Theorem to find an unknown side length of a right triangle. I can draw a diagram and use the Pythagorean Theorem to solve real-world problems involving right triangles. I can draw a diagram to find right triangles in a three-dimensional figure and use the Pythagorean Theorem to calculate various dimensions. I can connect any two points on a coordinate plane to a third point so that the three points form a right triangle.	BIG IDEAS 7.3 The Pythagorean Theorem 7.5 Using the Pythagorean Theorem IXL N.4

	8.G.9 Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.	I can describe the similarity between finding the volume of a cylinder and the volume of a right prism. I can recall the formula to find the volume of a cylinder. I can informally prove the relationship between the volume of a cylinder and the volume of a cone with the same base. I can recall the formula to find the volume of a cone. I can informally prove the relationship between the volume of a sphere and the volume of a circumscribed cylinder. I can recall the formula to find the volume of a sphere. I can use the formulas to find the volume of cylinders, cones, and spheres. I can solve real-world problems involving the volume of cylinders, cones, and spheres.	BIG IDEAS 8.1 Volumes of Cylinders 8.2 Volumes of Cones 8.3 Volumes of Sphere 8.4 Surface Areas and Volumes of Similar Solids IXL T.9, T.10, T.13

Statistics and Probability	***8.SP.1*** Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	I can plot ordered pairs on a coordinate grid representing the relationship between two data sets. I can describe patterns in the plotted points such as clustering, outliers, positive or negative association, and linear or nonlinear association and describe the pattern in the context of the measurement data. I can interpret the patterns of association in the context of the data sample. I can recognize whether or not data plotted on a scatter plot have a linear association. I can draw a straight trend line to approximate the linear relationship between the plotted points of two data sets. I can make inferences regarding the reliability of the trend line by noting the closeness of the data points to the line. I can determine the equation of the trend line that approximates the linear relationship between the plotted points of two data sets. I can interpret the y-intercept of the equation in the context of	BIG IDEAS 9.1 Scatter Plots 9.2 Lines of Fit 9.4 Choosing a Data Display IXL CC.1 4 DD.8
	8.SP.2 Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.	I can plot ordered pairs on a coordinate grid representing the relationship between two data sets. I can describe patterns in the plotted points such as clustering, outliers, positive or negative association, and linear or nonlinear association and describe the pattern in the context of the measurement data. I can interpret the patterns of association in the context of the data sample. I can recognize whether or not data plotted on a scatter plot have a linear association. I can draw a straight trend line to approximate the linear relationship between the	BIG IDEAS 9.2 Lines of fit IXL DD.9

		between the plotted points of two data sets. I can interpret the y-intercept of the equation in the context of the collected data. I can interpret the slope of the equation in the context of the collected data. I can use the equation of the trend line to summarize the given data and make predictions regarding additional data points.	
	8.SP.3 Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting slope and intercept.	I can explain how a line represents the infinite number of solutions to a linear equation with two variables. I can plot ordered pairs on a coordinate grid representing the relationship between two data sets. I can describe patterns in the plotted points such as clustering, outliers, positive or negative association, and linear or nonlinear association and describe the pattern in the context of the measurement data. I can interpret the patterns of association in the context of the data sample. I can recognize whether or not data plotted on a scatter plot have a linear association. I can draw a straight trend line to approximate the linear relationship between the plotted points of two data sets. I can make inferences regarding the reliability of the trend line by noting the closeness of the data points to the line. I can determine the equation of the trend line that approximates the linear relationship between the plotted points of two data sets. I can interpret the y-intercept of the equation in the context of the collected data. I can interpret the slope of the equation in the context of the collected data.	BIG IDEAS 9.2 Lines of Fit IXL Z.5, Z.12

	8.SP.4 Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.	I can interpret the patterns of association in the context of the data sample. I can create a two-way table to record the frequencies of bivariate categorical values. I can determine the relative frequencies for rows and/or columns of a two-way table. I can use the relative frequencies and context of the problem to describe possible associations between the two sets of data.	BIG IDEAS 9.3 Two-Way Tables IXL {none}

*CCSS's that are highlighted are specifically taught in that unit.
**Underlined portions of the CCSS's are not taught in previous grades.

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : Eighth Grade - English

The following CCSS's are embedded throughout the trimester, present in all units applicable:

RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

~~RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.~~

W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice.

c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.*

L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

b. Use an ellipsis to indicate an omission. c. Spell correctly.

L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase ~~important to comprehension or expression.~~

Trimester 1

Essential Questions: Why is there social injustice? What does fiction teach us about truth?

*CCSS's that are highlighted are specifically taught in that unit.
**Underlined portions of the CCSS's are not taught in previous grades.

Unit	CCSS	Learning Targets	Available Resources/Mentor Texts	Assessments
Reading Workshop	R.L.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (Introduce) R.L.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, <u>including its relationship to the characters, setting, and plot</u>; provide an objective summary of the text. (Introduce) R.L.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (Introduce)	R.L.8.1 I can directly quote text to add support to my opinion. R.L.8.1 I can directly quote a text to add support to my inference. R.L.8.2 I can summarize the text without adding my opinion or inference. R.L.8.3 I can explain the importance of one specific line in a text. R.L.8.3 I can explain the importance of	The Outsiders by S.E.Hinton Photos and movie trailers of Paul Newman The Beatles & Elvis Presley music & videos S.E.Hinton's website Roll of Thunder, Hear my Cry by Mildred D. Taylor	Daily written responses to the literature

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**Underlined portions of the CCSS's are not taught in previous grades.

	R.L.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meaning; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (Introduce) R.L.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. (Introduce) R.L.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. (Introduce) R.L.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. (Introduce) W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature. (Introduce) b. Apply grade 8 Reading standards to literary nonfiction. SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward	one action in a text. R.L.8.4 I can explain the meaning of words as they are used in a text. R.L.8.4 I can decide how a specific word changes the meaning or tone of a text. R.L.8.4 I can decide how a specific analogy or allusion changes the meaning or tone of a text. R.L.8.5 I can compare the structures of texts. R.L.8.5 I can explain how different text structures can impact their meanings and styles. R.L.8.7 I can explain how a text and its film are similar or different. R.L.8.7 I can evaluate the decisions the directors and actors make in interpreting the text. R.L.8.9 I can explain how a text re-uses characteristics from a previous text. R.L.8.9 I can explain why an author might re-use characteristics from another text. W.8.9 I can find evidence in a text to support my opinion in writing. SL.8.1 I can discuss text one-on-one. SL.8.1 I can discuss text as a whole class.	Various poetry by Langston Hughes "If I Were in Charge of the World" by Judith Viorst "The Gift" and "Black and White" by Marsha Page "Jim Crow Laws" by American RadioWorks "On the Move" by Krasner and Matthews "Under Jim Crow's Thumb" by Tenney "We Shall Overcome" (author unknown) "Don't Shout Too Soon" by Sullivan	

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	needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information ~~expressed~~ by ~~others, and, when warranted,~~ qualify or justify their own views in light of the evidence presented. (Introduce) L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (Introduce) L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. (introduce) b. Use the relationship between particular words to better understand each of the words. (Introduce) c. Distinguish among the connotations (associations) of	SL.8.1 I can come to a class discussion prepared. SL.8.1 I can follow the rules of a group discussion. SL.8.1 I can ask meaningful discussion questions. SL.8.1 I can respond to others' discussion questions by sharing my opinions and evidence. SL.8.1 I can further a conversation by responding to others' ideas about a text. L.8.4 I can decide what a word means by using clues and words around it in a sentence or paragraph. L.8.4 I can decide what a word means by looking at prefixes, roots, and suffixes. L.8.4 I can look a word up in a dictionary. L.8.4 I can check whether my understanding of a word is correct by using a different strategy. L.8.5 I can understand abstract words and phrases. L.8.5 I can understand idioms and other literary devices in my reading. L.8.5 I can compare words to better understand their individual meanings.		

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MEAP Prep	Various RL and RI standards		"The Legacy of Snowflake Bentley" "Mystery on the Cahaba River"	MEAP-like short answer writings
Essay Contests writing pieces and Writing Worksh op	W.8.4 Produce clear and coherent writing in which the development, organization, and style appropriate to task, purpose, and (introduce) W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (introduce) W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (introduce)	W.8.4 I can write a piece that is developed and organized. W.8.4 I can write a piece that matches its purpose and audience. W.8.5 I can receive feedback from others about my writing. W.8.5 I can improve my writing by planning and revising. W.8.5 I can try new techniques in my writing. W.8.6 I can use technology to produce writing. W.8.6 I can collaborate with others. W.8.6 I can publish my writing	Various essay contest rubrics, explanations, websites, and samples	Daily written work: drafts, brainstorms, and graphic organizers Final draft writing to be submitted to a greater audience
Tri 1 Portfolio	Reinforce CCSS listed above and pre-assess next trimester's goals.			

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Trimester 2 Essential Questions: How does the past shape the present? How do we learn?				
Unit	CCSS	Learning Targets	Available Resources/Mentor Texts	Assessments
I-Search	RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (introduce) W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. (introduce) W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (reinforce) W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new	RI.8.2 I can summarize what I read. W.8.2 I can write an informational piece of writing. W.8.2 I can introduce my topic. W.8.2 I can organize and format my informational writing. W.8.2 I can include appropriate details and evidence in my writing. W.8.2 I can use a variety of transitions to link ideas in my writing. W.8.2 I can use specific word choice, including appropriate jargon, to explain my topic in writing. W.8.2 I can create a formal tone in my writing. W.8.2 I can write an appropriate conclusion for my informational writing. W.8.4 I can write a piece that is developed and organized. W.8.4 I can write a piece that matches its purpose and audience. W.8.5 I can receive feedback from others about my writing.	Teacher example of finished product Internet and text resources (varies by student)	Daily research notes Final paper with research, analysis, and reflection Informal presentations to class

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	approach, focusing on how well purpose and audience have been (reinforce) W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (reinforce) W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (introduce) W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (introduce) W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature. b. Apply grade 8 Reading standards to literary nonfiction. (introduce) SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (introduce)	W.8.5 I can improve my writing by planning and revising. W.8.5 I can try new techniques in my writing. W.8.6 I can use technology to produce writing. W.8.6 I can collaborate with others using the internet. W.8.6 I can publish my writing. W.8.7 I can conduct research to answer my questions and solve my problems. W.8.7 I can make my research more specific or broader when needed. W.8.7 I can combine information from various sources to make sense of my research topic. W.8.8 I can search effectively for information. W.8.8 I can evaluate if a source is reliable and appropriate for my purpose. W.8.8 I can avoid plagiarism by using proper citation. W.8.9 I can find evidence in a text to support my opinion in my writing. SL.8.4 I can present information with direct evidence and detailed		

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		SL.8.4 I can use appropriate eye contact, clear volume, and correct pronunciation in a presentation.		
Reading and Writing Workshop	R.L.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (Reinforce) R.L.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (Reinforce) R.L.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (Reinforce) R.L.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meaning; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts (Reinforce) R.L.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each contributes to its meaning and style (Reinforce) RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. (introduce) W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	R.L.8.1 I can directly quote another text to add support to my writing. R.L.8.1 I can directly quote a text to add support to my inference. R.L.8.2 I can decide which themes are in a text. R.L.8.2 I can explain how a theme is in the beginning, middle, and end of a text. R.L.8.2 I can summarize the text without adding my opinion or inference. R.L.8.3 I can explain the importance of one line in a text. R.L.8.3 I can explain the importance of one action in a text. R.L.8.4 I can explain the meaning of words as they are used in a text. R.L.8.5 I can compare the structures of texts. R.L.8.5 I can explain how different text structures can impact their meanings and styles. RI.8.5 I can examine the importance of certain lines in a paragraph of text. ~~W.8.3 I can write a story by using a~~ variety of techniques, important details,	With Every Drop of Blood by Collier and Collier My Brother Sam is Dead by Collier and Collier Chains by Anderson Fever 1793 by Anderson Hattie Big Sky by Larsen Gettysburg Address, Abraham Lincoln	Daily written response to the literature Final draft of narrative writing

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	b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. (introduce) W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (reinforce) W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (reinforce) W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (reinforce) W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, questions that allow for multiple avenues of exploration (reinforce)	and a structured plot. W.8.3 I can engage my reader by setting up a narrator and sequence of events. W.8.3 I can use dialogue, pacing, description, and reflection to develop my story. W.8.3 I can transition my writing using specific words to help the reader. W.8.3 I can use appropriate details in my story. W.8.3 I can write an ending to the story that creates final reflection of the narrator. W.8.4 I can write a piece that is developed and organized. W.8.4 I can write a piece that matches its purpose and audience. W.8.5 I can receive feedback from others about my writing. W.8.5 I can improve my writing by planning and revising. W.8.5 I can try new techniques in my writing. W.8.6 I can use technology to produce writing. W.8.6 I can collaborate with others. W.8.6 I can publish my writing.		

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		W.8.7 I can conduct research to answer my questions and solve my problems. W.8.7 I can make my research more specific or broader when needed. W.8.7 I can combine information from various sources to make sense of my research topic.		
Argumentative Writing	RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and recognize when irrelevant evidence is introduced (introduce) W.8.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. (introduce) W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (reinforce) W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience	RI.8.8 I can evaluate a piece of argumentative writing. W.8.1 I can write my opinion, including claims and evidence. W.8.1 I can organize my opinion writing. W.8.1 I can support my opinion with reasons and evidence. W.8.1 I can consider opposing opinions when writing about my opinion. W.8.1 I can write a formal piece. W.8.1 I can write a concluding section of my opinion. W.8.4 I can write a piece that is developed and organized. W.8.4 I can write a piece that matches its purpose and audience. W.8.5 I can receive feedback from others about my writing. W.8.5 I can improve my writing by planning and revising.	Teacher examples Various websites for information (varies by student)	Final draft of argumentative piece

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	W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (reinforce) W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (reinforce) L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). (introduce)	W.8.5 I can try new techniques in my writing. W.8.6 I can use technology to produce writing. W.8.6 I can collaborate with others using the internet. W.8.6 I can publish my writing. W.8.8 I can search effectively for information. W.8.8 I can evaluate if a source is reliable and appropriate for my purpose. L.8.5 I can use vocabulary that has the correct definition and feeling for the piece.		
Tri 2 Portfolio	Reinforce CCSS listed above and pre-assess next trimester's goals.			

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Trimester 3 Essential Questions: How does the media influence us? What makes someone a professional?				
Unit	CCSS	Learning Targets	Available Resources/Mentor Texts	Assessments
Reading Workshop	R.L.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (Reinforce) R.L.8.2 Determine a theme or central idea of a text and analyze its development over the course of the including its relationship to the characters, setting, plot; provide an objective summary of the text (Reinforce) R.L.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (Reinforce) R.L.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meaning; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts (Reinforce) R.L.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., through the use of dramatic irony) create such effects suspense or humor (introduce) R.L.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new (Introduce) W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature.	R.L.8.1 I can directly quote another text to add support to my writing. R.L.8.1 I can find direct quotes from a text to support my inferences about the reading. R.L.8.2 I can decide which themes are in a text. R.L.8.2 I can explain how a theme is in the beginning, middle, and end of a text. R.L.8.2 I can explain how a theme is connected to the characters, setting, and plot of a text. R.L.8.2 I can summarize the text. R.L.8.3 I can explain the importance of one line in a text. R.L.8.3 I can explain the importance of one action in a text. R.L.8.4 I can explain the meaning of words as they are used in a text. R.L.8.6 I can explain how a story's point of view can impact the suspense or humor in the story. R.L.8.9 I can explain how a text re-uses characteristics from a previous text.	A Wrinkle in Time by L'Engle Fahrenheit 451 by Bradbury Uglies by Westerfeld Tuck Everlasting by Babbitt Harry Potter series by Rowlings Hunger Games series by Collins Video trailers for the above movies	Daily written work responding to the literature Final test including analysis and reflection Group presentations including analysis

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	(Reinforce) b. Apply grade 8 Reading standards to literary nonfiction. SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (reinforce)	R.L.8.9 I can explain why an author might re-use characteristics from another text. W.8.9 I can find evidence in a text to support my opinion in writing. SL.8.1 I can discuss text one-on-one. SL.8.1 I can discuss text in a group. SL.8.1 I can discuss text as a whole class. SL.8.1 I can come to a class discussion prepared. SL.8.1 I can follow the rules of a group discussion. SL.8.1 I can track my group's progress toward our goals. SL.8.1 I can perform each role of the group successfully. SL.8.1 I can ask meaningful discussion questions. SL.8.1 I can respond to others' discussion questions by sharing my opinions and evidence. SL.8.1 I can further a conversation by responding to others' ideas about a text.		
Media Studies	RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text (reinforce)	R.I.8.1 I can directly quote a text to add support to my writing.	Various video commercials Various print	Daily writing of analysis and reflection

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	RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (introduce) RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (introduce) RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. (introduce) RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (reinforce) RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (introduce) W.8.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows	R.I.8.1 I can find direct quotes from a text to support my inferences about the reading. RI.8.4 I can decide the meanings of words in my reading. RI.8.4 I can decide the impact of specific word choices. RI.8.6 I can decide an author's point of view or purpose. RI.8.6 I can figure out how an author addresses opposing view points. RI.8.7 I can evaluate the good and bad things about different types of text (print, video, etc.) RI.8.8 I can evaluate a piece of argumentative writing. RI.8.9 I can examine a situation where two texts contradict one another and identify where and how the texts disagree. W.8.1 I can write my opinion, including claims and evidence. W.8.1 I can organize my opinion writing. W.8.1 I can support my opinion with reasons and evidence. W.8.1 I can consider opposing opinions when writing about my opinion. SL.8.2 I can decide why information is	advertisements Various slogan visuals "The Role of Advertising on Facebook" by Sheryl Sandberg "Facebook Is Using You" By LORI ANDREWS Marketing videos from about.com	Advertisement publication Media Studies test

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	from and supports the argument presented. (reinforce) SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. (introduce) SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. (introduce) SL.8.5 Integrate multimedia and visual displays into	SL.8.2 I can understand the motives someone may have in presenting information in a certain way. SL.8.3 I can evaluate a speaker's argument. SL.8.5 I can include visual displays or multimedia into my work to strengthen my words and add interest. where the texts disagree on matters of		author's point of
Educational Options and Careers	presentations to clarify information, strengthen claims and evidence, and add interest. (introduce) RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (introduce) RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories) (introduce) RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (reinforce) RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges responds to conflicting evidence or viewpoints. (Reinforce) RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify	fact or	RI.8.2 I can summarize what I read. RI.8.3 I can decide how a text shows differences and similarities between people, ideas, or events. RI.8.4 I can decide the meanings of words in my reading. RI.8.4 I can decide the impact of specific word choices. RI.8.6 I can decide an	view or purpose. RI.8.6 I can figure out how an author addresses opposing view points. RI.8.9 I can examine a situation where two texts contradict one another and identify where and how the texts disagree. W.8.4 I can write a piece that is developed and organized.

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District-written career packets, which include various published articles and informational texts. "Career Planning and Educational Choices"	Daily writing of analysis and reflection Unit quiz Final résumé Career presentation

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	interpretation (reinforce) W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (reinforce) W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (reinforce) W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (reinforce) SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (reinforce) SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (reinforce) SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (introduce)	W.8.4 I can write a piece that matches its purpose and audience. W.8.5 I can receive feedback from others about my writing. W.8.5 I can improve my writing by planning and revising. W.8.5 I can try new techniques in my writing. W.8.6 I can use technology to produce writing. W.8.6 I can collaborate with others using the internet. W.8.6 I can publish my writing. SL.8.4 I can present information with direct evidence and detailed explanation. SL.8.4 I can use appropriate eye contact, clear volume, and correct pronunciation in a presentation. SL.8.5 I can include visual displays or multimedia into my work to strengthen my words and add interest. SL.8.6 I can adapt my speech to fit the		
Tri 3 Exam	Reinforces the above CCSS			

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CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE
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Curriculum Map

GRADE/SUBJECT : Seventh Grade - Math

Domain	Standard	Learning Targets	Resources
Ratios and Proportional Relationships	**7.RP.1** Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.	Write ratios in simplest form Write a rate as a unit rate Compare unit rates	Big Ideas: 5.1 Ratios and Rates IXL: G14, J1, J5, M3, M4
	7.RP.2 Recognize and represent proportional relationships between quantities. a. Decide whether two quantities are in a proportional relationship. b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. c. Represent proportional relationships by equations. d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate.	Determine if ratios form a proportion Determine whether two quantities are proportional based on a chart, graph, or situation Use a table to write proportions Use mental math, multiplication property of equality, and cross products to solve proportions Find slope given a graph, table, or two points Interpret slope Identify direct variation given a table, graph or equation Find the constant of proportionality	Big Ideas: 5.2 Proportions 5.2extension Graphing Proportional Relationships 5.3 Writing Proportions 5.4 Solving Proportions 5.5 Slope 5.6 Direct Variation IXL: J2, J4, J8, J9, J11, K1, K2, K3, K4, K5, K6, K7, K8,

	7.RP.3 Use proportional relationships to solve multistep ratio and percent problems.	Use the percent proportion or the percent equation to find the percent, the part or the whole amount in given situations Find a new amount if given a percent increase or decrease Find the percent of increase or decrease when given the new and old amounts Find original price, percent of discount, discount amount or sale price Find cost to store, percent of markup, markup amount or selling price Use the simple interest formula to find interest, principal, interest rate, time or balance	Big Ideas: 5.1 Ratios and Rates 5.3 Writing Proportions 6.3 The Percent Proportions 6.4 The Percent Equation 6.5 Percent of Increase and Decrease 6.6 Discounts and Markups 6.7 Simple Interest IXL: J12, L4, L5, L6, L7, L8, L9, L10, M4, M5, M6, M7, M8, M9, M10, M11, M12, DD3
The Number System	**7.NS.1** Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. a. Describe situations in which opposite quantities combine to make 0.	Find absolute value of and integer Compare and order integers and absolute values Add and subtract integers and rational numbers	Big Ideas: 1.1 Integers and Absolute Value 1.2 Adding Integers

	b. Understand p + q as the number located a distance |q| from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. c. Understand subtraction of rational numbers as adding the additive inverse, p - q = p + (-q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. d. Apply properties of operations as strategies to add and subtract rational numbers.	Evaluate expressions involving addition and subtraction of integers and rational numbers	1.3 Subtracting Integers 2.2 Adding Rational Numbers 2.3 Subtracting Rational Numbers IXL: B1, B2, B4, B6, C1, C3, C4, C5, D3, E1, G1, G3, H3, H6, H7, R9
	7.NS.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (–1)(–1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then –(p/q) = (–p)/q =p/(–q). Interpret quotients of rational numbers by describing real-world contexts. c. Apply properties of operations as strategies to multiply and divide rational numbers. d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.	Find absolute value of and integer Compare and order integers and absolute values Write rational numbers in fraction or decimal form Compare and order rational numbers Multiply and divide integers and rational numbers Evaluate expressions involving multiplication and division of integers and rational numbers	Big Ideas: 1.1 Integers and Absolute Value 1.4 Multiplying Integers 1.5 Dividing Integers 2.1 Rational Numbers 2.4 Multiplying and Dividing Rational Numbers IXL: A3, A4, A10, C6, C7, C8, E3, E5, E6, F1, G7, G9, G10, G12, G13, G14, H1, H8, H9, R9
	7.NS.3 Solve real-world and mathematical problems involving the four operations with rational numbers.	Solve problems involving adding, subtracting, multiplying and dividing rational numbers	Big Ideas: 1.1 Integers and Absolute Value 1.2 Adding Integers 1.3 Subtracting Integers 1.4 Multiplying Integers 1.5 Dividing Integers 2.2 Adding Rational Numbers 2.3 Subtracting Rational Numbers

			2.4 Multiplying and Dividing Rational Numbers IXL: C3, C4, C5, C6, C7, C8, E1, E2, E3, E4, E5, E6, E8, G1, G2, G3, G4, G5, G7, G9, G10, G11, G12, G13, G14, G16, H6, H8, M1, M2
Expressions and Equations	**7.EE.1** Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	Identify terms and like terms Simplify expressions by distributing and/or combining like terms Factor out the GCF, the coefficient of the variable or a given value	Big Ideas: 3.1 Algebraic Expressions 3.2 Adding and Subtracting Linear Expressions 3.2extension Factoring Expressions IXL: R9, R10, R12, R13, R14, R15, R16
	7.EE.2 Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related	Identify terms and like terms Simplify expressions by distributing and/or combining like terms	Big Ideas: 3.1 Algebraic Expressions 3.2 Adding and Subtracting Linear Expressions IXL:
	7.EE.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.	Write rational numbers in equivalent forms (fractions, decimals, and percents) Compare fractions, decimals and percents Use the percent equation to find the percent, the part , or the whole amount	Big Ideas: 6.1 Percents and Decimals 6.2 Comparing and Ordering Fractions, Decimals and Percents 6.4 The Percent Equation IXL: A8, A9, C9, D4, E7, E9, E10, E11, F2, F3, F6, F7, F8, F9, F10, G6, G15, G17, G18, H1, I8, J6, L2, L3, M4, M5, N1, N2, N3, N4, N5, N6, S9
	7.EE.4 Use variables to represent quantities in a real-world or	Solve one- and two-step equations using	Big Ideas:

	mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities a. Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. 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.	addition, subtraction, multiplication, or division properties of equality. Solve one- and two-step inequalities using addition, subtraction, multiplication, or division properties of inequality. Write an equation or inequality when given a graph or word sentence Graph an inequality on a number line Tell whether a given value is a solution to an equation or inequality	3.3 Solving Equations Using Addition or Subtraction 3.4 Solving Equations Using Multiplication or Division 3.5 Solving Two-Step Equations 4.1 Writing and Graphing Inequalities 4.2 Solving Inequalities using Addition or Subtraction 4.3 Solving Equations Using Multiplication or Division 4.4 Solving Two-Step Inequalities <u>IXL:</u> J11, R11, S3, S5, S6, S7, S8, S9, T1, T2, T3, T4, T5, T6, T7, U4
Geometry	**7.G.1** Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	Use scale to find actual or model dimensions Find scale and scale factor Find actual perimeter or area if given scale of drawing/figure	<u>Big Ideas:</u> 7.5 Scale Drawings <u>IXL:</u> J7, X9, X10, X11, X12, X13, AA9
	7.G.2 Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.	Classify triangles and quadrilaterals Understand and create constructions of triangles Use the quadrilateral angle sum to find angle measures of quadrilaterals Understand and create constructions of quadrilaterals	<u>Big Ideas:</u> 7.3 Triangles 7.4 Quadrilaterals <u>IXL:</u>
	7.G.3 Describe the two-dimensional figures that result from slicing three- dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.	Describe the intersection of a plane and a solid	<u>Big Ideas:</u> 9.5extension Cross Sections of Three-Dimensional Figures <u>IXL:</u> Z1, Z3, Z4
	7.G.4 Know the formulas for the area and circumference of a circle	Find radius, diameter, and circumference of a	<u>Big Ideas:</u>

	and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	circle (exact and estimate) Find perimeter of a semicircle Estimate perimeter and area using grid paper Find perimeter of a composite figure (exact and estimate) Find areas of circles, semicircles and composite figures (exact and estimated) Find surface area and lateral surface area of cylinders (exact and estimated)	8.1 Circles and Circumference 8.2 Perimeter of Composite Figures 8.3 Areas of Circles 9.3 Surface Areas of Cylinders IXL: W16, AA5, AA6,
	7.G.5 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	Name adjacent and vertical angles Classify complementary and supplementary angles Use angle relationships to find missing measures Use the triangle angle sum to find angle measures of triangles	Big Ideas: 7.1 Adjacent and Vertical Angles 7.2 Complementary and Supplementary Angles 7.3 extension Angle Measures of Triangles IXL: W12, W13
	7.G.6 Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	Estimate area using grid paper Find areas of composite figures (exact and estimated) Find surface areas of prisms, regular pyramids and composite solids involving each Find volumes of prisms, pyramids and composite solids involving each	Big Ideas: 8.4 Areas of Composite Figures 9.1 Surface Areas of Prisms 9.2 Surface Areas of Pyramids 9.4 Volumes of Prisms 9.5 Volumes of Pyramids IXL: Z2, AA2, AA3, AA4, AA7, AA8, AA12, AA13
Statistics and Probability	**7.SP.1** Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.	Identify sample and population in a situation Identify a biased or unbiased sample Determine validity of conclusions Make predictions	Big Ideas: 10.6 Samples and Populations IXL: CC6
	7.SP.2 Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate	Determine validity of conclusions Make predictions	Big Ideas: 10.6 Samples and

	multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.		Populations IXL: J12
	7.SP.3 Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.	Use the mean, mean absolute deviation and interquartile range to compare populations	Big Ideas: 10.7 Comparing Populations IXL:
	7.SP.4 Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.	Use the mean, mean absolute deviation and interquartile range to compare populations	Big Ideas: 10.7 Comparing Populations IXL: CC1, CC2, CC3, CC4
	7.SP.5 Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.	Identify and count outcomes Describe the likelihood of an event Find and compare theoretical probability of events Use theoretical probability to make a prediction	Big Ideas: 10.1 Outcomes and Events 10.2 Probability 10.3 Experimental and Theoretical Probability IXL: DD1
	7.SP.6 Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.	Find and compare experimental and theoretical probability of an event Use experimental probability to make a prediction	Big Ideas: 10.3 Experimental and Theoretical Probability IXL: DD3, DD4
	7.SP.7 Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.	Use theoretical and experimental probability to make predictions	Big Ideas: 10.2 Probability 10.3 Experimental and Theoretical Probability IXL: DD1, DD3
	7.SP.8 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. 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.	Find a sample space (lists, tables, and tree diagrams) Use the fundamental counting principle and sample spaces to find total possible outcomes Identify compound events as dependent or	Big Ideas: 10.4 Compound Events 10.5 Independent and Dependent Events 10.5extension Simulations

	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. c. Design and use a simulation to generate frequencies for compound events.	independent Find the probability of compound events, dependent events and independent events Perform simulations to find probabilities of compound events	IXL: DD2, DD5, DD6, DD7, DD8, DD9, DD10, DD11

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : Middle School - Health

7th Grade Personal Health Curriculum

	4,7	Self-Esteem	*Understanding physical differences *Understanding physical genetic characteristics *Understanding what you can control and what you can not *Everyone has talents *How to effectively practice a skill *How to effectively study	*Michigan Model *Worksheets	*Worksheets *Class discussion
	1,2,3,5	Calories/exercise	*Understanding what a calorie is *Understanding which foods are high in caloric intake *Understanding the balance between caloric intake and	*Michigan Model *Worksheets	*Worksheets *Class discussion

7th Grade	Personal	Health	Curriculum			
Unit	Standards Taught (MDE)	Lesson Activity	Key Concepts/Vocabula	Resources/Technol	Assessments	Notes
SOCIAL SKILLS	1,2,4,6,7,8	Bullying	*Defining acts of Bullying * The difference between bullying and normal conflict *Reporting acts of bullying vs "ratting" *Discussing characteristics of: a Bully, a Victim and a Bystander	Videos *Worksheets	*Class Discussion *Role Playing	
NUTRITION/PHYSICAL ACTIVITY						
SOCIAL AND EMOTIONAL HEALTH						

			*Strategies for dealing with a Bully			
PERSONAL HEALTH AND WELLNESS	3	Personal Hygiene	*Body Odor	*Michigan Model	*Worksheets	
			*Hair Care		*Class Discussion	
			*Oral Health		*Video Hygiene Commercials	

7th Grade Reproductive Health

2	*Puberty	*The physical, emotional,social and intellectual changes that occur during puberty	*Text Book	*Written Test
	*Male Reproductive System	*All students will learn the parts, functions,and responsibilities of the male reproductive system	*Videos	*Class Discussion
	*Female Reproductive System	*All students will learn the parts, functions,and responsibilities of the female reproductive system		
	*Pregnancy and childbirth	*All students will learn facts,terms and definitions about pregnancy and childbirth		

7th Grade	Reproductive	Health				
Unit	Standards Taught (MDE)	Lesson Activity	Key Concepts/Vocabula	Resources/Technol	Assessments	Notes
SEXUALITY EDUCATION						
HIV AND STI'S PREVENTION						

STI'S, HIV AND AIDS

*All students will learn the facts, terms and definitions about STI'S, HIV and AIDS	*Text Book *Videos	*Written Test *Class Discussion

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CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : Seventh Grade - English

The following CCSS's are embedded throughout the trimester, present in all units applicable:

RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

S.L.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)

L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). b. Spell correctly.

L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Trimester 1

Essential Questions: How does my thinking change as I read and write? How does our environment affect us?

Unit	CCSS	Learning Targets	Possible Resources/Mentor Texts	Assessments
Launching	R.L.7.1. Cite <u>several pieces</u> of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (Introduce)	R.L.7.1 and R.I.7.1 I can make inferences as I read.	Past MEAP/Explore readings	Written responses to literature

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Reading and Writing	R.I.7.1. Cite <u>several pieces</u> of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Introduce) R.L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (Introduce) b. Use common, <u>grade-appropriate</u> Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Consult general and specialized reference materials	R.L.7.1 and R.I.7.1 I can find two or more direct quotes from a text to support my inferences about the reading. L.7.4.a. I can decide what a word means by using clues and the words around it in a sentence or paragraph.	Independent Reading Books	Informal conferences Unit assessment, including analysis and reflection

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	digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in dictionaries). RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (Introduce) RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (Introduce) W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (Introduce) a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply grade 7 Reading standards to literary nonfiction. (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). (Introduce) S.L.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (Introduce)	R.L.7.10 and R.I.7.10 I can use different reading skills (ask questions, make connections, take notes like graphic organizers, make inferences, visualize, re-read) as I read. R.L.7.10 and R.I.7.10 I can identify when I am fake reading. R.I.7.10 I can use test taking strategies to help me choose the best answer. W.7.9 I can use evidence to support my opinions in writing. S.L.7.1. I can discuss text as a whole class. S.L.7.1.a. I can come to a discussion prepared with topics and notes to discuss. S.L.7.1.a. I can use my discussion preparation notes in a class discussion.		

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	b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views. (Introduce)	S.L.7.1.b. I can follow the rules of a group discussion. S.L.7.1.d. I can change my thinking during group discussion.		
Narrative Writing	R.L.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (Introduce) W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by ~~establishing a context~~ and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (Introduce) b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (Introduce) d. Use precise words and phrases, relevant descriptive details, and sensory <u>language to capture the action</u> and convey experiences and events. e. Provide a conclusion that follows from and <u>reflects on the narrated experiences or events</u>. (Introduce) L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Introduce) a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an	R.L.7.6. I can explain how an author creates characters who have different opinions, personalities, and beliefs. W.7.3. I can write a narrative. W.7.3.a. I can create a beginning that introduces the narrator and his or her point of view. W.7.3.a. I can develop a storyline that unfolds naturally. W.7.3.c. I can use transition words, phrases, and clauses to show shifts in time and place.	W.7.3.e. I can write an ending that includes final thoughts and reflections L.7.2. I can determine when adjectives before a noun need to be separated with a comma.

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Excerpts from My Thirteenth Winter	Informal writing conferences
	Final memoir
	Final memoir reflection
Excerpts from When I Was Your Age	
Narratives determined by the teacher	

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	old[,] green shirt). (Reinforce) b. Spell correctly. W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.) (Introduce) W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Introduce) (Grade-specific expectations for writing types are defined in standards 1–3 above.)	W.7.5 I can try new techniques in my writing. W.7.5 I can consider others' ideas for my writing. W.7.5 I can improve my writing by planning and revising. W.7.4 I can write a piece that is developed and organized. W.7.4 I can write a piece that matches its purpose and audience.		
Introduction to Grammar Short Unit	L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Introduce all) a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). (Introduce) b. Spell correctly.	L.7.1a. I can define phrase (a group of words that functions as a single part of speech) and clause (a group of words that contains a subject and a verb). L.7.1.a. I can explain the purpose of a phrase or clause in my writing. L.7.1.b. I can use different sentence structures to make my writing clear and more interesting. L.7.2. I can decide when adjectives before a noun need to be separated with a comma.	Independent Reading Books	Written assignments Final memoir Final memoir reflection

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Informational Text	R.I.7.2 Determine two or more central ideas in a text analyze their development over the course of the provide an objective summary of the text (Introduce) R.I.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (Introduce) R.I.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (Introduce) L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (Reinforce) b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (Introduce) d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	R.I.7.2 I can describe the main ideas in informational text. R.I.7.2 I can explain how an author uses details to express the main ideas. R.I.7.2 I can write a factual summary that does not include my opinions or inferences. R.I.7.3. I can explain how people, events, and/or ideas in a text affect one another. R.I.7.5. I can determine the organizational structure of a non-fiction text. R.I.7.5. I can explain how the organizational structure fits the main idea L.7.4.a. I can decide what a word means by using clues and the words around it in a sentence or paragraph. L.7.4.c. I can use a reference book (dictionary, thesaurus, glossary) to look up unfamiliar words. L.7.4.d. I can check whether my understanding of a word is correct by looking it up.	Articles from Cobblestone Magazine: "Baked Out and Broke" "Turning Dust into Art" "Sifting Through the Dust" "Keeping Down the Dust" "Hugh Bennett, Soil Scientist" "Firing Not Hiring" "From Dreams to Dust" "That's Entertainment" Other non-fiction texts determined by teacher	Written responses to text Informal conferences Group or individual projects or presentations

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	L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. (Introduce) c. Distinguish among the connotations (associations) of words with similar denotations (definitions). W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). (Introduce) S.L. 7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (Introduce)	L.7.5.b. I can use how words are related to help me better understand the text. W.7.9 I can find evidence to support my opinions in writing. S.L.7.4 I can create a organized presentation that presents important parts of my work.		
Historical Fiction Reading	R.L.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences draw from the text (Reinforce) R.L.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (Introduce)	R.L.7.1 I can make inferences as I read. R.L.7.1 I can find several pieces of textual evidence to back up my inferences. R.L.7.3 I can explain how the elements of a story (setting, characters, plot, conflict) affect one another.	Out of the Dust Or another historical fiction text determined by the teacher	Written responses to literature Informal conferences Unit assessment, including analysis and reflection

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	.R.L.7.4. Determine the meaning of words and phrases they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g. alliteration) on a specific verse or stanza of a poem or section of a story or drama. (Introduce) R.L.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. (Introduce) R.L.7.9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. (Introduce) L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Introduce) a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions). R.L.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). (Reinforce) W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the	R.L.7.4 I can decide the meaning of words as they are used in a text. R.L.7.5 I can recognize line breaks and stanzas. R.L.7.9 I can define historical fiction. R.L.7.9 I can compare and contrast historical fiction and a historical non-fiction account of the same time, place, or character. R.L.7.9. I can decide whether a writer used or altered historical facts. R.L.7.9 I can explain why an author used or altered historical facts, people, or events. L.7.5 I can understand the meaning of figurative language as it is used in a text. R.L.7.7 I can explain how audio and video versions of a text can add to or change the meaning or the experience of the audience. W.7.9 I can find evidence to back up my opinions.		

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	fiction use or alter history"). b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). (Reinforce)			

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Trimester 2 Essential Questions: How can I communicate my beliefs? How can a writer's choices affect the tone and meaning of the writing? How does my thinking change as I read and write?				
Unit	CCSS	Learning Targets	Resources/Mentor Texts	Assessments
Poetry Writing	R.L.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (Reinforce first part, Introduce second) R.L.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. (Introduce) R.L.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (Reinforce) R.L.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). (Reinforce) L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. (Reinforce) b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions). W.7.5 With some guidance and support from peers adults, develop and strengthen writing as needed	R.L.7.4 I can explain the meaning of figurative language as it is used in the text. R.L.7.4 I can explain the effects of rhyme and repetition on a poem. R.L.7.5 I can explain how the form or structure of a poem impacts the meaning and tone of the poem. R.L.7.5 I can recognize line breaks and stanzas. R.L.7.6. I can explain how an author creates characters who have different opinions, personalities, and beliefs. R.L.7.7 I can explain how audio and video versions of a text can add to or change the meaning or the experience of the audience. L.7.5 I can understand the meaning of figurative language. W.7.5 I can try new techniques in my writing. W.7.5 I can consider others' ideas for	Excerpts from Out of the Dust Excerpts from Joyful Noise Various poems of teacher's choice, including multi-media versions of poetry	Informal writing conferences Final poetry writing Final poetry reflection

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	planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up and including grade 7 on page 52. (Reinforce)	W.7.5 I can improve my writing by planning and revising. W.7.5 I can write a piece that matches its purpose and audience.		
Mystery Reading and Writing	R.L.71 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences draw from the text. (Reinforce) W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (Introduce and Reinforce) a. Engage and orient the reader by establishing a ~~context and point~~ of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. L.7.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	R.L.7.1 I can find several pieces of textual evidence to back up my inferences. W.7.3. I can write a narrative. W.7.3. I can create a beginning that introduces the narrator and his or her point of view, characters, setting, and events. W.7.3. I can develop a storyline. W.7.3. I can use dialogue, action, thoughts, and description in a narrative. W.7.3. I can incorporate description to capture the action into my writing. W.7.3. I can write description that has a purpose into my writing. W.7.3. I can use transition words, phrases, and clauses to show shifts in time and place. W.7.3. I can write an ending that includes final thoughts and reflection.	Ace Lacewing: Bug Detective Mystery at the Club Sandwich Shakespeare's Secret Independent reading books	Written responses to literature Informal writing Conferences Final mystery writing Final mystery reflection

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	L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* (Introduce) W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.) (Reinforce)	L.7.3. I can choose just the right words to capture the action in my writing. L.7.3 I can eliminate unnecessary description and details. L.7.3 I can write description that has a purpose in my writing. L.7.3 I can choose the appropriate literary devices for my writing. L.7.1.c I can identify when a word, phrase, or clause is placed too far away from a word and correct it. W.7.5 I can try new techniques in my writing. W.7.5 I can consider others' ideas for my writing. W.7.5 I can improve my writing by planning and revising. W.7.5 I can write a piece that matches its purpose and audience.		
Research	W.7.7. Conduct short research projects to answer a ~~question, drawing on several sources and generating additional related~~, focused questions for further research and investigation. (Introduce) W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of ~~others while avoiding plagiarism and following a~~ standard format for citation. (Introduce)	W.7.7 I can write my own research-worthy questions. W.7.7 I can choose several sources and gather information to answer my research question. W.7.7. I can develop additional questions as I research.	Media Center Resources	Written responses to text Informal conferences Final Writing Piece

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	L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (Reinforce) a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (Reinforce) W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (Introduce) a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion	W.7.8. I can choose effective terms to use when researching. and clarify the relationships among ideas and concepts.		

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L.7.4.c. I can use a reference book (dictionary, thesaurus, glossary) to look up unfamiliar words.

L.7.4.d. I can check whether my understanding of a word is correct by looking it up.

W.7.2 I can write an

informational text. W.7.2 I can

choose an organizational structure (definition, classification, compare/contrast, cause effect) that fits my writing.

W.7.2 I can create a lead that explains what is to come in my piece.

W.7.2 I can use headings, graphics, and multimedia to enhance my main ideas and important points.

W.7.2 I can include relevant facts, details, quotations, and examples in my informational text.

W.7.2 I can use transitions to bring my informational text together.

W.7.2 I can use and define the domain- specific words and precise language to make my writing seem professional and formal.

W.7.2 I can write a conclusion that ties the information together.

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	d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. W.7.8. Gather relevant information from multiple prin and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of while avoiding plagiarism and following a standard format for citation. W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Introduce) W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	W.7.8 I can choose effective terms to use when researching. W.7.8. I can gather information from many different sources. W.7.8.I can choose search terms to help me find information. W.7.8. I can determine which sources to disregard. W.7.8. I can use a standard format for citing my sources. W.7.9 I can use evidence to support my opinions. W.7.4 I can write a piece that is developed and organized. W.7.4 I can write a piece that matches its purpose and audience. W.7.6 I can use technology to produce writing. W.7.6. I can use technology to publish writing. W.7.6 I can collaborate with others.		

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Book Clubs	L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). (Introduce) c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary.). S.L.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others	L.7.4 I can use common Greek and Latin affixes and roots to help me determine the meaning of an unfamiliar word. S.L.7.1. I can come to a discussion prepared with topics and notes to discuss. S.L.7.1. I can use my discussion preparation notes in my discussion. S.L.7.1 I can recognize when a discussion is getting off-track. S.L.7.1 I can bring a discussion back on topic. S.L.7.1 I can accurately assess my participation in a group discussion. S.L.7.1 I can ask deep questions during discussion. S.L.7.1 I can ask my groupmates to expand on their responses to questions. S.L.7.1 I can change my thinking during group discussion.	A Single Shard Words of the Dust Homeless Bird Habibi	Written responses to literature Self-assessment Group Theme Project Book Club Test, including analysis and reflection

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	R.L.7.2 Determine a theme or central idea of a text analyze its development over the course of the ; provide an objective summary of the text. (Introduce) W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictionalportrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	R.L.7.2. I can determine the theme of a text. R.L.7.2. I can explain how an author develops a theme throughout a text. W.7.9. I can support my opinions with evidence.		

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Trimester 3 Essential Questions: How can I communicate my beliefs? How can a writer's choices affect the tone and meaning of the writing? How does my thinking change as I read and write?				
Unit	CCSS	Learning Targets	Resources/Mentor Texts	Assessments
Persuasive Writing	R.I. 7.4 Determine the meaning of words and phrases they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone. (Introduce) L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g. synonyms/antonym, analogy) to better understand each of the words. (Introduce) c. Distinguish among the connotations (associations) of words with similar denotations (definitions). (Introduce) R.I.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (Reinforce) R.I.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. (Introduce) R.I.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the the subject. (Introduce)	R.I.7.4 I can explain the meanings of words as they are used in a text. R.I. 7.4 I can describe how an author's word choices affect the meaning and tone. L.7.5. I can notice an author's choice of language. L.7.5.c. I can understand the connotations of words with similar definitions. R.I.7.2 I can determine the main ideas in a non-fiction text. R.I.7.2 I can explain how an author uses details throughout non-fiction writing to express the main ideas. R.I.7.6 I can identify the side of an argument an author presents in a text. R.I.7.6 I can describe the choices an author makes to show his or her point of view. R.I.7.7. I can compare and contrast a text and a multimedia version portraying the same subject.	Persuasive Writing Determined by the Teacher Teen Suicide an Alarming Social Problem by Alex Sinn, Grand Haven Tribune http://www.grandhaventribune.com/content/sinn-teen-suicide-alarming-social-problem Upfront Magazine (April 20, 2009) "Armed and Underage." http://teacher.scholastic.com/scholasticnews/indepth/upfront/features/index.asp?article=f042009_Armed The efforts of the youth movement Invisible Children, to alleviate the suffering of displaced and child soldiers, in Uganda – videos and	Informal conferences Final persuasive piece Reflection

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	R.I. 7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient t support the claims. (Introduce) R.I.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (Introduce) S.L.7.2. Analyze the main ideas and supporting details in diverse media and formats (e.g. visually, quantitatively, orally) and explain how the ideas clarify a topic, text, o issue under study. (Introduce) S.L. 7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. (Introduce) W.7.1. Write arguments to support claims with clear reasons and relevant evidence. (Introduce) a. Introduce claim(s), ~~acknowledge alternate or opposing claims, and organize the reasons and evidence logically~~. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	R.I. 7.8 I can determine whether the author provides enough related evidence to support the claim. R.I.7.8 I can evaluate the strength of the reasons and evidence in a piece of writing. R.I.7.9 I can compare and contrast the evidence two authors use to communicate similar topics. S.L.7.2 I can identify the main ideas and supporting details presented in a variety of media formats (charts, graphs, tables, websites, speeches, etc.). S.L.7.2 I can explain how different texts provide clarification or additional information on a topic. S.L.7.3 I can identify the point of view of a speaker. S.L.7.3 I can evaluate the strength of the reasoning and evidence in a speech. W.7.1 I can write an argument. W.7.1a I can describe my opinion on a topic. W.7.1.a I can support my opinions with evidence and reasons. W.7.1.a. I can acknowledge alternate viewpoints in my argument	dren.com/videos/3765452 'I got soul but I'm not a soldier' A Long Way Gone, by Ishmael Beah http://www.alongwaygone.com/long_way_gone.html Ishmael Beah on CBS News with Katie Couric http://www.youtube.com/watch?v=ozsOLdgp_y0 Ishmael Beah interview http://www.youtube.com/watch?v=5K4yhPSQEzo UN Statistics on Child Soldiers http://www.un.org/cyberschoolbus/briefing/soldiers/soldiers.pdf	

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		a logical way. W.7.1b I can choose logical and accurate evidence to support my argument. W.7.1b.I can explain how the evidence supports my opinion in an argument. W.7.1.c. I can use transitions to enhance my writing. W.7.1d. I can present my argument in a formal style. W.7.1.e. I can write a conclusion that supports my argument. W.7.4 I can write a piece that is developed and organized. W.7.4 I can write a piece that matches its purpose and audience. W.7.5 I can try new techniques in my writing. W.7.5 I can consider others' ideas for my writing. W.7.5 I can improve my writing by planning and revising.		
Science Fiction	R.L.7.1. Cite several pieces of textual evidence to supportanalysis of what the text says explicitly as well asinferences drawn from the (Reinforce) R.L.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (Reinforce)	R.L.7.1 I can make inferences as I read. R.L.7.1 I can find two or more direct quotes from a text to support my inferences about the reading. R.L.7.2. I can determine the theme of a	The Giver All Summer in a Day Science fiction texts determined by the teacher	Written responses to literature Unit test, including analysis and reflection

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	L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions). (Introduce) R.L.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (Reinforce)	text. R.L.7.2 I can notice that writers make a statement about the way society could be or should be. R.L.7.2. I can explain how an author develops a theme throughout a text. L.7.5. I can notice an author's choice of language. L.7.5 I can understand the connotations of words with similar definitions. R.L.7.6. I can explain how an author creates characters who have different opinions, personalities, and beliefs.		
Utopia Project	W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.) (Reinforce) S.L. 7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with	W.7.5 I can consider others' ideas for my writing. W.7.5 I can improve my writing by planning and revising. W.7.5 I can write a piece that matches its purpose and audience. S.L.7.4 I can create a organized		Informal conferences Final utopia presentation

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pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (Reinforce)	presentation that presents important parts of my work. S.L.7.4 I can respond to audience questions in a manner that answers their questions professionally.
S.L.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (Reinforce)	S.L.7.5 I can incorporate the appropriate multimedia tools into a presentation of my work.
S.L. 7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. (Reinforce)	S.L.7.3 I can evaluate the strength of the reasoning and evidence in a speech.
W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	W.7.6 I can use technology to produce writing. W.7.6. I can use technology to publish writing.
W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Introduce) (Grade-specific expectations for writing types are defined in standards 1–3 above.)	W.7.4 I can write a piece that is developed and organized. W.7.4 I can write a piece that matches its purpose and audience.

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Careers W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (Reinforce)

W.7.7 I can conduct research to answer a question.

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District provided career booklet

www.careercruising.com

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Written assignments

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CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : Sixth Grade - Writing

The following CCSS's are embedded throughout the year, and are present in all units applicable:

- SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- CCSS.ELA-Literacy.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- CCSS.ELA-Literacy.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 here for specific expectations.)
- CCSS.ELA-Literacy.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- CCSS.ELA-Literacy.W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade- specific expectations for writing types are defined in standards 1–3 above.)
- CCSS.ELA-Literacy.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 here.)
- CCSS.ELA-Literacy.W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- CCSS.ELA-Literacy W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- CCSS.ELA-Literacy.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-Literacy.L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCSS.ELA-Literacy.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
Personal Narrative	CCSS.ELA-Literacy.W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. CCSS.ELA-Literacy.W.6.3a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. CCSS.ELA-Literacy.W.6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. CCSS.ELA-Literacy.W.6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. CCSS.ELA-Literacy.W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. CCSS.ELA-Literacy.W.6.3e Provide a conclusion that follows from the narrated experiences or even	• I can create a narrative based n personal experience. • I can write in a logical natural order. • I can use dialogue and description to develop the experiences and events of the narrative. • I can use transition words and phrases to make a shift in time or setting. • I can use grade appropriate words to enhance the details and experiences of the narrative. • I can write a conclusion that follows the experiences of the narrative.	• Lucy Caulkins Units of Study. • Oakland Units of Study.	• Common rubrics for assessments of final writing pieces.

Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
Personal Essay	CCSS.ELA-Literacy.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CCSS.ELA-Literacy.W.6.2a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CCSS.ELA-Literacy.W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. CCSS.ELA-Literacy.W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts. CCSS.ELA-Literacy.W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic. CCSS.ELA-Literacy.W.6.2e Establish and maintain a formal style. CCSS.ELA-Literacy.W.6.2f Provide a concluding statement or section that follows from the information or explanation presented.	• I can write an informative/explanatory paper. • I can introduce a topic. • I can use multiple strategies to organize information. • I can us charts, pictures, headings, etc. to organize presentations. • I can support a topic with facts, details, quotes and examples.. • I can use descriptive vocabulary. • I can use formal style. • I can make a concluding statement.	• Lucy Caulkins Units of Study. • Oakland Units of Study.	• Common rubrics for assessments of final writing pieces.

Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
Informational Writing(Science)	CCSS.ELA-Literacy.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. CCSS.ELA-Literacy.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. - CCSS.ELA-Literacy.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-Literacy.W.6.9a Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). CCSS.ELA-Literacy.W.6.9b Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	• I can do a research project • I can use several sources to answer a question. • I can find information from print and digital sources. • I can decide if a source is credible. • I can include quotes, produce a bibliography • I can use pieces from literary texts to support my writing. • I can use pieces from informational texts to support my writing.	• Lucy Caulkins Units of Study. • Oakland Units of Study.	• Common rubrics for assessments of final writing pieces.

Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
Argument Letter	CCSS.ELA-Literacy.W.6.1 **Write arguments to support claims with clear reasons and relevant evidence.** CCSS.ELA-Literacy.W.6.1a **Introduce claim(s) and organize the reasons and evidence clearly.** CCSS.ELA-Literacy.W.6.1b **Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.** CCSS.ELA-Literacy.W.6.1c **Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.** CCSS.ELA-Literacy.W.6.1d **Establish and maintain a formal style.** CCSS.ELA-Literacy.W.6.1e **Provide a concluding statement or section that follows from the argument presented.**	• I can write an argumentative paper. • I can define a claim • I can define argument • I can create a strong claim • I can organize evidence to support a claim. • I can include relevant evidence. • I can use credible sources. • I can use transitions to clarify relationships. • I can use formal style. • I can make a concluding statement.	• Lucy Caulkins Units of Study. • Oakland Units of Study.	• Common rubrics for assessments of final writing pieces.

Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
Persuasive Essay(SS)	CCSS.ELA-Literacy.W.6.1 **Write arguments to support claims with clear reasons and relevant evidence.** CCSS.ELA-Literacy.W.6.1a **Introduce claim(s) and organize the reasons and evidence clearly.** CCSS.ELA-Literacy.W.6.1b **Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.** CCSS.ELA-Literacy.W.6.1c **Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.** CCSS.ELA-Literacy.W.6.1d **Establish and maintain a formal style.** CCSS.ELA-Literacy.W.6.1e **Provide a concluding statement or section that follows from the argument presented.**	• I can write a persuasive paper. • I can define a claim • I can define argument • I can create a strong claim • I can organize evidence to support a claim. • I can include relevant evidence. • I can use credible sources. • I can use transitions to clarify relationships. • I can use formal style. • I can make a concluding statement.	• Lucy Caulkins Units of Study. • Oakland Units of Study.	• Common rubrics for assessments of final writing pieces.

Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
Literary Essay	CCSS.ELA-Literacy.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CCSS.ELA-Literacy.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. CCSS.ELA-Literacy.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	• I can use multiple strategies to organize information. • I can use various sources to answer a question, or issue. • I can compare and contrast the differences between two texts. • I can use pieces from literary texts to support my writing. • I can use pieces from	• Lucy Caulkins Units of Study. • Oakland Units of Study.	• Common rubrics for assessments of final writing pieces.

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : Sixth Grade - Science

UNIT PACING Names of units and approximate pacing	UNIT LEARNING TARGETS By the end of the unit, students will be able to...	STANDARD Which standards (i.e. common core, MMC, etc.) does this address?
Marshmallow Challenge, Timeline Set-up, and Introduction to Discovery Science	Students will be able to identify the process used in Discovery Science. Students will be able to identify habits of good scientists and engineers. Students will be able to create the framework for a class timeline.	NGSS 6. Constructing explanations (for science) and designing solutions (for engineering)
Growing your own Biosphere	Students will be able to show the differences between abiotic and biotic factors of in a biosphere. Students will be able to share examples of producers, consumers, and decomposers.	NGSS 2. Developing and using models
Vermicomposting - the beauty of Red Wigglers	Students will be able to identify the benefit of decomposers in ecosystem and draw a picture of the world without them. Students will be able to identify the four parts of soil and make optimal soil for growing vegetables.	NGSS 4. Analyzing and interpreting data
Rocket Balloons	Students will be able to demonstrate the transfer of energy from potential to kinetic energy using a balloon rocket.	NGSS 8. Obtaining, evaluating, and communicating information

Suspension Bridge	Students will be able to identify and explain the four major bridge types: beam, arch, suspension, and cantilever bridge.	NGSS 2. Developing and using models 6. Constructing explanations (for science) and designing solutions (for engineering)
Deployable Egg Parachutes	Students will be able to identify the importance of an objects position, giving potential energy. Students will be able to describe the difference between force, work, and energy.	NGSS 2. Developing and using models 6. Constructing explanations (for science) and designing solutions (for engineering)

UNIT PACING Names of units and approximate pacing	**UNIT LEARNING TARGETS** By the end of the unit, students will be able to...	**STANDARD** Which standards (i.e. common core, MMC, etc.) does this address?
Keep-a-Cube	Students will be able to decipher the difference between heat energy transfer and describe what is happening in each transfer type: convection, conduction, and radiation.	NGSS 2. Developing and using models 6. Constructing explanations (for science) and designing solutions (for engineering)
Microscope Week	Students will be able to carryout observations on living things.	NGSS 3. Planning and carrying out investigations
Puff Mobile	Students will be able to create and design a mobile that transfers wind energy into kinetic energy of a moving object.	NGSS 2. Developing and using models 6. Constructing explanations (for science) and designing solutions (for engineering)

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : 6th Grade - Reading

The following CCSS's are embedded throughout the year, and are present in all units applicable:

- SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- CCSS.ELA-Literacy.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- CCSS.ELA-Literacy.RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
- CCSS.ELA-Literacy.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- CCSS.ELA-Literacy.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- CCSS.ELA-Literacy.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-Literacy.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- CCSS.ELA-Literacy.L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- CCSS.ELA-Literacy.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- CCSS.ELA-Literacy.L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- CCSS.ELA-Literacy.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- CCSS.ELA-Literacy.SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
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Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
Nonfiction Reading: Expository, Narrative and Hybrid .	• CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • CCSS.ELA-Literacy.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. • CCSS.ELA-Literacy.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). • CCSS.ELA-Literacy.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. • CCSS.ELA-Literacy.RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas • CCSS.ELA-Literacy.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text	• I can define and cite • I can find textual evidence for support. • I can make inferences. • I can determine theme. • I can support theme with details from the book. • I can write or present an unbiased summary. • I can describe the series of events that are part of a plot. • I can describe how a character changes throughout the story • I can define resolution. • I can define: theme, setting and plot. • I can explain how a part of a text helps develop the ideas. • I can define point of view. • I can explain how the	• Lit. Binder • Lucy Caulking Units of Study. • Making Meaning Units.	• Read and respond letters.

	• CCSS.ELA-Literacy.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. • • CCSS.ELA-Literacy.RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). • CCSS.ELA-Literacy.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with	• I can define a claim. • I can tell the difference between supported and unsupported claims. • I can define compare and contrast. • I can explain the similarities and differences between two written work on the same topic. • I can comprehend nonfiction writing at my grade level.		
Unit/ Essential Question Investigating Characters Across a Series	CCSS • CCSS.ELA-Literacy.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. • CCSS.ELA-Literacy.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). • CCSS.ELA-Literacy.RL.6.6 Explain how an	Learning Target • I can determine theme • I can support theme with details. • I can write an unbiased summary. • I can explain how people, ideas, and situations are developed throughout a text. • I can define point of view	Resources/ Mentor Texts • Lit. Binder • Lucy Caulking Units of Study. • Making Meaning Units.	Assessment • Character projects • Read and respond letters

	• CCSS.ELA-Literacy.RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. • CCSS.ELA-Literacy.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. • CCSS.ELA-Literacy.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. • CCSS.ELA-Literacy.RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development	• I can compare and contrast the experiences of reading a text to viewing or listening to the same text. • I can describe the series of events that are part of a plot. • I can describe how a character changes throughout story. • I can define resolution. • I can define figurative language: simile, metaphor, hyperbole, onomatopoeia. • I can define connotative meaning and tone. • I can determine the meaning of a word and analyze how it is used. • I can define theme, setting and plot. • I can explain how a part		

Unit/ Essential Question	CCSS		Learning Target	
Nonfiction Research Clubs	• CCSS.ELA-Literacy.RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. • CCSS.ELA-Literacy.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone • CCSS.ELA-Literacy.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • CCSS.ELA-Literacy.RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. • CCSS.ELA-Literacy.RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. • CCSS.ELA-Literacy.RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific	words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	• I can define compare and contrast. • I can explain the similarities and differences between two written works on the same topic. • I can define figurative language: simile, metaphor, hyperbole, onomatopoeia. • I can define connotative meaning and tone. • I can determine the meaning of a word and analyze how it is used. • I can define and cite • I can find textual evidence for support. • I can make inferences. • I can cite evidence from science texts. • I can determine the main idea and provide a summary distinct from	personal opinion. • I can determine the meaning of scientific terms and symbols.

Resources/ Mentor Texts

- Lit. Binder
- Lucy Caulking Units of Study.
- Making Meaning Units.

Assessment

- Suitcase project
- Read and respond letters

	• CCSS.ELA-Literacy.RST.6-8.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	• I can analyze how a sentence/chapter fits into the structure of a text and contributes to the development of ideas.		
Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
Developing Analytical Reading Practices	• CCSS.ELA-Literacy.RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. • CCSS.ELA-Literacy.RI.6.2 **Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.** • CCSS.ELA-Literacy.RI.6.1 **Cite textual evidence to support analysis of what the text says**	• I can explain how part of a text helps to develop the ideas. • I can determine theme, support it with details and write an unbiased summary. • I can find evidence for support. • I can make inferences.	• Lit. Binder • Lucy Caulking Units of Study. • Making Meaning Units	• Read and respond letters.

Unit/ Essential Question Social Issue Book Club	CCSS • CCSS.ELA-Literacy.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. • CCSS.ELA-Literacy.RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. • CCSS.ELA-Literacy.RL.6.6 **Explain how an author develops the point of view of the narrator or speaker in a text.**	Learning Target • I can define integrate • I can use pictures, charts, text, etc. to explain a topic or issue. • I can define theme, setting and plot. • I can explain how a part of a piece moves it along. • I can explain how a part of a piece develops the theme. • Define point of view. • I can explain how the author uses the narrator to develop the point of view.	Resources/ Mentor Texts • Lit. Binder • Lucy Caulking Units of Study. • Making Meaning Units	Assessment • Read and respond letters • Essay

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : Sixth Grade - Math

The following CCSS's are embedded throughout the year, and are present in all units applicable:

CCSS Math Practices:

1 Make sense of problems and persevere in solving them.
2 Reason abstractly and quantitatively.
3 Construct viable arguments and critique the reasoning of others.
4 Model with mathematics.
5 Use appropriate tools strategically.
6 Attend to precision.
7 Look for and make use of structure
8 Look for and express regularity in repeated reasoning.

School wide assessments:

- Moby Max – Fall and Spring

Unit/Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment

Chapter 1- Numerical Expressions and Factors	• CCSS.Math.Content.6.NS.B.2 Fluently divide multi-digit numbers using the standard algorithm. • CCSS.Math.Content.6.NS.B.4 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express 36 + 8 as 4 (9 + 2)… • CCSS.Math.Content.6.EE.A.1 Write and evaluate numerical expressions involving whole-number exponents. • CCSS.Math.Content.6.EE.A.2 Write, read, and evaluate expressions in which letters stand	I can fluently divide multi- digit numbers using the standard algorithm. I can find the greatest common factor for numbers less than or equal to 100. I can find the least common multiple of two whole numbers less than or equal to 12. I can use the Distributive Property to factor out the greatest common factor	Big Ideas Textbook Big Ideas Record and Practice Journal Big Ideas online resources	Quiz 1.1-1.3 Quiz 1.4- 1.6 Chapter 1 Test A

	• CCSS.Math.Content.6.EE.A.2b 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.	I can write and evaluate expressions involving exponents. I can identify the operations of an expression and explain that a quantity (parenthesis) is both a number by itself and two numbers with an operation.		

Unit/Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
Chapter 2 – Fractions and Decimals	• CCSS.Math.Content.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?	I can compute and solve word problems involving division of fractions. I can fluently add multi-digit decimals using the standard algorithm for each operation. I can fluently subtract multi- digit decimals using the standard algorithm for each operation. I can fluently multiply multi- digit decimals using the standard algorithm for each operation. I can fluently divide multi-	Big Ideas Textbook Big Ideas Record and Practice Journal Big Ideas online resources	Quiz 2.1-2.3 Quiz 2.4-2.6 Chapter 2 Test A

Unit/Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
Chapter 3 – Algebraic Expressions and Properties	• CCSS.Math.Content.6.NS.B.4 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express 36 + 8 as 4 (9 + 2)… • CCSS.Math.Content.6.EE.A.2 Write, read, and evaluate expressions in which letters stand for numbers. • CCSS.Math.Content.6.EE.A.2a Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as 5 – y. • CCSS.Math.Content.6.EE.A.2b 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. • CCSS.Math.Content.6.EE.A.2c 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	I can find the greatest common factor for numbers less than or equal to 100. I can find the least common multiple of two whole numbers less than or equal to 12. I can use the Distributive Property to factor out the greatest common factor from an addition expression with two whole numbers. I can write and evaluate expressions involving exponents. I can write an expression with variables. I can identify the operations of an expression and explain that a quantity (parenthesis) is both a number by itself and two numbers with an operation. I can evaluate an expression/equation using order of operations when given the value of a variable.	Big Ideas Textbook Big Ideas Record and Practice Journal Big Ideas online resources	Quiz 3.1-3.2 Quiz 3.3-3.4 Chapter 3 Test A

Unit/Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
Chapter 4 – Areas of Polygons	• CCSS.Math.Content.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. • CCSS.Math.Content.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.	I can find the area of triangles, quadrilaterals, and polygons by decomposing shapes to help me find the area in a real-world problem. I can draw polygons on a coordinate plane and use the coordinates to find the lengths of the side(s) to help me solve real world problems.	Big Ideas Textbook Big Ideas Record and Practice Journal Big Ideas online resources	Quiz 4.1 – 4.2 Quiz 4.3-4.4 Chapter 4 Test A

Unit/Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
Chapter 5 – Ratios and Rates	• CCSS.Math.Content.6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes." • CCSS.Math.Content.6.RP.A.2 Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."1 • CCSS.Math.Content.6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. • CCSS.Math.Content.6.RP.A.3a Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of	I can use ratios to compare data. I can identify unit rates. I can create a table of equivalent ratios, find missing values, and then plot on a coordinate plane. I can solve unit rate problems. I can understand percent as a rate per hundred and solve problems involving finding the whole if given a part and the percent. I can use ratios to convert or change quantities to appropriate measurement units.	Big Ideas Textbook Big Ideas Record and Practice Journal Big Ideas online resources	Quiz 5.1- 5.4 Quiz 5.6-5.7 Chapter 5 Test A

	• CCSS.Math.Content.6.RP.A.3b Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed? • CCSS.Math.Content.6.RP.A.3c Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. • CCSS.Math.Content.6.RP.A.3d Use ratio reasoning to convert measurement units; manipulate and transform units			

Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
Chapter 6 – Integers and the Coordinate Plane	• CCSS.Math.Content.6.NS.C.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real- world contexts, explaining the meaning of 0 in each situation. • CCSS.Math.Content.6.NS.C.6 Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. • CCSS.Math.Content.6.NS.C.6a Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., –(–3) = 3, and that 0 is its own opposite. • CCSS.Math.Content.6.NS.C.6b Understand signs of numbers in ordered pairs as indicating locations in quadrants of the	I can understand and use positive and negative numbers to represent quantities in real-world situations. I can name the opposites of numbers. I can understand and plot pairs of positive and negative numbers on a coordinate plane, including reflections of those points. I can find and position integers on a number line and a coordinate plane. I can find the position of numbers or variables on a number line when given an inequality. I can write, interpret, and explain an inequality using integers in real-world situations (using a number line model). I understand absolute value as a distance from zero in real-world situations.	Big Ideas Textbook Big Ideas Record and Practice Journal Big Ideas online resources	Quiz 6.1-6..4 Quiz 6.4-6.5 Chapter 6 Test A

	and absolute value of rational numbers. • CCSS.Math.Content.6.NS.C.7a Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right. • CCSS.Math.Content.6.NS.C.7b Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write –3 ^{o}C > –7 ^{o}C to express the fact that –3°C is warmer than –7 ^{o}C. • CCSS.Math.Content.6.NS.C.7c Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of –30 dollars, write | –30 | = 30 to describe the size of the debt in dollars. • CCSS.Math.Content.6.NS.C.7d Distinguish comparisons of absolute value from statements about order. For example	determine which number is farther from zero. I can solve real-world and mathematical problems by graphing coordinate pairs on a 4 quadrant coordinate plane and use absolute value to find the distance between two points on the same X or Y axis.		

Unit/Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
Chapter 7 – Equations and Inequalities	• CCSS.Math.Content.6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. • CCSS.Math.Content.6.RP.A.3a Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. • CCSS.Math.Content.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. • CCSS.Math.Content.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. • CCSS.Math.Content.6.EE.B.7 Solve real-world and mathematical problems by writing and	I can create a table of equivalent ratios, find missing values, and then plot on a coordinate plane. I can explain if a value from a set makes an inequality or equation true/false. I can write an expression or equation using a variable that helps me solve a real-world problem. I can solve a real-world and mathematical problems by evaluating an expression or equation when the variable is a positive rational number. I can write an inequality about a real-world situation and recognize that it has infinite solutions. I can graph that inequality on a number line. I can write an equation involving dependent and independent variables and evaluate that equation.	Big Ideas Textbook Big Ideas Record and Practice Journal Big Ideas online resources Hands-on Equations Kits	Quiz 7.1-7.4 Quiz 7.5-7.7 Chapter 7 Test A

	• CCSS.Math.Content.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 orx < c have infinitely many solutions; represent solutions of such inequalities on number line diagrams. • CCSS.Math.Content.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.			

Unit/Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
Chapter 8– Surface Area and Volume	• CCSS.Math.Content.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. • CCSS.Math.Content.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.	I can find the volume of right rectangular prisms expressed as a proper or improper fraction in various real-world and mathematical situations. I can represent 3D shapes using nets and use the net to help find the surface area of the figure.	Big Ideas Textbook Big Ideas Record and Practice Journal Big Ideas online resources	Quiz 8.1-8.2 Quiz 8.3-8.4 Chapter 8 Test A

Unit/Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
Chapter 9– Statistical Measures	• CCSS.Math.Content.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. • CCSS.Math.Content.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. • CCSS.Math.Content.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. • CCSS.Math.Content.6.SP.B.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots. • CCSS.Math.Content.6.SP.B.5 Summarize numerical data sets in relation to their context, such as by:	I can write a statistical question that has more than one right answer. I can describe a set of data using its center (mode, median or mean) its spread (range or M.A.D) and its shape. I can describe a measure of center and a measure of variation for a data set. I can display data on a number line, dot plot (line plot), histogram, and box and whisker plot. I can tell how many items are in a data set. I can describe how data was collected and in what unit of measure. I can find the median, mean, interquartile range, mean absolute deviation (average distance from the mean) and outliers in a set of data.	Big Ideas Textbook Big Ideas Record and Practice Journal Big Ideas online resources	Quiz 9.1-9.3 Quiz 9.4-9.5 Chapter 9 Test A

	• CCSS.Math.Content.6.SP.B.5c 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.			

Unit/Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
Chapter 10 – Statistics and Probability	• CCSS.Math.Content.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. • CCSS.Math.Content.6.SP.B.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots. • CCSS.Math.Content.6.SP.B.5 Summarize numerical data sets in relation to their context, such as by: • CCSS.Math.Content.6.SP.B.5c 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. • CCSS.Math.Content.6.SP.B.5d 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.	I can describe a set of data using its center (mode, median or mean) its spread (range or M.A.D) and its shape. I can display data on a number line, dot plot (line plot), histogram, and box and whisker plot. I can find the median, mean, interquartile range, mean absolute deviation (average distance from the mean) and outliers in a set of data. I can choose the measure of center that best describes the date based on the context in which it was gathered.	Big Ideas Textbook Big Ideas Record and Practice Journal Big Ideas online resources	Quiz 10.1-10.2 Quiz 10.3-10.4 Chapter 10 Test A

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : Fifth Grade - Writing

UNIT PACING Names of units and approximate pacing	**LEARNING TARGETS** Students will be able to…	**STANDARD** Which Common Core standards does this address?	**ASSESSMENTS** Which assessments are given to determine student growth?
A Curricular Plan for Reading and Writing Workshop Grade 5 by Lucy Calkins and Colleagues Unit 1: Memoir *September/October*	• I can familiarize my reader by creating a situation and introducing a narrator and/or character. • I can organize the events in my story logically. • I can use dialogue, description, and pacing to develop experiences and events or show my characters' response to what happened. • I can use different transition words, phrases, and clauses to tell my story in a logical order. • I can use descriptive words and phrases and my senses to add details to show experiences or events. • I can write a conclusion that wraps up a story.	5.W.3 a-e	Pre-Assess Narrative Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website Conferring Frequent formative assessments based on learning targets
A Curricular Plan for Reading and Writing Workshop Grade 5 by Lucy Calkins and Colleagues Unit 2: The Interpretive Essay: Exploring and Defending Big Ideas about Life and Texts *October/November*	• I can introduce a topic or text clearly. • I can state an opinion about my topic. • I can create an organizational structure in which my ideas clearly support the writer's purpose. • I can provide logically ordered reasons that are supported by facts and details. • I can link my opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*). • I can write a conclusion that is connected to my opinion. • I can research using several sources to build knowledge through investigating different aspects of my topic. • I can remember important information from experiences or find important information from a variety of sources. • I can use my reading skills for literature to support my analysis, reflection, and research.	5.W.1 a-d 5.W.7 5.W.8 5.W.9 a	Pre-Assess Opinion Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website Conferring Frequent formative assessments based on learning targets

A Curricular Plan for Reading and Writing Workshop Grade 5 by Lucy Calkins and Colleagues Unit 3: Informational Writing: Building on Expository Structures to Write Lively, Voice-Filled Nonfiction Picture Books *November/December*	• I can introduce a topic clearly. • I can provide a general observation and focus. • I can organize information by grouping common ideas together. • I can include formatting, illustrations, and multimedia to help my reader understand my writing. • I can develop my topic by using facts, definitions, specific details, quotations, or other information and examples related to the topic. • I can use words, phrases, and clauses to connect my ideas within and across categories. • I can use specific language and vocabulary to inform about or explain the topic. • I can write a conclusion that is connected to the information in my piece. • I can research using several sources to build knowledge through investigating different aspects of my topic.	5.W.2 a-e 5.W.7	Pre-Assess Informational Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website Conferring Frequent formative assessments based on learning targets
A Curricular Plan for Reading and Writing Workshop Grade 5 by Lucy Calkins and Colleagues Unit 4: Research-Based Argument Essays *January/February*	• I can introduce a topic or text clearly. • I can state an opinion about my topic. • I can create an organizational structure in which my ideas clearly support the writer's purpose. • I can provide logically ordered reasons that are supported by facts and details. • I can link my opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*). • I can write a conclusion that is connected to my opinion. • I can produce writing that is clear and makes sense to the reader. • I can produce writing that matches the task, purpose and audience. • I can plan, revise, edit, rewrite or try a new approach to develop and strengthen my writing, with help from classmates and adults. • I can research using several sources to build knowledge through investigating different aspects of my topic. • I can summarize or paraphrases information in notes and finished work. • I can create list of my sources. • I can use my reading skills for informational texts to support my analysis, reflection, and research.	5.W.1 a-d 5.W.4 5.W.5 5.W.7 5.W.8 5.W.9 b	Post-Assess Opinion Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website Conferring Frequent formative assessments based on learning targets

A Curricular Plan for Reading and Writing Workshop Grade 5 by Lucy Calkins and Colleagues Unit 5: Historical Fiction or Fantasy *February/March*	• I can familiarize my reader by creating a situation and introducing a narrator and/or character. • I can organize the events in my story logically. • I can use dialogue, description, and pacing to develop experiences and events or show my characters' response to what happened. • I can use different transition words, phrases, and clauses to tell my story in a logical order. • I can use descriptive words and phrases and my senses to add details to show experiences or events. • I can write a conclusion that wraps up a story. • I can produce writing that is clear and makes sense to the reader. • I can produce writing that matches the task, purpose and audience. • I can plan, revise, edit, rewrite or try a new approach to develop and strengthen my writing, with help from classmates and adults. • I can use my reading skills for literature to support my analysis, reflection, and research.	5.W.3 a-e 5.W.4 5.W.5 5.W.9 a	Post-Assess Narrative Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website Conferring Frequent formative assessments based on learning targets
Samples of assessment tasks from Teachers College of Reading and Writing Project and Smarter Balanced Assessment Consortium Test Preparation *March/April*	• I can write a narrative piece of writing. • I can write an opinion piece of writing. • I can write a informational piece of writing. • I can plan, revise and edit to develop and strengthen my writing, with help from classmates and adults. • I can use my fiction and nonfiction reading skills to support my analysis, reflection, and research. • I can write one piece in a short period of time.	5.W.1 a-d 5.W.2 a-e 5.W.3 a-e 5.W.5 5.W.9 5.W.10	

A Curricular Plan for Reading and Writing Workshop Grade 5 by Lucy Calkins and Colleagues Unit 8: Informational Writing: Reading, Research, and Writing in the Content Areas *April/May/June*	• I can introduce a topic clearly. • I can provide a general observation and focus. • I can organize information by grouping common ideas together. • I can include formatting, illustrations, and multimedia to help my reader understand my writing. • I can develop my topic by using facts, definitions, specific details, quotations, or other information and examples related to the topic. • I can use words, phrases, and clauses to connect my ideas within and across categories. • I can use specific language and vocabulary to inform about or explain the topic. • I can write a conclusion that is connected to the information in my piece. • I can produce writing that is clear and makes sense to the reader. • I can produce writing that matches the task, purpose and audience. • I can plan, revise, edit, rewrite or try a new approach to develop and strengthen my writing, with help from classmates and adults. • I can research using several sources to build knowledge through investigating different aspects of my topic. • I can summarize or paraphrases information in notes and finished work. • I can create list of my sources. • I can use my reading skills for informational texts to support my analysis, reflection, and research.	5.W.2 a-e 5.W.4 5.W.5 5.W.7 5.W.8 5.W.9 b	Post-Assess Informational Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website Conferring Frequent formative assessments based on learning targets

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : Fifth Grade - Social Studies

UNIT	STANDARD Which Michigan state standards does the unit address?	KEY CONCEPTS/ VOCABULARY	ASSESSMENTS Which assessments are given to determine student growth?

Era 1: Three Cultures Interact in North America **(Beginnings to 1620)** **<u>Three Worlds Meet:</u>** 1. How were the worlds of America, Africa, and Europe alike and different? 2. How and why did the three worlds meet? 3. How did Europeans, American Indians, and Africans view the meeting of their three worlds? **<u>Colonization & Settlement:</u>** 1. How did the push and pull factors of migration influence the settlement of different colonial regions in North America? 2. How did the geography of North America affect settlement patterns and the economic, political, and cultural development of different colonial regions? 3. How did cultural differences and similarities between Europeans and American Indians influence their interactions?	3 - H3.0.1: Identify questions historians ask in examining the past (e.g., What happened? When did it happen? Who was involved? How and why did it happen?). 5 – U1.1.1: Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland). 5 – U1.1.2: Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment. 5 – U1.1.3: Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use. 5 – U1.2.1: Explain the technological (e.g., invention of the astrolabe and improved maps), and political developments, (e.g., rise of nation-states), that made sea exploration possible. 5 – U1.2.2: Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious). 5 – U1.3.1: Use maps to locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, southern Africa). 5 – U1.3.2: Describe the life and cultural development of people living in western Africa before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade. 5 – U1.4.1: Describe the convergence of Europeans, American Indians, and Africans in North America after 1492 from the perspective of these three groups. 5 – U1.4.4: Describe the Columbian Exchange and its impact on Europeans, American Indians, and Africans	<u>Three Worlds Meet</u> cause and effect chronology cultural diffusion culture Columbian Exchange exploration historical thinking human/environment interaction region three worlds <u>Colonization & Settlement</u> colonial regions colonization cultural differences diversified economy economic development ethnic diversity migration one-crop economies staple crops political institutions primary and secondary sources role of religion representative government settlement settlement	Unit Assessment

Era 2: 1585 – 1763 **<u>Life in Colonial America:</u>** 1. How did economic activities contribute to the significant differences among the colonial regions? 2. How did colonial political experiences influence how colonists viewed their rights and responsibilities? 3. How did the institution of slavery affect colonial development and life in the colonies?	5 – U2.1.1: Describe significant developments in the Southern colonies, including:development of colonial representative assemblies (House of Burgesses) development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia). 5 – U2.1.2: Describe significant developments in the New England colonies, including: •the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government. •growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies. 5 – U2.1.3: Describe significant developments in the Middle Colonies, including: •patterns of settlement and control including the impact of geography (landforms and climate) on settlement •the growth of Middle Colonies economies (e.g., breadbasket). 5 – U2.2.1: Describe Triangular Trade including: • the trade routes • the people and goods that were traded • the Middle Passage • its impact on life in Africa. 5 – U2.2.2: Describe the life of enslaved Africans and free Africans in the American colonies. 5 – U2.2.3: Describe how Africans living in North America drew upon their African past (e.g., sense of family, role of oral tradition) and adapted elements of new cultures to develop a distinct African-American culture. 5 – U2.3.1: Locate the New England, Middle, and Southern colonies on a map. 5 – U2.3.2: Describe the daily life of people living in the New England, Middle, and Southern colonies. 5 – U2.3.3: Describe colonial life in America from the perspectives of at least three different groups of people (e.g., wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians).	colonial self government economic activities generalizations indentured servants labor force point of view/perspective regional differences royal government slavery staple-crops triangular trade	Unit Assessment

Era 3: (1754-1783) The American Revolution **<u>The Road to Revolution</u>** 1. How did economic issues and political experiences and ideas affect the relationship between Great Britain and the colonies? 2. Why were the colonists dissatisfied with British rule? 3. How and why did people in different colonial regions unite against Great Britain? **<u>American Revolution</u>** 1. How did the colonists justify their right to rebel? 2. In what ways was the American Revolution a war of ideas? 3. How did people influence the course of the war?	5 – U3.1.1: Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy. 5 – U3.1.2: Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre. 5 – U3.1.3: Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on representative government). 5 – U3.1.4: Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation). 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. 5 – U3.1.8: Identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken. 5 – U3.1.4: Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation). 5 – U3.1.5: Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so. 5 – U3.1.7: Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g.,purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence. 5 – U3.2.1: Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives. 5 – U3.2.2: Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution. 5 – U3.2.3: Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war. 5 – U3.2.4: Describe the significance of the Treaty of Paris (establishment of the	<u>The Road to Revolution</u> authority / power conflict imperialism liberty limited government Patriot/Loyalist representative government self-government trade policies <u>American Revolution</u> Declaration of Independence government by consent military advantages & disadvantages revolution right of revolution sovereignty treaty turning point tyranny unalienable rights	Unit Assessment

Era 4: (1783 - 1800) Creating New Government and a New Constitution **<u>A New Nation</u>** 1. How effectively did the Framers of the Constitution resolve the problems the nation encountered under the Articles of Confederation? 2. What role did compromise play in constructing the Constitution? 3. How did the Framers address the issues of governmental power and individual rights? **<u>Our Government</u>** 1. Why do we have both state and federal governments? 2. How are core democratic values and constitutional principles reflected in our government? 3. How is our government organized to give and to limit power?	5 – U3.3.1: Describe the powers of the national government and state governments under the Articles of Confederation. 5 – U3.3.2: Give examples of problems the country faced under the Articles of Confederation (e.g., lack of national army, competing currencies, reliance on state governments for money). 5 – U3.3.3: Explain why the Constitutional Convention was convened and why the Constitution was written. 5 – U3.3.4: Describe the disagreements over representation and slavery at the Constitutional Convention and how the Framers addressed them in the Constitution (Great Compromise, Three-Fifths Compromise). 5 – U3.3.5: Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights). 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 (e.g., enumerated and reserved powers). 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. 5 – U3.3.8: Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution. 5 – P3.1.1: Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions. 5 – P3.1.2: Use graphic data and other sources to analyze information about a contemporary public issue related to the United States Constitution and evaluate alternative resolutions. 5 – P3.1.3: Give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States. 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. 5 – U3.3.6: Describe the principle of federalism and how it is expressed through the	<u>A New Nation</u> amendment Articles of Confederation Bill of Rights compromise consent of the governed Constitutional Convention federalism Federalists AntiFederalists Framers limited government public issue U.S. Constitution <u>Our Government</u> checks and balances Constitution federalism government individual rights limited government popular sovereignty purposes of government rule of law separation of	Unit Assessment

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : Fifth Grade - Science

SCIENCE UNIT	STANDARD Which Michigan state standards does the unit address?	KEY CONCEPTS/ VOCABULARY	ASSESSMENTS
Unit 1: Measuring Changes in Motion (Force)	**INQUIRY STANDARDS** **Process** • S.IP.05.11 Generate scientific questions about motion based on observations, investigations, and research. • S.IP.05.12 Design and conduct scientific investigations on motion and changes in motion. • S.IP.05.13 Use tools and equipment (stop watches, meter sticks and tapes, models, balances) appropriate to scientific investigation of motion. • S.IP.05.14 Use metric measurement devices in the investigation of motion. • S.IP.05.15 Construct charts and graphs from data and observations dealing with motion and changes in motion. • S.IP.05.16 Identify patterns in data regarding motion. **Analysis & Communication** • S.IA.05.11 Analyze information from data tables and graphs to answer scientific questions on motion. • S.IA.05.12 Evaluate data, claims, and personal knowledge through collaborative science discourse about motion. • S.IA.05.13 Communicate and defend findings of observations and investigations about motion	force balanced force change of direction change of motion change of speed force strength friction graph magnetic attraction magnetic repulsion mass relative position constant speed direction of motion gravitational force	Unit Assessment

	using evidence. • S.IA.05.14 Draw conclusions from sets of data from multiple trials of a scientific investigation on motion and changes in motion. • S.IA.05.15 Use multiple sources of information on motion and changes in motion to evaluate strengths and weaknesses of claims, arguments, or data. **Reflection & Social Implication** • S.RS.05.11 Evaluate the strengths and weaknesses of claims, arguments, and data regarding motion and changes in motion. • S.RS.05.12 Describe limitations in personal and scientific knowledge regarding motion and changes in motion. • S.RS.05.13 Identify the need for evidence in making scientific decisions about motion. • S.RS.05.15 Demonstrate scientific concepts about motion through various illustrations, performances, models, exhibits, and activities. • S.RS.05.16 Design solutions to problems concerning the motion of objects using technology. • S.RS.05.17 Describe the effect humans and other organisms have on the balance in the natural world when force is applied to an object. • S.RS.05.19 Describe how the science and technology of motion have advanced because of the contribution of many people throughout history and across cultures. **CONTENT STANDARDS** • P.FM.05.21 Distinguish between contact forces and non-contact forces. • P.FM.05.22 Demonstrate contact and non-contact forces to change the motion of an object. • P.FM.05.31 Describe what happens when two forces act on an object in the same or opposing directions. • P.FM.05.32 Describe how constant motion is the result of balanced (zero net) forces. • P.FM.05.33 Describe how changes in the motion of objects are caused by a non-zero net (unbalanced) force. • P.FM.05.34 Relate the size of change in motion to the strength of unbalanced forces and the mass of the object. • P.FM.05.41 Explain the motion of an object relative to a point of reference. • P.FM.05.42 Describe the motion of an object in terms of distance, time and direction, as the object moves, and in relationship to other objects. • P.FM.05.43 Demonstrate how motion can be measured and represented on a graph.	speed unbalanced force zero net force non-zero net force	

Unit 2: Animal Systems (Body Systems)	**INQUIRY STANDARDS** **Process** • S.IP.05.11 Generate scientific questions about animal systems (digestive, circulatory, respiratory, skeletal, muscular, nervous, excretory and reproductive) based on observations, investigations, and research. • S.IP.05.12 Design and conduct scientific investigations that demonstrate how selected systems work together (for example: how changes in muscular activity cause changes in circulatory and respiratory activity). • S.IP.05.13 Use tools and equipment appropriate to scientific investigations of systems working together (stop watches, meter sticks). • S.IP.05.14 Use metric measuring devices in investigations of how animal systems work together. • S.IP.05.15 Construct charts and graphs comparing changes in muscular activity with changes in pulse rate and breathing rate. • S.IP.05.16 Identify patterns in data from investigations of changes in muscular activity, pulse rate and breathing rate. **Analysis & Communication** • S.IA.05.11 Analyze information from data tables and graphs comparing changes in muscular activity with changes in pulse rate and breathing rate to answer scientific questions. • S.IA.05.12 Evaluate data, claims, and personal knowledge through collaborative discourse about animal systems working together. • S.IA.05.13 Communicate and defend findings of observations and investigations using evidence about muscular activity, heart rate and breathing rate. • S.IA.05.14 Draw conclusions from sets of data from multiple trials (data from all student groups) of a scientific investigation. • S.IA.05.15 Use multiple sources of information to evaluate strengths and weaknesses about the claims, arguments, or data regarding the relationship between muscular activity and breathing rate and pulse rate. **Reflection & Social Implication** • S.RS.05.21 Evaluate the strengths and weaknesses of claims, arguments, and data about the work performed by selected animal systems. • S.RS.05.22 Describe limitations in personal and scientific knowledge about the ways in which animal systems work together. • S.RS.05.24 Demonstrate scientific concepts through various illustrations, performances, models, exhibits or activities of how animal systems work together. • S.RS.05.27 Describe how science and technology related to animal systems have advanced because of the contributions of Ibn Nafis, Daniel Hale Williams and other people throughout history and across cultures. **CONTENT STANDARDS** • L.OL.05.41 Identify the general purpose of selected animal systems (digestive, circulatory, respiratory, skeletal, muscular, nervous, excretory, and reproductive). • L.OL.05.42 Explain how animal systems (digestive, circulatory, respiratory, skeletal, muscular, nervous, excretory, and reproductive) work together to perform selected activities.	energy movement & support breathe digestion absorption elimination transport stimulus response urine feces mouth esophagus stomach small intestine large intestine (colon) liver pancreas heart arteries veins skeletal: (bones, tendons, ligaments, skull, ribs, sternum) muscles tendons brain spinal cord sensory nerves motor nerves kidneys urinary bladder urethra	Unit Assessment

Unit 3: Adaptations and Traits of Organisms (Taught in conjunction with Unit 2: Body Systems)	**INQUIRY STANDARDS** **Process** • S.IP.05.11 Generate scientific questions about heredity, traits that allow organisms to survive and evolution based on observations, investigations, and research. • S.IP.05.12 Design and conduct scientific investigations showing traits/characteristics and how they are influenced by the environment and genetics. • S.IP.05.13 Use tools and equipment appropriate to scientific investigations of environmental influence on characteristics and traits and characteristics improving survival rate (research materials, plants, soil of varying nutrient levels). • S.IP.05.14 Use metric measurement devices in an investigation of environmental factors on plant growth (height in centimeters, volume of water in milliliters, etc.). • S.IP.05.15 Construct charts and graphs from data and observations found while investigating heredity and factors affecting populations and traits. • S.IP.05.16 Identify patterns in data from investigations of behavioral, physical and environmental factors affecting traits and changes in populations. **Analysis & Communication** • S.IA.05.11 Analyze information on behavioral and physical characteristics and environmental influences on traits from data tables and graphs to answer scientific questions. • S.IA.05.12 Evaluate data, claims, and personal knowledge of traits, changes in traits/ characteristics over time and degree of organism similarity through collaborative science discourse. • S.IA.05.13 Communicate and defend findings of observations and investigations using evidence of students traits and factors influencing traits. • S.IA.05.14 Draw conclusions from sets of data from multiple trials of a scientific investigation on environmental influence on traits. • S.IA.05.15 Use multiple sources of information to evaluate strengths and weaknesses of claims, arguments or data while conducting research on environmental factors causing change in species/organisms over time. **Reflection & Social Implication** • S.RS.05.11 Evaluate the strengths and weaknesses of claims, arguments, and data recorded investigating influences on traits. • S.RS.05.12 Describe limitations in personal and scientific knowledge on heredity and traits as well as how the environment influences these traits. • S.RS.05.13 Identify the need for evidence in making scientific decisions while investigating factors influencing traits. • S.RS.05.15 Demonstrate scientific concepts of heredity, traits and characteristics through various illustrations, performances, models, exhibits, and activities. **CONTENT STANDARDS** • L.HE.05.11 Explain that both the environment and the genetics of the individual influence the traits of an individual. • L.HE.05.12 Distinguish between inherited and acquired traits. • L.EV.05.11 Explain how behavioral characteristics (adaptation, instinct, learning, habit) of animals help them to survive in their environment. • L.EV.05.12 Describe the physical characteristics (traits) of organisms that help them survive in their environment. • L.EV.05.13 Describe how fossils provide evidence about how living things and environmental conditions have changed. • L.EV.05.14 Analyze the relationship of environmental change and catastrophic events (for	anatomical features genetic relatedness adaptation inherited traits acquired traits learned behavior nocturnal heredity environmental factors fossil catastrophic events (volcanic eruptions, tsunamis, asteroid impacts, floods) natural selection instinct habit behavioral characteristics physical characteristics (traits) survival	Unit Assessment

Unit 4: Positions and Motion of Objects in the Sky (Season and Solar System)	**INQUIRY STANDARDS** **Process** • S.IP.05.11 Generate scientific questions based on observations, investigations, and research concerning the position and motion of objects in the sky. • S.IP.05.13 Use tools and equipment (models) appropriate to scientific investigations for the position and motion of objects in the sky. • S.IP.05.15 Construct charts and graphs from data and observations dealing with the position and motion of objects in the sky. • S.IP.05.16 Identify patterns in data dealing with the position and motion of objects in the sky. **Analysis & Communication** • S.IA.05.12 Evaluate data, claims, and personal knowledge through collaborative science discourse about the position and motion of objects in the sky. • S.IA.05.13 Communicate and defend findings of observations and investigations about the position and motion of objects in the sky using evidence. • S.IA.05.15 Use multiple sources of information on the position and motion of objects in the sky to evaluate strengths and weaknesses of claims, arguments, or data. **Reflection & Social Implication** • S.RS.05.11 Evaluate the strengths and weaknesses of claims, arguments, and data regarding the reasons for the position and motion of objects in the sky. • S.RS.05.13 Identify the need for evidence in making scientific decisions about the position and motion of objects in the sky. • S.RS.05.15 Demonstrate scientific concepts concerning the position and motion of objects in the sky through various illustrations, performances, models, exhibits, and activities. **CONTENT STANDARDS** • E.ES.05.61 Demonstrate and explain seasons using a model. • E.ES.05.62 Explain how the revolution of the Earth around the sun defines a year. • E.ST.05.11 Design a model of the solar system that shows the relative distances and positions of the planets, dwarf planets, comets and asteroids to the sun. • E.ST.05.21 Describe the motion of planets and moons in terms of rotation on axis and orbits due to gravity. • E.ST.05.22 Explain the phases of the moon. • E.ST.05.23 Explain the apparent motion of the stars (constellations) and the sun across the sky. • E.ST.05.24 Explain lunar and solar eclipses. • E.ST.05.25 Explain the tides of the oceans as they relate to the gravitational pull and orbit of the moon.	seasons tilt axis revolution rotation solar system planet dwarf planet asteroids comets gravity gravitational pull phases stars constellations lunar solar eclipse tides	Unit Assessment

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : Fifth Grade - Reading

UNIT PACING Names of units and approximate pacing	**UNIT LEARNING TARGETS** By the end of the unit, students will be able to...	**STANDARD** Which Common Core standards does this address?	**ASSESSMENTS** Which assessments are given to determine student growth?
Unit 1: Agency and Independence: Launching with Experienced Readers *September*	• I can quote from a text to explain what the text says. • I can quote from a text when I make an inference from the text. • I can use details from a text to figure out the theme of a story, drama, or poem. • I can use what I know about how the characters in a story or drama respond to challenges to help me determine the theme. • I can use specific details in the text to compare and contrast two or more characters, settings, or events in a story. • I can explain how each chapter fits together to create the structure of a story. • I can describe how a narrator's or speaker's point of view affects a story. • I can participate in different types of group discussions (one-on-one, in groups, and teacher-led). • I can build on others' ideas and express my own clearly in discussions.	RL.5.1 RL.5.2 RL.5.3 RL.5.5 RL.5.6 SL.5.1	Fountas and Pinnell Reading Benchmark Conferring Frequent formative assessments based on learning targets

Unit 2: Following Characters into Meaning: Synthesize, Infer, and Interpret *September/October*	• I can quote from a text to explain what the text says. • I can quote from a text when I make an inference from the text. • I can use details from a text to figure out the theme of a story. • I can use what I know about how the characters in a story respond to challenges to help me determine the theme. • I can summarize a text. • I can use specific details in the text to compare and contrast two or more characters, settings, or events in a story. • I can read and study to prepare for discussions. • I can use a variety of resources to explore ideas that are discussed. • I can follow classroom rules for discussions and complete my assigned roles. • I can ask and respond to questions by making comments that add to the discussion and what other people said. • I can review key ideas from discussions. • I can draw conclusions from the information and knowledge I gained during a discussion.	RL.5.1 RL.5.2 RL.5.3	Conferring Frequent formative assessments based on learning targets
Unit 3: Nonfiction Reading: Using Text Structures to Comprehend Expository, Narrative, and Hybrid Nonfiction *October/November*	• I can quote from a text to explain what the text says. • I can quote from a text to explain the author's inferences. • I can determine two or more main ideas of a text and explain how the key details support those main ideas. • I can summarize an informational text. • I can explain the relationship or interactions between two or more people, events, or ideas using specific information from the text. • I can explain the relationship or interactions between two or more concepts in a historical, scientific, or technical text using specific information from the text. • I can compare and contrast the text structure of events, ideas, concepts, or information in two or more texts. • I can use information from multiple sources, including digital sources, to quickly find an answer to a question or to solve a problem. • I can explain how an author uses reasons and evidence to support particular points in a text. • I can identify which reasons and evidence support particular points.	RI.5.1 RI.5.2 RI.5.3 RI.5.5 RI.5.7 RI.5.8	Conferring Frequent formative assessments based on learning targets
Unit 6 (integrated with writing): Poetry *December*	• I can use details from a text to figure out the theme of a story, drama, or poem. • I can use what I know about how the speaker in a poem reflects on a topic to help me determine the theme. • I can determine the meaning of figurative language including similes and metaphors used in a text. • I can explain how each stanza fits together to create the structure of a poem. • I can analyze how visual and multimedia elements add to the meaning, tone and beauty of a text • I can read and understand 4th-5th grade level poetry, at the high end of 4th-5th grade texts on my own.	RL.5.2 RL.5.4 RL.5.5 RL.5.7 RL.5.10	Conferring Frequent formative assessments based on learning targets

Unit 4: Nonfiction Research Projects: Teaching Students to Navigate Complex Nonfiction Text Sets Using Critical Analytical Lenses *January/February*	• I can quote from a text to explain what the text says. • I can quote from a text to explain the author's inferences. • I can determine two or more main ideas of a text and explain how the key details support those main ideas. • I can summarize an informational text. • I can explain the relationship or interactions between two or more people, events, or ideas using specific information from the text. • I can explain the relationship or interactions between two or more concepts in a historical, scientific, or technical text using specific information from the text. • I can compare and contrast the text structure of events, ideas, concepts, or information in two or more texts. • I can use information from multiple sources, including digital sources, to quickly find an answer to a question or to solve a problem. • I can explain how an author uses reasons and evidence to support particular points in a text. • I can identify which reasons and evidence support particular points.	RI.5.1 RI.5.2 RI.5.3 RI.5.5 RI.5.7 RI.5.8	Fountas and Pinnell Reading Benchmark Conferring Frequent formative assessments based on learning targets
Unit 5: Historical Fiction Book Clubs or Fantasy Book Clubs (Integrate Unit 6: Interpretation Text Sets) *February/March*	• I can quote from a text to explain what the text says. • I can quote from a text when I make an inference from the text. • I can use details from a text to figure out the theme of a story. • I can use what I know about how the characters in a story respond to challenges to help me determine the theme. • I can summarize a text. • I can use specific details in the text to compare and contrast two or more characters, settings, or events in a story. • I can read and study to prepare for discussions. • I can use a variety of resources to explore ideas that are discussed. • I can follow classroom rules for discussions and complete my assigned roles. • I can ask and respond to questions by making comments that add to the discussion and what other people said. • I can review key ideas from discussions. • I can draw conclusions from the information and knowledge I gained during a discussion.	RL.5.1 RL.5.2 RL.5.3 RL.5.5 RL.5.6 SL.5.1	Conferring Frequent formative assessments based on learning targets
Unit 7: Test Preparation *March/April*	See all previous units	All reading learning targets may apply	Conferring Frequent formative assessments based on learning targets

Unit 8: Informational Reading: Reading, Research, and Writing in the Content Areas *April/May/June*	• I can quote from a text to explain what the text says. • I can quote from a text to explain the author's inferences. • I can determine two or more main ideas of a text and explain how the key details support those main ideas. • I can summarize an informational text. • I can explain the relationship or interactions between two or more people, events, or ideas using specific information from the text. • I can explain the relationship or interactions between two or more concepts in a historical, scientific, or technical text using specific information from the text. • I can compare and contrast the text structure of events, ideas, concepts, or information in two or more texts. • I can analyze multiple accounts of the same event or topic and find similarities and differences in the point of view of each account. • I can use information from multiple sources, including digital sources, to quickly find an answer to a question or to solve a problem. • I can explain how an author uses reasons and evidence to support particular points in a text. • I can identify which reasons and evidence support particular points. • I can use information from several texts about the same topic to write or speak like an expert. • I can read and understand informational texts at the high end of the 4th-5th grade levels on my own.	RI.5.1 RI.5.2 RI.5.3 RI.5.5 RI.5.6 RI.5.7 RI.5.8 RI.5.9 RI.5.10	Fountas and Pinnell Reading Benchmark Conferring Frequent formative assessments based on learning targets

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : Fifth Grade - Physical Education

State Standard	Content Strand	Skill	Objective	Key Concepts/ Cue Words	Materials/ Resources	Assessment
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	• Skip	Demonstrate the step-hop movement pattern.	"Step-hop"	Music	Observations
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	• Run/Jog • Pace	Demonstrate the elements of form including step, push and close using preferred and non-preferred foot. Demonstrate all elements of form while running at various speeds and stopping and starting using a comparative assessment or standard.	Knee high, push of the toes, heels up, elbows bent, thumbs up, reach.	Mile Course	Students will perform a one mile test based on individual improvement and comparative assessment.
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	• Leap	Demonstrate the elements of form including step, push and close using preferred and non-preferred foot. Demonstrate all elements of form of leaping from a standing position with feet staggered, leaping off the front foot, traveling forward and landing on the opposite foot.	Step, bend, push, reach, land	Music	Observations

MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	• Overhand Throw	Demonstrate the elements of form using proper technique.	T, Twist, Throw, Follow through	Ball	Stand sideways to target. Opposite foot in front. Eyes on Target. Rotate Hips. Throw. Follow Through.
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	• Catching Fly Balls	Demonstrate catching a lightweight ball using proper technique.	Thumbs in, Thumbs out	Ball	Eyes on Object. Catch with hands. Bends hands when they contact object.
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	• Jump Rope	Demonstrate the elements of form in the basic jump, forward and backward.	Turn, Wait, Jump!	Jump Rope	Jumps 3 times over the rope consecutively with rhythm and correct form.
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Other Motor Skills	• Bowling • Kick • Forehand Strike • Hand Dribble • Underhand Strike • Dance/ Creative Movement • Mileage Club	Demonstrates the appropriate motion for the subsequent motor skill.	Varies	Varies	Observations
MPECS.3, 4: A physically educated person will participate regularly in lifelong physical activity.	Physical Fitness	• Strength	Students will develop a daily exercise and strength routine in the physical education class setting.	Varies	N/A	Students will perform stretch testing based on individual improvement and comparative assessment.

MPECS.3, 4: A physically educated person will participate regularly in lifelong physical activity.	Physical Fitness	• Flexibility	Students will develop a daily stretching routine in the physical education class setting.	Varies	N/A	Students will perform flexibility testing based on individual improvement and comparative assessment.

MPECS.3, 4: A physically educated person will participate regularly in lifelong physical activity.	Physical Fitness	• *Run • *Jog/Pace • *Skip	Demonstrates the ability to sustain each activity for the desired amount of time.	Varies	N/A	Observations
MPECS.2: A physically educated person demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.	Cognitive Domain	• Nutrition • Body Parts/ Functions • Benefits and Knowledge of Physical Activity	Demonstrates understanding and knowledge of the concepts of nutrition and body functions in order to maintain a healthy lifestyle.	Varies	N/A	Observation
MPECS.5, 6: A physically educated person exhibits responsible personal social behavior that respects self and others in physical activity settings.	Personal, Social Domain	• Cooperation • Following Directions • Respect • Responsibility • Self-Control • Best Effort • Compassion • Constructive Competition	Demonstrates an understanding of the concepts of the appropriate social skills in order to work together and care for others.			

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : Fifth Grade -

ELEMENT	KEY CONCEPTS	BENCHMARKS
Rhythm	• Rhythm is the organization of long and short sounds and silences into patterns, moving with an underlying steady beat. • Rhythmic durations can be notated with icons or specific music symbols. • Meter is the organization of the underlying pulse into groups of twos or threes.	• Chant, move to, create, improvise, and play a variety of rhythms in duple and triple meters. • Use appropriate terminology when explaining music notation. • **Read, write, and perform music in more complex rhythmic notation.**
Melody	• Melody is the organization of pitch and duration and may have a tonal center. • Melodies can be notated with icons or specific musical symbols.	• Listen, analyze, and describe characteristics of a melody. • Sing and play a melody independently and with others. • Read and perform simple pitch notation. • Improvise and create melodies within the context of a tonality, such as major/minor. • Create and arrange short songs and instrumental pieces. • Use appropriate terminology in explaining music notation. • **Aurally discriminate between major and minor tonalities.**
Harmony	• Harmony is the simultaneous performance of two or more parts that are different yet musically compatible.	• Perform independent instrumental parts while others sing or play contrasting parts. • Perform simple ostinato accompaniments. • Sing simple harmonies, such as rounds, partner songs and easy chordal progressions as well as more complex harmonies such as countermelodies, descants, and **2- part harmony.**

Form	• Form is the organization of musical ideas.	• Identify specific musical forms through analytical listening. • Sing, perform, listen to and/or create songs and instrumental pieces using authentic musical forms such as **Theme and Variations.**
Expression	• Expressive elements (tempo, timbre, dynamics, articulation, and phrasing) are manipulated in performance to create an effect or mood.	• Describe the effect that expression has on music. • Perform expressively and create music with appropriate dynamics, phrasing, tempo, timbre, and articulation. • Begin to identify symbols and traditional terms referring to dynamics and articulation.
Timbre	• Timbre is the organization of different qualities of sound generated by the manipulation of various physical materials found in the following: vocal, environmental, acoustic, and electronic music.	• Use classroom instruments, voices, and other sources to demonstrate a variety of sounds in music. • Identify the sounds of a variety of instruments, including many orchestra, band and electronic instruments, and instruments from various cultures.
Style	• Styles of music reflect historic/cultural traditions and genres. • One piece of music may be performed in a variety of different styles.	• Sing and perform a varied repertoire of music representing genres and styles from diverse cultures. • Listen, move to, and describe a variety or styles, cultures, and historical periods.
Texture	• Texture is the layering of sounds.	• Create and/or arrange short songs and instrumental pieces that reflect an understanding of the use of layered sound in music. • **Identify the sounds of a variety of instruments and voices within the context of a multi-layered piece of music.**
Etiquette	• At a performance, there are expectations for both performers and audience members. • Proper respect and care of musical instruments and equipment have a profound effect on their ability to function and endure.	• Demonstrate correct posture while performing. • Respond appropriately to the musical cues of a director. • Demonstrate active listening skills when listening to a performance. • Demonstrate proper handling of classroom instruments.

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : Fifth Grade - Math

UNIT PACING Names of units and approximate pacing	**LEARNING TARGETS** Students will be able to...	**STANDARD** Which Common Core standards does this address?	**ASSESSMENTS** Which assessments are given to determine student growth?
Math Expression Common Core Unit 1: Addition and Subtraction with Fractions *September/October*	• I can add fractions and mixed numbers with unlike denominators by finding common denominators. • I can subtract fractions and mixed numbers with unlike denominators by finding common denominators. • I can add and subtract fractions and mixed numbers with unlike denominators to solve word problems. • I can tell if my answer is reasonable by using mental math and estimation.	5.NF.1 5.NF.2 5.MD.2	Unit 1 Quick Quizzes Unit 1 Assessment
Math Expression Common Core Unit 2: Addition and Subtraction with Decimals *October/November*	• I can see that in a multi-digit number, a digit in one place is ten times what it represented in the place to its right. • I can see that in a multi-digit number, a digit in one place is 1/10 of what it would be in the place to its left. • I can read and write decimals to thousandths in digits. • I can read and write decimals to thousandths in words. • I can read and write decimals to thousandths in expanded form. • I can compare two decimals to thousandths using <, >, =. • I can round decimals to any place. • I can add, subtract, multiply, and divide decimals to the hundredths, using hands-on math tools, drawings, place value strategies, properties of operations, and the relationship between addition and subtraction. • I can connect the strategy I used to a written method and explain why I did what I did.	5.NBT.1 5.NBT.3a 5.NBT.3b 5.NBT.4 5.NBT.7	Unit 2 Quick Quizzes Unit 2 Assessment

Math Expression Common Core Unit 3: Multiplication and Division with Fractions *November/December*	• I can add and subtract fractions and mixed numbers with unlike denominators by finding common denominators. • I can add and subtract fractions and mixed numbers with unlike denominators to solve word problems. • I can tell if my answer is reasonable by using mental math and estimation. • I can understand a fraction as a division problem. • I can solve division word problems, where the answer is a fraction or mixed number, by using visual fraction models or equations to help me solve the problem. • I can multiply a fraction by a whole number by drawing a picture of the whole number broken into the correct number of parts. • I can multiply a fraction by a fraction by drawing a picture. • I can multiply a fraction by a whole number by multiplying the numerator by the whole number and dividing by the denominator. • I can multiply a fraction by a fraction by multiplying the numerators together and multiplying the denominators together. • I can write a word problem to match a fraction multiplication problem. • I can multiply the sides of a rectangle to find the area when the side lengths are fractions. • I can show fraction products as rectangular areas. • I can explain why multiplying a number by a fraction greater than 1 gives me an answer greater than the number I started with. • I can explain why multiplying a number by a fraction less than 1 gives me an answer less than the number I started with. • I can understand that when I multiply a fraction by n/n to find an equivalent fraction it is the same as multiplying the fraction by 1. • I can solve real world multiplication problems with fractions and mixed numbers, using visual fraction models or equations. • I can divide a unit fraction by a whole number. • I can write a word problem to match a unit fraction divided by a whole number problem. • I can use a visual fraction model to show the answer to a problem where a unit fraction is divided by a whole number. • I can use the relationship between multiplication and division to explain 1/3 divided by 4 = 1/12 because (1/12) x 4 = 1/3. • I can divide a whole number by a unit fraction. • I can write a word problem to match a whole number divided by a unit fraction problem. • I can use a visual fraction model to show the answer to problem where a whole number is divided by a unit fraction. • I can use the relationship between multiplication and division to explain 4 divided by 1/5 = 20 because 20 x (1/5) = 4. • I can solve real world problems involving division of unit fractions by whole numbers by using visual fraction models and equations. • I can solve real world problems involving division of whole numbers by unit fractions by using visual fraction models and equations.	5.NF.1 5.NF.2 5.NF.3 5.NF.4a 5.NF.4b 5.NF.5a 5.NF.5b 5.NF.6 5.NF.7a 5.NF.7b 5.NF.7c 5.MD.2	Unit 3 Quick Quizzes Unit 3 Assessment

Math Expression Common Core Unit 4: Multiplication with Whole Numbers and Decimals *January*	• I can see that in a multi-digit number, a digit in one place is ten times what it represented in the place to its right. • I can see that in a multi-digit number, a digit in one place is 1/10 of what it would be in the place to its left. • I can explain patterns in the number of zeros in the answer when I multiply by a power of ten. • I can explain patterns in the placement of the decimal point when I multiply a decimal by a power of ten. • I can compare two decimals to thousandths using <, >, =. • I can round decimals to any place. • I can fluently multiply multi-digit numbers using the standard algorithm. • I can add, subtract, multiply, and divide decimals to the hundredths, using hands-on math tools, drawings, place value strategies, properties of operations, and the relationship between addition and subtraction. • I can connect the strategy I used to a written method and explain why I did what I did. • I can compare the size of a product to the size of one factor using the size of the other factor, without doing the multiplication problem.	5.NBT.1 5.NBT.2 5.NBT.3b 5.NBT.4 5.NBT.5 5.NBT.7 5.NF.5a 5.NF.5b	Unit 4 Quick Quizzes Unit 4 Assessment
Math Expression Common Core Unit 5: Division with Whole Numbers and Decimals *February*	• I can see that in a multi-digit number, a digit in one place is ten times what it represented in the place to its right. • I can see that in a multi-digit number, a digit in one place is 1/10 of what it would be in the place to its left. • I can explain patterns in the number of zeros in the answer when I multiply by a power of ten. • I can explain patterns in the placement of the decimal point when I multiply a decimal by a power of ten. • I can compare two decimals to thousandths using <, >, =. • I can divide [up to] a 4-digit number by [up to] a 2-digit number using place value strategies, properties of operations, and the relationship between multiplication and division. • I can draw and explain a division problem by using equations, rectangular arrays, and/or area models. • I can add, subtract, multiply, and divide decimals to the hundredths, using hands-on math tools, drawings, place value strategies, properties of operations, and the relationship between addition and subtraction. • I can connect the strategy I used to a written method and explain why I did what I did.	5.NBT.1 5.NBT.2 5.NBT.3b 5.NBT.6 5.NBT.7	Unit 5 Quick Quizzes Unit 5 Assessment

Math Expression Common Core Unit 6: Operations and Problem Solving *March*	• I can use parentheses, brackets, or braces in numerical expressions. • I can evaluate expressions with parentheses, brackets, or braces. • I can round decimals to any place. • I can fluently multiply multi-digit numbers using the standard algorithm. • I can divide [up to] a 4-digit number by [up to] a 2-digit number using place value strategies, properties of operations, and the relationship between multiplication and division. • I can draw and explain a division problem by using equations, rectangular arrays, and/or area models. • I can add, subtract, multiply, and divide decimals to the hundredths, using hands-on math tools, drawings, place value strategies, properties of operations, and the relationship between addition and subtraction. • I can connect the strategy I used to a written method and explain why I did what I did. • I can add and subtract fractions and mixed numbers with unlike denominators by finding common denominators. • I can add and subtract fractions and mixed numbers with unlike denominators to solve word problems. • I can tell if my answer is reasonable by using mental math and estimation. • I can multiply a fraction by a whole number and a fraction by a fraction by drawing a picture. • I can multiply a fraction by a fraction by multiplying the numerators together and multiplying the denominators together. • I can compare the size of a product to the size of one factor using the size of the other factor, without doing the multiplication problem. • I can solve real world multiplication problems with fractions and mixed numbers, using visual fraction models or equations. • I can apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.	5.OA.1 5.NBT.4 5.NBT.5 5.NBT.6 5.NBT.7 5.NF.1 5.NF.2 5.NF.4a 5.NF.4b 5.NF.5a 5.NF.5b 5.NF.6 5.NF.7 5.NF.7a 5.NF.7b 5.NF.7c	Unit 6 Quick Quizzes Unit 6 Assessment
Math Expression Common Core Unit 7: Algebra, Patterns, and Coordinate Graphs *April*	• I can use parentheses, brackets, or braces in numerical expressions. • I can evaluate expressions with parentheses, brackets, or braces. • I can write and interpret simple expressions without finding the answer. For example, write “add 8 and 7, then multiply by 2” as 2 × (8 + 7). • I can see that 3 x (18,932 + 921) is three times as large as 18,932 + 921. • I can produce numerical patterns using two given rules. • I can find relationships between corresponding terms. • I can form ordered pairs from the two patterns. • I can graph ordered pairs on a coordinate plane. • I can use a coordinate grid with a vertical x-axis and a horizontal y-axis to find ordered pairs (x, y). • I can understand that the first number in an ordered pair is the x-coordinate and tells me how far vertically from the y-axis the point is located. • I can understand that the second number in an ordered pair is the y-coordinate and tells me how far horizontally from the x-axis the point is located. • I can graph points in the first quadrant of the coordinate plane (both coordinates are positive), in real world and math problems. • I can find and name points on the coordinate grid.	5.OA.1 5.OA.2 5.OA.3 5.G.1 5.G.2	Unit 7 Quick Quizzes Unit 7 Assessment

Math Expression Common Core Unit 8: Measurement and Data *May/June*	• I can find the area of a rectangle with fractional side lengths by tiling it with unit squares. • I can show that the area of the rectangle is the same as multiplying the side lengths. • I can multiply the sides of a rectangle to find the area when the side lengths are fractions. • I can show fraction products as rectangular areas. • I can convert measurements within the metric system and within the customary system. • I can use conversions to solve multi-step, real word problems. • I can make a line plot to display measurements in fractions. • I can use what I know about fraction addition, subtraction, multiplication and division to solve problems using the data on a line plot. • I can understand that a cube with the side length 1 unit, "unit cube," has 1 cubic unit of volume. • I can understand that a "unit cube" can be used to measure volume. • I can understand that when a solid figure is filled with 25 unit cubes, it has the volume of 25 cubic units. • I can measure volume by counting unit cubes (cubic cm, cubic in, cubic ft, and generic cubic units). • I can find the volume of a rectangular prism (with whole number side lengths) by packing it with unit cubes. • I can show that the volume is the same as it would be if I multiplied the three edge lengths. • I can show that the volume is the same as it would be if I multiplied height by the area of the base. • I can use the formulas V = l x w x h and V = b x h to find the volume of a rectangular prism with whole number side lengths in real world and math problems.	5.NF.4b 5.MD.1 5.MD.2 5.MD.3a 5.MD.3b 5.MD.4 5.MD.5a 5.MD.5b	Unit 8 Quick Quizzes Unit 8 Assessment

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : Fifth Grade - Art

Arts Education Content Standards and Benchmarks	Lesson Topics	Key concepts and vocabulary	Assessments
PERFORM **ART.VA.I.5.1** Use materials, techniques, media, technology, and processes to communicate ideas and experiences. **ART.VA.I.5.2** Use art materials and tools safely and responsibly with environmental awareness. **ART.VA.I.5.3** Incorporate the elements of art and principles of design to communicate ideas. **ART.VA.I.5.4** Participate in the process and delivery of a final product for exhibition or presentation. **CREATE** **ART.VA.II.5.1** Synthesize the knowledge of materials, techniques, and processes to create artwork. **ART.VA.II.5.2** Apply knowledge of how to use visual characteristics and organizational principles to communicate ideas. **ART.VA.II.5.3** Explore and understand prospective subject matter, ideas, and symbols for works of art. **ART.VA.II.5.4** Select and use subject matter, symbols, and ideas to communicate meaning. **ART.VA.II.5.5** Analyze how art conveys ideas to express one's individuality. **ART.VA.II.5.6** Explore and understand the impact of digital media and technology in the creation of artwork. **ANALYZE** **ART.VA.III.5.1** Validate the effects of visual structures and functions, and reflect upon these effects in personal work. **ART.VA.III.5.2** Identify and defend various purposes for creating works of visual art.	**Art appreciation and enjoyment** ***Self-Expression** ***Real-world application of the arts** **Artists Emphasis** - Georgia O'Keeffe - Hundertwasser **Cultural Emphasis** **(**one per year) - North America - Central/South America - Asia - Africa - Europe	**Art Elements:** 1. Line 2. Shape 3. Color 4. Texture 5. Value 6. Space 7. Form **Art Principles:** 1. Pattern 2. Balance 3. Contrast 4. Emphasis 5. Unity 6. Movement 7. Rhythm	Observation of skills taught Artist statements Critiques Checks for understanding Final projects

ART.VA.III.5.3 Understand and respect that there are different responses to specific art works in a global community. **ART.VA.III.5.4** Analyze the characteristics of personal artwork. **ART.VA.III.5.5** Develop a sensitivity and understanding of how personal experiences can influence the development of artwork. **ANALYZE IN CONTEXT** **ART.VA.IV.5.1** Defend the history of visual arts and specific relationships to various cultures and times. **ART.VA.IV.5.2** Compare and contrast works of art as belonging to particular cultures, times, and places. **ART.VA.IV.5.3** Demonstrate how history, culture, and the visual arts interrelate in making and studying works of art. **ANALYZE AND MAKE CONNECTIONS** **ART.VA.V.5.1** Explain how visual arts have inherent relationships to everyday life. **ART.VA.V.5.2** Identify various careers in the visual arts. **ART.VA.V.5.3** Understand and use comparative characteristics of the visual arts and other arts disciplines. **ART.VA.V.5.4** Synthesize connections between the visual arts and other disciplines in the curriculum.	- Australia/New Zealand - Middle East ***Drawings/Paintings:** - Animals/Nature - Portraits - Landscapes -Observational drawing - Abstract Art ***3-D projects** * optional		

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : Fourth Grade - Writing

UNIT PACING Names of units and approximate pacing	**LEARNING TARGETS** Students will be able to...	**STANDARD** Which Common Core standards does this address?	**ASSESSMENTS** Which assessments are given to determine student growth?
Unit 1: Raising the Level of Personal Narrative *September*	• I can create a situation that introduces a narrator and/or character. • I can organize the events in my story logically. • I can use dialogue to develop different events. • I can use dialogue to show a character's response. • I can use description to develop different events. • I can use description to show a character's response. • I can use different transition words and phrases to tell my story in a logical order. • I can use adjectives, adverbs, and phrases, and my senses to add details to show experiences or events. • I can write an ending that wraps up a story. • I can plan, revise and edit to develop and strengthen my writing, with help from classmates and adults. • I can write one piece over an extended period of time using the writing process. • I can write one piece in a short period of time.	W.4.3 a-e W.4.5 W.4.10	Pre-Assess Narrative Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website Conferring Frequent formative assessments based on learning targets

Unit 2: Realistic Fiction *October*	• I can create a situation that introduces a narrator and/or character. • I can organize the events in my story logically. • I can use dialogue to develop different events. • I can use dialogue to show a character's response. • I can use description to develop different events. • I can use description to show a character's response. • I can use different transition words and phrases to tell my story in a logical order. • I can use adjectives, adverbs, and phrases, and my senses to add details to show experiences or events. • I can write an ending that wraps up a story. • I can produce writing that is clear and makes sense to the reader. • I can produce writing that matches the task, purpose and audience. • I can plan, revise and edit to develop and strengthen my writing, with help from classmates and adults. • I can write one piece over an extended period of time using the writing process. • I can write one piece in a short period of time.	W.4.3 a-e W.4.4 W.4.5 W.4.10	Post-Assess Narrative Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website Conferring Frequent formative assessments based on learning targets
Unit 3: The Personal and Persuasive Essay *November/December*	• I can introduce a topic or text clearly. • I can state an opinion about my topic. • I can organize my writing to support my purpose by grouping common ideas together. • I can provide reasons that are supported by facts and details. • I can use transitions to connect my opinion and reasons together (e.g., f*or instance*, *in order to*, *in addition*). • I can write a conclusion that is connected to my opinion. • I can plan, revise and edit to develop and strengthen my writing, with help from classmates and adults. • I can write one piece over an extended period of time using the writing process. • I can write one piece in a short period of time.	W.4.1 a-d W.4.4 W.4.10	Pre-Assess Opinion Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website Conferring Frequent formative assessments based on learning targets

Unit 7: Literary Essay and Test Preparation in Writing *December/January*	• I can introduce a topic or text clearly. • I can state an opinion about my topic. • I can organize my writing to support my purpose by grouping common ideas together. • I can provide reasons that are supported by facts and details. • I can use transitions to connect my opinion and reasons together (e.g., f*or instance*, *in order to*, *in addition*). • I can write a conclusion that is connected to my opinion. • I can produce writing that is clear and makes sense to the reader. • I can produce writing that matches the task, purpose and audience. • I can plan, revise and edit to develop and strengthen my writing, with help from classmates and adults. • I can use my fiction reading skills to support my analysis, reflection, and research. • I can write one piece over an extended period of time using the writing process. • I can write one piece in a short period of time.	W.4.1 a-d W.4.4 W.4.5 W.4.9 a W.4.10	Post-Assess Opinion Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website Conferring Frequent formative assessments based on learning targets
Unit 4: Informational Writing: Building on Expository Structures to Write Lively, Voice-Filled Nonfiction Picture Books *February*	• I can introduce a topic clearly. • I can organize information in paragraphs and sections by grouping common ideas together. • I can include formatting (e.g., headings), illustrations, and multimedia to help my reader understand my writing. • I can develop my topic by using facts, definitions, specific details, quotations, or other information and examples related to the topic. • I can use words and phrases to connect my ideas within a category (e.g., *another*, *for example*, *also*, *because*). • I can use specific language and vocabulary to inform about or explain the topic. • I can write a conclusion that is connected to the information in my piece. • I can plan, revise and edit to develop and strengthen my writing, with help from classmates and adults. • I can research to investigate my topic. • I can remember or find important facts from a variety of sources. • I can take notes and organize the information into categories. • I can create a "works cited" page listing my sources. • I can use my fiction and nonfiction reading skills to support my analysis, reflection, and research. • I can write one piece over an extended period of time using the writing process. • I can write one piece in a short period of time.	W.4.2 a-e W.4.5 W.4.7 W.4.8 W.4.9 W.4.10	Pre-Assess Informational Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website Conferring Frequent formative assessments based on learning targets

Unit 8: Informational Writing: Reading, Research, and Writing in the Content Areas *March*	• I can introduce a topic clearly. • I can organize information in paragraphs and sections by grouping common ideas together. • I can include formatting (e.g., headings), illustrations, and multimedia to help my reader understand my writing. • I can develop my topic by using facts, definitions, specific details, quotations, or other information and examples related to the topic. • I can use words and phrases to connect my ideas within a category (e.g., *another*, *for example*, *also*, *because*). • I can use specific language and vocabulary to inform about or explain the topic. • I can write a conclusion that is connected to the information in my piece. • I can produce writing that is clear and makes sense to the reader. • I can produce writing that matches the task, purpose and audience. • I can plan, revise and edit to develop and strengthen my writing, with help from classmates and adults. • I can research to investigate my topic. • I can remember or find important facts from a variety of sources. • I can take notes and organize the information into categories. • I can create a "works cited" page listing my sources. • I can use my fiction and nonfiction reading skills to support my analysis, reflection, and research. • I can write one piece over an extended period of time using the writing process. • I can write one piece in a short period of time.	W.4.2 a-e W.4.4 W.4.5 W.4.7 W.4.8 w.4.9 W.4.10	Post-Assess Informational Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website Conferring Frequent formative assessments based on learning targets
Unit 7 from Reading (integrated with reading): Test Preparation *March/April*	• I can write a narrative piece of writing. • I can write an opinion piece of writing. • I can write a informational piece of writing. • I can plan, revise and edit to develop and strengthen my writing, with help from classmates and adults. • I can use my fiction and nonfiction reading skills to support my analysis, reflection, and research. • I can write one piece in a short period of time.	W.4.1 a-d W.4.2 a-e W.4.3 a-e W.4.5 W.4.9 W.4.10	Conferring Frequent formative assessments based on learning targets
Unit 6: Poetry: Thematic Anthologies *April/May*	• I can read, understand, and write poetry at the 3rd grade text level. • I can use my fiction reading skills to support my analysis, reflection, and research.	RL.4.10 W.4.9 a	Conferring Frequent formative assessments based on learning targets

Unit 5: Historical Fiction: Tackling Complex Texts *May/June*	• I can create a situation that introduces a narrator and/or character. • I can organize the events in my story logically. • I can use dialogue to develop different events. • I can use dialogue to show a character's response. • I can use description to develop different events. • I can use description to show a character's response. • I can use different transition words and phrases to tell my story in a logical order. • I can use adjectives, adverbs, and phrases, and my senses to add details to show (not tell) experiences or events. • I can write an ending that wraps up a story. • I can plan, revise and edit to develop and strengthen my writing, with help from classmates and adults. • I can use my fiction and nonfiction reading skills to support my analysis, reflection, and research. • I can write one piece over an extended period of time using the writing process. • I can write one piece in a short period of time.	W.4.3 a-e W.4.5 W.4.9 W.4.10	Conferring Frequent formative assessments based on learning targets

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : Fourth Grade - Social Studies

UNIT	STANDARD Which Michigan state standards does the unit address?	KEY CONCEPTS/ VOCABULARY	ASSESSMENTS Which assessments are given to determine student growth?
Unit 1: Foundations in Social Studies	3 – H3.0.1: Identify questions that historians ask in examining the past in Michigan (e.g., What happened? When did it happen? Who was involved? How and why did it happen?) See also 4-H3.0.1. 4 – G1.0.1: Identify questions geographers ask in examining the United States (e.g., Where is it? What is it like there? How is it connected to other places?) 4 – E1.0.1: Identify questions economists ask in examining the United States (e.g., What is produced? How is it produced? How much is produced? Who gets what is produced? What role does the government play in the economy?). 4 – C1.0.1: Identify questions political scientists ask in examining the United States (e.g., What does government do? What are the basic values and principles of American democracy? What is the relationship of the United States to other nations? What are the roles of the citizen in American democracy?).	economics economist geography geographer government political scientist history historian	Unit Assessment

Unit 2: The United States in Spatial Terms	4 - G1.0.1: Identify questions geographers ask in examining the United States (e.g., Where it is? What is it like there? How is it connected to other places?). 4 - G1.0.2: Use cardinal and intermediate directions to describe the relative location of significant places in the United States. 4 - G1.0.3: Identify and describe the characteristics and purposes (e.g., measure distance, determine relative location, classify a region) of a variety of geographic tools and technologies (e.g., globe, map, satellite image). 4 - G1.0.4: Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States. 4 - G1.0.5: Use maps to describe elevation, climate, and patterns of population density in the United States. 4 - G2.0.1: Describe ways in which the United States can be divided into different regions (e.g.,political regions, economic regions, landform regions, vegetation regions). 4 - G2.0.2: Compare human and physical characteristics of a region to which Michigan belongs (e.g., Great Lakes, Midwest) with those of another region in the United States.	absolute location climate elevation human and physical characteristics of place political boundaries population density regions relative location spatial perspective special purpose maps topography	Unit Assessment

Unit 3: Human Geography in the United States	4 – H3.0.2: Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan. 4 - H3.0.7: Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and in the Great Lakes region. 4 - G1.0.1: Identify questions geographers ask in examining the United States (e.g., Where it is? What is it like there? How is it connected to other places?). 4- G1.0.3: Identify and describe the characteristics and purposes (e.g., measure distance, determine relative location, classify a region) of a variety of geographic tools and technologies (e.g., globe, map, satellite image). 4- G1.0.4: Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States. 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. 4 - G4.0.2: Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States (e.g., forms of shelter, language, food). 4 - G5.0.1: Assess the positive and negative effects of human activities on the physical environment of the United States. 4 – P3.1.1: Identify public issues in the United States that influence the daily lives of its citizens.	adaptation to the environment culture human/ environment interaction immigration migration modification of the environment movement public issues push and pull factors resource use	Unit Assessment

Unit 4: Exploring Economics	4 - E1.0.1: Identify questions economists ask in examining the United States (e.g., What is produced? How is it produced? How much is produced? Who gets what is produced? What role does the government play in the economy?). 4 - E1.0.2: Describe some characteristics of a market economy (e.g., private property rights, voluntary exchange, competition, consumer sovereignty, incentives, specialization). 4 - E1.0.3: Describe how positive (e.g., responding to a sale, saving money, earning money) and negative (e.g., library fines, overdue video rental fees) incentives influence behavior in a market economy. 4 - E1.0.4: Explain how price affects decisions about purchasing goods and services (substitute goods). 4 - E1.0.5: Explain how specialization and division of labor increase productivity (e.g., assembly line). 4 - E1.0.6: Explain how competition among buyers results in higher prices and competition among sellers results in lower prices (e.g., supply, demand). 4 - E1.0.7: Demonstrate the circular flow model by engaging in a market simulation, which includes households and businesses and depicts the interactions among them. 4 - E1.0.8: Explain why public goods (e.g., libraries, roads, parks) are not privately owned. 4 - E2.0.1: Explain how changes in the United States economy impacts levels of employment and unemployment (e.g., changing demand for natural resources, changes in technology, changes in competition). 4 - E3.0.1: Describe how global competition affects the national economy (e.g., outsourcing of jobs, increased supply of goods, opening new markets, quality controls). 4 - C3.0.7: Explain how the federal government uses taxing and spending to serve the purposes of government. 4 - H3.0.5: Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same or a related activity in the past.	circular flow competition division of labor economic decision making economics employment/ unemployment incentives market economy price productivity public goods and services role of government specialization supply/demand	Unit Assessment

Unit 5: Our Federal Government	4 – C1.0.1: Identify questions political scientists ask in examining the United States (e.g., What does government do? What are the basic values and principles of American democracy? What is the relationship of the United States to other nations? What are the roles of the citizen in American democracy?). 4 – C1.0.2: Explain probable consequences of an absence of government and of rules and laws. 4 – C1.0.3: Describe the purposes of government as identified in the Preamble of the Constitution. 4 – C2.0.1: Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights (e.g., freedom of religion, freedom of expression, freedom of press) serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights. 4 – C3.0.1: Give examples of ways the Constitution limits the powers of the federal government (e.g., election of public officers, separation of powers, checks and balances, Bill of Rights). 4 – C3.0.2: Give examples of powers granted to the federal government (e.g., coining of money, declaring war) and those reserved for the states (e.g., driver's license, marriage license). 4 – C3.0.3: Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches). 4 – C3.0.4: Describe how the powers of the federal government are separated among the branches. 4 – C3.0.5: Give examples of how the system of checks and balances limits the power of the federal government (e.g., presidential veto of legislation, courts declaring a law unconstitutional, congressional approval of judicial appointments). 4 – C3.0.6: Describe how the President, members of the Congress, and justices of the Supreme Court come to power (e.g., elections versus appointments).	Bill of Rights checks and balances Constitution delegated/ reserved/shared powers executive/ legislative/judicial branches of government federal government governmental authority individual rights limited government popular sovereignty representative government rule of law separation of powers	Unit Assessment

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : Fourth Grade - Science

SCIENCE UNIT	STANDARD Which Michigan state standards does the unit address?	KEY VOCABULARY	ASSESSMENTS

Unit 1: Heat, Electricity, and Magnetism	**INQUIRY STANDARDS** **Process** • S.IP.04.11 Make purposeful observations of heat, electricity and magnetism. • S.IP.04.12 Generate questions based on observation of heat, electricity and magnetism. • S.IP.04.13 Plan and conduct simple and fair investigations to compare and contrast heat, electricity and magnetism. • S.IP.04.14 Manipulate simple tools (for example, thermometer, stop watch/timer) to measure temperature. • S.IP.04.15 Make accurate measurements with appropriate units (degrees, Celsius, Fahrenheit, minutes, seconds) in. • S.IP.04.16 Construct simple charts and graphs from data information collected about fuel types. **Analysis & Communication** • S.IA.04.11 Summarize information from charts and graphs to answer questions about kinds of fuel that are used to heat buildings. • S.IA.04.12 Share ideas about heat, electricity and magnetism through purposeful conversation in collaborative groups. • S.IA.04.13 Communicate and present findings of investigations that describe the strength of magnets and their uses. • S.IA.04.14 Develop research strategies and skills for information gathering and problem solving about heat energy, electricity sources, global climate changes and uses of electromagnets. • S.IA.04.15 Compare and contrast sets of data from multiple trials of an investigation on magnets and their strengths to explain reasons for differences. **Reflection & Social Implications** • S.RS.04.11 Demonstrate similarities and differences in uses of heat, electricity and magnetism through various illustrations, performances or activities. • S.RS.04.14 Use data/samples as evidence to separate fact from opinion about electricity and magnetism. • S.RS.04.15 Use evidence when communicating, comparing and contrasting the types of heat uses of electricity and uses of magnetism. • S.RS.04.16 Identify technology used in everyday life to measure temperatures. • S.RS.04.17 Identify current problems about heat and electricity sources that may be solved through the use of technology. • S.RS.04.19 Describe how people such as Michael Faraday, Thomas Edison, and Enrico Fermi have contributed to science throughout history and across cultures. **CONTENT STANDARDS** • P.EN.04.12 Identify heat and electricity as forms of energy. • P.EN.04.41 Demonstrate how temperature can be increased in a substance by adding energy. • P.EN.04.42 Describe heat as the energy produced when substances burn, certain kinds of materials rub against each other, and when electricity flows through wire. • P.EN.04.43 Describe how heat is produced through electricity, rubbing and burning. • P.EN.04.51 Demonstrate how electrical energy is transferred and changed through the use of a simple circuit. • P.EN.04.52 Demonstrate magnetic effects in a simple electric circuit. • P.PM.04.53 Identify objects that are good conductors or poor conductors of heat and electricity. • P.PM.04.33 Demonstrate magnetic field by observing the patterns formed with iron filings using a variety of magnets. • P.PM.04.34 Demonstrate that magnetic objects are affected by the strength of the magnet and the distance from the magnet.	heat electricity energy evident temperature thermometer Celsius Fahrenheit increase decrease substance electric current friction simple circuit open circuit closed circuit battery wire bulb power source energy transfer conductor compass magnet magnetic field magnetic poles lines of force iron filings attract repel generator device appliance	District Assessment Science Fair

Unit 2: Properties and Changes of Matter	**INQUIRY STANDARDS** **Process** • S.IP.04.11 Make purposeful observations concerning properties and changes in matter. • S.IP.04.12 Generate questions based on observations to understand properties and changes in matter. • S.IP.04.13 Plan and conduct simple and fair investigations of properties and changes in matter. • S.IP.04.14 Use metric measurement devices in an investigation of properties and changes in matter. • S.IP.04.15 Make accurate measurements with appropriate units for the measurement tool. • S.IP.04.16 Construct charts and graphs from data and observations dealing with properties and changes in matter. **Analysis & Communication** • S.IA.04.11 Summarize information from data tables and graphs to answer scientific questions on properties and changes in matter. • S.IA.04.12 Share ideas through discussion in collaborative groups about properties and changes in matter. • S.IA.04.13 Communicate and present findings of observations and investigations about properties and changes in matter using evidence. **Reflection & Social Implications** • S.RS.04.11 Use data/samples as evidence to separate fact from opinion regarding properties and changes in matter. • S.RS.04.12 Use evidence in making scientific decisions about properties and changes in matter. • S.RS.04.13 Demonstrate scientific concepts concerning properties and changes in matter through various illustrations, performances, models, exhibits, and activities. • S.RS.04.14 Identify technology associated with properties and changes in matter . • S.RS.04.15 Use evidence when communicating about the properties and changes in matter. • S.RS.04.16 Design solutions to problems on energy and changes in matter using technology. • S.RS.04.17 Describe how people have contributed to society through the discovery and research into properties and changes in matter. **CONTENT STANDARDS** • P.PM.04.16 Measure the weight (spring scale) and mass (balances) in grams or kilograms of objects. • P.PM.04.17 Measure the volume of liquids in milliliters and liters. • P.PM.04.23 Compare and contrast the states (solid, liquid, and gas) of matter . • P.CM.04.11 Explain how matter can change from one state (solid, liquid, and gas) to another by heating and cooling.	weight spring scale grams kilograms balance volume liter (L) milliliter (mL) matter states of matter solid liquid gas definite (as related to shape) compare contrast mass	Unit Assessments Science Fair Presentations

Unit 3: Relationships and Requirements of Living Things (Ecosystems)	**INQUIRY STANDARDS** **Process** • S.IP.04.11 Make purposeful observations of plant and animal requirements and relationships. • S.IP.04.12 Generate questions based on observations of living things, their requirements and relationships. • S.IP.04.13 Plan and conduct simple and fair investigations to compare and contrast the needs of plant and animal requirements and their relationships. • S.IP.04.14 Manipulate simple tools (for example ruler, meter stick, balance scales) to determine the growth and change of living things. • S.IP.04.15 Make accurate measurements with appropriate units (centimeters, meters, grams, kilograms) of the growth and change of living things. • S.IP.04.16 Construct simple charts and graphs from data and observations of living things. **Analysis & Communication** • S.IA.04.11 Summarize information from charts and graphs to answer questions about plants and animal requirements and their relationships. • S.IA.04.12 Share ideas about plants and animals and their relationships through purposeful conversation in collaborative groups. • S.IA.04.13 Communicate and present findings of investigations that describe plants and animal requirements and their relationships. • S.IA.04.14 Develop research strategies and skills for information gathering and problem solving about plants and animal requirements and their relationships. • S.IA.04.15 Compare and contrast sets of data from multiple trials of an investigation about plants and animal requirements and their relationships to explain reasons for differences. **Reflection & Social Implications** • S.RS.04.11 Demonstrate similarities and differences of plants and animal requirements and their relationships through various illustrations, performances or activities. • S.RS.04.14 Use data/samples as evidence to separate fact from opinion about plants and animal requirements and their relationships. • S.RS.04.15 Use evidence when communicating, comparing and contrasting plants and animal requirements and their relationships. • S.RS.04.16 Identify technology used in everyday life to help plant and animal requirements and their relationships. • S.RS.04.17 Identify current problems about changes in plant and animal requirements and their relationships that may be solved through the use of technology. • S.RS.04.19 Describe how people such as Charles Darwin, Rachel Carson, Luther Burbank, George Washington Carver, Ibn Al-Baitar, Charles Turner and others have contributed to science throughout history and across cultures. **CONTENT STANDARDS** • L.OL.04.15 Determine that plants require air, water, light, and a source of energy and building material for growth and repair. • L.OL.04.16 Determine that animals require air, water and a source of energy and building material for growth and repair. • L.EV.04.21 Identify individual differences (color, leg length, size, wing size, leaf shape) in organisms of the same kind. • L.EV.04.22 Identify how variations in physical characteristics of individual organisms give them an advantage for survival and reproduction. • L.EC.04.11 Identify organisms as part of a food chain or food web. • L.EC.04.21 Explain how environmental changes can produce a change in the food web. • E.ST.04.31 Explain how fossils provide evidence of Earth's past. • E.ST.04.32 Compare and contrast life forms found in fossils and organisms that exist today.	plants animals source of energy building material requirements for life repair individual differences organisms observable features enable obtain coloring similarities and differences in organisms camouflage predator prey litter food chain food web producers consumers decomposers populations environment affect survival reproduce fossil evidence variations physical characteristics survival reproduction advantage location compare contrast	District Assessments Science Fair or Diorama

Unit 4: Sun, Moon, and Earth	**INQUIRY STANDARDS** **Process** • S.IP.04.11 Make purposeful observations of the sun and the moon using the appropriate senses. • S.IP.04.12 Generate questions based on observations of the sun and the moon. • S.IP.04.14 Manipulate simple tools that aid observation and data collection (ruler, thermometer). • S.IP.04.15 Make accurate measurements with appropriate units (centimeters, Celsius). • S.IP.04.16 Construct simple charts and graphs from data and observations of the movements of the sun and the moon. **Analysis & Communication** • S.IA.04.11 Summarize information from charts of the Earth, sun, and moon. • S.IA.04.12 Share ideas about the Earth, sun, and moon through purposeful conversation in collaborative groups. • S.IA.04.13 Communicate and present findings of observations and investigations. • S.IA.04.14 Develop research strategies and skills for information gathering about the sun and the moon. **Reflection & Social Implications** • S.RS.04.11 Demonstrate understanding of the relationship of the Earth, sun, and moon through illustrations and models. • S.RS.04.14 Use samples as evidence to separate fact from opinion when classifying the Earth, sun, and moon. • S.RS.04.15 Use evidence when communicating about the Earth, sun, and moon. • S.RS.04.16 Identify technology used in everyday life when taking shadow readings of the sun's movement in the sky. • S.RS.04.18 Describe the effect the sun has on the balance of the natural world. • S.RS.04.19 Describe how people such as Ptolemy, Copernicus, Galileo, Hubble, and Hawking have contributed to science throughout history and across cultures. **CONTENT STANDARDS** • E.ST.04.11 Identify the sun and moon as common objects in the sky. • E.ST.04.12 Compare and contrast the characteristics of the sun, moon, and Earth, including relative distances and abilities to support life. • E.ST.04.21 Describe the orbit of the Earth around the sun as it defines a year. • E.ST.04.22 Explain that the spin of the Earth creates day and night. • E.ST.04.23 Describe the motion of the moon around the Earth. • E.ST.04.24 Explain how the visible shape of the moon follows a predictable cycle, which takes approximately a month. • E.ST.04.25 Describe the apparent movement of the sun and moon across the sky through day/night and the seasons.	Earth sun moon star observe reflect ability to support life produce light breathable atmosphere revolution orbit rotation Earth's axis phases of the moon day night cycle seasons year natural satellite relative distance capable visible shape predictable cycle apparent movement	District Assessment

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : Fourth Grade -

UNIT PACING Names of units and approximate pacing	**UNIT LEARNING TARGETS** By the end of the unit, students will be able to…	**STANDARD** Which Common Core standards does this address?	**ASSESSMENTS** Which assessments are given to determine student growth?
A Curricular Plan for Reading and Writing Workshop Grade 4 by Lucy Calkins and Colleagues Unit 1: Building a Reading Life *September/October*	• I can use details and examples from what I've read to explain what the text says. • I can use details and examples from what I've read to explain what the author means but does not write word for word. • I can describe in detail a character, setting, or event in a story or drama using details from the text. • I can use what I know about letter sounds, spelling patterns, syllable patterns, and prefixes and suffixes to read words I don't know. • I can read and understand fourth grade-level text. • I can follow classroom rules for discussions and complete my assigned roles. • I can ask and respond to questions to make sure I understand. • I can add to the discussion and connect my ideas to what others say. • I can summarize a discussion and explain how my thinking changed.	RL.4.1 RL.4.3 RF.4.3 RF.4.4a SL.4.1 b-d	Fountas and Pinnell Reading Benchmark Conferring Frequent formative assessments based on learning targets
A Curricular Plan for Reading and Writing Workshop Grade 4	• I can use details and examples from what I've read to explain what the text says.	RL.4.1 RL.4.3	Conferring

by Lucy Calkins and Colleagues Unit 2: Following Characters into Meaning: Envision, Predict, Synthesize, Infer, and Interpret *October/November*	• I can use details and examples from what I've read to explain what the author means but does not write word for word. • I can describe in detail a character, setting, or event in a story or drama using details from the text. • I can read and understand fourth grade-level text. • I can follow classroom rules for discussions and complete my assigned roles. • I can ask and respond to questions to make sure I understand. • I can add to the discussion and connect my ideas to what others say. • I can summarize a discussion and explain how my thinking changed.	RF.4.4a SL.4.1 b-d	Frequent formative assessments based on learning targets

A Curricular Plan for Reading and Writing Workshop Grade 4 by Lucy Calkins and Colleagues Unit 3: Nonfiction Reading: Using Text Structures to Comprehend Expository, Narrative, and Hybrid Nonfiction *December/January*	• I can use details and examples from a text to explain what the text says. • I can use details and examples from a text to explain what the author means but does not say word for word (infers). • I can identify the main idea of a text. • I can explain how key details support the main idea of a text. • I can summarize an informational text. • I can use information from the text to explain ideas, or concepts in a informational text. • I can describe the structure of an informational text using appropriate labels, such as (chronological, comparison, cause/effect, problem/solution). • I can gather information orally or from graphic features of the text (e.g., charts, graphs, diagrams, timelines, animations, etc.). • I can explain how information gathered orally or from graphic features of a text help me understand the text better. • I can explain how an author uses reasons and evidence to support particular points in a text. • I can use a variety of resources to explore ideas that are discussed. • I can follow classroom rules for discussions and complete my assigned roles. • I can ask and respond to questions to make sure I understand. • I can add to the discussion and connect my ideas to what others say. • I can summarize a discussion and explain how my thinking changed.	RI.4.1 RI.4.2 RI.4.3 RI.4.5 RI.4.7 RI.4.8 SL.4.1 a-d	Conferring Frequent formative assessments based on learning targets

A Curricular Plan for Reading and Writing Workshop Grade 4 by Lucy Calkins and Colleagues Unit 4: Nonfiction Research Projects: Teaching Students to Navigate Complex Nonfiction Text Sets Using Critical Analytical Lenses *January/February*	• I can use details and examples from a text to explain what the text says. • I can use details and examples from a text to explain what the author means but does not say word for word (infers). • I can identify the main idea of a text. • I can explain how key details support the main idea of a text. • I can summarize an informational text. • I can use information from the text to explain ideas, or concepts in a informational text. • I can describe the structure of an informational text using appropriate labels, such as (chronological, comparison, cause/effect, problem/solution). • I can gather information orally or from graphic features of the text (e.g., charts, graphs, diagrams, timelines, animations, etc.). • I can explain how information gathered orally or from graphic features of a text help me understand the text better. • I can explain how an author uses reasons and evidence to support particular points in a text. • I can use a variety of resources to explore ideas that are discussed. • I can use information from two different texts about the same topic to write or speak like an expert. • I can follow classroom rules for discussions and complete my assigned roles. • I can ask and respond to questions to make sure I understand. • I can add to the discussion and connect my ideas to what others say. • I can summarize a discussion and explain how my thinking changed. • I can report on a topic or text in an organized way and use appropriate facts, and important, descriptive details to support main ideas.	RI.4.1 RI.4.2 RI.4.3 RI.4.5 RI.4.7 RI.4.8 RI.4.9 SL.4.1 a-d SL.4.4	Fountas and Pinnell Reading Benchmark Conferring Frequent formative assessments based on learning targets

A Curricular Plan for Reading and Writing Workshop Grade 4 by Lucy Calkins and Colleagues Unit 5: Historical Fiction: Tackling Complex Texts *March*	• I can use details and examples from what I've read to explain what the text says. • I can use details and examples from what I've read to explain what the author means but does not write word for word. • I can use details from a story, drama, or poem to figure out a theme. • I can describe in detail a character, setting, or event in a story or drama using details from the text (i.e., a character's thoughts, words, or actions). • I can figure out the meaning of words and phrases based on how they are used in a text. • I can read and study to prepare for discussions. • I can use a variety of resources to explore ideas that are discussed. • I can follow classroom rules for discussions and complete my assigned roles. • I can ask and respond to questions to make sure I understand • I can add to the discussion and connect my ideas to what others say. • I can summarize a discussion and explain how my thinking changed. • I can identify the reasons and evidence a speaker gives to support his/her points.	RL.4.1 RL.4.2 RL.4.3 RL.4.4 SL.4.1 a-d SL.4.3	Conferring Frequent formative assessments based on learning targets
A Curricular Plan for Reading and Writing Workshop Grade 4 by Lucy Calkins and Colleagues Unit 7 (integrated with writing): Test Preparation *March/April*	See all previous units	All reading learning targets may apply	Conferring Frequent formative assessments based on learning targets

A Curricular Plan for Reading and Writing Workshop Grade 4 by Lucy Calkins and Colleagues Unit 6: Interpretation Text Sets *May/June*	• I can use details and examples from what I've read to explain what the author means but does not write word for word. • I can use details from a story, drama, or poem to figure out a theme. • I can describe in detail a character, setting, or event in a story or drama using details from the text (i.e., a character's thoughts, words, or actions). • I can compare and contrast the point of view the narrator in different stories uses. • I can identify the difference between first- and third-person narrations. • I can compare and contrast similar themes and topics (i.e., opposition of good and evil) in stories, myths, and traditional literature from different cultures. • I can compare and contrast similar patterns of events (i.e., quest) in stories, myths, and traditional literature from different cultures. • I can use details and examples from a text to explain what the author means but does not say word for word (infers). • I can identify the main idea of a text. • I can explain how key details support the main idea of a text. • I can explain how an author uses reasons and evidence to support particular points in a text.	RL.4.1 RL.4.2 RL.4.3 RL.4.6 RL.4.9 RI.4.1 RI.4.2 RI.4.8	Fountas and Pinnell Reading Benchmark Conferring Frequent formative assessments based on learning targets

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : Fourth Grade - Physical Education

State Standard	Content Strand	Skill	Objective	Key Concepts/ Cue Words	Materials/ Resources	Assessment
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	• Skip	Demonstrate the step-hop movement pattern.	"Step-hop"	Music	Observations
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	• Run/Jog • Pace	Demonstrate the elements of form including step, push and close using preferred and non-preferred foot. Demonstrate all elements of form while running at various speeds and stopping and starting using a comparative assessment or standard.	Knee high, push of the toes, heels up, elbows bent, thumbs up, reach.	Mile Course	Students will perform a one mile test based on individual improvement and comparative assessment.
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	• Leap	Demonstrate the elements of form including step, push and close using preferred and non-preferred foot. Demonstrate all elements of form of leaping from a standing position with feet staggered, leaping off the front foot, traveling forward and landing on the opposite foot.	Step, bend, push, reach, land	Music	Observations

MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	• Overhand Throw	Demonstrate the elements of form using proper technique.	T, Twist, Throw, Follow through	Ball	Stand sideways to target. Opposite foot in front. Eyes on Target. Rotate Hips. Throw. Follow Through.
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	• Catching Fly Balls	Demonstrate catching a lightweight ball using proper technique.	Thumbs in, Thumbs out	Ball	Eyes on Object. Catch with hands. Bends hands when they contact object.
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	• Jump Rope	Demonstrate the elements of form in the basic jump, forward and backward.	Turn, Wait, Jump!	Jump Rope	Jumps 3 times over the rope consecutively with rhythm and correct form.
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Other Motor Skills	• Bowling • Kick • Forehand Strike • Hand Dribble • Underhand Strike • Dance/ Creative Movement • Mileage Club	Demonstrates the appropriate motion for the subsequent motor skill.	Varies	Varies	Observations
MPECS.3, 4: A physically educated person will participate regularly in lifelong physical activity.	Physical Fitness	• Strength	Students will develop a daily exercise and strength routine in the physical education class setting.	Varies	N/A	Students will perform stretch testing based on individual improvement and comparative assessment.

MPECS.3, 4: A physically educated person will participate regularly in lifelong physical activity.	Physical Fitness	• Flexibility	Students will develop a daily stretching routine in the physical education class setting.	Varies	N/A	Students will perform flexibility testing based on individual improvement and comparative assessment.

MPECS.3, 4: A physically educated person will participate regularly in lifelong physical activity.	Physical Fitness	• Run • Jog/Pace • Skip	Demonstrates the ability to sustain each activity for the desired amount of time.	Varies	N/A	Observations
MPECS.2: A physically educated person demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.	Cognitive Domain	• Nutrition • Body Parts/ Functions • Benefits and Knowledge of Physical Activity	Demonstrates understanding and knowledge of the concepts of nutrition and body functions in order to maintain a healthy lifestyle.	Varies	N/A	Observations
MPECS.5, 6: A physically educated person exhibits responsible personal social behavior that respects self and others in physical activity settings.	Personal, Social Domain	• Cooperation • Following Directions • Respect • Responsibility • Self-Control • Best Effort • Compassion • Constructive Competition	Demonstrates an understanding of the concepts of the appropriate social skills in order to work together and care for others.			

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : Fourth Grade -

ELEMENT	KEY CONCEPTS	BENCHMARKS
Rhythm	• Rhythm is the organization of long and short sounds and silences into patterns, moving with an underlying steady beat. • Rhythmic durations can be notated with icons or specific music symbols. • Meter is the organization of the underlying pulse into groups of twos or threes.	• **Chant, move to, create, improvise, and play a variety of rhythms in duple and triple meters.** • **Read standard symbols representing rhythmic notation.** • **Use appropriate terminology when explaining music notation.**
Melody	• Melody is the organization of pitch and duration and may have a tonal center. • Melodies can be notated with icons or specific musical symbols.	• Listen, analyze, and describe characteristics of a melody. • Sing and play a melody independently and with others. • Read and perform simple pitch notation. • Improvise and create melodies within the context of a tonality, such as major/minor. • Create and/or arrange short songs and instrumental pieces. • Use appropriate terminology in explaining music notation.
Harmony	• Harmony is the simultaneous performance of two or more parts that are different yet musically compatible.	• Perform independent instrumental parts while others sing or play contrasting parts. • Perform simple ostinato accompaniments. • **Sing simple harmonies, such as rounds, partner songs, and easy chordal progressions as well as more complex harmonies such as countermelodies and descants.**

ELEMENT	KEY CONCEPTS	BENCHMARKS
Form	• Form is the organization of musical ideas.	• Identify specific musical forms through analytical listening. • Sing, perform, listen to and/or create songs and instrumental pieces using authentic musical forms such as **Rondo and Blues.**
Expression	• Expressive elements (tempo, timbre, dynamics, articulation, and phrasing) are manipulated in performance to create an effect or mood.	• Describe the effect that expression has on music. • Perform expressively **and create music** with appropriate dynamics, phrasing, **tempo, timbre, and articulation.** • Begin to identify symbols and traditional terms referring to dynamics and **articulation.**
Timbre	• Timbre is the organization of different qualities of sound generated by the manipulation of various physical materials found in the following: vocal, environmental, acoustic and electronic music.	• Use classroom instruments, voices, and other sources to demonstrate a variety of sounds in music. • **Identify the sounds of a variety of instruments, including many orchestra, band and electronic instruments, and instruments from various cultures.**
Style	• Styles of music reflect historic/cultural traditions and genres. • One piece of music may be performed in a variety of different styles.	• Sing and perform a varied repertoire of music representing genres and styles from diverse cultures. • Listen, move to, and describe a variety or styles, cultures, and historical periods.
Texture	• Texture is the layering of sounds.	• Perform and identify layers in a piece of music. • Create and/or arrange short songs and instrumental pieces that reflect an understanding of the use of layered sound in music.
Etiquette	• At a performance, there are expectations for both performers and audience members. • Proper respect and care of musical instruments and equipment have a profound effect on their ability to function and endure.	• Demonstrate correct posture while performing. • Respond appropriately to the musical cues of a director. • Demonstrate active listening skills when listening to a performance. • Demonstrate proper handling of classroom instruments.

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : Fourth Grade - Math

UNIT PACING Names of units and approximate pacing	**LEARNING TARGETS** Students will be able to...	**STANDARD** Which Common Core standards does this address?	**ASSESSMENTS** Which assessments are given to determine student growth?
Math Expression Common Core Unit 1: Place Value and Multi-digit Addition and Subtraction *September/October*	• I can solve multi-step word problems using +, -, x, &, /. • I can write an equation to show a word problem and use a letter in place of the unknown number. • I can determine if an answer is reasonable using mental math or estimation. • I can see that in a multi-digit number, a digit in one place is ten times larger than what it represented in the place to its right. • I can read and write multi-digit whole numbers using digits, number names and expanded form. • I can compare 2 multi-digit numbers using <, >, =. • I can use what I know about place value to round multi-digit numbers to any place. • I can fluently add multi-digit numbers using the standard algorithm. • I can fluently subtract multi-digit numbers using the standard algorithm. • I can use +, -, x, & / to solve word problems with distance, time, liquid volume, mass, and money.	4.OA.3 4.NBT.1 4.NBT.2 4.NBT.3 4.NBT.4 4.MD.2	Unit 1 Quick Quizzes Unit 1 Assessments
Math Expression Common Core Unit 2: Multiplication with Whole Numbers	• I can solve multi-step word problems using +, -, x, &, /. • I can write an equation to show a word problem and use a letter in place of the unknown number. • I can determine if an answer is reasonable using mental math or estimation. • I can see that in a multi-digit number, a digit in one place is ten times larger than what it represented in the place to its right. • I can read and write multi-digit whole numbers using digits, number names	4.OA.3 4.NBT.1 4.NBT.2 4.NBT.3 4.NBT.5 4.MD.2	Unit 2 Quick Quizzes Unit 2 Assessments

October/November	and expanded form. • I can compare 2 multi-digit numbers using <, >, =. • I can use what I know about place value to round multi-digit numbers to any place. • I can multiply up to a 4-digit number by a 1-digit number using place value strategies and the properties of operations. • I can draw and explain a multiplication problem using equations, rectangular arrays, and/or area models. • I can use +, -, x, & / to solve word problems with distance, time, liquid volume, mass, and money.		

Math Expression Common Core Unit 3: Division with Whole Numbers *December*	• I can solve multi-step word problems using +, -, x, &, /. • I can interpret a remainder in a word problem. • I can write an equation to show a word problem and use a letter in place of the unknown number. • I can determine if an answer is reasonable using mental math or estimation. • I can divide up to a 4-digit number by a 1-digit number using place value strategies, properties of operations, and/or the relationship between multiplication and division. • I can draw and explain a division problem using equations, rectangular arrays, and/or area models.	4.OA.3 4.NBT.6	Unit 3 Quick Quizzes Unit 3 Assessments
Math Expression Common Core Unit 4: Equations and Word Problems *January*	• I can understand a multiplication equation as a comparison, **(**e.g., 35 = 5 × 7 means that 35 is 5 times as many as 7 and 7 times as many as 5). • I can multiply or divide to solve word problems by using drawings and equations. • I can use a symbol in an equation to represent an unknown number. • I can tell the difference between "how much more" (additive comparison) and "how many times larger" (multiplicative comparison) problems. • I can solve multi-step word problems using +, -, x, &, /. • I can interpret a remainder in a word problem. • I can write an equation to show a word problem and use a letter in place of the unknown number. • I can determine if an answer is reasonable using mental math or estimation. • I can find all the factor pairs for a number between 1-100. • I can understand that a number is a multiple of each of its factors. • I can figure out if a number between 1-100 is a multiple of a 1-digit number. • I can figure out if a number between 1-100 is a prime or composite number. • I can create a number or shape pattern that follows a given rule. • I can find other patterns within the sequence and explain why the numbers continue to follow the pattern. • I can fluently add multi-digit numbers using the standard algorithm. • I can fluently subtract multi-digit numbers using the standard algorithm. • I can multiply up to a 4-digit number by a 1-digit number using place value strategies and the properties of operations. • I can draw and explain a multiplication problem using equations, rectangular arrays, and/or area models. • I can divide up to a 4-digit number by a 1-digit number using place value strategies, properties of operations, and/or the relationship between multiplication and division. • I can draw and explain a division problem using equations, rectangular arrays, and/or area models.	4.OA.1 4.OA.2 4.OA.3 4.OA.4 4.OA.5 4.NBT.4 4.NBT.5 4.NBT.6 4.MD.2	Unit 4 Quick Quizzes Unit 4 Assessments

Math Expression Common Core Unit 5: Measurement *February*	• I can understand the size of measurements including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. • I can convert larger units of measurement to smaller units of measurement. • I can record equivalent measurements in a 2 column table. • I can create a conversion table for feet and inches. • I can use +, -, x, & / to solve word problems with distance, time, liquid volume, mass, and money. • I can show measurements using diagrams such as number lines with a measurement scale. • I can use the area and perimeter formulas for rectangles to solve real world and math problems.	4.MD.1 4.MD.2 4.MD.3 4.MD.4	Unit 5 Quick Quizzes Unit 5 Assessments
Math Expression Common Core Unit 6: Fraction Concepts and Operations *March*	• I can compare two fractions with different numerators and different denominators. • I can understand that I can compare factions only when they are part of the same whole. • I can compare fractions using <, >, =. • I can explain fraction comparisons using visual (or other) fraction models. • I can understand that when I add or subtract fractions they must be part of the same whole. • I can break apart a fraction into a sum of fractions with the same denominator in more than one way (i.e., *3/8 = 1/8 + 1/8 + 1/8 AND 3/8 = 1/8 + 2/8)*. • I can use a visual fraction model to show why each way works. • I can add mixed numbers with the same denominators. • I can subtract mixed numbers with the same denominators. • I can solve fraction addition and subtraction word problems when the fractions have the same denominator by using visual fraction models and equations. • I can understand that when I add or subtract fractions they must be part of the same whole. • I can break apart a fraction into a sum of fractions with the same denominator in more than one way (i.e., *3/8 = 1/8 + 1/8 + 1/8 AND 3/8 = 1/8 + 2/8)*. • I can use a visual fraction model to show why each way works. • I can add mixed numbers with the same denominators. • I can subtract mixed numbers with the same denominators. • I can use +, -, x, & / to solve word problems with distance, time, liquid volume, mass, and money.	4.NF.2 4.NF.3 4.NF.3a 4.NF.3b 4.NF.3c 4.NF.3d 4.NF.4 4.NF.4a 4.NF.4b 4.NF.4c 4.MD.1 4.MD.2 4.MD.3	Unit 6 Quick Quizzes Unit 6 Assessments

Math Expression Common Core Unit 7: Fractions and Decimals *April*	• I can explain why a fraction is equivalent to another fraction using visual fraction models. • I can use visual fraction models to find equivalent fractions. • I can compare two fractions with different numerators and different denominators. • I can understand that I can compare factions only when they are part of the same whole. • I can compare fractions using <, >, =. • I can explain fraction comparisons using visual (or other) fraction models. • I can find an equivalent fraction with a denominator of 100, when I have a denominator of 10. • I can find a common denominator of 100 to add two fractions with denominators of 10 and 100, (i.e., *3/10 + 4/100, change 3/10 to 30/100, and add 30/100 + 4/100 = 34/100.)* • I can change fractions with denominators of 10 or 100 to decimals (i.e., *0.62 = 62/100*). • I can find a decimal on a number line. • I can change fractions with denominators of 10 or 100 to decimals (i.e., *0.62 = 62/100*). • I can use decimals to describe length, (i.e., 0.62 meters). • I can find a decimal on a number line. • I can compare two decimals to the hundredths place. • I can understand that I can compare decimals only when they are part of the same whole. • I can compare decimals using <, >, =. • I can explain decimal comparisons using a visual (or other) model. • I can use +, -, x, & / to solve word problems with distance, time, liquid volume, mass, and money. • I can show measurements using diagrams such as number lines with a measurement scale.	4.NF.1 4.NF.2 4.NF.5 4.NF.6 4.NF.7 4.MD.2 4.MD.4	Unit 7 Quick Quizzes Unit 7 Assessments

Math Expression Common Core Unit 8: Geometry *May*	• I can create a number or shape pattern that follows a given rule. • I can find other patterns within the sequence and explain why the numbers continue to follow the pattern. • I can understand that an angle's measurement is based on where the rays of the angle intersect the circle, when the angle vertex is placed on the circle's center. • I can understand that a "1-degree angle" is 1/360 of a circle and can be used to measure angles. • I can understand that an angle that turns 1-degree, n times has an angle measure of n degrees. • I can use a protractor to measure angles. • I can draw angles of a given measurement. • I can understand that a larger angle can be broken into several smaller angles. • I can understand that measure of the larger angle is the sum of all the smaller angles. • I can solve addition and subtraction problems to find unknown angles in real world and math problems. • I can draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. • I can identify points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines in 2-dimensional figures. • I can classify shapes based on if they have parallel or perpendicular lines, or certain sized angles. • I can understand that "right triangle" is a category of triangle. • I can find right triangles. • I can understand that a line of symmetry in a 2-dimensional shape is a line where the shape can be folded and the two sides match exactly. • I can identify shapes that have line symmetry. • I can draw lines of symmetry.	4.OA.5 4.MD.5 4.MD.5a 4.MD.5b 4.MD.6 4.MD.7 4.G.1 4.G.2 4.G.3	Unit 8 Quick Quizzes Unit 8 Assessments

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : Fourth Grade -

Arts Education Content Standards and Benchmarks	Lesson Topics	Key concepts and vocabulary	Assessments

PERFORM **ART.VA.I.4.1** Use technologies to communicate ideas and experiences. **ART.VA.I.4.2** Demonstrate control and safe use of technologies with environmental awareness. **ART.VA.I.4.3** Analyze and reflect on the elements of art and design to communicate ideas. **ART.VA.I.4.4** Prepare, present, and collaboratively evaluate personal artwork. **CREATE** **ART.VA.II.4.1** Synthesize the use of a variety of materials, techniques, and processes to problem solve in the creation of art. **ART.VA.II.4.2** Synthesize knowledge of elements of art and principles of design to creatively communicate ideas. **ART.VA.II.4.3** Analyze and collaborate how artists express ideas through the use of visual culture, global perspective, and symbols in works of art. **ART.VA.II.4.4** Analyze and reflect on the uses of subject matter, symbols, and ideas to express and communicate meaning in artwork. **ART.VA.II.4.5** Discuss and debate how artists from various cultures convey ideas differently. **ART.VA.II.4.6** Incorporate the uses of different technologies to show artistic expression through an original artwork. **ANALYZE** **ART.VA.III.4.1** Reflect and discuss the visual structures and functions used in personal artwork. **ART.VA.III.4.2** Recognize that artwork may serve functional purposes, be purely decorative, or serve multiple purposes. **ART.VA.III.4.3** Compare how global and cultural diversity elicits differing responses. **ART.VA.III.4.4** Compare and contrast two pieces of personal work. **ART.VA.III.4.5** Analyze how art can be a reflection of society and a response to real world experiences. **ANALYZE IN CONTEXT** **ART.VA.IV.4.1** Describe how artwork communicates facts and/or experiences of various cultures. **ART.VA.IV.4.2** Compare and contrast the visual elements contained in the artwork of particular cultures. **ART.VA.IV.4.3** Evaluate the interrelationship between design, trends, events, and the economics of a culture. **ANALYZE AND MAKE CONNECTIONS** **ART.VA.V.4.1** Analyze various uses of art globally, in media, business, technology, and industry. **ART.VA.V.4.2** Investigate and identify careers related to advertising. **ART.VA.V.4.3** Identify connections between technology and the arts. **ART.VA.V.4.4** Demonstrate cross-curricular connections through a culminating event.	**Art appreciation and enjoyment** **Self-expression** **Real-world application of the arts** **Artist Emphasis:** - Edgar Degas - Alexander Calder **Cultural Emphasis:** *(one per year)* - North America - Central/South America - Asia - Africa - Europe - Australia/New Zealand - Middle East **Drawings/Paintings:** - Animals/Nature - Portrait - Landscape - Observational drawing - Abstract Art **3-D Project**	**Art Elements:** 1. Line 2. Shape 3. Color 4. Texture 5. Value 6. Space 7. Form **Art Principles:** 1. Pattern 2. Balance 3. Contrast 4. Movement 5. Rhythm	Artist statements Checks for understanding Critiques Final projects Observation of skills taught

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : Third Grade - Writing

UNIT PACING Names of units and approximate pacing	**LEARNING TARGETS** Students will be able to…	**STANDARD** Which Common Core standards does this address?	**ASSESSMENTS** Which assessments are given to determine student growth?
Unit 1: Launching the Writing Workshop *September*	• I can choose a meaningful event. • I can introduce a narrator or character to my reader. • I can organize the events in my story logically. • I can use dialogue to develop my characters response to what happened. • I can use actions, thoughts, and feelings to develop my characters response to what happened. • I can use time words and phrases to show event order (e.g., sunrise, noon, evening). • I can write an ending that wraps up my story. • I can, with adult help, develop and organize my writing in a way that entertains (narrative) my reader.	W.3.3 a-d W.3.4	Pre-Assess Narrative Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website Conferring Frequent formative assessments based on learning targets
MAISA Writing Units Persuasive Essay *October*	• I can introduce the topic or text. • I can state an opinion about my topic. • I can organize my opinion by grouping common ideas together. • I can provide reasons to support my opinion. • I can use transitions to connect my opinion and reasons together (e.g., *because*, *therefore*, *since*, *for example*). • I can write a conclusion. • I can, with adult help, develop and organize my writing in a way that persuades (opinion) my reader. • I can write one piece over an extended period of time using the writing process. • I can write one piece in a short period of time.	W.3.1 a-d W.3.4 W.3.10	Pre-Assess Opinion Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website Conferring Frequent formative assessments based on learning targets

Personal Expertise *November*	• I can write opinion pieces on topics or texts, supporting a point of view with reasons. • I can introduce my topic or text I am writing about, state my option, and create an organizational structure that lists reasons. • I can provide reasons that support my opinion. • I can use linking words and phrases to connect my opinion and reasons. • I provide a concluding statement or section. • With guidance and support from adults, I can produce a personal expertise piece that matches my purpose and is organized in a way that makes sense. • With guidance and support from adults and peers, I can make my writing better by planning, revising, and editing. • With guidance and support from adults, I can use technology to publish my writing. • I can write often and for different lengths of time. • I can write for different purposes and audiences. • I can be engaged and participate in group discussions.	W.3.1 W.3.1a W.3.1b W.3.1c W.3.1d W.3.4 W.3.5 W.3.6 W.3.10 SL.3.1	Pre-Assess Informational Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website Conferring Frequent formative assessments based on learning targets
Raising the Quality of Narrative Writing *December/January*	• I can choose a meaningful event. • I can introduce a narrator or character to my reader. • I can organize the events in my story logically. • I can use dialogue to develop my characters response to what happened. • I can use actions, thoughts, and feelings to develop my characters response to what happened. • I can use time words and phrases to show event order (e.g., sunrise, noon, evening). • I can write an ending that wraps up my story. • I can, with adult help, develop and organize my writing in a way that entertains my reader. • I can write one piece over an extended period of time using the writing process. • I can write one piece in a short period of time.	W.3.3 a-d W.3.4 W.3.10	Conferring Frequent formative assessments based on learning targets
Unit 3: Realistic Fiction *January/February*	• I can choose a meaningful event. • I can introduce a narrator or character to my reader. • I can organize the events in my story logically. • I can use dialogue to develop my characters response to what happened. • I can use actions, thoughts, and feelings to develop my characters response to what happened. • I can use time words and phrases to show event order (e.g., sunrise, noon, evening). • I can write an ending that wraps up my story. • I can, with adult help, develop and organize my writing in a way that entertains (narrative) my reader. • I can plan, revise and edit to develop and strengthen my writing, with help from classmates and adults. • I can write one piece over an extended period of time using the writing process. • I can write one piece in a short period of time.	W.3.3 a-d W.3.4 W.3.5 W.3.10	Post-Assess Narrative Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website Conferring Frequent formative assessments based on learning targets

MAISA Writing Units Writing Literary Essay *February*	• I can write opinion pieces on topics or texts, supporting a point of view with reasons. • I can introduce my topic or text I am writing about, state my option, and create an organizational structure that lists reasons. • I can provide reasons that support my opinion. • I can use linking words and phrases to connect my opinion and reasons. • I provide a concluding statement or section. • With guidance and support from adults, I can produce a personal expertise piece that matches my purpose and is organized in a way that makes sense. • With guidance and support from adults and peers, I can make my writing better by planning, revising, and editing. • With guidance and support from adults, I can use technology to publish my writing. • I can write often and for different lengths of time. • I can write for different purposes and audiences. • I can be engaged and participate in group discussions.	W.3.1 W.3.1a W.3.1b W.3.1c W.3.1d W.3.4 W.3.5 W.3.6 W.3.10 SL.3.1	Post-Assess Opinion Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website Conferring Frequent formative assessments based on learning targets
Unit 8: Informational Writing: Reading, Research, and Writing in the Content Areas *March/April*	• I can introduce a topic. • I can organize my information by grouping common ideas together. • I can include illustrations to help my reader understand my writing. • I can develop my topic by using facts, definitions, and details. • I can use transitions to connect my information and paragraphs (e.g., *also*, *another*, *and*, *more*, *but*). • I can write a conclusion. • I can, with adult help, develop and organize my writing in a way that teaches, my reader. • I can plan, revise and edit to develop and strengthen my writing, with help from classmates and adults. • I can research to build knowledge about my topic. • I can remember information from experiences. • I can find information and take notes from a variety of sources. • I can organize the information by grouping common ideas together (headings). • I can list where I found the information. • I can write one piece over an extended period of time using the writing process.	W.3.2 a-d W.3.4 W.3.5 W.3.7 W.3.8 W.3.10	Post-Assess Informational Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website Conferring Frequent formative assessments based on learning targets

Unit 6 (integrated with reading): Poetry May!June	. I can read, understand, and write poetry at the 3rd grade . I can, with adult help, develop and organize my writing . I can write one piece over an extended period of time . I can write one piece in a short period of time. using the writing process.	RL.3.10 W.3.4 W.3.10	Conferring Frequent formative assessments based on learning targets

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : Third Grade - Social Studies

UNIT	STANDARD Which Michigan state standards does the unit address?	KEY CONCEPTS/ VOCABULARY	ASSESSMENTS Which assessments are given?

Unit 1: Geography of Michigan Focus Questions: How can the 5 themes of geography be used to describe Michigan? How have people used, adapted to, and modified the environment of Michigan? September/October (Based on 30 minutes a day)	3 – G1.0.1 Use cardinal directions (north, south, east, west) to describe the relative location of significant places in the immediate environment. 3 – G1.0.2 Use thematic maps to identify and describe the physical and human characteristics of Michigan. 3 – G2.0.1 Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions. 3 – G2.0.2 Describe different regions to which Michigan belongs (e.g., Great Lakes Region, Midwest). 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. 3 – G5.0.1 Locate natural resources in Michigan and explain the consequences of their use. 3 – G5.0.2 Describe how people adapt to, use, and modify the natural resources of Michigan.	Geography Geographer Natural & Human Characteristics County Border Government Absolute Location Relative Location Direction Words Peninsula Landforms Island Mountain Range Sand Dunes Great Lakes Bay Vegetation Climate Temperature Precipitation Lighthouse Natural Resources Fertile Soil Minerals Iron Ore Copper Limestone Human/Environment Interaction Modifying the Environment Adapting to the Environment Transportation Region Midwest Region Great Lakes Region	Varied formative assessments are given throughout the unit Unit is assessed using either a summative assessment or project

Unit 2: The Economy of Michigan Focus Questions: What do people consider when deciding what to produce and consume in Michigan? How do scarcity and choice affect what is produced and consumed in Michigan? How is Michigan part of the national and global economies? October/November	3 – G4.0.1 Describe major kinds of economic activity in Michigan today, such as agriculture (e.g., corn, cherries, dairy), manufacturing (e.g., automobiles, wood products), services and tourism, research and development (e.g., Automation Alley, life sciences corridor, university communities), and explain the factors influencing the location of these economic activities. 3 – E1.0.1 Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan. 3 – E1.0.2 Identify incentives (e.g., sales, tax breaks) that influence economic decisions people make in Michigan. 3 – E1.0.3 Analyze how Michigan's location and natural resources influenced its economic development (e.g., how waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile manufacturing and furniture making). 3 – E1.0.4 Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan. 3 – E1.0.5 Explain the role of business development in Michigan's economic future. 3 – E2.0.1 Using a Michigan example, describe how specialization leads to increased interdependence (cherries grown in Michigan are sold in Florida; oranges grown in Florida are sold in Michigan). 3 – E3.0.1 Identify products produced in other countries and consumed by people in Michigan. 3 – C3.0.2 Identify goods and services provided by the state government and describe how they are funded (e.g., taxes, fees, fines). 3 - E1.0.3 Analyze how Michigan's location and natural resources influenced its economic development (e.g., how waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile manufacturing, and furniture making). 3 – H3.0.1 Identify questions historians ask in examining the past in Michigan (e.g., What happened? When did it happen? Who was involved? How and why did it happen?) 3 – G4.0.2 Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors). 3 – G4.0.4 Use data and current information about the Anishinaabeg and other American Indians living in Michigan today to describe the cultural aspects of modern American Indian life; give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage. 3 – E1.0.4 Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan	Natural Resources Economics Economy Capital Resources Human Resources Entrepreneur Scarcity Limited Resources Unlimited Wants Opportunity Cost Incentives Economic Activities Manufacturing Agriculture Tourism Tourist Research & Development Specialization Trade Interdependence Export Import Wind Turbine Wind Farm Public Goods & Services Fees License Fines Taxes	Varied formative assessments are given throughout the unit Unit is assessed using either a summative assessment or project

Unit 3: The History of Michigan Focus Questions: How do historians learn about the past? How do people and events influence the early history of Michigan? November/December	3 – H3.0.1 Identify questions historians ask in examining the past in Michigan (e.g., What happened? When did it happen? Who was involved? How and why did it happen?) 3 – H3.0.2 Explain how historians use primary and secondary sources to answer questions about the past. 3 – H3.0.3 Describe the causal relationships between three events in Michigan's past (e.g., Erie Canal, more people came, statehood). 3 – H3.0.4 Draw upon traditional stories of American Indians (e.g., Anishinaabeg - Ojibway (Chippewa), Odawa (Ottawa), Potawatomi; Menominee; Huron Indians) who lived in Michigan in order to make generalizations about their beliefs. 3 – H3.0.5 Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment. 3 – H3.0.6 Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan. 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. 3 – H3.0.8 Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan. 3 – H3.0.9 Describe how Michigan attained statehood. 3 – H3.0.10 Create a timeline to sequence early Michigan history (American Indians, exploration, settlement, statehood). 3 – G4.0.4 Use data and current information about the Anishinaabeg and other American Indians living in Michigan today to describe the cultural aspects of modern American Indian life; give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage.	History Historian Primary Source Secondary Source Timeline Decade Cause Effect Native Americans Artifacts Archaeologist Three Fires Alliance Culture Human/ Environment Interaction Natural Resources Adapting the environment Modifying the environment Legend Continent Explorer France/French Beaver Scarcity Voyageur Missionary Britain/British Fort Pioneer Log Cabin Population Survey Territory Governor Steamboat Canal Census Constitution	Varied formative assessments are given throughout the unit Unit is assessed using either a summative assessment or project

Unit 5: The Government of Michigan Focus Questions: Why do people in the state of Michigan need a government? How is our state government organized? What are some important rights and responsibilities of Michigan citizens? January	3 – C1.0.1 Give an example of how Michigan state government fulfills one of the purposes of government (e.g., protecting individual rights, promoting the common good, ensuring equal treatment under the law). 3 – C2.0.1 Describe how Michigan state government reflects the principle of representative government. 3 – C3.0.1 Distinguish between the roles of state and local government. 3 – C3.0.3 Identify the three branches of state government in Michigan and the powers of each. 3 – C3.0.4 Explain how state courts function to resolve conflict. 3 – C3.0.5 Describe the purpose of the Michigan Constitution. 3 – C5.0.1 Identify rights (e.g., freedom of speech, freedom of religion, right to own property) and responsibilities of citizenship (e.g., respecting the rights of others, voting, obeying laws).	constitution government legislative, executive and judicial branches levels of government limited government public issues representative government responsibilities of citizenship rights of citizens	Varied formative assessments are given throughout the unit Unit is assessed using either a summative assessment or project
Unit 6: Public Issues Facing Michigan Focus Questions: How do responsible citizens resolve statewide problems? How do people learn about public issues in our state? Why do people disagree about the ways to solve problems facing people in Michigan? February	3 – G5.0.1 Locate natural resources in Michigan and explain the consequences of their use. 3 – G5.0.2 Describe how people adapt to, use, and modify the natural resources of Michigan. 3 – C5.0.1 Identify rights (e.g., freedom of speech, freedom of religion, right to own property) and responsibilities of citizenship (e.g., respecting the rights of others, voting, obeying laws). 3 - P3.1.1 Identify public issues in t Michigan that influence the daily lives of its citizens. 3 - P3.1.2 Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions. 3 - P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in Michigan. 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.	core democratic values Michigan point of view public issue responsibilities of	Varied formative assessments are given throughout the unit Unit is assessed using either a summative assessment or project

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : Third Grade - Science

SCIENCE UNIT	STANDARD Which Michigan state standards does the unit address?	KEY CONCEPTS/ VOCABULARY	ASSESSMENTS
Unit 1: Changes in Force and Motion (Force, Motion, and Simple Machines)	**INQUIRY STANDARDS** **Process** • S.IP.03.11 Make purposeful observations of motion of objects in terms of direction. • S.IP.03.12 Generate questions based on observations of objects in motion. • S.IP.03.13 Plan and conduct simple and fair investigations to compare and contrast the motion of objects in	force strength push pull gravity	Unit Assessment

	terms of path and direction. • S.IP.03.14 Manipulate simple tools (for example ruler, meter stick, stop watch/timer) to determine the speed of an object by measuring the time it took to travel a measured distance. • S.IP.03.15 Make accurate measurements with appropriate units (centimeters, meters, seconds, minutes) of the distance an object traveled in a measured time. • S.IP.03.16 Construct simple charts and graphs from data and observations of time and distance of an object's travel. **Analysis & Communication** • S.IA.03.11 Summarize information from charts and graphs to answer questions about the speed of a moving object. • S.IA.03.12 Share ideas about changes in motion through purposeful conversation in collaborative groups. • S.IA.03.13 Communicate and present findings of investigations that describe the motion of objects in terms of direction. • S.IA.03.14 Develop research strategies and skills for information gathering and problem solving about determining the speed of a moving object. • S.IA.03.15 Compare and contrast sets of data from multiple trials of an investigation on the motion of objects to explain reasons for differences. **Reflection & Social Implications** • S.RS.03.11 Demonstrate similarities and differences in the motion of objects in terms of direction through various illustrations, performances or activities. • S.RS.03.14 Use data/samples as evidence to separate fact from opinion about the speed of an object. • S.RS.03.15 Use evidence when communicating, comparing and contrasting the motion of objects in terms of path and direction. • S.RS.03.16 Identify technology used in everyday life to measure speed. • S.RS.03.17 Identify current problems about changes in the motion of objects that may be solved through the use of technology. • S.RS.03.19 Describe how people such as al Jazari, Isaac Newton, the Wright Brothers, Sakichi Toyoda, and Henry Ford have contributed to science throughout history and across cultures. **CONTENT STANDARDS** • P.FM.03.22 Identify the force that pulls objects towards the Earth. • P.FM.03.35 Describe how a push or a pull is a force. • P.FM.03.36 Relate a change in motion of an object to the force that caused the change in motion. • P.FM.03.37 Demonstrate how the change in motion of an object is related to the strength of the force acting upon the object and to the mass of the object. • P.FM.03.38 Demonstrate when an object does not move in response to a force, it is because another force is acting on it. • P.FM.03.41 Describe the motion of objects in terms of the path and • direction. • P.FM.03.42 Identify changes in motion (change direction, speeding up, slowing down). • P.FM.03.43 Relate the speed of an object to the distance it travels in a standard amount of time.	weight mass motion position speed speeding up slowing down faster slower stop start change of motion change of direction moving away from toward around above below behind between through centimeters meters kilometers seconds minutes hours compare and contrast cause stop watches timers clocks with a second hand meter sticks rulers measuring tapes	

Unit 2: Light and Sound	**INQUIRY STANDARDS** **Process** • S.IP.03.11 Make purposeful observations concerning sound and light. • S.IP.03.12 Generate questions based on observations to understand sound and light. • S.IP.03.13 Plan and conduct simple and fair investigations of sound and light. • S.IP.03.14 Manipulate simple tools that aid observation and data collection in investigations of sound and light. • S.IP.03.15 Make accurate measurements with appropriate units for the measurement tool. • S.IP.03.16 Construct simple charts and graphs from data and observations dealing with sound and light. **Analysis & Communication** • S.IA.03.11 Summarize information from data tables and graphs to answer scientific questions about sound and light. • S.IA.03.12 Share ideas about sound and light through purposeful conversation in collaborative groups. • S.IA.03.13 Communicate and present findings of observations and investigations about sound and light using evidence. **Reflection & Social Implications** • S.RS.03.11 Demonstrate scientific concepts concerning sound and light through various illustrations, performances, models, exhibits, and activities. • S.RS.03.14 Use data/samples as evidence to separate fact from opinion regarding sound and light. • S.RS.03.15 Use evidence in making scientific decisions about sound and light. • S.RS.03.16 Identify technology associated with sound and light. • S.RS.03.17 Identify current problems on sound and light that may be solved through the use of technology. • S.RS.03.17 Describe how people have contributed to the science of sound and light throughout history and across cultures. **CONTENT STANDARDS** • P.EN.03.11 Identify light and sound as forms of energy. • P.EN.03.21 Demonstrate that light travels in a straight path and that shadows are made by placing an object in a path of light. • P.EN.03.22 Describe what happens to light when it travels from air to water (a straw half in water and half in the air looks bent). • P.EN.03.31 Relate sounds to their sources of vibrations (for example: a musical note produced by plucking a guitar string, the sounds of a drum made by striking a drumhead). • P.EN.03.32: Distinguish the effect of fast or slow vibrations as pitch. • P.PM.03.51 Demonstrate how some materials are heated more than others by light that shines on them. • P.PM.03.52 Explain how we need light to see objects: light from a source reflects off objects and enters our eyes.	light path of light sound sound source light source forms of energy vibrations thermometer degrees Celsius light absorption light reflection shadow pitch sun as a source of energy effect	Unit Assessment

Unit 3: Structures and Functions of Living Things (Plants)	**INQUIRY STANDARDS** **Process** • S.IP.03.11 Make purposeful observations of plants and animals using the appropriate senses. • S.IP.03.12 Generate questions based on observations of plants and animals. • S.IP.03.13 Plan and conduct simple and fair investigations. • S.IP.03.14 Manipulate simple tools that aid observation and data collection (hand lens, thermometer, tape measure). • S.IP.03.15 Make accurate measurements with appropriate units (Celsius, centimeters). • S.IP.03.16 Construct simple charts and graphs from data and observations of plants and animals. **Analysis & Communication** • S.IA.03.11 Summarize information from charts about structures and functions of plant and animal parts. • S.IA.03.12 Share ideas about plant and animal structures and functions through purposeful conversation in collaborative groups. • S.IA.03.13 Communicate and present findings of observations and investigations. • S.IA.03.14 Develop research strategies and skills for information gathering and problem solving about plants and animals. **Reflection & Social Implications** • S.RS.03.11 Demonstrate understanding of plant and animal structures and functions through illustrations, descriptions, or discussions. • S.RS.03.14 Use samples as evidence to separate fact from opinion when classifying plants and animals. • S.RS.03.15 Use evidence when communicating about plants and animals. • S.RS.03.16 Identify technology used in everyday life when taking temperatures, making measurements, and making a Power Point presentation. • S.RS.03.17 Identify current problems about plants and animals that may be solved through the use of technology. • S.RS.03.18 Describe the effect invasive species have on the balance of the natural world. • S.RS.03.19 Describe how people such as Barbara McClintock and Jean Lamarck have contributed to science throughout history and across cultures. **CONTENT STANDARDS** • L.OL.03.31: Describe the function of the following plant parts: flower, stem,root, and leaf. • L.OL.03.41 Classify plants on the basis of observable physical characteristics (roots, leaves, stems, and flowers). • L.EV.03.11 Relate characteristics and functions of observable parts in a variety of plants that allow them to live in their environment (for example: leaf shape, thorns, odor, color).	air color plant environment minerals plant root flowers stem leaf organism survival of organisms temperature Celsius thermometer centimeter support movement food getting protection structure function physical characteristics compare classify	Unit Assessment

Unit 3: Structures and Functions of Living Things (Animals)	**INQUIRY STANDARDS** **Process** • S.IP.03.11 Make purposeful observations of plants and animals using the appropriate senses. • S.IP.03.12 Generate questions based on observations of plants and animals. • S.IP.03.13 Plan and conduct simple and fair investigations. • S.IP.03.14 Manipulate simple tools that aid observation and data collection (hand lens, thermometer, tape measure). • S.IP.03.15 Make accurate measurements with appropriate units (Celsius, centimeters). • S.IP.03.16 Construct simple charts and graphs from data and observations of plants and animals. **Analysis & Communication** • S.IA.03.11 Summarize information from charts about structures and functions of plant and animal parts. • S.IA.03.12 Share ideas about plant and animal structures and functions through purposeful conversation in collaborative groups. • S.IA.03.13 Communicate and present findings of observations and investigations. • S.IA.03.14 Develop research strategies and skills for information gathering and problem solving about plants and animals. **Reflection & Social Implications** • S.RS.03.11 Demonstrate understanding of plant and animal structures and functions through illustrations, descriptions, or discussions. • S.RS.03.14 Use samples as evidence to separate fact from opinion when classifying plants and animals. • S.RS.03.15 Use evidence when communicating about plants and animals. • S.RS.03.16 Identify technology used in everyday life when taking temperatures, making measurements, and making a Power Point presentation. • S.RS.03.17 Identify current problems about plants and animals that may be solved through the use of technology. • S.RS.03.18 Describe the effect invasive species have on the balance of the natural world. • S.RS.03.19 Describe how people such as Barbara McClintock and Jean Lamarck have contributed to science throughout history and across cultures. **CONTENT STANDARDS** • L.OL.03.32 Identify and compare structures in animals used for controlling body temperature, support, movement, food getting, and protection (fur, wings, teeth, claws, scales) • L.OL.03.42 Classify animals on the basis of observable physical characteristics (backbone, body covering, limbs). • L.EV.03.12: Relate characteristics and functions of observable body parts to the ability of animals to live in their environment (for example: sharp teeth, claws, odor, body coverings).	air color environment minerals organism survival of organisms temperature Celsius thermometer centimeter support movement food getting protection structure function physical characteristics compare classify	Unit Assessment

Unit 4: Earth Materials, Change, and Resources	**INQUIRY STANDARDS** **Process** • S.IP.03.11 Make purposeful observations of earth materials to describe them in terms of color, particle, size, texture, and ability to hold water. • S.IP.03.11 Make purposeful observations of rocks and minerals to determine that rocks are made up of minerals. • S.IP.03.12 Generate questions based on observations of earth materials. • S.IP.03.13 Plan and conduct simple and fair investigations to determine the ability of earth materials to hold water. • S.IP.03.14 Manipulate simple tools that aid observation and data collection (hand lens, balance, scale, graduated cylinder, stop watch/timer). • S.IP.03.15 Make accurate measurements with appropriate units (grams, centimeters, milliliters, minutes, seconds) for the measuring tool. • S.IP.03.16 Construct simple charts and graphs from data and observations generated in Earth material investigation. **Analysis & Communication** • S.IA.03.11 Summarize information from charts and graphs to determine the ability of a variety of earth materials to hold water. • S.IA.03.12 Share ideas about earth materials through purposeful conversation in collaborative groups. • S.IA.03.13 Communicate and present findings of observations and investigations into earth materials. • S.IA.03.14 Develop research strategies and skills for information gathering to find out about a variety of earth materials that are used to construct common items and used as fuels for heating and transportation. • S.IA.03.15 Compare and contrast sets of data from multiple trials of the earth material investigation to explain reasons for differences. **Reflection & Communication** • S.RS.03.11 Use data/samples as evidence to separate fact from opinion regarding the ability of different earth materials to hold water. • S.RS.03.12 Use evidence when communicating findings from earth material investigations. • S.RS.03.13 Demonstrate how earth materials are used to construct some common objects and are taken from the Earth as fuels for heating and transportation though illustrations and models. • S.RS.03.14 Identify technology used to find and remove earth materials to be used for building and fuel. • S.RS.03.16 Describe the effect humans have on the balance of the natural world through the used of earth materials. **CONTENT STANDARDS** • E.ES.03.41 Identify natural resources (metals, fuels, fresh water, soil, and forests). • E.ES.03.42 Classify renewable (fresh water, forests) and non-renewable (fuels, metals) resources. • E.ES.03.43 Describe ways humans are protecting, extending and restoring resources (recycle, reuse, reduce, renewal). • E.ES.03.44 Recognize that paper, metal, glass, and some plastics can be recycled. • E.ES.03.51 Describe ways humans are dependent on the natural environment (forests, water, clean air, earth materials) and constructed environments (homes, neighborhoods, shopping malls, factories, and industry). • E.ES.03.52 Describe helpful or harmful effects of humans on the environment (garbage, habitat destruction, land management, renewable and non-renewable resources). • E.SE.03.13 Recognize and describe different types of earth materials • (mineral, rock, clay, boulder, gravel, sand, soil). • E.SE.03.14 Recognize that rocks are made up of minerals. • E.SE.03.22 Identify and describe natural causes of change in the Earth's surface (erosion, glaciers, volcanoes, landslides, and earthquakes). • E.SE.03.31 Identify earth materials used to construct some common objects (bricks, buildings, roads, glass). • E.SE.03.32 Describe how materials taken from the Earth can be used as fuels for heating and transportation.	boulder Earth materials rock clay sand gravel soil soil texture soil color water wind ice helpful change changes in the Earth's surface harmful change earthquake erosion landslide glacier metal mineral oil recycle reduce reuse renewal rock breakage volcanic eruptions weathered rock weathering natural resources renewable resources non-renewable resources metals fuels freshwater forests natural environment constructed environment garbage habitat destruction land management crude oil natural gas coal	Solid Earth Assessment

Unit 5: Recycling	**CONTENT STANDARDS** • E.ES.03.43 Describe ways humans are protecting, extending and restoring resources (recycle, reuse, reduce, renewal). • E.ES.03.44 Recognize that paper, metal, glass, and some plastics can be recycled.	recycle reduce reuse renewal natural resources renewable resources non-renewable resources garbage habitat destruction land management	Unit Assessment

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : Third Grade - Reading

UNIT PACING Names of units and approximate pacing	**UNIT LEARNING TARGETS** By the end of the unit, students will be able to...	**STANDARD** Which Common Core standards does this address?	**ASSESSMENTS** Which assessments are given to determine student growth?
A Curricular Plan for Reading and Writing Workshop Grade 3 by Lucy Calkins and Colleagues Unit 1: Building a Reading Life *September*	• I can read and understand grade-level text. • I can use context clues to self-correct and re-read when something doesn't sound right, look right or make sense. • I can ask questions that show I understand the story. • I can answer questions that show I understand the story. • I can use evidence from the story to support my questions and answers. • I can retell a story, including fables, folktales, and myths from many cultures. • I can figure out the main message, lesson, or moral of a story. • I can describe the characters in a story (i.e., their traits, motivations, or feelings). • I can explain how parts of the illustrations in a text help me add meaning to what the author wrote (i.e., mood, setting and characters). • I can compare and contrast the themes, settings, and plots of stories written by the same author about the same (or similar) characters. • I can participate in different types of group discussions (one-on-one, in groups, and teacher-led). • I can build on others' ideas and express my own clearly in discussions.	RF.3.3c RF.3.4 RL.3.1 RL.3.2 RL.3.3 RL.3.7 RL.3.9 SL.3.1	Fountas and Pinnell Reading Benchmark Conferring Frequent formative assessments based on learning targets

A Curricular Plan for Reading and Writing Workshop Grade 3 by Lucy Calkins and Colleagues Unit 2: Following Characters into Meaning: Envision, Predict, Synthesize, and Infer *October*	• I can ask questions that show I understand the story. • I can answer questions that show I understand the story. • I can use evidence from the story to support my questions and answers. • I can describe the characters in a story (i.e., their traits, motivations, or feelings). • I can explain how a character's actions impact the sequence of events. • I can talk and write about the parts of stories, dramas, and poems, using words like chapter, scene, and stanza. • I can describe how a part of a text builds on the parts before it. • I can read and study to prepare for discussions. • I can use a variety of resources to explore ideas that are discussed • I can follow classroom rules for listening and talking to others • I can ask questions to make sure I understand, to help me stay on topic, and to connect my comments to what others' said. • I can explain my ideas and understanding in a discussion.	RL.3.1 RL.3.3 RL.3.5 SL.3.1 a-d	Conferring Frequent formative assessments based on learning targets
A Curricular Plan for Reading and Writing Workshop Grade 3 by Lucy Calkins and Colleagues Unit 4: Nonfiction Reading: Expository Texts *November*	• I can ask and answer questions that show I understand the text. • I can use evidence from the text to support my answers. • I can identify the main idea of a text. • I can retell the important details of a text. • I can explain how the important details support the main idea of the text. • I can use language about time, sequence, and cause/ effect to explain the relationship between historical events and scientific ideas in a text. • I can figure out the meaning of content related vocabulary words and phrases in a text about a third grade topic. • I can use text features to find information about a topic. • I can use search tools to find information about a topic. • I can use what I learned from the illustrations and words in a text to show that I understand the text. • I can describe the connection between sentences and paragraphs in a text. • I can compare and contrast the most important points and details from in two different texts about the same topic. • I can read and understand informational texts at the highest end of the 2nd-3rd grade level on my own.	R.I.3.1 R.I.3.2 R.I.3.3 R.I.3.5 R.I.3.7 R.I.3.8 RI.3.9 RI.3.10	Conferring Frequent formative assessments based on learning targets Fountas and Pinnell Benchmark Assessment System

A Curricular Plan for Reading and Writing Workshop Grade 3 by Lucy Calkins and Colleagues Unit 3: Series Book Clubs *December/January*	• I can answer questions that show I understand the story. • I can use evidence from the story to support my questions and answers. • I can describe the characters in a story (i.e., their traits, motivations, or feelings). • I can ask questions that show I understand the story. • I can explain how a character's actions impact the sequence of events. • I can talk and write about the parts of stories, dramas, and poems, using words like chapter, scene, and stanza. • I can describe how a part of a text builds on the parts before it. • I can tell the difference between my point of view and the narrator's or other characters' point of view. • I can read and study to prepare for discussions. • I can use a variety of resources to explore ideas that are discussed • I can follow classroom rules for listening and talking to others • I can ask questions to make sure I understand, to help me stay on topic, and to connect my comments to what others' said. • I can explain my ideas and understanding in a discussion.	RL.3.1 RL.3.3 RL.3.5 RL.3.6 SL.3.1 a-d	Conferring Frequent formative assessments based on learning targets
A Curricular Plan for Reading and Writing Workshop Grade 3 by Lucy Calkins and Colleagues Unit 6: Biography Book Clubs *February*	• I can ask and answer questions that show I understand the text. • I can use evidence from the text to support my answers. • I can identify the main idea of a text. • I can retell the important details of a text. • I can explain how the important details support the main idea of the text. • I can use language about time, sequence, and cause/ effect to explain the relationship between historical events in a text. • I can figure out the meaning of content related vocabulary words and phrases in a text about a third grade topic. • I can use text features to find information about a topic. • I can use search tools to find information about a topic. • I can tell the difference between my own point of view and the author's. • I can use what I learned from the illustrations and words in a text to show that I understand the text. • I can describe the connection between sentences and paragraphs in a text. • I can compare and contrast the most important points and details from in two different texts about the same topic. • I can read and understand informational texts at the highest end of the 2nd-3rd grade level on my own.	RI.3.1 RI.3.2 RI.3.3 RI.3.5 RI.3.6 RI.3.7 RI.3.8 RI.3.9 RI.3.10	Conferring Frequent formative assessments based on learning targets

A Curricular Plan for Reading and Writing Workshop Grade 3 by Lucy Calkins and Colleagues Unit 8: Informational Reading: Reading, Research, and Writing in the Content Areas *March/April*	• I can ask and answer questions that show I understand the text. • I can use evidence from the text to support my answers. • I can identify the main idea of a text. • I can retell the important details of a text. • I can explain how the important details support the main idea of the text. • I can use language about time, sequence, and cause/ effect to explain the relationship between historical events and scientific ideas in a text. • I can figure out the meaning of content related vocabulary words and phrases in a text about a third grade topic. • I can use text features to find information about a topic. • I can use search tools to find information about a topic. • I can use what I learned from the illustrations and words in a text to show that I understand the text. • I can describe the connection between sentences and paragraphs in a text. • I can compare and contrast the most important points and details from in two different texts about the same topic. • I can read and understand informational texts at the highest end of the 2nd-3rd grade level on my own.	RI. 3.1 RI. 3.2 RI. 3.3 RI. 3.5 RI. 3.7 RI. 3.8 RI.3.9 RI.3.10	Conferring Frequent formative assessments based on learning targets Fountas and Pinnell Benchmark Assessment System
A Curricular Plan for Reading and Writing Workshop Grade 3 by Lucy Calkins and Colleagues Unit 9: Social Issues Book Clubs *May*	• I can answer questions that show I understand the story. • I can use evidence from the story to support my questions and answers. • I can describe the characters in a story (i.e., their traits, motivations, or feelings). • I can ask questions that show I understand the story. • I can explain how a character's actions impact the sequence of events. • I can talk and write about the parts of stories, dramas, and poems, using words like chapter, scene, and stanza. • I can describe how a part of a text builds on the parts before it. • I can tell the difference between my point of view and the narrator's or other characters' point of view. • I can read and study to prepare for discussions. • I can use a variety of resources to explore ideas that are discussed • I can follow classroom rules for listening and talking to others • I can ask questions to make sure I understand, to help me stay on topic, and to connect my comments to what others' said. • I can explain my ideas and understanding in a discussion.	RL.3.1 RL.3.3 RL.3.5 RL.3.6 SL.3.1 a-d	Fountas and Pinnell Reading Benchmark Conferring Frequent formative assessments based on learning targets

A Curricular Plan for Reading and Writing Workshop Grade 3 by Lucy Calkins and Colleagues Unit 6 (from reading): Poetry *June*	• I can determine what words and phrases in a text mean. • I can tell when the author uses words that mean something different than what is written on the page. I can talk and write about the parts of stories, dramas, and poems, using words like chapter, scene, and stanza. • I can describe how a part of a text builds on the parts before it. • I can explain how parts of the illustrations in a text help me add meaning to what the author wrote (i.e., mood, setting and characters). • I can read and understand stories, dramas, and poetry at the high end of 2nd-3rd grade level texts on my own. • I can record myself fluently reading a story or poem at a pace others' can understand. • I can add visuals so that important facts and details stand out.	RL.3.4 RL.3.5 RL.3.7 RL.3.10 SL.3.5	Conferring Frequent formative assessments based on learning targets Fountas and Pinnell Benchmark Assessment System

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : Third Grade - Physical Education

State Standard	Content Strand	Skill	Objective	Key Concepts/ Cue Words	Materials/ Resources	Assessment
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	• Skip	Demonstrate the step-hop movement pattern.	"Step-hop"	Music	Observations
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	• Run/Jog • Pace	Demonstrate the elements of form including step, push and close using preferred and non-preferred foot. Demonstrate all elements of form while running at various speeds and stopping and starting using a comparative assessment or standard.	Knee high, push of the toes, heels up, elbows bent, thumbs up, reach.	Mile Course	Students will perform a one mile test based on individual improvement and comparative assessment.
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	• Leap	Demonstrate the elements of form including step, push and close using preferred and non-preferred foot. Demonstrate all elements of form of leaping from a standing position with feet staggered, leaping off the front foot, traveling forward and landing on the opposite foot.	Step, bend, push, reach, land	Music	Observations

MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	• Overhand Throw	Demonstrate the elements of form using proper technique.	T, Twist, Throw, Follow through	Ball	Stand sideways to target. Opposite foot in front. Eyes on Target. Rotate Hips. Throw. Follow Through.
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	• Catching Fly Balls	Demonstrate catching a lightweight ball using proper technique.	Thumbs in, Thumbs out	Ball	Eyes on Object. Catch with hands. Bends hands when they contact object.
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	• Jump Rope	Demonstrate the elements of form in the basic jump, forward and backward.	Turn, Wait, Jump!	Jump Rope	Jumps 3 times over the rope consecutively with rhythm and correct form.
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Other Motor Skills	• Bowling • Dance/ Creative Movement • Mileage Club	Demonstrates the appropriate motion for the subsequent motor skill.	Varies	Varies	Observations
MPECS.3, 4: A physically educated person will participate regularly in lifelong physical activity.	Physical Fitness	• Strength	Students will develop a daily exercise and strength routine in the physical education class setting.	Varies	N/A	Students will perform stretch testing based on individual improvement and comparative assessment.
MPECS.3, 4: A physically educated person will participate regularly in lifelong physical activity.	Physical Fitness	• Flexibility	Students will develop a daily stretching routine in the physical education class setting.	Varies	N/A	Students will perform flexibility testing based on individual improvement and comparative assessment.

MPECS.3, 4: A physically educated person will participate regularly in lifelong physical activity.	Physical Fitness	• Run • Jog/Pace • Skip	Demonstrates the ability to sustain each activity for the desired amount of time.	Varies	N/A	Observations

State Standard	Content Strand	Skill	Objective	Key Concepts/ Cue Words	Materials/ Resources	Assessment
MPECS.2: A physically educated person demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.	Cognitive Domain	• Nutrition • Body Parts/ Functions • Benefits and Knowledge of • Physical Activity	Demonstrates understanding and knowledge of the concepts of nutrition and body functions in order to maintain a healthy lifestyle.	Varies	N/A	Observation
MPECS.5, 6: A physically educated person exhibits responsible personal social behavior that respects self and others in physical activity settings.	Personal, Social Domain	• Cooperation • Following Directions • Respect • Responsibility • Self-Control • Best Effort • Compassion • Constructive Competition	Demonstrates an understanding of the concepts of the appropriate social skills in order to work together and care for others.			

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : Third Grade - Music

ELEMENT	KEY CONCEPTS	BENCHMARKS
Rhythm	• Rhythm is the organization of long and short sounds and silences into patterns, moving with an underlying steady beat. • Rhythmic durations can be notated with icons or specific music symbols. • Meter is the organization of the underlying pulse into groups of twos or threes.	• **Chant, move to, create, improvise, and play a variety of rhythms in duple and triple meters.** • **Read standard symbols representing rhythmic notation.** • **Use appropriate terminology when explaining music notation.**
Melody	• Melody is the organization of pitch and duration and may have a tonal center. • Melodies can be notated with icons or specific musical symbols.	• Listen, analyze, and describe characteristics of a melody. • Sing and play a melody independently and with others. • **Read and perform simple pitch notation.** • **Improvise and create melodies within the context of a tonality, such as major/minor.** • **Create and arrange short songs and instrumental pieces.** • **Use appropriate terminology in explaining music notation.**
Harmony	• Harmony is the simultaneous performance of two or more parts that are different yet musically compatible.	• Perform independent instrumental parts while others sing. • Perform simple ostinato accompaniments. • **Sing simple harmonies, such as rounds, partner songs, and easy chordal progressions.**

Form	• Form is the organization of musical ideas.	• **Sing, perform, and/or create songs and instrumental pieces using authentic musical forms including introduction, interlude, bridge, and coda.** • **Identify specific musical forms through analytical listening.**
Expression	• Expressive elements (tempo, timbre, dynamics, articulation, and phrasing) are manipulated in performance to create an effect or mood.	• Describe the effect that expression has on music. • **Sing expressively with appropriate dynamics, phrasing, and tempo.** • **Begin to identify symbols and traditional terms referring to dynamics.**
Timbre	• Timbre is the organization of different qualities of sound generated by the manipulation of various physical materials found in the following: vocal, environmental, acoustic, and electronic music.	• Use classroom instruments, voices, and other sources to demonstrate a variety of sounds in music.
Style	• Styles of music reflect historic/cultural traditions and genres. • One piece of music may be performed in a variety of different styles.	• Sing and perform a varied repertoire of music representing genres and styles from diverse cultures. • Listen, move to, and describe a variety or styles, cultures, and historical periods.
Texture	• Texture is the layering of sounds.	• **Perform and identify layers in a piece of music.** • **Create and/or arrange short songs and instrumental pieces that reflect an understanding of the use of layered sound in music.**
Etiquette	• At a performance, there are expectations for both performers and audience members. • Proper respect and care of musical instruments and equipment have a profound effect on their ability to function and endure.	• Demonstrate correct posture while performing. • Respond appropriately to the musical cues of a director. • Demonstrate active listening skills when listening to a performance. • Demonstrate proper handling of classroom instruments.

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : Third Grade - Math

UNIT PACING Names of units and approximate pacing	**LEARNING TARGETS** Students will be able to...	**STANDARD** Which Common Core standards does this address?	**ASSESSMENTS** Which assessments are given to determine student growth?
Math Expressions Common Core Unit 1: Multiplication and Division with 0-5, 9, and 10 *September/October*	• I can understand the meaning of multiplication (i.e. that 5 x 7 means 5 groups of 7). • I can understand the meaning of division (i.e. that 56/8 means that if I have 56 objects I can divide them equally into 8 groups). • I can to solve multiplication and division word problems within 100 by using drawings and equations. • I can find the unknown number in a multiplication or division problem (i.e., *8 × ? = 48, 5 = _ ÷ 3, 6 × 6 = ?.)* • I can use properties of operations to help me multiply and divide. • I can understand that a division problem is an unknown-factor problem. • I can fluently multiply within 100, using strategies. • I can fluently divide within 100, using strategies. • I can say or write all multiplication facts 0-5s, 9s and 10s from memory. • I can find and explain patterns in the addition and multiplication tables. • I can multiply the side lengths of a rectangle to find the area. • I can multiply the side lengths of a rectangle to find the area in a real world problem. • I can use tiling to show that the area of a rectangle with side lengths a and b + c is the sum of a × b and a × c. • I can use an area model to show the distributive property.	3.OA.1 3.OA.2 3.OA.3 3.OA.4 3.OA.5 3.OA.6 3.OA.7 3.OA.9 3.MD.7b 3.MD.7c	Delta Math Screener Unit 1 Quick Quizzes Unit 1 Assessment

Math Expressions Common Core Unit 2: Multiplication and Division with 6s, 7s, 8s, and Multiplying with Multiples of 10 October/*November*	• I can understand the meaning of multiplication (i.e. that 5 x 7 means 5 groups of 7). • I can understand the meaning of division (i.e. that 56/8 means that if I have 56 objects I can divide them equally into 8 groups). • I can to solve multiplication and division word problems within 100 by using drawings and equations. • I can find the unknown number in a multiplication or division problem (i.e., *8 × ? = 48, 5 = _ ÷ 3, 6 × 6 = ?.)* • I can use properties of operations to help me multiply and divide. • I can understand that a division problem is an unknown-factor problem. • I can fluently multiply within 100, using strategies. • I can fluently divide within 100, using strategies. • I can say or write all multiplication fact though 9s from memory. • I can solve 2-step word problems with x, /, +, and -. • I can write a problem using an equation with a letter standing for the unknown. • I can tell if an answer is reasonable using mental math or estimation. • I can find and explain patterns in the addition and multiplication tables. • I can multiply 1-digit whole numbers by multiples of 10 in the range 10–90 using strategies based on place value and properties of operations. • I can understand that a square with a side length 1 unit, has “one square unit” of area. • I can use a square unit for measure area. • I can find the area and perimeter of figures by counting. • I can find the area of a rectangle by covering it in square tiles and show that the area is the same as it would be if I multiplied the length of two sides (base and height). • I can multiply the side lengths of a rectangle to find the area. • I can multiply the side lengths of a rectangle to find the area in a real world problem.	3.OA.1 3.OA.2 3.OA.3 3.OA.4 3.OA.5 3.OA.6 3.OA.7 3.OA.8 3.OA.9 3.NBT.3 3.MD.5a 3.MD.5b 3.MD.7a 2.MD.7b	Unit 2 Quick Quizzes Unit 2 Assessment

Math Expressions Common Core Unit 3: Measurement, Time, and Graphs *December/January*	• I can to solve multiplication and division word problems within 100 by using drawings and equations. • I can fluently add within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. • I can fluently subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. • I can tell and write the time to the nearest minute. • I can measure time intervals in minutes. • I can solve word problems involving addition and subtraction of elapsed time in minutes. • I can create a personal reference for grams, kilograms, and liters. • I can add, subtract, multiply, or divide to solve 1-step word problems about mass or volume. • I can read and draw a pictograph with several categories. • I can read and draw a bar graph with several categories. • I can solve 1- and 2-step "how many more" or "how many less" problems using a bar graph. • I can use a ruler to measure to the nearest half and fourth of an inch. • I can construct and analyze line plots.	3.OA.3 3.NBT.2 3.MD.1 3.MD.2 3.MD.3 3.MD.4	Delta Math Screener Unit 3 Quick Quizzes Unit 3 Assessment

Math Expressions Common Core Unit 6: Polygons, Perimeter, and Area *January/February*	• I can see that all 2-dimensional shapes have area. • I can understand that a square with a side length 1 unit, has "one square unit" of area. • I can use a square unit for measure area. • I can find the area and perimeter of figures by counting. • I can solve problems involving area and perimeter by counting the units. • I can find the area of a rectangle by covering it in square tiles and show that the area is the same as it would be if I multiplied the length of two sides (base and height). • I can multiply the side lengths of a rectangle to find the area. • I can multiply the side lengths of a rectangle to find the area in a real world problem. • I can use tiling to show that the area of a rectangle with side lengths a and b + c is the sum of a × b and a × c. • I can use an area model to show the distributive property. • I can find the area of rectangular shapes by breaking them into several smaller rectangles, finding the area of each smaller rectangle, and adding the areas together. • I can find the perimeter of polygons in math problems and real world problems. • I can find the perimeter when I know the side lengths. • I can find an unknown length of the side of a polygon, given the lengths of other sides and perimeter. • I can show rectangles with the same perimeter but different areas. • I can show rectangles with the same area but a different perimeter. I can understand that shapes in different categories may share attributes (e.g., squares, rectangles and rhombuses having four sides). • I can understand that one category may contain many different shapes with a shared attribute (e.g., quadrilaterals). • I can recognize rhombuses, rectangles, and squares as quadrilaterals. • I can draw examples of quadrilaterals that are not rhombuses, rectangles, or squares. • I can divide a shape into parts that have equal areas. • I can tell the area of each part using a unit fraction.	3.MD.5 3.MD.5a 3.MD.5b 3.MD.6 3.MD.7a 3.MD.7b 3.MD.7c 3.MD.7d 3.MD.8 3.G.1 3.G.2	Unit 6 Quick Quizzes Unit 6 Assessment

Math Expressions Common Core Unit 7: Explore Fractions *March*	• I can understand that a fraction is part of a whole. • I can understand that a fraction is a number on the number line. • I can show fractions on a number line. • I can put unit fractions on a number line by breaking the number line into equal parts. • I can put fractions on a number line by breaking the number line into equal parts. • I can tell 2 fractions are equivalent if they are the same size • I can tell 2 fractions are equivalent if they are at the same point on a number line. • I can find and write equivalent fractions. • I can explain why fractions are equivalent using a fraction model. • I can write whole numbers as fractions. • I can tell when a fraction is equivalent to a whole number. • I can compare two fractions with the same numerator. • I can compare two fractions with the same denominator. • I can explain why one fraction is <, >, = to another using a fraction model. • I can divide a shape into parts that have equal areas. • I can tell the area of each part using a unit fraction.	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.G.2	Unit 7 Quick Quizzes Unit 7 Assessment
Math Expressions Common Core Unit 4: Multi-digit Addition and Subtraction *April*	• I can solve 2-step word problems with x, /, +, and -. • I can write a problem using an equation with a letter standing for the unknown. • I can tell if an answer is reasonable using mental math or estimation. • I can find and explain patterns in the addition and multiplication tables. • I can use place value to round whole numbers to the nearest 10 or 100. • I can fluently add within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. • I can fluently subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	3.OA.8 3.OA.9 3.NBT.1 3.NBT.2	Unit 4 Quick Quizzes Unit 4 Assessment
Math Expressions Common Core Unit 5: Write Equations to Solve Word Problems *May*	• I can to solve multiplication and division word problems within 100 by using drawings and equations. • I can find the unknown number in a multiplication or division problem (i.e., *8 × ? = 48, 5 = _ ÷ 3, 6 × 6 = ?.)* • I can solve 2-step word problems with x, /, +, and -. • I can write a problem using an equation with a letter standing for the unknown. • I can tell if an answer is reasonable using mental math or estimation. • I can use place value to round whole numbers to the nearest 10 or 100. • I can fluently add within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. • I can fluently subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	3.OA.3 3.OA.4 3.OA.8 3.NBT.1 3.NBT.2	Delta Math Screener Unit 5 Quick Quizzes Unit 5 Assessment

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : Third Grade - Art

Arts Education Content Standards and Benchmarks	Lesson Topics	Key concepts and vocabulary	Assessments

PERFORM **ART.VA.I.3.1** Compare the use of various materials to communicate ideas and sensory experiences in an artwork. **ART.VA.I.3.2** Demonstrate control and safe use of a variety of art tools with environmental awareness. **ART.VA.I.3.3** Describe, discuss, and model the elements of art and principles of design to communicate ideas. **ART.VA.I.3.4** Select, present, and evaluate personal artwork. **CREATE** **ART.VA.II.3.1** Apply materials and techniques to problem solve in the creation of art. **ART.VA.II.3.2** Create a composition using the elements of art and principles of design to communicate ideas. **ART.VA.II.3.3** Examine how artists turn ideas into visual solutions. **ART.VA.II.3.4** Combine ideas, symbols, and experiences that express and communicate meaning. **ART.VA.II.3.5** Create artwork that aesthetically and creatively conveys an idea. **ART.VA.II.3.6** Design artwork using computers and electronic media to create original works of art. **ANALYZE** **ART.VA.III.3.1** Compare the elements of art used in personal artwork. **ART.VA.III.3.2** Examine how art expresses cultural traditions. **ART.VA.III.3.3** Highlight social trends that influence our emotional reactions to art. **ART.VA.III.3.4** Select a piece of personal artwork, critique it using art terminology, and make revisions. **ART.VA.III.3.5** Discuss how personal experiences influence the creation of art. **ANALYZE IN CONTEXT** **ART.VA.IV.3.1** Examine customs or traditions celebrated by different communities. **ART.VA.IV.3.2** Describe the materials and art forms used by particular cultures. **ART.VA.IV.3.3** Recognize how the available materials and processes in a particular time or place can influence the art that is created. **ANALYZE AND MAKE CONNECTIONS** **ART.VA.V.3.1** Describe how art can be found in various environments. **ART.VA.V.3.2** Investigate and identify careers related to artists who work in specific media. **ART.VA.V.3.3** Investigate collaboration across art disciplines. **ART.VA.V.3.4** Illustrate connections between the visual arts and other curriculum through student artwork.	**Art appreciation and enjoyment** **Self-Expression** **Real-world application of the arts** **Artists Emphasis:** - Jackson Pollock - Leonardo DaVinci **Cultural Emphasis:** *(one per year)* - North America - Central/ South America - Asia - Africa - Europe - Australia/ New Zealand - Middle East **Drawings/Paintings:** - Animals/Nature - Portrait - Landscape - Observational Drawing - Abstract Art **3-D Project** - Clay - Sculpture	**Art Elements:** 1. Line 2. Shape 3. Color 4. Texture 5. Value 6. Space 7. Form **Art Principles:** 1. Pattern 2. Balance * 3. Movement * 4. Rhythm * * Optional	Artist statements Checks for understanding Critiques Final projects Observation of skills taught

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : Second Grade - Writing

UNIT PACING Names of units and approximate pacing	**LEARNING TARGETS** Students will be able to...	**STANDARD** Which Common Core standards does this address?	**ASSESSMENTS** Which assessments are given to determine student growth?
A Curricular Plan for Reading and Writing Workshop Grade 2 by Lucy Calkins and Colleagues Unit 1: Launching with Nonfiction *September/October*	• I can write an informational piece. • I can introduce a topic. • I can use facts to develop points about my topic. • I can definitions to develop points about my topic. • I can write a conclusion. • I can research and write with my teacher and classmates (e.g., read a number of books on a single topic to produce a report; record science observations).	W.2.2 W.2.7	Pre-Assess Narrative Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website Conferring Frequent formative assessments based on learning targets
A Curricular Plan for Reading and Writing Workshop Grade 2 by Lucy Calkins and Colleagues Unit 2: Authors as Mentors *October/November*	• I can write a small moment (personal narrative). • I can give details to describe actions, thoughts, and feelings. • I can use time words to show event order (e.g., sunrise, noon, evening). • I can write an ending that wraps up my story.	W.2.3	Conferring Frequent formative assessments based on learning targets
A Curricular Plan for Reading and Writing Workshop Grade 2 by Lucy Calkins and Colleagues Unit 4: Expert Projects: Informational Writing *November/December*	• I can write an informational piece. • I can introduce a topic. • I can use facts to develop points about my topic. • I can definitions to develop points about my topic. • I can write a conclusion. • I can research and write with my teacher and classmates (e.g., read a number of books on a single topic to produce a report; record science observations). • I can remember information from experiences and find information from resources to answer a question.	W.2.2 W.2.7 W.2.8	Pre-Assess Informational Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website Conferring Frequent formative assessments based on learning targets

A Curricular Plan for Reading and Writing Workshop Grade 2 by Lucy Calkins and Colleagues Unit 3: Writing and Revising Realistic Fiction *January*	• I can write a small moment (personal narrative). • I can give details to describe actions, thoughts, and feelings. • I can use time words to show event order (e.g., sunrise, noon, evening). • I can write an ending that wraps up my story.	W.2.3	Conferring Frequent formative assessments based on learning targets
A Curricular Plan for Reading and Writing Workshop Grade 2 by Lucy Calkins and Colleagues Unit 10 (integrated from reading): Poetry: Powerful Thoughts in Tiny Packages *February*	• I can read, understand, and write poetry at the second grade text level.	RL.2.10	Conferring Frequent formative assessments based on learning targets
A Curricular Plan for Reading and Writing Workshop Grade 2 by Lucy Calkins and Colleagues Unit 5: Opinion Writing: Persuasive Reviews *February/March*	• I can introduce a topic or book I am writing about. • I can state an opinion that shows what I believe about the topic or book. • I can give reasons that support my opinion. • I can use linking words (e.g., because, and, also) to connect opinion and reasons. • I can write a conclusion. • I can revise and edit to focus on a topic and strengthen my writing, with help from classmates and adults.	W.2.2 W.2.5	Pre- and Post-Assess Opinion Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website Conferring Frequent formative assessments based on learning targets
A Curricular Plan for Reading and Writing Workshop Grade 2 by Lucy Calkins and Colleagues Unit 6: Writing Gripping Stories with Meaning and Significance *April*	• I can write a small moment (personal narrative). • I can give details to describe actions, thoughts, and feelings. • I can use time words to show event order (e.g., sunrise, noon, evening). • I can write an ending that wraps up my story. • I can revise and edit to focus on a topic and strengthen my writing, with help from classmates and adults.	W.2.3 W.2.5	Post-Assess Narrative Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website Conferring Frequent formative assessments based on learning targets

A Curricular Plan for Reading and Writing Workshop Grade 2 by Lucy Calkins and Colleagues Unit 9: Informational Writing about Science *May/June*	• I can write an informational piece. • I can introduce a topic. • I can use facts to develop points about my topic. • I can definitions to develop points about my topic. • I can write a conclusion. • I can revise and edit to focus on a topic and strengthen my writing, with help from classmates and adults. • I can research and write with my teacher and classmates (e.g., read a number of books on a single topic to produce a report; record science observations). • I can remember information from experiences and find information from resources to answer a question.	W.2.2 W.2.5 W.2.7 W.2.8	Post-Assess Informational Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website Conferring Frequent formative assessments based on learning targets

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : Second Grade - Social Studies

UNIT	STANDARD Which Michigan state standards does the unit address?	KEY CONCEPTS/ VOCABULARY	ASSESSMENTS Which assessments are given to determine student growth?
Unit 1: What is a community? Focus Questions: 1. What is a community? 2. Why do families live in communities? 3. How are communities alike and different?	G2.01.1: Distinguish between physical and human characteristics of places. G2.01.1: Compare the physical and human characteristics of a local community with those of another community. G4.0.2: Describe the means people create for moving people, goods, and ideas within the local community. C1.0.1: Explain why people form governments.	basic needs community family government human characteristics of place location physical characteristics of place transportation	Unit Assessment

Unit 2: Where is My Community and What is it Like There? Focus Questions: 1. Where is our community located? 2. What are the important physical and human characteristics of our community? 3. How do people change the environment in our local community?	G1.0.1: Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place. 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. G2.0.1: Compare the physical and human characteristics of the local community with those of another community. G2.0.2: Describe how the local community is part of a larger region (e.g., county, metropolitan area, state. G4.0.1: Describe land use in the community (e.g., where people live, where services are provided, where products are made). G4.0.2: Describe the means people create for moving people, goods, and ideas within the local community. G5.0.1: Suggest ways people can responsibly interact with the environment in the local community. G5.0.2: Describe positive and negative consequences of changing the physical environment of the local community. G.LO.02.07: Find and name locations using simple coordinate systems such as maps and first quadrant grids.	community geography human characteristics of place human/ environment interaction land use location map movement physical characteristics of place region transportation	Unit Assessment

Unit 3: How Do Citizens Live Together In A Community? Focus Questions: 1. What is the purpose of government? 2. What does our local government do? 3. What are important roles and responsibilities of citizens in a community?	C1.0.1: Explain why people form governments. C1.0.2: Distinguish between government action and private action. C2.0.1: Explain how local governments balance individual rights with the common good to solve local community problems. C2.0.2: Describe how the Pledge of Allegiance reflects the core democratic value of patriotism. C3.0.1: Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community. C3.0.2: Use examples to describe how local government affects the lives of its citizens. C3.0.3: Identify services commonly provided by local governments (e.g., police, fire departments, schools, libraries, parks). G4.0.3: Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in the local community. C5.0.1: Identify ways citizens participate in community decisions. C5.0.2: Distinguish between personal and civic responsibilities and explain why they are important in community life.	branches of government citizen city council civic responsibility common good community core democratic values court diversity government individual rights laws mayor patriotism	Unit Assessment
Unit 4: How Do People Work Together in a Community? Focus Questions: 1. How do scarcity, choice, and opportunity cost impact economic decision making? 2. How do people and businesses interact to meet economic wants?	E1.0.3: Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice). E1.0.1: Identify the opportunity cost involved in a consumer decision. E1.0.2: Identify businesses in the local community. E1.0.3: Describe how businesses in the local community meet economic wants of consumers. E1.0.4: Describe the natural, human, and capital resources needed for production of a good or service in a community. E1.0.5: Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants.	businesses capital resources choice economic decision making economic wants human resources natural resources opportunity cost production scarcity specialization trade	Unit Assessment
Unit 5: How Do Communities Change Over Time? Focus Questions: 1. How do historians study the past? 2. How can an individual impact history? 3. How do communities change over time?	H2.0.1: Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events. H2.0.6: Compare life today with life in the past using the criteria of family, school, jobs, or communication. H2.0.1: Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events. H2.0.2: Explain why descriptions of the same event in the local community can be different. H2.0.3: Use an example to describe the role of the individual in creating history. H2.0.4: Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population). H2.0.5: Identify a problem in a community's past and describe how it was resolved. H2.0.6: Construct a historical narrative about the history of the local community from a variety of sources (e.g., data gathered from local residents, artifacts, photographs). G5.0.2: Describe positive and negative consequences of changing the physical environment of the local community.	artifact change chronology decades historian historical evidence historical narrative historical perspective history past people timeline	Unit Assessment

CROSSROADS CHARTER ACADEMY
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Curriculum Map

GRADE/SUBJECT : Second Grade -

SCIENCE UNIT	STANDARD Which Michigan state standards does the unit address?	KEY CONCEPTS/ VOCABULARY	ASSESSMENTS Which assessments are given to determine student growth?

Unit 1: Matter (Measurement of Properties)	**INQUIRY STANDARDS** **Process** • S.IP.02.11 Make purposeful observations of various objects according to their properties. • S.IP.02.12 Generate questions based on observations of objects according to their properties and of single substances and mixtures. • S.IP.02.13 Plan and conduct simple investigations of objects or substances to determine whether they sink or float and to compare objects using a balance. • S.IP.02.14 Manipulate simple tools (metric rulers and meter sticks) to determine the length of objects and the volume of liquids (measuring cups and measuring spoons). • S.IP.02.15 Make accurate measurements of length of objects in appropriate units (meter, centimeter). • S.IP.02.16 Construct simple charts and graphs from data and observations of properties of objects and substances. **Analysis & Communication** • S.IA.02.12 Share ideas about the properties of objects and the classification of single substances and mixtures. • S.IA.02.13 Communicate and present findings about the properties of objects or substances and the classification of single substances and mixtures. • S.IA.02.14 Develop strategies and skills for gathering information about the properties of objects or substances. **Reflection & Social Implication** • S.RS.02.11 Demonstrate a means of classifying objects as single substances or mixtures through various illustrations, performances, exhibits, or activities. • S.RS.02.13 Recognize that when a science investigation on sinking and floating of objects or substances is done the way it was done before, similar results are expected. • S.RS.02.15 Use evidence when communicating ideas about the classification of single substances and mixtures. • S.RS.02.16 Identify technology used to compare objects that is used in everyday life. **CONTENT STANDARDS** • P.PM.02.12 Describe objects and substances according to their properties (color, size, shape, texture, hardness, liquid or solid, sinking or floating). • P.PM.02.13 Measure the length of objects using rulers (centimeters) and meter sticks (meters). • P.PM.02.14 Measure the volume of liquids using common measuring tools (measuring cups, measuring spoons, graduated cylinders and beakers) • P.PM.02.15 Compare objects using a balance. • P.PM.02.41 Recognize that some objects are composed of single substances (water, sugar, salt) and others are composed of more than one substance (salt and pepper, mixed dry beans).	balance classify color liquid mixture properties ruler shape size texture hardness solid sink float length meter stick centimeter (cm) meter (m) volume measuring cup measuring spoon compare single substance mass	District/Teacher Created Assessment

Unit 2: Plant Life	**INQUIRY STANDARDS** **Process** • S.IP.02.11 Make purposeful observations of plant growth that include the needs of plants and the plant life cycle. • S.IP.02.12 Generate questions based on observations of plant growth and plant parts. • S.IP.02.13 Plan and conduct simple investigations into plant growth and survival to determine the needs of plants. • S.IP.02.14 Manipulate simple tools (metric rulers and meter sticks) to determine the growth of plants. • S.IP.02.15 Make accurate measurements of the growth of plants in appropriate units (meter, centimeter). • S.IP.02.16 Construct simple charts and graphs from data and observations of plant growth and life cycles. **Analysis & Communication** • S.IA.02.12 Share ideas about the needs of plants and life cycle stages. • S.IA.02.13 Communicate and present findings about plant investigations and their need for air, water and light. • S.IA.02.14 Develop strategies and skills for gathering information about the life cycle of plants. **Reflection & Social Implication** • S.RS.02.11 Demonstrate the life cycle of plants through various illustrations, performances, exhibits, or activities. • S.RS.02.13 Recognize that when a science investigation on the needs of plants is done the way it was done before, similar results are expected. • S.RS.02.15 Use evidence when communicating ideas about the needs of plants and the life cycle of plants. • S.RS.02.16 Identify technology used to enhance the growth of plants that is used in everyday life. **CONTENT STANDARDS** • L.OL.02.14 Identify the needs of plants. • L.OL.02.22 Describe is to tell or depict in spoken or written words the life cycle of familiar flowering plants using the stages of seed, plant, flower, and fruit. • L.HE.02.13 Identify characteristics of plants (for example: leaf shape, flower type, color, size) that are passed on from parent to young.	flowering plants needs of plants air water light food life cycle seed plant flower fruit characteristics leaf shape flower type color size parent young	District/Teacher Created Assessment

Unit 3: Earth's Land and Water (Earth's Surface Features)	**INQUIRY STANDARDS** **Process** • S.IP.02.11 Make purposeful observations of how rain collects on models of major landforms and bodies of water. • S.IP.02.12 Generate questions about the flow of water over land and into the ground based on observations. • S.IP.02.13 Plan and conduct simple investigations into the flow of water downhill into bodies of water, or into the ground. • S.IP.02.14 Manipulate simple tools that aid in observations of models, (hand lens, meter sticks, measuring cups, graduated cylinders). • S.IP.02.15 Make accurate measurements with appropriate units (centimeters, milliliters) for the measurement tool. • S.IP.02.16 Construct simple charts and graphs from data and observations of investigations into the flow of water downhill into bodies of water or into the ground. **Analysis & Communication** • S.IA.02.11 Share ideas about observations of how water flows downhill through purposeful conversation. • S.IA.02.12 Communicate and present finding of observations and investigations into the flow of water downhill into bodies of water, or into the ground. • S.IA.02.13 Develop strategies and skills for information gathering about landforms, bodies of water, and how water flows downhill into bodies of water or into the ground. **Reflection & Social Implications** • S.RS.02.12 Use evidence from their investigations when communicating how rain water collects on the Earth's surface, flows downhill into bodies of water, or into the ground. • S.RS.02.13 Recognize that when a science investigation is done the way it was done before, similar results are expected. • S.RS.02.14 Demonstrate landforms, bodies of water, how rain collects on Earth's surface, and flows downhill into bodies of water or into the ground through models or exhibits. **CONTENT STANDARDS** • E.SE.02.21 Describe the major landforms of the surface of the Earth (mountains, plains, plateaus, valleys, hills). • E.FE.02.21 Describe how rain collects on the surface of the Earth and flows downhill into bodies of water (streams, rivers, lakes, oceans) or into the ground. • E.FE.02.22 Describe the major bodies of water on the Earth's surface (lakes, ponds, oceans, rivers, streams).	plateau valley hill mountain plain lake pond river stream ocean downhill soak	District/Teacher Created Assessment

Unit 4: Uses and Properties of Water	**INQUIRY STANDARDS** **Process** • S.IP.02.11 Make purposeful observations of water in solid and liquid states. • S.IP.02.12 Generate questions about water based on observations. • S.IP.02.13 Plan and conduct simple investigations into the properties of water as a solid and a liquid. • S.IP.02.14 Manipulate simple tools that aid in observations of water and models of sources of water (hand lens, measuring cups, graduated cylinders). • S.IP.02.15 Make accurate measurements with appropriate units (centimeters, milliliters) for the measurement tool. • S.IP.02.16 Construct simple charts and graphs from data and observations of investigations into the properties of water as a solid and liquid. **Analysis & Communication** • S.IA.02.11 Share ideas about observations of the properties of water as a solid and a liquid through purposeful conversation. • S.IA.02.12 Communicate and present finding of observations and investigations into the properties of water as a solid and liquid. • S.IA.02.13 Develop strategies and skills for information gathering about sources and uses of water. **Reflection & Social Implications** • S.RS.02.12 Use evidence from their investigations when communicating the properties of water as a solid and liquid. • S.RS.02.13 Recognize that when a science investigation is done the way it was done before, similar results are expected. • S.RS.02.14 Demonstrate the sources and uses of water through models or exhibits. **CONTENT STANDARDS** • E.FE.02.11: Identify water sources (wells, springs, lakes, rivers, oceans). • E.FE.02.12: Identify household uses of water (drinking, cleaning, food preparation). • E.FE.02.13: Describe properties of water as a liquid (visible, flowing, shape of container) and recognize rain, dew, and fog as water in its liquid state. • E.FE.02.14: Describe the properties of water as a solid (hard, visible, frozen, icy) and recognize ice, snow and hail as water in its solid state.	fresh water salt water flow food preparation well spring lake river ocean properties/property describe identify source hard visible frozen icy ice snow hail visible flowing shape of container rain dew fog solid liquid	District/Teacher Created Assessment

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : Second Grade - Reading

UNIT PACING Names of units and approximate pacing	**UNIT LEARNING TARGETS** By the end of the unit, students will be able to...	**STANDARD** Which Common Core standards does this address?	**ASSESSMENTS** Which assessments are given to determine student growth?
A Curricular Plan for Reading and Writing Workshop Grade 2 by Lucy Calkins and Colleagues Unit 1: Taking Charge of Reading and Unit 2: Tackling Trouble *September/October*	• I can read and understand second grade text. • I can read second grade text out loud at an appropriate speed, with expression, and with few or no mistakes. • I can use context clues to self-correct and re-read when something doesn't sound right, look right or make sense.	RF.2.4	Fountas and Pinnell Reading Benchmark Conferring Frequent formative assessments based on learning targets
A Curricular Plan for Reading and Writing Workshop Grade 2 by Lucy Calkins and Colleagues Unit 3: Characters Face Bigger Challenges and So Do Readers	• I can describe how characters in a story respond to important events and challenges. • I can show that I understand important details in a fiction text by asking and answering who, what, where, when, why, and how questions. • I can figure out the main message, lesson, or moral of a story. • I can describe how a story has a beginning, middle and	RL.2.3 RL.2.1 RL.2.2 RL.2.5 RL.2.6 RL.2.7 RL.2.10 SL.2.1	Conferring Frequent formative assessments based on learning targets

October/November	ending. • I can describe how the beginning introduces the story. • I can describe how the ending wraps up the action in the story. • I can see that characters can have different points of view. • I can change my voice to show the difference between characters when I read out loud. • I can use illustrations and words to better understand the characters, setting, and plot. • I can read and understand 2nd-3rd grade level stories and poetry, and ask for help when I need it for the hardest texts. • I can participate in small and large group discussions with students and adults. • I can retell or describe key ideas or details from a read aloud. • I can retell or describe key ideas or details from oral presentations, or other media (videos, podcast, ...).	SL.2.2	

A Curricular Plan for Reading and Writing Workshop Grade 2 by Lucy Calkins and Colleagues Unit 4: Reading Nonfiction, Reading the World *November/December*	• I can show that I understand important details in an informational text by asking and answering who, what, where, when, why, and how questions. • I can figure out the meaning of words and phrases in an informational text. • I can name and use text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to find important facts or information in a text. • I can explain the main purpose of a text. • I can explain what the author wants to answer, explain, or describe. • I can explain how a picture or diagram (e.g., a diagram showing how a machine works) helps me better understand information in a text . • I can read and understand informational texts (e.g., history/social studies, science, and technical texts) at a 2nd-3rd grade level on my own and ask for help when needed. • I can use context clues to self-correct and re-read when something doesn't sound right, look right or make sense.	RI.2.1 RI.2.4 RI.2.5 RI.2.6 RI.2.7 RI.2.10 RF.2.4	Conferring Frequent formative assessments based on learning targets
A Curricular Plan for Reading and Writing Workshop Grade 2 by Lucy Calkins and Colleagues Unit 5: Series Reading and Cross-Genre Reading Clubs *January*	• I can read and understand second grade text. • I can participate in small and large group discussions with students and adults. • I can show that I understand important details in a fiction and informational text by asking and answering who, what, where, when, why, and how questions. • I can describe how characters in a story respond to important events and challenges. • I can describe how a story has a beginning, middle and ending. • I can describe how the beginning introduces the story. • I can describe how the ending wraps up the action in the story. • I can read and understand 2nd-3rd grade level stories, poetry, and informational texts and ask for help when I need it for the hardest texts. • I can find the main idea of a text that has several paragraphs. • I can find the main idea of a paragraph in a text. • I can explain the main purpose of a text. • I can explain what the author wants to answer, explain, or describe.	RF.2.4 SL.2.1 RL.2.1 RI.2.1 RL.2.3 RL.2.5 RL.2.10 RI.2.2 RI.2.6	Conferring Frequent formative assessments based on learning targets
A Curricular Plan for Reading and Writing Workshop Grade 2 by Lucy Calkins and Colleagues Unit 10 (from reading): Poetry: Thoughts in Tiny Packages *February*	• I can read second grade text out loud at an appropriate speed, with expression, and with few or no mistakes. • I can describe how words and phrases (i.e. regular beats, alliteration, rhymes, repeated lines) create rhythm and add meaning in a story, poem, or song. • I can read and understand 2nd-3rd grade level stories and poetry, and ask for help when I need it for the hardest texts.	RF.2.4 RL.2.4 RL.2.10	Fountas and Pinnell Reading Benchmark Conferring Frequent formative assessments based on learning targets

A Curricular Plan for Reading and Writing Workshop Grade 2 by Lucy Calkins and Colleagues Unit 6: Nonfiction Reading Clubs *February/March*	• I can show that I understand important details in an informational text by asking and answering who, what, where, when, why, and how questions. • I can find the main idea of a text that has several paragraphs. • I can find the main idea of a paragraph in a text. • I can figure out the meaning of words and phrases in an informational text. • I can name and use text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to find important facts or information in a text. • I can explain the main purpose of a text. • I can explain what the author wants to answer, explain, or describe. • I can explain how a picture or diagram (e.g., a diagram showing how a machine works) helps me better understand information in a text . • I can explain how the author uses reasons to support important points in a text. • I can read and understand informational texts (e.g., history/social studies, science, and technical texts) at a 2nd-3rd grade level on my own and ask for help when needed. • I can participate in small and large group discussions with students and adults.	RI.2.1 RI.2.2 RI.2.4 RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI.2.10 SL.2.1	Conferring Frequent formative assessments based on learning targets
A Curricular Plan for Reading and Writing Workshop Grade 2 by Lucy Calkins and Colleagues Unit 7: Reading and Role Playing: Fiction, Folktales, and Fairy Tales *April*	• I can retell stories, including fables and folktales from other cultures. • I can figure out the main message, lesson, or moral of a story. • I can describe how characters in a story respond to important events and challenges. • I can describe how a story has a beginning, middle and ending. • I can describe how the beginning introduces the story. • I can describe how the ending wraps up the action in the story. • I can compare the ways two or more different authors tell the same story. • I can contrast the ways two or more different authors tell the same story. • I can compare the ways two or more different cultures tell the same story. • I can contrast the ways two or more different cultures tell the same story. • I can read and understand 2nd-3rd grade level stories and poetry, and ask for help when I need it for the hardest texts.	RL.2.2 RL.2.3 RL.2.5 RL.2.9 RL.2.10	Conferring Frequent formative assessments based on learning targets

A Curricular Plan for Reading and Writing Workshop Grade 2 by Lucy Calkins and Colleagues Unit 8: Readers Can Read about Science Topics to Become Experts *May/June*	• I can show that I understand important details in an informational text by asking and answering who, what, where, when, why, and how questions. • I can find the main idea of a text that has several paragraphs. • I can find the main idea of a paragraph in a text. • I can explain how scientific ideas are connected in a text. • I can figure out the meaning of words and phrases in an informational text. • I can name and use text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to find important facts or information in a text. • I can explain how a picture or diagram (e.g., a diagram showing how a machine works) helps me better understand information in a text.	RI.2.1 RI.2.2 RI.2.3 RI.2.4 RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI.2.10	Fountas and Pinnell Reading Benchmark Conferring Frequent formative assessments based on learning targets

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : Second Grade -

ELEMENT	KEY CONCEPTS	BENCHMARKS
Rhythm	• Rhythm is the organization of long and short sounds and silences into patterns, moving with an underlying steady beat. • Rhythmic durations can be notated with icons or specific music symbols. • Meter is the organization of the underlying pulse into groups of twos or threes.	• Maintain a steady beat through moving, singing, chanting and playing. • Create different ways to keep a steady beat through moving, chanting, and/or playing. • Identify and demonstrate long and short sounds and silences. • Demonstrate strong beats through movement. • **Echo, improvise, read and perform more complex rhythm patterns.**
Melody	• Melody is the organization of pitch and duration and may have a tonal center. • Melodies can be notated with icons or specific musical symbols.	• Demonstrate melodic contour through movement and singing. • Listen, analyze and describe characteristics of a melody. • Sing and play a melody independently and with others. • Perform short melodies that move by steps, repeats, and skips. • **Create melodies within a tonality.** • **Improvise simple melodies.**

Harmony	• Harmony is the simultaneous performance of two or more parts that are different yet musically compatible.	• **Identify unison vs. harmony.** • **Perform independent instrumental parts while others sing.** • **Perform simple ostinato accompaniments.**
Form	• Form is the organization of musical ideas.	• Move to demonstrate same and different. • Sing and perform same and different musical ideas. • **Create short pieces in AB and ABA form.** • **Perform and improvise within AB, ABA forms.**
Expression	• Expressive elements (tempo, timbre, dynamics, articulation, and phrasing) are manipulated in performance to create an effect or mood.	• Move to demonstrate loud/soft and fast/slow music. • **Describe the effect that expression has on music.** • **Sing expressively using dynamics and tempo.**
Timbre	• Timbre is the organization of different qualities of sound generated by the manipulation of various physical materials found in the following: vocal, environmental, acoustic and electronic music.	• Use classroom instruments, voices, and other sources to demonstrate a variety of sounds in music.
Style	• Styles of music reflect historic/cultural traditions and genres. • One piece of music may be performed in a variety of different styles.	• Sing and perform a varied repertoire of music representing genres and styles from diverse cultures. • Listen, move to, and describe a variety or styles, cultures, and historical periods.
Texture	• Texture is the layering of sounds.	• Identify group vs. solo performance. • Perform simple solo and group songs.
Etiquette	• At a performance, there are expectations for both performers and audience members. • Proper respect and care of musical instruments and equipment have a profound effect on their ability to function and endure.	• Demonstrate correct posture while performing. • Respond appropriately to the musical cues of a director. • Demonstrate active listening skills when listening to a performance. • Demonstrate proper handling of classroom instruments.

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : Second Grade - Math

UNIT PACING Names of units and approximate pacing	LEARNING TARGETS Students will be able to...	STANDARD Which Common Core standards does this address?	ASSESSMENTS Which assessments are given to determine student growth?
Math Expressions Common Core Unit 1: Addition and Subtraction Within 20 *September/October*	• I can solve one- and two-step addition word problems by using drawings and equations. • I can solve one- and two-step subtraction word problems by using drawings and equations. • I can fluently add within 20 in my head. • I can fluently subtract within 20 in my head. • I can say or write all the addition facts (two 1-digit numbers) from memory. • I can tell if a group of objects up to 20 has an odd or even number. • I can show an even number as an addition equation with the same addend. • I can fluently add within 100 using drawings, place value strategies, and what I already know about adding and subtracting to help me. • I can fluently subtract within 100 using drawings, place value strategies, and what I already know about adding and subtracting to help me. • I can add up to four 2-digit numbers using place value strategies and what I already know about adding and subtracting to help me. • I can explain why addition and subtraction strategies work, using place value and what I know about addition and subtraction.	2.OA.1 2.OA.2 2.OA.3 2.NBT.5 2.NBT.6 2.NBT.9	Unit 1 Quick Quizzes Unit 1 Assessment

Math Expressions Common Core Unit 2: Addition Within 200 *October/November*	• I can solve one- and two-step addition word problems by using drawings and equations. • I can solve one- and two-step subtraction word problems by using drawings and equations. • I can fluently add within 20 in my head. • I can fluently subtract within 20 in my head. • I can say or write all the addition facts (two 1-digit numbers) from memory. • I can understand that the three digits of a 3-digit number are the hundreds, tens, and ones. • I can understand that 100 is the same as ten tens. • I can count within 1,000. • I can skip count by 5s. • I can skip count by 10s. • I can skip count by 100s. • I can read and write numbers to 1,000 using digits. • I can read and write numbers to 1,000 using number names. • I can read and write numbers to 1,000 in expanded form. • I can compare two 3-digit numbers using <, >, =. • I can fluently add within 100 using drawings, place value strategies, and what I already know about adding and subtracting to help me. • I can fluently subtract within 100 using drawings, place value strategies, and what I already know about adding and subtracting to help me. • I can add up to four 2-digit numbers using place value strategies and what I already know about adding and subtracting to help me. • I can add within 1,000, using hands-on math tools or drawings, place value strategies, and what I already know about adding and subtracting to help me. • I can subtract within 1,000, using hands-on math tools or drawings, place value strategies, and what I already know about adding and subtracting to help me. • I can show how the strategy I used matches a written method. • I can understand that when I'm adding or subtracting 3-digit numbers, I add or subtract hundreds and hundreds, tens and tens, ones and ones. • I can understand that when I'm adding or subtracting sometimes I need to put together or break apart tens or hundreds. • I can add 10 or 100 to a number between 100-900 in my head. • I can subtract 10 or 100 from a number between 100-900 in my head. • I can explain why addition and subtraction strategies work, using place value and what I know about addition and subtraction. • I can solve word problems about money. • I can use $ and ¢ symbols correctly.	2.OA.1 2.OA.2 2.NBT.1 2.NBT.1a 2.NBT.2 2.NBT.3 2.NBT.4 2.NBT.5 2.NBT.6 2.NBT.7 2.NBT.8 2.NBT.9 2.MD.8	Unit 2 Quick Quizzes Unit 2 Assessment

Math Expressions Common Core Unit 3: Length and Shapes *November/December*	• I can fluently add within 20 in my head. • I can fluently subtract within 20 in my head. • I can say or write all the addition facts (two 1-digit numbers) from memory. • I can compare two 3-digit numbers using <, >, =. • I can fluently add within 100 using drawings, place value strategies, and what I already know about adding and subtracting to help me. • I can fluently subtract within 100 using drawings, place value strategies, and what I already know about adding and subtracting to help me. • I can add up to four 2-digit numbers using place value strategies and what I already know about adding and subtracting to help me. • I can use a ruler, meter stick, or measuring tape to measure the length of an object. • I can measure the length of an object twice using different units each time and then compare the two measurements. (i.e. inches and feet) • I can describe how both measurements relate to the size of the object I measured. • I can estimate length using inches, feet, centimeters, and meters. • I can measure to figure out how much longer one object is than another. • I can create measurement data by measuring lengths of several objects to the nearest whole unit. • I can show measurements by making a line plot. • I can recognize and draw shapes when I am told specific attributes.	2.OA.2 2.NBT.4 2.NBT.5 2.NBT.6 2.MD.1 2.MD.2 2.MD.3 2.MD.4 2.MD.9 2.G.1	Unit 3 Quick Quizzes Unit 3 Assessment

Math Expressions Common Core Unit 4: Subtract 2-Digit Numbers *January/February*	• I can solve one- and two-step addition word problems by using drawings and equations. • I can solve one- and two-step subtraction word problems by using drawings and equations. • I can fluently add within 20 in my head. • I can fluently subtract within 20 in my head. • I can say or write all the addition facts (two 1-digit numbers) from memory. • I can understand that the three digits of a 3-digit number are the hundreds, tens, and ones. • I can understand that 100 is the same as ten tens. • I can understand that the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 mean one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). • I can count within 1,000. • I can skip count by 5s. • I can skip count by 10s. • I can skip count by 100s. • I can fluently add within 100 using drawings, place value strategies, and what I already know about adding and subtracting to help me. • I can fluently subtract within 100 using drawings, place value strategies, and what I already know about adding and subtracting to help me. • I can add up to four 2-digit numbers using place value strategies and what I already know about adding and subtracting to help me. • I can add within 1,000, using hands-on math tools or drawings, place value strategies, and what I already know about adding and subtracting to help me. • I can subtract within 1,000, using hands-on math tools or drawings, place value strategies, and what I already know about adding and subtracting to help me. • I can show how the strategy I used matches a written method. • I can understand that when I'm adding or subtracting 3-digit numbers, I add or subtract hundreds and hundreds, tens and tens, ones and ones. • I can understand that when I'm adding or subtracting sometimes I need to put together or break apart tens or hundreds. • I can explain why addition and subtraction strategies work, using place value and what I know about addition and subtraction. • I can estimate length using inches, feet, centimeters, and meters. • I can measure to figure out how much longer one object is than another. • I can use addition and subtraction to solve word problems about length. • I can solve word problems about money.	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.7 2.NBT.9 2.MD.3 2.MD.4 2.MD.5 2.MD.8	Unit 4 Quick Quizzes Unit 4 Assessment

Math Expressions Common Core Unit 5: Time, Graphs, and Word Problems *February*	• I can solve one- and two-step addition word problems by using drawings and equations. • I can solve one- and two-step subtraction word problems by using drawings and equations. • I can fluently add within 20 in my head. • I can fluently subtract within 20 in my head. • I can say or write all the addition facts (two 1-digit numbers) from memory. • I can count within 1,000. • I can skip count by 5s. • I can skip count by 10s. • I can skip count by 100s. • I can compare two 3-digit numbers using <, >, =. • I can fluently add within 100 using drawings, place value strategies, and what I already know about adding and subtracting to help me. • I can fluently subtract within 100 using drawings, place value strategies, and what I already know about adding and subtracting to help me. • I can add up to four 2-digit numbers using place value strategies and what I already know about adding and subtracting to help me. • I can tell time from an analog and digital clock to the nearest five minutes, using a.m. and p.m. • I can write time from an analog and digital clock to the nearest five minutes, using a.m. and p.m. • I can draw a picture graph to represent a data set with up to four categories. • I can draw a bar graph to represent a data set with up to four categories. • I can solve simple put-together, take-apart, and compare problems using data from a bar graph. • I can break circles and rectangles into two, three, or four equal parts. • I can describes the parts using the words halves, thirds, half of, a third of, etc., • I can describe the whole as two halves, three thirds, or four fourths. • I can recognize that equal parts of identical wholes (two of the same sized rectangles) do not need to have the same shape.	2.OA.1 2.OA.2 2.NBT.2 2.NBT.4 2.NBT.5 2.NBT.6 2.MD.7 2.MD.10 2.G.3	Unit 5 Quick Quizzes Unit 5 Assessment

Math Expressions Common Core Unit 6: 3-Digit Addition and Subtraction *March/April*	• I can solve one- and two-step addition word problems by using drawings and equations. • I can solve one- and two-step subtraction word problems by using drawings and equations. • I can understand that the three digits of a 3-digit number are the hundreds, tens, and ones. • I can understand that 100 is the same as ten tens. • I can understand that the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 mean one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). • I can count within 1,000. • I can skip count by 5s. • I can skip count by 10s. • I can skip count by 100s. • I can read and write numbers to 1,000 using digits. • I can read and write numbers to 1,000 using number names. • I can read and write numbers to 1,000 in expanded form. • I can compare two 3-digit numbers using <, >, =. • I can fluently add within 100 using drawings, place value strategies, and what I already know about adding and subtracting to help me. • I can fluently subtract within 100 using drawings, place value strategies, and what I already know about adding and subtracting to help me. • I can add within 1,000, using hands-on math tools or drawings, place value strategies, and what I already know about adding and subtracting to help me. • I can subtract within 1,000, using hands-on math tools or drawings, place value strategies, and what I already know about adding and subtracting to help me. • I can show how the strategy I used matches a written method. • I can understand that when I'm adding or subtracting 3-digit numbers, I add or subtract hundreds and hundreds, tens and tens, ones and ones. • I can understand that when I'm adding or subtracting sometimes I need to put together or break apart tens or hundreds. • I can add 10 or 100 to a number between 100-900 in my head. • I can subtract 10 or 100 from a number between 100-900 in my head. • I can explain why addition and subtraction strategies work, using place value and what I know about addition and subtraction. • I can solve word problems about money.	1.OA.1 2.NBT.1 2.NBT.1a 2.NBT.1b 2.NBT.2 2.NBT.3 2.NBT.4 2.NBT.5 2.NBT.7 2.NBT.8 2.NBT.9 2.MD.8	Unit 6 Quick Quizzes Unit 6 Assessment

Math Expressions Common Core Unit 7: Arrays, Equal Shares, and Adding or Subtracting Lengths *May*	• I can solve one- and two-step addition word problems by using drawings and equations. • I can solve one- and two-step subtraction word problems by using drawings and equations. • I can tell if a group of objects up to 20 has an odd or even number. • I can show an even number as an addition equation with the same addend. • I can use addition to find the total number of objects in an array (up to 5 by 5). • I can write an equation to show that I found the total by adding equal addends. • I can fluently add within 100 using drawings, place value strategies, and what I already know about adding and subtracting to help me. • I can fluently subtract within 100 using drawings, place value strategies, and what I already know about adding and subtracting to help me. • I can add up to four 2-digit numbers using place value strategies and what I already know about adding and subtracting to help me. • I can use a ruler, meter stick, or measuring tape to measure the length of an object. • I can use addition and subtraction to solve word problems about length. • I can show whole number lengths on a number line. • I can show whole number sums and differences to 100 on a number line. • I can recognize and draw shapes when I am told specific attributes. • I can identify triangles, quadrilaterals, pentagons, hexagons, and cubes. • I can break a rectangle into rows and columns of same-sized squares and count to find the total number of squares. • I can break circles and rectangles into two, three, or four equal parts. • I can describes the parts using the words halves, thirds, half of, a third of, etc., • I can describe the whole as two halves, three thirds, or four fourths. • I can recognize that equal parts of identical wholes (two of the same sized rectangles) do not need to have the same shape.	2.OA.1 2.OA.3 2.OA.4 2.NBT.5 2.NBT.6 2.MD.1 2.MD.5 2.MD.6 2.G.1 2.G.2 2.G.3	Unit 7 Quick Quizzes Unit 7 Assessment

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : Second Grade - Art

Arts Education Content Standards and Benchmarks

PERFORM

ART.VA.I.2.1 Identify and use various materials and techniques using a sequential process.
ART.VA.I.2.2 Demonstrate the safe use of a variety of materials, tools, and processes with environmental awareness.
ART.VA.I.2.3 Compare and explore elements of art and principles of design to communicate ideas related to personal environment.
ART.VA.I.2.4 Use revision strategies to modify personal artwork and then mount it to enhance its presentation.

CREATE

ART.VA.II.2.1 Demonstrate how materials, techniques, and processes can be used creatively to communicate ideas.

ART.VA.II.2.2 Combine the use of elements of art and principles of design to communicate ideas. **ART.VA.II.2.3** Understand and recognize how artists create and construct multiple solutions to visual problems in artworks.
ART.VA.II.2.4 Use symbols to create artwork that expresses and communicates meaning. **ART.VA.II.2.5** Compare and contrast how artists convey ideas through the creation of artwork. **ART.VA.II.2.6** Demonstrate how artwork can be created using computers and electronic media as a tool for creative expression.

ANALYZE

ART.VA.III.2.1 Develop a visual vocabulary.
ART.VA.III.2.2 Recognize that art is created to fulfill personal and/or social needs. **ART.VA.III.2.3** Share personal experiences and preferences in response to works of art. **ART.VA.III.2.4** Evaluate personal artwork using art terminology.
ART.VA.III.2.5 Reflect on how art expresses ideas, feelings, and opinions.

ANALYZE IN CONTEXT

ART.VA.IV.2.1 Compare symbols, trademarks, icons, emblems, and other visual motifs in various cultures.
ART.VA.IV.2.2 Discuss the subject matter of artwork from particular cultures at specific times.
ART.VA.IV.2.3 Debate images of a past or present culture.

ANALYZE AND MAKE CONNECTIONS

ART.VA.V.2.1 Describe how art is used in everyday life.
ART.VA.V.2.2 Investigate and identify visual art careers that relate to children. **ART.VA.V.2.3**
Identify similarities among the arts including vocabulary, elements of art, and principles of design.
ART.VA.V.2.4 Demonstrate connections between the visual arts and other curriculum through student artwork.

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : First Grade - Writing

UNIT PACING Names of units and approximate pacing	**LEARNING TARGETS** Students will be able to...	**STANDARD** Which Common Core standards does this address?	**ASSESSMENTS** Which assessments are given to determine student growth?
A Curricular Plan for Reading and Writing Workshop Grade 1 by Lucy Calkins and Colleagues Unit 1: Launching with Small Moments *September*	• I can write a small moment (personal narrative). • I can include some details to tell what happened. • I can use time words to show the order of events (e.g., sunrise, noon, evening). • I can write an ending.	W.1.3	Pre-Assess Narrative Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website Conferring Frequent formative assessments based on learning targets
A Curricular Plan for Reading and Writing Workshop Grade 1 by Lucy Calkins and Colleagues Unit 2: Writing-for-Readers *October*	• I can write a small moment (personal narrative). • I can include some details to tell what happened. • I can use time words to show the order of events (e.g., sunrise, noon, evening). • I can write an ending.	W.1.3	Conferring Frequent formative assessments based on learning targets

A Curricular Plan for Reading and Writing Workshop Grade 1 by Lucy Calkins and Colleagues Unit 5: Opinion Writing: Persuasive Letters and Speeches *November/December*	• I can introduce my topic. • I can tell my opinion about a book. • I can give a reason for my opinion. • I can write a conclusion.	W.1.1	Pre- and Post-Assess Opinion Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website Conferring Frequent formative assessments based on learning targets
A Curricular Plan for Reading and Writing Workshop Grade 1 by Lucy Calkins and Colleagues Unit 4: Procedural Writing: How-to Books *January*	• I can name a topic. • I can give some facts about a topic. • I can write a conclusion. • I can research and write with my teacher and classmates (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	W.1.2 W.1.7	Pre-Assess Informational Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website Conferring Frequent formative assessments based on learning targets
A Curricular Plan for Reading and Writing Workshop Grade 1 by Lucy Calkins and Colleagues Unit 6: Authors as Mentors: Craftsmanship and Revision *February*	• I can write a small moment (personal narrative). • I can include some details to tell what happened. • I can use time words to show the order of events (e.g., sunrise, noon, evening). • I can write an ending. • I can use my writing partner's questions and ideas to add details and strengthen my writing, with adult help.	W.1.3 W.1.5	Post-Assess Narrative Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website Conferring Frequent formative assessments based on learning targets
A Curricular Plan for Reading and Writing Workshop Grade 1 by Lucy Calkins and Colleagues Unit 10: Poetry: Powerful Thoughts in Tiny Packages *March*	• I can read and write first grade level poetry, with adult help.	RL.1.10	Conferring Frequent formative assessments based on learning targets
A Curricular Plan for Reading and Writing Workshop Grade 1 by Lucy Calkins and Colleagues Unit 7: Informational Books *April/May*	• I can name a topic. • I can give some facts about a topic. • I can write a conclusion. • I can use my writing partner's questions and ideas to add details and strengthen my writing, with adult help. • I can research and write with my teacher and classmates (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). • I can remember information from experiences and find information from resources to answer a question, with adult help.	W.1.2 W.1.5 W.1.7 W.1.8	Post-Assess Informational Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website Conferring Frequent formative assessments based on learning targets

A Curricular Plan for Reading and Writing Workshop Grade 1 by Lucy Calkins and Colleagues Unit 8: Cross-Genre Writing Projects *May/June*	• I can write an ending. • I can introduce my topic. • I can tell my opinion about a book. • I can give a reason for my opinion. • I can write a conclusion. • I can name a topic. • I can give some facts about a topic. • I can write a small moment (personal narrative). • I can include some details to tell what happened. • I can use time words to show the order of events (e.g., sunrise, noon, evening). • I can use my writing partner's questions and ideas to add details and strengthen my writing, with adult help. • With adult help, I can use technology to publish my writing on my own or with my classmates.	W.1.1 W.1.2 W.1.3 W.1.5 W.1.6	Post-Assess Any Genre (applies to students who did not previously meet standards) Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website Conferring Frequent formative assessments based on learning targets

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : First Grade - Social Studies

UNIT	STANDARD Which Michigan state standards does the unit address?	KEY CONCEPTS/ VOCABULARY	ASSESSMENTS Which assessments are given to determine student growth?
Unit 1: What is a family? Focus Questions: 1. What is a family? 2. How are families alike and different? 3. How is a school like a family	1-H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events. 1-G4.0.1 Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life. 1-C1.0.1 Identify some reasons for rules in school (e.g., provide order, predictability, and safety). 1-C5.0.1 Describe some responsibilities people have at home and at school (e.g., taking care of oneself, respect for the rights of others, following rules, getting along with others). 1-E1.0.2 Describe ways in which families consume goods and services.	alike basic needs change different diversity economic wants family past present responsibility rules school	

Unit 2: How Do We Get What We Need or Want? Focus Questions: 1. How do families satisfy their needs and wants? 2. What is scarcity and what does it force families to do? 3. How and why do families trade?	1 - E1.0.1: Distinguish between producers and consumers of goods and services. 1 - E1.0.2: Describe ways in which families consume goods and services. 1 - E1.0.3: Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice). 1 - E1.0.4: Describe reasons why people voluntarily trade. 1 - E1.0.5: Describe ways in which people earn money (e.g., providing goods and services to others, jobs). 1 - E1.0.6: Describe how money simplifies trade.	choice consumer economic wants goods money producer scarcity services trade needs	Economic Assessment

Unit 3: How Do We Learn About Places? Focus Questions: 1. How do we locate places? 2. How do we describe what places are like? 3. How do people adapt to and modify the environment of places?	1 - G1.0.1: Construct simple maps of the classroom to demonstrate aerial perspective. 1 - G1.0.2: Give examples of places that have absolute locations (e.g., home address, school address). 1 - G1.0.3: Use personal directions (left, right, front, back) to describe the relative location of significant places in the school environment. 1 - G1.0.4: Distinguish between landmasses and bodies of water using maps and globes. 1 - G2.0.1: Distinguish between physical (e.g., clouds, trees, weather) and human (e.g., buildings, playgrounds, sidewalks) characteristics of places. 1 - G2.0.2: Describe the unifying characteristics and/or boundaries of different school regions (e.g., playground, reading corner, library, restroom). 1 - G5.0.1: Describe ways in which people modify (e.g., cutting down trees, building roads) and adapt to the environment (e.g., clothing, housing, and transportation).	absolute location adapt address aerial perspective (birds eye view) bodies of water direction globe human and physical characteristics human/environment interaction land masses location map modify personal directions place region relative location season	Geography Assessment
Unit 4: How Do We Learn About the Past? Focus Questions: 1. How do we learn about the past? 2. How is the past different from the present? 3. Why do we celebrate people and events from the past?	1 - H2.0.1: Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events. 1 - H2.0.2: Use a calendar to distinguish among days, weeks, and months. 1 - H2.0.3: 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 - H2.0.4: Retell in sequence important ideas and details from stories about families or schools. 1 - H2.0.5: Use historical records and artifacts (e.g., photos, diaries, oral histories, and videos) to draw possible conclusions about family or school life in the past. 1 - H2.0.6: Compare life today with life in the past using the criteria of family, school, jobs, or communication. 1 - H2.0.7: Identify the events or people celebrated during United States national holidays and why we celebrate them (e.g., Independence Day, Constitution Day, Martin Luther King, Jr. Day; Presidents' Day).		History Assessment

Unit 5: What is a Good Citizen? Focus Questions: 1. Why do we follow rules and respect authority? 2. How can citizens work together to solve issues? 3. What are some important symbols of our country and why are they important?	1 - C1.0.1: Identify some reasons for rules in school (e.g., provide order, predictability, and safety). 1 - C1.0.2: Give examples of the use of power with authority in school (e.g., principal, teacher or bus driver enforcing school rules). 1 - C1.0.3: Give examples of the use of power without authority in school (e.g., types of bullying, taking cuts in line). 1 - C2.0.1: Explain how decisions can be made or how conflicts might be resolved in fair and just ways (e.g., majority rules). 1 - C2.0.2: Identify important symbols of the United States of America (e.g., Statue of Liberty, Uncle Sam, White House, Bald Eagle). 1 - C5.0.1: Describe some responsibilities people have at home and at school (e.g., taking care of oneself, respect for the rights of others, following rules, getting along with others). 1 - C5.0.2: Identify situations in which people act as good citizens in the school community (e.g., thoughtful and effective participation in the school decisions, respect for the rights of others, respect for rule of law, voting, volunteering, compassion, courage, honesty). 1 - P3.1.1: Identify public issues in the school community. 1 - P3.1.2: Use graphic data to analyze information about a public issue in the school community. 1 - P3.1.3: Identify alternative resolutions to a public issue in the school community. 1 - P3.3.1: Express a position on a public policy issue in the school community and justify the position with a reasoned argument. 1 - P4.2.1: Develop and implement an action plan to address or inform others about a public issue. 1 - P4.2.2: Participate in projects to help or inform others.	authority bullying citizen conflict country fairness patriotism power public issues responsibility rules symbol United States of America	Government Assessment Civics Assessment

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : First Grade - Science

SCIENCE UNIT	STANDARD Which Michigan state standards does the unit address?	KEY CONCEPTS/ VOCABULARY	ASSESSMENTS Which assessments are given to determine student growth?

Unit 1: Sorting by Properties	**INQUIRY STANDARDS** **Process** • S.IP.01.11 Make purposeful observations of the properties of a variety of objects, sink and float objects, and objects that are attracted to magnets using the appropriate senses. • S.IP.01.12 Generate questions regarding objects attracted to a magnet and objects that sink and float based on observations. • S.IP.01.13 Plan and conduct simple investigations into objects that sink and float and objects that are attracted to magnets. • S.IP.01.14 Manipulate simple tools (hand lens) that aids in observation of properties of matter. • S.IP.01.16 Construct simple charts from data and observations regarding objects that sink and float and objects that are attracted to magnets. **Analysis & Communication** • S.IA.01.12 Share ideas about properties of objects, sink and float investigations, and magnetism investigations through purposeful conversation. • S.IA.01.13 Communicate and present findings of observations of properties of objects; sink and float investigations, and magnetism investigations. • S.IA.01.14 Develop strategies for information gathering (ask an expert, use a book, make observations, conduct simple investigations) about properties of objects, sink and float objects, and objects that are attracted to a magnet. **Reflection & Communication** • S.RS.01.11 Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities about describing objects by their properties, sink and float investigations, water as a solid and as a liquid, and objects that are attracted to magnets. **CONTENT STANDARDS** • P.PM.01.11: Demonstrate the ability to sort objects according to observable properties such as color, shape, size, sinking and floating. P.PM.01.21: Demonstrate that water as a solid keeps its own shape (ice). • P.PM.01.22 Demonstrate that water as a liquid takes on the shape of various containers. • P.PM.01.31: Identify materials that are attracted by magnets. • P.PM.01.32 Observe that like poles of a magnet repel and unlike poles of a magnet attract.	Sort Properties Poles Solid Liquid Gas Magnet Push Pull Attract Repel Sink Float Attribute	Sorting of Properties Unit Assessment

Unit 2: Animal Life	**INQUIRY STANDARDS** **Process** • S.IP.01.11 Make purposeful observations of the life cycle of an animal and/or characteristics of animals using the appropriate senses. • S.IP.01.12 Generate questions about the life cycle of organisms based on observations. • S.IP.01.13 Plan and conduct simple investigations into the needs of animals in the classroom habitat. • S.IP.01.14 Manipulate the hand lens, pencils, rulers, that aid observation of animals. • S.IP.01.15 Make accurate measurements of the growth of different plants and animals in a classroom habitat. • S.IP.01.16 Construct simple growth charts from observations and data of plants and animals in the classroom habitat. **Analysis & Communication** • S.IA.01.12 Share ideas about animals and their offspring through purposeful conversation. • S.IA.01.13 Communicate and present findings of observations of life cycles and growth of animals in the classroom habitat. • S.IA.01.14 Develop strategies for information gathering (ask an expert, use a book, make observations, conduct simple investigations, and watch a video) about the life cycle of different animals. **Reflection & Communication** • S.RS.01.11 Demonstrate the life cycle of an animal through various illustrations, performances, models, exhibits, and activities. **CONTENT STANDARDS** • L.OL.01.13 Identify the needs of animals. • L.OL.01.21: Describe the life cycle of animals including the following stages: egg, young, adult; egg, larva, pupa, adult. • L.HE.01.11 Identify characteristics (for example: body coverings, beak shape, number of legs, body parts) that are passed on from parents to young. • L.HE.01.12 Classify young animals based on characteristics that are passed on from parents (dogs/puppies, cats/kittens, cows/calves, chicken/chicks).	needs of animals life cycle egg young adult larva pupa characteristics parents air water food beak shape body coverings: feathers, fur, skin, hair, scales	Unit 2 Animal Life Assessment

Unit 3: Weather	**INQUIRY STANDARDS** **Process** • S.IP.01.11 Make purposeful observations of the daily weather. • S.IP.01.12 Generate questions about weather events based on observations of temperature, rainfall, cloud cover, and wind speed. • S.IP.01.13 Plan and conduct simple observations into weather related phenomenon such as temperature, rainfall, cloud cover, and wind speed. • S.IP.01.14 Manipulate simple tools that aid in weather observations and data collection (thermometers, rain gauges, wind socks). • S.IP.01.15 Make accurate measurements with appropriate units for the weather observation tools. (Fahrenheit, Celsius, centimeters, north, south, east, west, breezy, windy, and calm) • S.IP.01.16 Construct simple charts from weather data and observations of temperature, rain fall, cloud cover, and wind speed. **Analysis & Communication** • S.IA.01.11 Share ideas about weather in Michigan through purposeful conversation. • S.IA.01.12 Communicate and present findings of observations and patterns in weather. • S.IA.01.13 Develop strategies for information gathering to find out about weather related phenomenon and events (ask a meteorologist, use a book, make observations, conduct simple investigations, and watch a weather report or video). **Reflection & Communication** • S.RS.01.11 Recognize that science investigations into weather and data collection are done more than one time. • S.RA.01.12 Demonstrate weather and/or season concepts through various illustrations, performances, models, exhibits, and activities. **CONTENT STANDARDS** • E.ES.01.21 Compare daily changes in the weather related to temperature (cold, hot, warm, cool); cloud cover (clear, cloudy, partly cloudy, foggy) precipitation (rain, snow, hail, freezing rain); wind (breezy, windy, calm). • E.ES.01.31 Identify the tools that might be used to measure temperature, precipitation, cloud cover and wind. • E.ES.01.32 Observe and collect data of weather conditions over a period of time.	temperature cold warm hot cool weather conditions daily weather pattern cloud clear- sunny cloudy partly cloudy foggy precipitation rain snow hail freezing rain rain gauge wind vane wind sock breezy windy calm	Unit 3 Weather Assessment

Unit 4: The Sun Warms the Earth	**INQUIRY STANDARDS** **Process** • S.IP.01.11 Make purposeful observations of the daily weather to relate to the four seasons in terms of temperature, cloud cover, precipitation and wind. • S.IP.01.12 Generate questions about weather events based on observations of temperature, precipitation, cloud cover, and wind speed. • S.IP.01.13 Plan and conduct simple observations into weather related phenomenon such as temperature, precipitation, cloud cover, and wind speed. • S.IP.01.14 Manipulate simple tools that aid in weather observations and data collection (thermometers, rain gauges, wind socks or wind vanes). • S.IP.01.15 Make accurate measurements with appropriate units for the weather observation tools. (Fahrenheit, Celsius, centimeters, north, south, east, west) • S.IP.01.16 Construct simple charts from weather data and observations of temperature, rain fall, cloud cover, and wind speed. **Analysis & Communication** • S.IA.01.11 Share ideas about weather, severe storms and seasons through purposeful conversation. • S.IA.01.12 Communicate and present findings of patterns in weather and observations of weather related to seasons. • S.IA.01.13 Develop strategies for information gathering to find out about weather related phenomenon, changes in the seasons, and severe weather events (ask a meteorologist, use a book, make observations, conduct simple investigations, and watch a weather report or video). **Reflection & Communication** • S.RS.01.11 Recognize that science investigations into weather and data collection are done more than one time. • S.RA.01.12 Demonstrate weather and/or season concepts through various illustrations, performances, models, exhibits, and activities. **CONTENT STANDARDS** • E.ES.01.11 Identify the sun as the most important source of heat, which warms the land, air, and water on the Earth. • E.ES.01.12 Demonstrate the importance of sunlight and warmth in plant growth. • E.ES.01.22 Describe and compare weather related to the four seasons in terms of temperature, cloud cover, precipitation, and wind. • E.ES.01.23 Identify severe weather characteristics. • E.ES.01.24 Describe precautions that should be taken for human safety during severe weather conditions (thunder and lightning, strong winds, and heavy precipitation).	severe weather thunderstorm lightning tornadoes blizzards breezy wind windy strong winds safety seasons summer fall winter spring temperature cool warm hot cold cloud cover precipitation rain snow sunny precautions	Unit 4 Sun Assessment

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : First Grade - Reading

UNIT PACING Names of units and approximate pacing	**UNIT LEARNING TARGETS** By the end of the unit, students will be able to...	**STANDARD** Which Common Core standards does this address?	**ASSESSMENTS** Which assessments are given to determine student growth?
A Curricular Plan for Reading and Writing Workshop Grade 1 by Lucy Calkins and Colleagues Unit 1: Readers Build Good Habits *September/October*	• I can retell stories, including important details. • I can show that I understand the central message or lesson of a story. • I can use important details to describe the characters in a story. • I can use important details to describe the settings in a story. • I can use important details to describe the major events in a story. • I can use illustrations and details to describe the characters in a story. • I can use illustrations and details to describe the setting in a story. • I can use illustrations and details to describe events in a story. • I can compare the adventures and experiences of characters in stories by telling how they are alike. • I can contrast the adventures and experiences of characters in stories by telling how they are different. • I can follow classroom rules for listening and talking to others (e.g., listening to others with care, speaking one at a time). • I can be part of a conversation by listening and talking. • I can ask questions during a conversation to help me understand. • I can ask and answer questions about what is said to help me better understand.	RL.1.2 RL.1.3 RL.1.7 RL.1.9 SL.1.1.	Fountas and Pinnell Reading Benchmark Conferring Frequent formative assessments based on learning targets

A Curricular Plan for Reading and Writing Workshop Grade 1 by Lucy Calkins and Colleagues Unit 2: Tackling Trouble: When Readers Come to Hard Words and Tricky Parts of Books, We Try Harder and Harder *October/November*	• I can find the important parts of a sentence. • I can tell the difference between short and long vowel sounds when I say or hear one-syllable words. • I can blend sounds together to say a word. • I can separate and say the beginning, middle/vowel, and end sound in one-syllable words. • I can stretch out the sounds of a one-syllable word that I say into all of the individual sounds. • I can make the new sound 2 consonants make when they are together. • I can write the 2 letters that make the new sound. • I can break apart and read one syllable words. • I can use the magic /e/ and vowel teams to read words. • I can understand that all syllables have a vowel sound. • I can find the number of syllables in a word by counting the vowel sounds. I can follow classroom rules for listening and talking to others (e.g., listening to others with care, speaking one at a time). • I can break apart and sound out two-syllable words. • I can read words that end in -s, -ed, or -ing. • I can read and understand first grade level fiction and information text. • I can read first grade level text out loud at an appropriate speed, with expression, and without making many mistakes. • I can use context clues to self-correct and re-read when something doesn't sound right, look right or make sense. • I can be part of a conversation by listening and talking. • I can ask questions during a conversation to help me understand. • I can ask and answer questions about what is said to help me better understand.	RF.1.1 RF.1.2 RF.1.3 RF.1.4 SL.1.1.	Conferring Frequent formative assessments based on learning targets

A Curricular Plan for Reading and Writing Workshop Grade 1 by Lucy Calkins and Colleagues Unit 3: Readers Meet the Characters in Our Books *November/December*	• I can use important details to describe the characters in a story. • I can use important details to describe the settings in a story. • I can use important details to describe the major events in a story. • I can identify words and phrases in stories and poems that describe feelings. • I can identify words and phrases in stories and poems that help me know how something smells, tastes, feels, looks or sounds. • I can use illustrations and details to describe the characters in a story. • I can use illustrations and details to describe the setting in a story. • I can use illustrations and details to describe events in a story. • I can read and understand first grade level fiction and information text. • I can read first grade level text out loud at an appropriate speed, with expression, and without making many mistakes. • I can use context clues to self-correct and re-read when something doesn't sound right, look right or make sense. • I can be part of a conversation by listening and talking. • I can ask questions during a conversation to help me understand. • I can ask and answer questions about what is said to help me better understand.	RL.1.3 RL.1.4 RL.1.7 RF.1.4 SL.1.1.	Conferring Frequent formative assessments based on learning targets

A Curricular Plan for Reading and Writing Workshop Grade 1 by Lucy Calkins and Colleagues Unit 4: Nonfiction Readers Learn about the World *January*	• I can ask questions about important details in an informational text. • I can answer questions about important details in an informational text. • I can tell the main idea of a text. • I can retell important details about the topic. • I can tell how two people in a text are connected. (e.g., presidents, community helpers, students in the same class.) • I can tell how two events in a text are connected. • I can tell how two pieces of information in a text are connected. • I can ask and answer questions to learn or better understand the meaning of words and phrases. • I can use text features (e.g., headings, tables of contents, glossaries, icons) to find important facts and information in a text. • I can tell the difference between the information I find from pictures and illustrations and the information I find from reading the words. • I can use illustrations and details to describe the main ideas in a text. • I can find the reasons the author gives to support ideas in a text. • I can tell how two informational books on the same topic are the same and different (e.g., in illustrations, descriptions, or procedures). • With help, I can read and understand grade level informational text. • I can participate in small and large group discussions with students and adults.	RI.1.1 RI.1.2 RI.1.3 RI.1.4 RI.1.5 RI.1.6 RI.1.7 RI.1.8 RI.1.9 RI.1.10 RF.1.3 RF.1.4 SL.1.1	Conferring Frequent formative assessments based on learning targets

A Curricular Plan for Reading and Writing Workshop Grade 1 by Lucy Calkins and Colleagues Unit 5: We Can Be Our Own Teachers When We Work Hard to Figure Out Words *February*	• I can tell the difference between short and long vowel sounds when I say or hear one-syllable words. • I can blend sounds together to say a word. • I can separate and say the beginning, middle/vowel, and end sound in one-syllable words. • I can stretch out the sounds of a one-syllable word that I say into all of the individual sounds. • I can make the new sound 2 consonants make when they are together. • I can write the 2 letters that make the new sound. • I can break apart and read one syllable words. • I can use the magic /e/ and vowel teams to read words. • I can understand that all syllables have a vowel sound. • I can break apart and sound out two-syllable words. • I can read words that end in -s, -ed, or -ing. • I can find and read first grade words that break the spelling rules. • I can find the number of syllables in a word by counting the vowel sounds. • I can read and understand first grade level fiction and information text. • I can read first grade level text out loud at an appropriate speed, with expression, and without making many mistakes. • I can use context clues to self-correct and re-read when something doesn't sound right, look right or make sense. • I can retell (put it my own words) stories, including important details. • I can show that I understand the central message or lesson of a story. • I can identify words and phrases in stories and poems that describe feelings. • I can identify words and phrases in stories and poems that help me know how something smells, tastes, feels, looks or sounds. • I can participate in small and large group discussions with students and adults.	RF.1.2 RF.1.3 RF.1.4 RL.1.2 RL.1.4 Sl.1.1	Fountas and Pinnell Reading Benchmark Conferring Frequent formative assessments based on learning targets

A Curricular Plan for Reading and Writing Workshop Grade 1 by Lucy Calkins and Colleagues Unit 6: Reading across Genres to Learn about a Topic: Informational Books, Stories, and Poems *March*	• I can tell the difference between short and long vowel sounds when I say or hear one-syllable words. • I can blend sounds together to say a word. • I can separate and say the beginning, middle/vowel, and end sound in one-syllable words. • I can stretch out the sounds of a one-syllable word that I say into all of the individual sounds. • I can make the new sound 2 consonants make when they are together. • I can write the 2 letters that make the new sound. • I can break apart and read one syllable words. • I can use the magic /e/ and vowel teams to read words. • I can understand that all syllables have a vowel sound. • I can break apart and sound out two-syllable words. • I can read words that end in -s, -ed, or -ing. • I can find and read first grade words that break the spelling rules. • I can find the number of syllables in a word by counting the vowel sounds. • I can read and understand first grade level fiction and information text. • I can read first grade level text out loud at an appropriate speed, with expression, and without making many mistakes. • I can use context clues to self-correct and re-read when something doesn't sound right, look right or make sense. • I can explain the differences between books that tell a story and books that teach me about a topic. • I can use illustrations and details to describe the characters in a story. • I can use illustrations and details to describe the setting in a story. • I can use illustrations and details to describe events in a story. • With help, I can read first grade level stories and poetry and informational text. • I can tell the main idea of a text. • I can retell important details about the topic. • I can tell how two people in a text are connected. (e.g., presidents, community helpers, students in the same class.) • I can tell how two events in a text are connected. • I can tell how two pieces of information in a text are connected. • I can use illustrations and details to describe the main ideas in a text. • I can tell how two informational books on the same topic are the same and different (e.g., in illustrations, descriptions, or procedures).	RF.1.2 RF.1.3 RF.1.4 RL.1.5 RL.1.7 RL.1.10 RI.1.2 RI.1.3 RI.1.7 RI.1.9 RI.1.10 SL.1.1	Conferring Frequent formative assessments based on learning targets

A Curricular Plan for Reading and Writing Workshop Grade 1 by Lucy Calkins and Colleagues Unit 7: Dramatizing Character and Deepening Our Comprehension in Reading Clubs *April/May*	• I can use important details to describe the characters in a story. • I can use important details to describe the settings in a story. • I can use important details to describe the major events in a story. • I can use illustrations and details to describe the characters in a story. • I can use illustrations and details to describe the setting in a story. • I can use illustrations and details to describe events in a story. • I can compare the adventures and experiences of characters in stories by telling how they are alike. • I can contrast the adventures and experiences of characters in stories by telling how they are different. • I can read and understand first grade level fiction and information text. • I can read first grade level text out loud at an appropriate speed, with expression, and without making many mistakes. • I can use context clues to self-correct and re-read when something doesn't sound right, look right or make sense.	RL.1.3 RL.1.7 RL.1.9 RF.1.4 SL.1.1	Conferring Frequent formative assessments based on learning targets
A Curricular Plan for Reading and Writing Workshop Grade 1 by Lucy Calkins and Colleagues Unit 8: Readers Can Read about Science Topics to Become Experts *May/June*	• I can ask questions about important details in an informational text. • I can answer questions about important details in an informational text. • I can tell the main idea of a text. • I can retell important details about the topic. • I can tell how two people in a text are connected. (e.g., presidents, community helpers, students in the same class.) • I can tell how two events in a text are connected. • I can tell how two pieces of information in a text are connected. • I can ask and answer questions to learn or better understand the meaning of words and phrases. • I can use text features (e.g., headings, tables of contents, glossaries, icons) to find important facts and information in a text. • I can tell the difference between the information I find from pictures and illustrations and the information I find from reading the words. • I can use illustrations and details to describe the main ideas in a text. • I can find the reasons the author gives to support ideas in a text. • I can tell how two informational books on the same topic are the same and different (e.g., in illustrations, descriptions, or procedures). • With help, I can read and understand grade level informational text. • I can participate in small and large group discussions with students and adults.	RI.1.1 RI.1.2 RI.1.3 RI.1.4 RI.1.5 RI.1.6 RI.1.7 RI.1.8 RI.1.9 RI.1.10 RF.1.3 RF.1.4 SL.1.1	Fountas and Pinnell Reading Benchmark Conferring Frequent formative assessments based on learning targets

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : First Grade - Physical Education

State Standard	Content Strand	Skill	Objective	Key Concepts/ Cue Words	Materials/ Resources	Assessment
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	• Skip	Demonstrate the step-hop movement pattern.	"Step, hop"	N/A	Shows correct arm swing, knee lift and step-hop pattern with rhythm.
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	• Gallop	Demonstrate the elements of form including step, push and close using preferred and non-preferred foot.	Step, Push, Close	N/A	Trail leg is always behind lead foot with good balance and rhythm.
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	• Overhand Throw	Demonstrate overhand throw using proper technique.	T-position, twist, throw, follow-through	Ball	Stands sideways to target, opposite foot in front, eyes on target, rotate hips, throw, follow- through.

MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	• Catching Fly Balls	Demonstrate catching a lightweight ball using proper technique.	Ready eyes, ready hands.	Ball	Eyes on object, catch with hands, bends arms as they contact object.

MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	• Jump Rope	Demonstrates the elements of form in the basic jump; forward and backward.	Turn, wait, jump.	Jump Rope	Jumps one time over the rope successfully.
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Other Motor Skills	• Run • Slide • Walk • Hop • Jog/Pace	Demonstrates the appropriate motion for the subsequent motor skill.	Varies	N/A	Observation
MPECS.3,4: A physically educated person will participate regularly in lifelong physical activity.	Physical Fitness	• Walk • Run • Jog/Pace • Skip • Gallop	Demonstrates the ability to sustain each activity for the desired amount of time.	Varies	N/A	Observation
MPECS.2: A physically educated person demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.	Cognitive Domain	• Nutrition • Body Parts/ Functions • Benefits and knowledge of physical activity	Demonstrate an understanding and knowledge of the concepts of nutrition and body functions in order to maintain a healthy lifestyle.	Varies	N/A	Observation
MPECS.5,6: A physically educated person exhibits responsible personal social behavior that respects self and others in physical activity settings.	Personal/ Social Domain	• Cooperation • Following Directions • Use of Space • Best Effort • Compassion	Demonstrate an understanding of the concepts of the appropriate social skills in order to work together and care for others.	Varies	N/A	Observation

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : First Grade - Music

ELEMENT	KEY CONCEPTS	BENCHMARKS
Rhythm	• Rhythm is the organization of long and short sounds and silences into patterns, moving with an underlying steady beat. • Rhythmic durations can be notated with icons or specific music symbols. • Meter is the organization of the underlying pulse into groups of twos or threes.	• Maintain a steady beat through moving, singing, chanting and playing. • Create different ways to keep a steady beat through moving, chanting, and/or playing. • Identify and demonstrate long and short sounds and silences. • **Demonstrate strong beats through movement.** • **Echo, improvise, read and perform rhythm patterns.**
Melody	• Melody is the organization of pitch and duration and may have a tonal center. • Melodies can be notated with icons or specific musical symbols.	• Demonstrate melodic contour through movement and singing. • Listen, analyze and describe characteristics of a melody. • **Sing and play a melody independently and with others.** • **Perform short melodies that move by steps, repeats, and skips.** • **Improvise responses to musical questions.**
Harmony	• Harmony is the simultaneous performance of two or more parts that are different yet musically compatible.	• Sing with or without accompaniment.

Form	• Form is the organization of musical ideas.	• Move to demonstrate same and different. • Sing and perform same and different musical ideas. • **Identify patterns or sections of music.**
Expression	• Expressive elements (tempo, timbre, dynamics, articulation, and phrasing) are manipulated in performance to create an effect or mood.	• Move to demonstrate loud/soft and fast/slow music. • Sing and perform loud/soft and fast/slow music. • Create movements to demonstrate loud/soft and fast/slow music. • **Move to demonstrate phrases.**
Timbre	• Timbre is the organization of different qualities of sound generated by the manipulation of various physical materials found in the following: vocal, environmental, acoustic, and electronic music.	• Identify adult, male, female, and child's voices. • Use and identify speaking, singing, calling, and whispering voices. • **Use classroom instruments, voices, and other sources to demonstrate a variety of sounds in music.**
Style	• Styles of music reflect historic/cultural traditions and genres. • One piece of music may be performed in a variety of different styles.	• Sing and perform a varied repertoire of music representing genres and styles from diverse cultures. • **Listen, move to, and describe a variety of styles, cultures, and historical periods.**
Texture	• Texture is the layering of sounds.	• Identify group vs. solo performance. • Perform simple solo and group songs.
Etiquette	• At a performance, there are expectations for both performers and audience members. • Proper respect and care of musical instruments and equipment have a profound effect on their ability to function and endure.	• Demonstrate correct posture while performing. • Respond appropriately to the musical cues of a director. • Demonstrate active listening skills when listening to a performance. • Demonstrate proper handling of classroom instruments.

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : First Grade - Math

UNIT PACING Names of units and approximate pacing	**LEARNING TARGETS** Students will be able to...	**STANDARD** Which Common Core standard does this address?	**ASSESSMENTS** Which assessments are given to determine student growth?
Math Expressions Common Core Unit 1: Partners and Number Patterns Through 10 *September/October*	• I can add to 20 to solve word problems by using objects, drawings, and equations. • I can subtract from 20 to solve word problems by using objects, drawings, and equations. • I can use facts about addition and subtraction to help me add and subtract (i.e., If I know 8 + 3 = 11, then I also know 3 + 8 = 11). • I can use counting to help me add and subtract. • I can add and subtract to 20 using different strategies. • I can find the unknown number in an addition or subtraction equation.	1.OA.1 1.OA.3 1.OA.5 1.OA.6 1.OA.8	Unit 1 Quick Quizzes Unit 1 Assessments
Math Expressions Common Core Unit 2: Addition and Subtraction Strategies *November*	• I can add to 20 to solve word problems by using objects, drawings, and equations. • I can subtract from 20 to solve word problems by using objects, drawings, and equations. • I can use facts about addition and subtraction to help me add and subtract (i.e., If I know 8 + 3 = 11, then I also know 3 + 8 = 11). • I can use counting to help me add and subtract. • I can add and subtract to 20 using different strategies. • I can understand what the equal sign means. • I can tell if an addition or subtraction equation is true or false. • I can find the unknown number in an addition or subtraction equation.	1.OA.1 1.OA.3 1.OA.5 1.OA.6 1.OA.7 1.OA.8	Unit 2 Quick Quizzes Unit 2 Assessments

Math Expressions Common Core Unit 3: Unknown Numbers in Addition and Subtraction *December*	• I can add to 20 to solve word problems by using objects, drawings, and equations. • I can subtract from 20 to solve word problems by using objects, drawings, and equations. • I can understand subtraction as an unknown-partner problem. • I can use counting to help me add and subtract. • I can add and subtract to 20 using different strategies. • I can understand what the equal sign means. • I can tell if an addition or subtraction equation is true or false. • I can find the unknown number in an addition or subtraction equation.	1.OA.1 1.OA.4 1.OA.5 1.OA.6 1.OA.7 1.OA.8	Unit 3 Quick Quizzes Unit 3 Assessments
Math Expressions Common Core Unit 4: Place Value Concepts *January*	• I can add to 20 to solve word problems by using objects, drawings, and equations. • I can subtract from 20 to solve word problems by using objects, drawings, and equations. • I can use facts about addition and subtraction to help me add and subtract (i.e., If I know 8 + 3 = 11, then I also know 3 + 8 = 11). • I can use counting to help me add and subtract. • I can add and subtract to 20 using different strategies • I can find the unknown number in an addition or subtraction equation. • I can count to 120 starting at any number less than 120. • I can read and write numbers to 120. • I can understand that a two-digit number is made up of tens and ones. • I can understand that 10 is really ten ones called a “ten.” • I can understand that the numbers 11 to 19 are made up of a ten and some more ones. • I can understand that the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 mean the same as one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). • I can compare two 2-digit numbers using >, <, =. • I can add numbers to 100. • I can add a two-digit number and a one-digit number using hands-on math tools, drawings and strategies to help me. • I can add a two-digit number and a decade number using hands-on math tools, drawings and strategies to help me. • I can show and explain how my strategy helped me solve the problem. • I can understand that when I add two-digit numbers, I add tens and tens, ones and ones; and sometimes it is necessary to make a new ten. • I can find 10 more or 10 less than a 2-digit number in my head. • I can explain my thinking.	1.OA.1 1.OA.3 1.OA.5 1.OA.6 1.OA.8 1.NBT.1 1.NBT.2 1.NBT.2a 1.NBT.2b 1.NBT.2c 1.NBT.3 1.NBT.4 1.NBT.5	Unit 4 Quick Quizzes Unit 4 Assessments

Math Expressions Common Core Unit 5: Place Value Situations *February*	• I can add to 20 to solve word problems by using objects, drawings, and equations. • I can subtract from 20 to solve word problems by using objects, drawings, and equations. • I can use facts about addition and subtraction to help me add and subtract (i.e., If I know 8 + 3 = 11, then I also know 3 + 8 = 11). • I can understand subtraction as an unknown-partner problem. • I can use counting to help me add and subtract. • I can add and subtract to 20 using different strategies such as: • counting on • making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14) • decomposing a number to make a ten (e.g., 13 – 4 = 10 – 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 + 6 + 1 = 12 + 1 = 13) • I can find the unknown number in an addition or subtraction equation. • I can count to 120 starting at any number less than 120. • I can read and write numbers to 120. • I can understand that a two-digit number is made up of tens and ones. • I can understand that the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 mean the same as one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). (For example, 30 means 3 tens.) • I can subtract decade numbers between 10-90 from other decade numbers, using hands-on math tools, drawings and strategies to help me • I can show and explain how my strategy helped me solve the problem.	1.OA.1 1.OA.2 1.OA.3 1.OA.4 1.OA.5 1.OA.6 1.OA.8 1.NBT.1 1.NBT.2 1.NBT.2c 1.NBT.4 1.NBT.5 1.NBT.6	Unit 5 Quick Quizzes Unit 5 Assessments
Math Expressions Common Core Unit 6: Comparisons and Data *March*	• I can add to 20 to solve word problems by using objects, drawings, and equations. • I can subtract from 20 to solve word problems by using objects, drawings, and equations. • I can add three numbers (total up to 20) to solve word problems by using objects, drawings, and equations. • I can use counting to help me add and subtract. • I can find the unknown number in an addition or subtraction equation. • I can organize, show and understand data with up to three categories. • I can ask and answer questions about the data total. • I can find how many are in each category. • I can find how many more or less are in one category than in another.	1.OA.1 1.OA.2 1.OA.5 1.OA.8 1.MD.4	Unit 6 Quick Quizzes Unit 6 Assessments

Math Expressions Common Core Unit 7: Geometry, Measurement, and Equal Shares *April*	• I can put three objects in order by length. • I can use an object to compare the length of two objects. • I can use a shorter object to measure the length of an object. • I can understand that the length of an object is the number of same-sized units laid end-to-end with no gaps or overlaps. • I can tell and write time to the nearest hour and half-hour. • I can tell which attributes are important to identify a shape and which ones are not. • I can build and draw shapes when I am given a list of attributes. • I can use two-dimensional shapes to create new shapes. • I can use three-dimensional shapes to create new shapes. • I can divide circles and rectangles into two and four equal sections. • I can correctly use the words halves, fourths, and quarters. • I can describe the whole as two of, or four of the sections. • I can understand dividing a shape into equal sections, makes smaller sections.	1.MD.1 1.MD.2 1.MD.3 1.G.1 1.G.2 1.G.3	Unit 7 Quick Quizzes Unit 7 Assessments
Math Expressions Common Core Unit 8: Two-Digit Addition *May*	• I can compare two 2-digit numbers using >, <, =. • I can add numbers to 100. • I can add a two-digit number and a one-digit number using hands-on math tools, drawings and strategies to help me. • I can add a two-digit number and a decade number using hands-on math tools, drawings and strategies to help me. • I can show and explain how my strategy helped me solve the problem. • I can understand that when I add two-digit numbers, I add tens and tens, ones and ones; and sometimes it is necessary to make a new ten. • I can subtract decade numbers between 10-90 from other decade numbers, using hands-on math tools, drawings and strategies to help me • I can show and explain how my strategy helped me solve the problem.	1.NBT.3 1.NBT.4 1.NBT.6	Unit 8 Quick Quizzes Unit 8 Assessments

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : First Grade - Math

Arts Education Content Standards and Benchmarks	Lesson Topics	Key concepts and vocabulary	Assessments

PERFORM **ART.VA.I.1.1** Identify and experiment with materials to communicate ideas related to the student's world. **ART.VA.I.1.2** Demonstrate the responsible use of project materials with environmental awareness. **ART.VA.I.1.3** Recognize and illustrate the elements of art to communicate personal experiences. **ART.VA.I.1.4** Use revision strategies to enhance personal artwork. **CREATE** **ART.VA.II.1.1** Explore and experiment with materials and processes while creating artwork based on personal routines, activities, or environments. **ART.VA.II.1.2** Explore the use of knowledge of the elements of art. **ART.VA.II.1.3** Explore and discuss how artists construct ideas in artworks. **ART.VA.II.1.4** Plan and create artwork using subject matter selected from personal experiences. **ART.VA.II.1.5** Understand how artists/illustrators use images to tell stories. **ART.VA.II.1.6** Explore the computer as another tool for creating art. **ANALYZE** **ART.VA.III.1.1** Explore and discuss reasons behind personal artwork. **ART.VA.III.1.2** Identify the purpose of community art. **ART.VA.III.1.3** Demonstrate respect for the value of other opinions in discussion. **ART.VA.III.1.4** Describe the artwork of classmates using art terminology. **ART.VA.III.1.5** Discuss why people use art as a creative outlet. **ANALYZE IN CONTEXT** **ART.VA.IV.1.1** Identify symbols, trademarks, icons, emblems, and other visual motifs in student's culture. **ART.VA.IV.1.2** Describe how the subject matter of artwork may be connected to the environment in which it was created. **ART.VA.IV.1.3** Give examples that illustrate how artwork of different groups is influenced by the environment in which it was created. **ANALYZE AND MAKE CONNECTIONS** **ART.VA.V.1.1** Recognize art forms created for functional and recreational purposes. **ART.VA.V.1.2** Identify artists in the community. **ART.VA.V.1.3** Identify similarities between the visual arts and other arts disciplines. **ART.VA.V.1.4** Discover connections between the visual arts and other curriculum through student artwork.	**Art appreciation and enjoyment** **Self-Expression** **Real-world application of the arts** **Artist Emphasis** Claude Monet Pablo Picasso **Cultural Emphasis** (one per year) - North America - Central/South America - Asia - Africa - Europe - Australia/New Zealand - Middle East ***Drawings/Paintings:** - Animals/Nature - Portrait - Landscape - Abstract Art *** 3-D project** * optional	**Art elements:** 1. Line 2. Shape 3. Color 4. Texture 5. Value 6. Space 7. Form **Art principles:** 1. Pattern	Observations of skills taught. Checks for understanding Final projects

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : Kindergarten - Writing

UNIT PACING Names of units and approximate pacing	**LEARNING TARGETS** Students will be able to…	**STANDARD** Which Common Core standards does this address?	**ASSESSMENTS** Which assessments are given to determine student growth?
A Curricular Plan for Reading and Writing Workshop Grade K by Lucy Calkins and Colleagues Unit 1: Launching the Writing Workshop *September*	• I can tell/draw/write a small moment in order. • I can include how I feel about my small moment.	W.K.3	Conferring Frequent formative assessments based on learning targets
A Curricular Plan for Reading and Writing Workshop Grade K by Lucy Calkins and Colleagues Unit 2: Approximating Small Moments *October*	• I can tell/draw/write a small moment in order. • I can include how I feel about my small moment. • I can use my writing partner's questions and ideas to add details and strengthen my writing, with adult help.	W.K.3 W.K.5	Conferring Frequent formative assessments based on learning targets
A Curricular Plan for Reading and Writing Workshop Grade K by Lucy Calkins and Colleagues Unit 3: Looking Closely: Observing, Labeling, and Listing Like Scientists *November*	• I can tell/draw/write about a topic I choose. • I can tell/draw/write facts about that topic.	W.K.2	Conferring Frequent formative assessments based on learning targets

A Curricular Plan for Reading and Writing Workshop Grade K by Lucy Calkins and Colleagues Unit 4: Writing Pattern Books to Read, Write, and Teach *December*	• I can tell/draw/write about a topic I choose. • I can tell/draw/write facts about that topic.	W.K.2 W.K.3	Conferring Frequent formative assessments based on learning targets
A Curricular Plan for Reading and Writing Workshop Grade K by Lucy Calkins and Colleagues Unit 5: Raising the Quality of Small Mom *January*	• I can tell/draw/write a small moment in order. • I can include how I feel about my small moment. • I can use my writing partner's questions and ideas to add details and strengthen my writing, with adult help.	W.K.3 W.K.5	Post-Assess Narrative Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website Conferring Frequent formative assessments based on learning targets
A Curricular Plan for Reading and Writing Workshop Grade K by Lucy Calkins and Colleagues Unit 6: Procedural Writing: How-to Books *February or March*	• I can tell/draw/write about a topic I choose. • I can tell/draw/write facts about that topic.	W.K.2	Conferring Frequent formative assessments based on learning targets
A Curricular Plan for Reading and Writing Workshop Grade K by Lucy Calkins and Colleagues Unit 7: Informational Books *February or March*	• I can tell/draw/write about a topic I choose. • I can tell/draw/write facts about that topic.	W.K.2	Post-Assess Informational Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website Conferring Frequent formative assessments based on learning targets
A Curricular Plan for Reading and Writing Workshop Grade K by Lucy Calkins and Colleagues Unit 8: Authors as Mentors *April*	• I can tell/draw/write about a topic I choose. • I can tell/draw/write facts about that topic. • I can tell/draw/write a small moment in order. • I can include how I feel about my small moment. • I can research and write with my teacher and classmates (e.g., explore a number of books by a favorite author and express opinions about them).	W.K.2 W.K.3 W.K.7	Post-Assess Narrative Writing (applies to students who did not previously meet standards) Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website Conferring Frequent formative assessments based on learning targets

MAISA Writing Units of Study Opinion Letter May!June	. I can tell the topic or name of a book.	W.K.1	Post-Assess Opinion Writing Teacher's College of Reading and Writing Project Documents and Website Conferring

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Curriculum Map

GRADE/SUBJECT : Kindergarten - Social Studies

UNIT	STANDARD Which Michigan state standards does the unit address?	KEY CONCEPTS/ VOCABULARY	ASSESSMENTS Which assessments are given to determine student growth?
Unit 1: How do I get along with others?	K - C2.0.2: Explain why people do not have the right to do whatever they want (e.g., to promote fairness, ensure the common good, maintain safety). K - C2.0.3: Describe fair ways for groups to make decisions. K - C5.0.1: Describe situations in which they demonstrated self-discipline and individual responsibility (e.g., caring for a pet, completing chores, following school rules, working in a group, taking turns). K - P3.1.1: Identify classroom issues. K - P3.1.2: 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. K - P3.3.1: Express a position on a classroom issue. K - P4.2.1: Develop and implement an action plan to address or inform others about a public issue. K -P4.2.2: Participate in projects to help or inform others	citizenship common good fairness problem solving responsibility rights	
Unit 2: How do I get what I want and need?	K - E1.0.1: Describe economic wants they have experienced. K - E1.0.2: Distinguish between goods and services. K - E1.0.3: Recognize situations in which people trade.	economic wants needs services trade	

Unit 3: Where Am I?	K - H2.0.3: Identify the beginning, middle, and end of historical narratives or stories. K - G1.0.1: Recognize that maps and globes represent places. K - G1.0.2: Use environmental directions or positional words (up/down, in/out, above/below) to identify significant locations in the classroom. K - G2.0.1: Identify and describe places in the immediate environment (e.g., classroom, home, playground). K - G5.0.1: Describe ways people use the environment to meet human needs and wants (e.g., food, shelter, clothing). K - C2.0.1: Identify our country's flag as an important symbol of the United States.	community country Earth food location map needs patriotism place shelter state	Identifying the flag of our country
Unit 4: Who Am I?	K - H2.0.1: Distinguish among yesterday, today, tomorrow. K - H2.0.2: Create a timeline using events from their own lives (e.g., birth, crawling, walking, loss of first tooth, first day of school). K - H2.0.3: Identify the beginning, middle, and end of historical narratives or stories. K - H2.0.4: Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos). K - G2.0.1: Identify and describe places in the immediate environment (e.g., classroom, home, playground). K - C2.0.2: Explain why people do not have the right to do whatever they want (e.g., to promote fairness, ensure the common good, maintain safety). K - C5.0.1: Describe situations in which they demonstrated self-discipline and individual responsibility (e.g., caring for a pet, completing chores, following school rules, working in a group, taking turns).	change citizenship common good cooperation different diversity future geographic theme of place historical evidence history past present responsibility same school sequence time timeline	Individual Student Timeline

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Curriculum Map

GRADE/SUBJECT : Kindergarten - Science

SCIENCE UNIT	STANDARD Which Michigan state standards does the unit address?	KEY CONCEPTS/ VOCABULARY	ASSESSMENTS Which assessments are given to determine student growth?
Unit 1: Observations With Senses	**INQUIRY STANDARDS** **Process** • S.IP.00.11 Make purposeful observation of the natural world using the appropriate senses. • S.IP.00.12 Generate questions based on observations. • S.IP.00.13 Plan and conduct simple investigations. • S.IP.00.14 Manipulate simple tools (for example: hand lens, pencils, balances, non-standard objects for measurement) that aid observation and data collection. • S.IP.00.16 Construct simple charts from data and observations. **Analysis & Communication** • S.IA.00.12 Share ideas about science through purposeful conversation. • S.IA.00.13 Communicate and present findings of observations. • S.IA.00.14 Develop strategies for information gathering (ask an expert, use a book, make observations, conduct simple investigations, and watch a video). **Reflection & Communication** • S.RS.00.11 Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.	senses observation sight sound taste touch smell feel	Summative assessment sample questions: Which sense do you use to identify the color of a teddy bear? Which sense do you use to tell if a car is coming down the street? Which sense do you use to tell if a candy is sweet or sour? Children will decide how a group of objects have been sorted.

Unit 2: Pushes and Pulls	**INQUIRY STANDARDS** **Process** • S.IP.00.11 Make purposeful observations of the movement of objects in response to pushes and pulls. • S.IP.00.12 Generate questions based on observations of objects falling toward the Earth. • S.IP.00.13 Plan and conduct simple investigations about pushes and pulls changing the speed or direction of moving objects. • S.IP.00.14 Manipulate simple tools (pencil) to collect data about the affect of pulls or pushes changing the speed or direction of moving objects. • S.IP.00.16 Construct simple charts from investigations about pushes and pulls changing the speed or direction of moving objects. **Analysis & Communication** • S.IA.0011 Share ideas through purposeful conversation about how pushes or pulls affect the speed or direction of moving objects. • S.IA.0012 Communicate and present findings of observations about the motion of an object (for example: away from or closer to) from different observer's views. • S.IA.0013 Develop strategies for information gathering (ask an expert, make observations, conduct investigations, watch a video) about forces affecting the motion of objects**.** **Reflection & Communication** • S.RS.0011 Demonstrate the effect of pushes or pulls on the motion of objects through various illustrations, performances, models, exhibits or activities. **CONTENT STANDARDS** • P.FM.00.11 Describe the position of an object (for example: above, below, in front of, behind, on) in relation to other objects around it. • P.FM.00.12 Describe the direction of a moving object (for example: away from or closer to) from different observers' views. • P.FM.00.21 Observe how objects fall toward the earth. • P.FM.00.31 Demonstrate pushes and pulls on objects that can move. • P.FM.00.32 Observe that objects initially at rest will move in the direction of the push or pull. • P.FM.00.33 Observe how pushes and pulls can change the speed or direction of moving objects. • P.FM.00.34 Observe how shape (for example: cone, cylinder, sphere) and mass of an object can affect motion.	push pull direction speed shape size mass at rest above below in front of behind on under between on top away from closer to toward fast, faster slow, slower	Identify whether a picture shows a push or a pull. Draw an arrow that shows the path the ball will fall.

Unit 3: Basic Needs of Living Things	**INQUIRY STANDARDS** **Process** • S.IP.00.11 Make purposeful observation of living and nonliving things using the appropriate senses. • S.IP.00.12 Generate questions about living things based on observations. • S.IP.00.13 Plan and conduct simple investigations into the basic needs of living things. • S.IP.00.14 Manipulate simple tools (hand lens, balances) that aid observation and data collection. • S.IP.00.16 Construct simple charts from data and observations of living things. **Analysis & Communication** • S.IA.00.12 Share ideas about the needs of living things through purposeful conversation. • S.IA.00.13 Communicate and present findings of observations of living things. • S.IA.00.14 Develop strategies for information gathering (ask an expert, use a book, make observations, conduct simple investigations, and watch a video). **Reflection & Communication** • S.RS.00.11 Demonstrate science concepts about the needs of living things through illustrations, performances, models, exhibits, and activities. **CONTENT STANDARDS** • L.OL.00.11 Identify that living things have basic needs. • L.OL.00.12 Identify and compare living and nonliving things. • E.SE.00.12 Describe how earth materials contribute to plant and animal life.	living things basic needs nonliving things air water food plants animals survive	Identify living/nonliving things. Identify needs of living things.

Unit 4: My Earth	**INQUIRY STANDARDS** **Process** • S.IP.00.11 Make purposeful observation of different earth materials (water, soil, sand, rock) using the appropriate senses. • S.IP.00.12 Generate questions based on observations of different earth materials. • S.IP.00.13 Plan and conduct simple investigations into the ability of different earth materials to absorb water. • S.IP.00.14 Manipulate simple tools (hand lens, balances) that aid observation and data collection of different earth materials, including water. • S.IP.00.15 Make accurate measurements with appropriate (non-standard) units of different earth materials. • S.IP.00.16 Construct simple charts from data and observations of earth materials. **Analysis & Communication** • S.IA.00.12 Share ideas about investigations into the properties of earth materials through purposeful conversation. • S.IA.00.13 Communicate and present findings of investigations into the ability of different earth materials to absorb water. • S.IA.00.14 Develop strategies for information gathering about earth materials. (Ask an expert, use a book). **Reflection & Communication** • S.RS.00.11 Demonstrate through models and activities how earth materials absorb water. **CONTENT STANDARDS** • E.SE.00.11 Identify earth materials that occur in nature (rocks, sand, soil, and water).	soil water rock sand	Color water on map blue and land green. Identify soil, water, rock and sand.

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Curriculum Map

GRADE/SUBJECT : Kindergarten - Reading

UNIT PACING Names of units and approximate pacing	**LEARNING TARGETS** Students will be able to...	**STANDARD** Which Common Core standards does this address?	**ASSESSMENTS** Which assessments are given to determine student growth?
A Curricular Plan for Reading and Writing Workshop Grade K by Lucy Calkins and Colleagues Unit 1: We are Readers Exploring the Exciting World of Books *September*	• I can go on adventures in my books. • I can understand the process of reading workshop. • I can take care of books. • I can start from the beginning and read each page, front to back. • I can understand the parts of a book (author, illustrator, front cover). • I can share with a partner. • I can find a good fit book. • I can understand the ways to read a book (telling the story using the pictures, reading the book by looking at the pages and telling a story, reading the words) • I can understand the concepts of print: - read left to right - capital/lowercase letters - capital beginning of sentence, count words, letters/ words, big words/little words, spaces - top to bottom/left to right - sentences: beginning with a capital letter, end with a punctuation mark, groups of words with spaces between each one - follow print with reading finger	RF.K.1 a-c RF.K.4 RL.K.7 RL.K.10 RI.K.5 RI.K.6 RI.K.7	MLPP Fountas and Pinnell Reading Benchmark Conferring Frequent formative assessments based on learning targets
A Curricular Plan for Reading and Writing Workshop Grade K by Lucy Calkins and Colleagues	• I can private read: back to back • I can partner read: reading the same book, taking turns reading the whole book, reading the same book taking turns	RL.K.2 RL.K.3 RL.K.10	Conferring Frequent formative assessments based

Unit 2: Readers Read, Think, and Talk about Emergent Story Books *October*	page by page, you read a book...partner reads a book • I can stay busy the whole time with their partner • I can share their favorite part and tell their partner why it is their favorite part • I can share connections - this has happened to me • I can understand how sharing with a partner can help them and me • I can use sticky notes to plan what I want to share with my partner • I can retell by using story telling words (first, then, last) • I can reread books ...reading more fluently and expressively each time	RF.K.4	on learning targets

A Curricular Plan for Reading and Writing Workshop Grade K by Lucy Calkins and Colleagues Unit 3: Readers use All Our Power to Actually Read *November*	• I can think about what is happening in the book, point to the pictures and the writing. • I can look at the picture on the page and then get a movie in my mind about what the words say. • I can point to each word on the page and the number of words I say matches the number of word I see. • I can use words I know in a snap to help me read. • I can use the beginning letter sounds in words, along with the pictures to help me read words. • I can reread when I get stuck on a word. • I can use many reading powers together to figure out the story. • I can think about what word matches the picture. • I can think about the way the book goes and thinks about what is going to happen next. • I can can read my books again and again, getting better at reading each time. • I can read making sure that my voice match what is happening in the story. • I can scoop up more words at a time when you read...readers read words together. • I can practice my reading by reading to a friend.	RF.K.1 a-c RF.K.2 d RF.K.3 c RF.K.4 RL.K.7 RL.K.10 RI.K.1 RI.K.7	Conferring Frequent formative assessments based on learning targets
A Curricular Plan for Reading and Writing Workshop Grade K by Lucy Calkins and Colleagues Unit 4: Readers Study Patterns in Big Books and Little Books to Help Us Read and Talk about Books *December*	• I can read a familiar book and use the pattern I know to help me read the book. • I can get ready to read by looking through the pictures in a book to notice things. • I can point to and name out loud what I see happening in the pictures. • I can listen for how my book sounds. "Does it repeat?, Does it rhyme?, Does it have rhythm? • I can figure out the pattern of a book, and use that to predict what will happen on the next page. • I can figure out what the whole book is saying, "This book is about...". • I can go back a page or two to reread and rethink if I get stuck on a word. • I can study the pictures when I get stuck on a tricky part. • I can use the pictures and letters to read my books. • I can use the picture and the words I know, to read by myself. • I can point under each word. • I can make my books sound better by rereading them again and again.	RF.K.2 RF.K.3 c RF.K.4 RL.K.6 RL.K.10	Conferring Frequent formative assessments based on learning targets
A Curricular Plan for Reading and Writing Workshop Grade K by Lucy Calkins and Colleagues Unit 5: We Can Be Reading Teachers: Teach Yourself and Your Partner to Use All You Know to Read *January*	• I can teach myself about a book before I start to read it. • I can use what I know as I read. • I can be a teacher for my partner. • I can reread! • I can share my books and ideas.	RF.K.4 RL.K.1 RL.K.3 RL.K.4 RL.K.6 RL.K.10 RI.K.10	Conferring Frequent formative assessments based on learning targets

A Curricular Plan for Reading and Writing Workshop Grade K by Lucy Calkins and Colleagues Unit 6: Learning about Ourselves and Our World: Reading for Information *February/March*	• I can notice differences and similarities between fiction and nonfiction texts. • I can notice that nonfiction books contain real facts. • I can chart what I notice in nonfiction texts. • I can sort the books in my book bag into fiction and nonfiction • I can identify the cover, title, author, illustrator and title page. • I can understand the role of the author and role of the illustrator. • I can identify the table of contents and headings. • I can identify diagrams and labels. • I can identify captions and photographs. • I can identify bold print and glossary. • I can figure out what kinds of books interest me. • I can talk about what I learned and find evidence. • I can talk about how I can learn more about the book and questions I have. • I can use use prior knowledge to answer questions about my reading. • I can use pictures and photographs to answer questions about my reading. • I can use other resources to answer questions: reading partners, experts, and technology. • I can can dip in and out of nonfiction books to read for information. • I can use text features to make meaning of my reading. • I can make connections between two nonfiction books and compare and contrast the books. • I can make connections between nonfiction books and my life. • I can make connections between nonfiction books and what is in the world. • I can talk about important facts. • I can answer questions partners ask.	RI.K.1 RI.K.2 RI.K.3 RI.K.7 RI.K.8 RI.K.9 RI.K.10	MLPP Fountas and Pinnell Reading Benchmark Conferring Frequent formative assessments based on learning targets

A Curricular Plan for Reading and Writing Workshop Grade K by Lucy Calkins and Colleagues Unit 7: Readers Are Brave and Resourceful When We Encounter Hard Words and Tricky Parts in Our Books *March/April*	• I can get ready to read a tricky word in a book by looking at the picture and thinking about what the characters may be saying to each other. • I can get ready to read a tricky word by thinking about what's happening in the story. • I can think about how the book sounds as I read. • I can make sure the words I say match the letter/word in the book. • I can think about what is happening in the story to make sure I stay on track with the words on the page. • I can reread when I notice that the words I read don't make sense. • When I'm confused, I can go back to the beginning of the sentence. • I can go back through the pages of a book and find all the words that gave me trouble. • I can remember what the whole book was about and retells the important parts. • I can work with a partner when one of us gets stuck on a tricky word. • I can work with a partner by listening to each other read and thinking alongside each other.	RF.K.1 RF.K.2 RF.K.3 RF.K.4 RL.K.1 RL.K.4 RL.K.7 RL.K.10	Conferring Frequent formative assessments based on learning targets
A Curricular Plan for Reading and Writing Workshop Grade K by Lucy Calkins and Colleagues Unit 8: Readers Get to Know Characters by Pretending and by Performing Our Books *April/May*	• I can identify characters by name. • I can show emotion that comes from characters that I read about. • I can identify character traits and flag pages to show what they think. • I can relate characters to myself using character traits. • I can relate characters to other characters using character traits. • I can learn about characters by the way they look, things they say, and what they do. • I can think about how a character is feeling. • I can make connections to characters feelings, to what characters are doing, and to characters problems. • I can think about and flag pages to help me remember my thinking about characters. • I can understand that characters change over time. • I can reflect on their character's change/development (feelings, traits, appearance, and personal growth). • I can use evidence from the text to support my thinking about characters.	RL.K.1 RL.K.3 RL.K.9 RL.K.10 RF.K.4	Conferring Frequent formative assessments based on learning targets
A Curricular Plan for Reading and Writing Workshop Grade K by Lucy Calkins and Colleagues Unit 9: Giving the Gift of Reading: Reading across Genres *May/June*	• I can read a book well using the book to show me how to read it well • I can picture a character better to help me read. • I can use more gestures as I read. • I can read more and longer by setting goals. • I can reread books again and again to improve my reading.	RF.K.4 RL.K.3 RL.K.10 RI.K.10	MLPP Fountas and Pinnell Reading Benchmark Conferring Frequent formative assessments based on learning targets

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Curriculum Map

GRADE/SUBJECT : Kindergarten - Physical Education

State Standard	Content Strand	Skill	Objective	Key Concepts/ Cue Words	Materials/ Resources	Assessment
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	• Skip	Demonstrate the step-hop movement pattern.	"Step, hop"	N/A	Shows correct arm swing, knee lift and step-hop pattern with rhythm.
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	• Gallop	Demonstrate the elements of form including step, push and close using preferred and non-preferred foot.	Step, Push, Close	N/A	Trail leg is always behind lead foot with good balance and rhythm.
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	• Overhand Throw	Demonstrate overhead throwing using proper technique.	T-position, twist, throw, follow-through	Ball	Stands sideways to target, opposite foot in front, eyes on target, rotate hips, throw, follow-through.

MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	• Catching Fly Balls	Demonstrate tossing a lightweight ball to progressively greater heights and catching it.	Ready eyes, ready hands.	Ball	Eyes on object, catch with hands, bends arms as they contact object.

MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Other Motor Skills	• Run • Slide • Walk • Hop • Jog/Pace	Demonstrates the appropriate motion for the subsequent motor skill.	Varies	N/A	Observation
MPECS.3,4: A physically educated person will participate regularly in lifelong physical activity.	Physical Fitness	• Walk • Run • Jog/Pace • Skip • Gallop	Demonstrates the ability to sustain each activity for the desired amount of time.	Varies	N/A	Observation
MPECS.2: A physically educated person demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.	Cognitive Domain	• Body Parts and Functions	Demonstrate a knowledge of body parts: head, shoulders, knees, toes, heart, favorite hand, non-favorite hand.	Varies	N/A	Observation
MPECS.5,6: A physically educated person exhibits responsible personal social behavior that respects self and others in physical activity settings.	Personal/ Social Domain	• Cooperation • Following Directions • Use of Space • Best Effort • Compassion	Demonstrate an understanding of the concepts of the appropriate social skills in order to work together and care for others.	Varies	N/A	Observation

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Curriculum Map

GRADE/SUBJECT : Kindergarten - Music

ELEMENT	KEY CONCEPTS	BENCHMARKS
Rhythm	• Rhythm is the organization of long and short sounds and silences into patterns, moving with an underlying steady beat. • Rhythmic durations can be notated with icons or specific music symbols. • Meter is the organization of the underlying pulse into groups of twos or threes.	• Maintain a steady beat through moving, singing, chanting, and playing. • Create different ways to keep a steady beat through moving, chanting, and/or playing. • Identify and demonstrate long and short sounds and silences.
Melody	• Melody is the organization of pitch and duration and may have a tonal center. • Melodies can be notated with icons or specific musical symbols.	• Begin singing a melody in tune. • Demonstrate melodic contour through movement and singing. • Listen, analyze, and describe characteristics of a melody.
Harmony	• Harmony is the simultaneous performance of two or more parts that are different yet musically compatible.	• Sing with or without accompaniment.
Form	• Form is the organization of musical ideas.	• Move to demonstrate same and different. • Create movements to demonstrate same and different. • Sing and perform same and different musical ideas.

Expression	• Expressive elements (tempo, timbre, dynamics, articulation, and phrasing) are manipulated in performance to create an effect or mood.	• Move to demonstrate loud/soft and fast/slow music. • Sing and perform loud/soft and fast/slow music. • Create movements to demonstrate loud/soft and fast/ slow music.
Timbre	• Timbre is the organization of different qualities of sound generated by the manipulation of various physical materials found in the following: vocal, environmental, acoustic and electronic music.	• Identify the source of environmental sounds. • Identify adult, male, female, and child's voices. • Use and identify speaking, singing, calling, and whispering voices.
Style	• Styles of music reflect historic/cultural traditions and genres. • One piece of music may be performed in a variety of different styles.	• Create movements to demonstrate the mood of music. • Sing and perform a varied repertoire of music representing genres and styles from diverse cultures.
Texture	• Texture is the layering of sounds.	• Identify group vs. solo performance. • Perform simple solo and group songs.
Etiquette	• At a performance, there are expectations for both performers and audience members. • Proper respect and care of musical instruments and equipment have a profound effect on their ability to function and endure.	• Demonstrate correct posture while performing. • Respond appropriately to the musical cues of a director. • Demonstrate active listening skills when listening to a performance. • Demonstrate proper handling of classroom instruments.

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Curriculum Map

GRADE/SUBJECT : Kindergarten - Math

UNIT PACING Names of units and approximate pacing	**LEARNING TARGETS** Students will be able to...	**STANDARD** Which Common Core standards does this address?	**ASSESSMENTS** Which assessments are given to determine student growth?
Math Expressions Common Core Unit 1: Understand Numbers 1-10 *September/October*	• I can count to 100 by ones and by tens. • I can count forward beginning from a number other than one. • I can write numbers 0 to 20. • I can show "how many" a number from 0 to 20 represents. • I can count objects in the correct order without counting any object more than once. • I can say "how many" objects are in a group by counting all the objects. • I can count to find the total up to 20 when objects are in a line, rectangular array, circle or up to 10 objects in a scattered group. • I can count out a given number of objects up to 20. • I can tell whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group by matching or counting. • I can show addition and subtraction with objects, fingers, acting out	K.CC.1 K.CC.2 K.CC.3 K.CC.4a K.CC.4b K.CC.5 K.CC.6 K.OA.1 K.OA.2 K.G.1 K.G.2 K.G.3 K.G.4 K.G.5	Unit 1 Quick Quizzes Unit 1 Assessment

	situations, drawings, explaining with my words, expressions or equations. • I can solve addition and subtraction word problems using objects and drawings. • I can add and subtract within 10 using objects or drawings. • I can describe objects in my environment using shape names. • I can find, name and describe the position of shapes in my environment using words like above, below, beside, in front of, behind, and next to. • I can name shapes in various positions or sizes. • I can name two-dimensional (“flat”) and three-dimensional (“solid”) shapes. • I can sort two-dimensional and three-dimensional shapes into groups based on their attributes. (e.g., number of sides and corners, or having sides of equal length). • I can classify objects into categories. • I can say “how many” objects are in a category up to 10. • I can sort categories by the number of objects in each group up to 10.	K.MD.3	

Math Expressions Common Core Unit 2: 5-Groups in Numbers 6-10 *November/December*	• I can count to 100 by ones and by tens. • I can count forward beginning from a number other than one. • I can write numbers 0 to 20. • I can show "how many" a number from 0 to 20 represents. • I can count objects in the correct order without counting any object more than once. • I can say "how many" objects are in a group by counting all the objects. • I can tell that each number is one more than the number before it. • I can count to find the total up to 20 when objects are in a line, rectangular array, circle or up to 10 objects in a scattered group. • I can count out a given number of objects up to 20. • I can tell whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group by matching or counting. • I can compare two numbers between 1 and 10 when I see them as written numerals. • I can show addition and subtraction with objects, fingers, acting out situations, drawings, explaining with my words, expressions or equations. • I can solve addition and subtraction word problems using objects and drawings. • I can add and subtract within 10 using objects or drawings. • I can show and record partners of numbers less than or equal to 10 in more than one way (e.g., 5 = 2 + 3 and 5 = 4 + 1). • I can make partners of 10 using objects or drawings, and record the answer with a drawing or equation. • I can add and subtract numbers within 5 fluently. • can classify objects into categories. • I can say "how many" objects are in a category up to 10. • I can sort categories by the number of objects in each group up to 10. • I can describe objects in my environment using shape names. • I can find, name and describe the position of shapes in my environment using words like above, below, beside, in front of, behind, and next to. • I can name shapes in various positions or sizes. • I can name two-dimensional ("flat") and three-dimensional ("solid") shapes.	K.CC.1 K.CC.2 K.CC.3 K.CC.4a K.CC.4b K.CC.4c K.CC.5 K.CC.6 K.CC.7 K.OA.1 K.OA.2 K.OA.3 K.OA.4 K.OA.5 K.MD.3 K.G.1 K.G.2 K.G.4	Unit 2 Quick Quizzes Unit 2 Assessment

Math Expressions Common Core Unit 3: Teen Numbers as Tens and Ones *January/February*	• I can count to 100 by ones and by tens. • I can count forward beginning from a number other than one. • I can write numbers 0 to 20. • I can show "how many" a number from 0 to 20 represents. • I can count objects in the correct order without counting any object more than once. • I can say "how many" objects are in a group by counting all the objects. • I can count to find the total up to 20 when objects are in a line, rectangular array, circle or up to 10 objects in a scattered group. • I can count out a given number of objects up to 20. • I can tell whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group by matching or counting. • I can compare two numbers between 1 and 10 when I see them as written numerals. • I can show addition and subtraction with objects, fingers, acting out situations, drawings, explaining with my words, expressions or equations. • I can solve addition and subtraction word problems using objects and drawings. • I can add and subtract within 10 using objects or drawings. • I can show and record partners of numbers less than or equal to 10 in more than one way (e.g., 5 = 2 + 3 and 5 = 4 + 1). • I can add and subtract numbers within 5 fluently. • I can create and break apart numbers 11-19 into ten ones and some extra ones by using objects or drawings. • I can use an equation or drawing to show numbers 11-19 (e.g., 18 = 10 + 8). • I can show teen numbers as ten ones and some extra ones. • I can classify objects into categories. • I can say "how many" objects are in a category up to 10. • I can sort categories by the number of objects in each group up to 10. • I can describe objects in my environment using shape names. • I can find, name and describe the position of shapes in my environment using words like above, below, beside, in front of, behind, and next to. • I can name shapes in various positions or sizes. • I can sort two-dimensional and three-dimensional shapes into groups based on their attributes. (e.g., number of sides and corners, or having sides of equal length). • I can use simple shapes to form larger shapes.	K.CC.1 K.CC.2 K.CC.3 K.CC.4a K.CC.4b K.CC.4c K.CC.5 K.CC.6 K.CC.7 K.OA.1 K.OA.2 K.OA.3 K.OA.5 K.NBT.1 K.MD.3 K.G.1 K.G.2 K.G.4 K.G.6	Unit 3 Quick Quizzes Unit 3 Assessment

Math Expressions Common Core Unit 4: Partner, Problem Drawings, and Tens *March/April*	• I can write numbers 0 to 20. • I can show "how many" a number from 0 to 20 represents. • I can count objects in the correct order without counting any object more than once. • I can say "how many" objects are in a group by counting all the objects. • I can tell that each number is one more than the number before it. • I can count to find the total up to 20 when objects are in a line, rectangular array, circle or up to 10 objects in a scattered group. • I can count out a given number of objects up to 20 • I can tell whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group by matching or counting. • I can compare two numbers between 1 and 10 when I see them as written numerals. • I can show addition and subtraction with objects, fingers, acting out situations, drawings, explaining with my words, expressions or equations. • I can solve addition and subtraction word problems using objects and drawings. • I can add and subtract within 10 using objects or drawings. • I can show and record partners of numbers less than or equal to 10 in more than one way (e.g., 5 = 2 + 3 and 5 = 4 + 1). • I can make partners of 10 using objects or drawings, and record the answer with a drawing or equation. • I can add and subtract numbers within 5 fluently. • I can create and break apart numbers 11-19 into ten ones and some extra ones by using objects or drawings. • I can use an equation or drawing to show numbers 11-19 (e.g., 18 = 10 + 8). • I can show teen numbers as ten ones and some extra ones. • I can classify objects into categories. • I can say "how many" objects are in a category up to 10. • I can sort categories by the number of objects in each group up to 10. • I can describe objects in my environment using shape names. • I can find, name and describe the position of shapes in my environment using words like above, below, beside, in front of, behind, and next to. • I can name shapes in various positions or sizes. • I can name two-dimensional ("flat") and three-dimensional ("solid") shapes. • I can sort two-dimensional and three-dimensional shapes into groups based on their attributes. (e.g., number of sides and corners, or having sides of equal length). • I can draw the shapes I see in the world. • I can build shapes I see in the world by using other materials.	K.CC.3 K.CC.4a K.CC.4b K.CC.4c K.CC.5 K.CC.6 K.CC.7 K.OA.1 K.OA.2 K.OA.3 K.OA.4 K.OA.5 K.NBT.1 K.MD.3 K.G.1 K.G.2 K.G.3 K.G.4 K.G.5	Unit 4 Quick Quizzes Unit 4 Assessment

Math Expressions Common Core Unit 5: Consolidation of Concepts *May/June*	• I can count to 100 by ones and by tens. • I can write numbers 0 to 20. • I can show "how many" a number from 0 to 20 represents. • I can tell that each number is one more than the number before it. • I can count to find the total up to 20 when objects are in a line, rectangular array, circle or up to 10 objects in a scattered group. • I can count out a given number of objects up to 20. • I can tell whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group by matching or counting. • I can compare two numbers between 1 and 10 when I see them as written numerals. • I can show addition and subtraction with objects, fingers, acting out situations, drawings, explaining with my words, expressions or equations. • I can solve addition and subtraction word problems using objects and drawings. • I can add and subtract within 10 using objects or drawings. • I can show and record partners of numbers less than or equal to 10 in more than one way (e.g., 5 = 2 + 3 and 5 = 4 + 1). • I can make partners of 10 using objects or drawings, and record the answer with a drawing or equation. • I can add and subtract numbers within 5 fluently. • I can create and break apart numbers 11-19 into ten ones and some extra ones by using objects or drawings. • I can use an equation or drawing to show numbers 11-19 (e.g., 18 = 10 + 8). • I can show teen numbers as ten ones and some extra ones. • I can describe and compare the weight and height of an object. • I can describe several measurable attributes of an object. • I can compare two objects with measurable attributes (i.e., height) to find out which object has "more of"/ "less of" the attribute (i.e., directly compare the heights of two children and describe one child as taller/ shorter).	K.CC.1 K.CC.3 K.CC.4C K.CC.5 K.CC.6 K.CC.7 K.OA.1 K.OA.2 K.OA.3 K.OA.4 K.OA.5 K.NBT.1 K.MD.1 K.MD.2	Unit 5 Quick Quizzes Unit 5 Assessment

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

Curriculum Map

GRADE/SUBJECT : Kindergarten - Art

Arts Education Content Standards and Benchmarks	Lesson Topics	Key concepts and vocabulary	Assessments

PERFORM **ART.VA.I.K.1** Identify and explore a variety of materials to communicate personal experiences. **ART.VA.I.K.2** Work with materials and tools safely with environmental awareness. **ART.VA.I.K.3** Explore the elements of art through playful sensory experiences. **ART.VA.I.K.4** Prepare, complete, and sign finished artwork. **CREATE** **ART.VA.II.K.1** Explore the basic uses of art materials to produce artwork. **ART.VA.II.K.2** Use a variety of lines, colors, and basic geometric shapes and patterns to creatively express feelings and personal experiences. **ART.VA.II.K.3** Participate in discussions of the aspects of environment, family, and home in the creation of art. **ART.VA.II.K.4** Select subject matter and communicate a personal story in a painting or drawing. **ART.VA.II.K.5** Express thoughts and ideas through the creation of artwork. **ART.VA.II.K.6** Experiment with different technologies. **ANALYZE** **ART.VA.III.K.1** Explore and discuss why artists create. **ART.VA.III.K.2** Recognize that art can be created for self-expression or fun. **ART.VA.III.K.3** Describe the sensory qualities in a work of art. **ART.VA.III.K.4** Describe a personal artwork. **ART.VA.III.K.5** Illustrate a personal experience. **ANALYZE IN CONTEXT** **ART.VA.IV.K.1** Understand that humans from all cultures, past or present, have created art. **ART.VA.IV.K.2** Identify and talk about artwork found around the world. **ART.VA.IV.K.2** Share student's family and culture through discussion and artwork. **ANALYZE AND MAKE CONNECTIONS** **ART.VA.V.K.1** Identify and discuss art in the student's environment. **ART.VA.V.K.2** Identify and speak about artists as people who generate new ideas and create art. **ART.VA.V.K.3** Identify how pattern, shape, rhythm, and movement are used throughout the arts.	**Art appreciation and enjoyment** **Self-expression** **Real-world application of the arts** **Artist emphasis:** - Mondrian - Paul Klee **Cultural emphasis:** *(one per year)* - North America - Central/South America - Asia - Africa - Europe - Australia/New Zealand - Middle East **Drawings/paintings:** - Animals using simple shapes - People - Landscape - Nature - Abstract Art **3-D project**	**Art elements:** 1. Line 2. Shape 3. Color 4. Texture 5. Value* 6. Space * optional **Art principles:** 1. Pattern	Observation of skills taught Checks for understanding Final Projects

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.

BUS DRIVER

Reports To: School Leader and/or Department Director
Employed By: Partner Solutions
FLSA Status: Non-Exempt
Other Titles: Head Bus Driver

Core Principles

Employees of Partner Solutions are dedicated to the mission of student and Academy success. The employees understand and contribute to building a culture that is driven by a belief and a desire that every child deserves a high quality, safe and orderly school where students and families are held in the highest regard. In every location, every position supports one another, works collaboratively to solve problems, demonstrates a willingness to improve and aspires to play an integral role in fulfilling the goals of education reform. All employees work in collegial environments that prize innovation and a solution oriented frame of mind to meet and exceed the goals of Partner Solutions.

Essential Duties

Employees in this position are responsible for providing safe transportation to all assigned students. A Bus Driver is responsible for all aspects of bus safety and maintenance. A successful Bus Driver must maintain order amongst students in order to promote a safe transportation environment. The Bus Driver must follow all traffic regulations, maintain a regular transportation schedule and maintain the bus equipment. In addition, a Bus Driver is responsible for all other duties as assigned.

Qualifications

Supervision

Individuals in this position must be able to apply effective supervision methods. A Bus Driver is responsible for the supervision of all assigned students while riding the bus.

Planning & Implementation

An effective Bus Driver will possess the ability to transport students safely. The Bus Driver must be able to follow the scheduled routine, avoid damaging the bus while in operation and maintain the bus equipment.

Knowledge & Expertise

Qualified employees in this position will possess knowledge of all traffic laws. In addition, a successful Bus Driver must possess knowledge of all bus equipment and their functions and will maintain knowledge of basic first-aid procedures. An effective Bus Driver will execute safe transportation by adjusting driving techniques during times of inclement weather or changing traffic environments.

Reasoning Ability

An employee in this position must be able to effectively draw conclusions based on their ability to identify problems, collect information and establish facts. In addition, an individual in this position will possess the ability to provide both logical and abstract solutions in standard and non-standard

situations. An employee in this position will evidence this quality through mission-driven, research-based decision making.

Interpersonal Qualities
A qualified employee in this position will possess outstanding oral and written communication skills. This employee must have the ability to provide effective responses to all inquiries from all parties, including students, parents, staff, Partner Solutions, the community and the Academy Board. An employee in this position must also be able and willing to work with staff and administration to problem solve.

*All employees must successfully pass a criminal background check.
*All employees must follow the policies as outlined in the Employee Handbook.

Education & Experience
A Bus Driver must be at least 18 years old and possess valid driver and chauffeur licenses. A Bus Driver must have less than seven points on their driver's license. A Bus Driver must also meet all further requirements identified by Michigan State Law. It is the employee's responsibility to understand and fulfill any license and training obligations specific to position and/or for equipment that will be operated.

Physical Demands & Work Environment
In order to successfully perform the essential duties of this job, the employee must be able to meet the following physical demands:

- Occasionally lift and/or move objects weighing up to 50 pounds.
- Withstand all demands presented by outside weather conditions at any time of the year.
- Withstand a moderate noise level.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of the job.

CUSTODIAN

Reports To: School Leader and/or Department Director
Employed By: Partner Solutions
FLSA Status: Non-Exempt
Other Titles: Maintenance

Core Principles

Employees of Partner Solutions are dedicated to the mission of student and Academy success. The employees understand and contribute to building a culture that is driven by a belief and a desire that every child deserves a high quality, safe and orderly school where students and families are held in the highest regard. In every location, every position supports one another, works collaboratively to solve problems, demonstrates a willingness to improve and aspires to play an integral role in fulfilling the goals of education reform. All employees work in collegial environments that prize innovation and a solution oriented frame of mind to meet and exceed the goals of Partner Solutions.

Essential Duties

An employee in this position is responsible for all assigned custodial duties, including the cleanliness, maintenance and safety of all assigned Academy buildings, equipment and grounds. Employees in this position will perform routine cleaning and minor repairs. The Custodian is responsible for creating and maintaining a cleaning schedule. In addition, the Custodian is responsible for all further duties as assigned.

Qualifications

Supervision
Individuals in this position must be able to apply supervision assistance when applicable. At times, the Custodian may be responsible for assisting with the supervision of students.

Planning & Implementation
An effective employee in this position will possess the ability to provide reliable input in order to develop and maintain an efficient cleaning schedule for the Academy. In addition, the Custodian must be able to carry out the schedule routinely.

Knowledge & Expertise
Qualified employees in this position will possess knowledge of cleaning and maintenance of buildings, grounds and equipment. The Custodian must possess knowledge of cleaning tools, chemicals and procedures. The Custodian must also be able to operate cleaning equipment safely.

Reasoning Ability
An employee in this position must be able to effectively draw conclusions based on their ability to identify problems, collect information and establish facts. In addition, an individual in this position will possess the ability to provide both logical and abstract solutions in standard and non-standard situations.

Interpersonal Qualities
A qualified employee in this position will possess outstanding oral and written communication skills. This employee must have the ability to provide effective responses to all inquiries from all parties, including students, parents, staff, Partner Solutions, the community and the Academy Board. An employee in this position must also be able and willing to work with staff and administration to problem solve.

*All employees must successfully pass a criminal background check.
*All employees must follow the policies as outlined in the Employee Handbook.

Education & Experience
The Custodian must complete hazardous materials training prior to beginning their assignment. It is the employee's responsibility to understand and fulfill any license and training obligations specific to position and/or for equipment that will be operated.

Physical Demands & Work Environment
In order to successfully perform the essential duties of this job, the employee must be able to meet the following physical demands:

- Occasionally lift and/or move objects weighing up to 75 pounds (when applicable, a back-belt should be worn when lifting heavy objects).
- Stand or walk for the majority of a day.
- Withstand all demands presented by outside weather conditions at any time of the year.
- Withstand a moderate noise level.
- Withstand exposure to cleaning chemicals on a routine basis.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of the job.

DEPARTMENT DIRECTOR

Reports To: School Leader
Employed By: Partner Solutions
FLSA Status: Exempt
Other Titles: Athletic Director, Child Care Director, Pre-K Director, GSRP Director, Food Service Director/Coordinator, Summer School Program Director, Latchkey Site Director, Special Education Director, Special Education Supervisor, Special Education Coordinator, Director of Teacher Support Team ("TST"), Transportation Director, Health Coordinator, Information Technology ("IT"), Network Coordinator, Facilities Supervisor, Maintenance Director, Lead Custodian, Title I Compliance Coordinator, Admissions Director, Enrollment Director, Lead Paraprofessional, Leadership Team Member, School Start Up Project Manager, Dean of Administrative Services, Director of TST and Administrative Services, Dean of Students, Academic Coach, Director of School Learning, Behavior Intervention Specialist, Director of Compliance, Director of Student Development, Behavioral/Instructional Coach, Student Advocate, Dean of Teaching and Student Learning, Instructional Coordinator, Dean of Academic and Student Services, Dean of Culture, Director of Development & Marketing, Development/Special projects Coordinator, Director of Operations, Trauma Service Coordinator, Restorative Practices Coordinator, Communication and Enrollment Coordinator, Social and Emotional Learning Coordinator, CTE Director.

Core Principles

Employees of Partner Solutions are dedicated to the mission of student and Academy success. The employees understand and contribute to building a culture that is driven by a belief and a desire that every child deserves a high quality, safe and orderly school where students and families are held in the highest regard. In every location, every position supports one another, works collaboratively to solve problems, demonstrates a willingness to improve and aspires to play an integral role in fulfilling the goals of education reform. All employees work in collegial environments that prize innovation and a solution oriented frame of mind to meet and exceed the goals of Partner Solutions.

Essential Duties

An employee in this position is responsible for establishing positive relationships with students, families and staff to develop a culture that fulfills the mission of the Academy. The Department Director may be responsible for the functions of their specific department. The Department Director may supervise department staff. The Department Director is responsible for maintenance of the department specific records. The Department Director is responsible for scheduling, reporting and communicating with parents, students and staff as it pertains to their department. In addition, the Department Director is responsible for any and all duties as assigned.

Qualifications

Supervision

Individuals in this position must be able to apply effective supervision methods. The Department Director is responsible for assisting in the supervision of assigned staff. Supervisory responsibilities include assisting in the evaluation process, rewarding and disciplining employees, addressing complaints, delegating work related tasks and assisting in the interviewing, hiring and training of employees.

Planning & Implementation
An effective employee in this position will possess the ability to provide leadership, initiative, support and assistance with all functions within the department. In addition, an individual in this position will be able to lead staff in the creation of schedules, record maintenance and all necessary reporting.

Knowledge & Expertise
Qualified employees in this position will possess knowledge of all department functions. The Department Director must be able to manage all aspects of the department. The Department Director must be comfortable working with business related documents, such as budgeting, compliance, student enrollment and all other necessary documentation.

Reasoning Ability
An employee in this position must be able to effectively draw conclusions based on their ability to identify problems, collect information and establish facts. In addition, an individual in this position will possess the ability to provide both logical and abstract solutions in standard and non-standard situations.

Interpersonal Qualities
A qualified employee in this position will possess outstanding oral and written communication skills. This employee must have the ability to provide effective responses to all inquiries from all parties, including students, parents, staff, Partner Solutions, the community and the Academy Board. An employee in this position must also be able and willing to work with staff and administration to problem solve.

*All employees must successfully pass a criminal background check.
*All employees must follow the policies as outlined in the Employee Handbook.

Education & Experience
The Child Care Director must meet all applicable qualifications established by the Michigan Bureau of Community and Health Systems.

The Transportation Director must meet all State of Michigan requirements for Bus Drivers. In addition, a Transportation Director must be at least 18 years of age, have less than six points on their driver's license and possess a chauffeur license.

The Special Education Director must possess a bachelor's degree and meet all requirements for Special Education Supervisor approval from the Intermediate School District ("ISD"). To the extent this position is deemed to be an administrator of instructional programs (including the supervisor of certified teachers) and/or a chief business official, this position is required to meet

the following: 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.

The Food Service Director must be ServSafe certified or hold a Food Handler's Certificate.

The Lead Paraprofessional must meet one of the following requirements:

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

Any position that is deemed to be an administrator of instructional programs (including the supervisor of certified teachers) and/or a chief business official is required to meet the following: 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. It is the employee's responsibility to understand and fulfill any license and training obligations specific to position and/or for equipment that will be operated.

Physical Demands & Work Environment

In order to successfully perform the essential duties of this job, the employee must be able to meet the following physical demands:

- Occasionally lift and/or move objects weighing up to 25 pounds (75 pounds for a Facilities Supervisor).
- Stand and walk frequently.
- Withstand all demands presented by outside weather conditions at any time of the year.
- Withstand a moderate noise level.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of the job.

FOOD SERVICE EMPLOYEE

Reports To: School Leader and/or Department Director
Employed By: Partner Solutions
FLSA Status: Non-Exempt

Core Principles

Employees of Partner Solutions are dedicated to the mission of student and Academy success. The employees understand and contribute to building a culture that is driven by a belief and a desire that every child deserves a high quality, safe and orderly school where students and families are held in the highest regard. In every location, every position supports one another, works collaboratively to solve problems, demonstrates a willingness to improve and aspires to play an integral role in fulfilling the goals of education reform. All employees work in collegial environments that prize innovation and a solution oriented frame of mind to meet and exceed the goals of Partner Solutions.

Essential Duties

Food Service Employees are responsible for all phases of food preparation. Food Service Employees must be able to maintain a safe, clean and orderly working environment. In addition, Food Service Employees are responsible for all other duties as assigned.

Qualifications

Supervision, Planning & Implementation
The Food Service Employee must possess supervisory skills necessary for the supervision of students during the lunch period. An effective Food Service Employee will follow protocol set by the United States Department of Agriculture.

Knowledge & Expertise
Qualified employees in this position will possess knowledge of rules and regulations provided by the Food and Drug Administration for food preparation. The Food Service Employee must possess the ability to maintain a clean and orderly working environment. In addition, a Food Service Employee must possess food preparation knowledge.

Reasoning Ability
An employee in this position must be able to effectively draw conclusions based on their ability to identify problems, collect information and establish facts. In addition, an individual in this position will possess the ability to provide both logical and abstract solutions in standard and non-standard situations.

Interpersonal Qualities
A qualified employee in this position will possess outstanding oral and written communication skills. This employee must have the ability to provide effective responses to all inquiries from all parties, including students, parents, staff, Partner Solutions, the community and the Academy Board. An employee in this position must also be able and willing to work with staff and administration to problem solve.

*All employees must successfully pass a criminal background check.
*All employees must follow the policies as outlined in the Employee Handbook.

Education & Experience
It is the employee's responsibility to understand and fulfill any license and training obligations specific to position and/or for equipment that will be operated.

Physical Demands & Work Environment
In order to successfully perform the essential duties of this job, the employee must be able to meet the following physical demands:

- Occasionally lift and/or move objects weighing up to 50 pounds.
- Stand, walk, reach, lift, push, pull, talk or hear frequently.
- Withstand all demands presented by outside weather conditions at any time of the year.
- Withstand a moderate noise level.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of the job.

NON-CERTIFIED ADMINISTRATIVE STAFF

Reports To: School Leader and/or Department Director and/or Office Manager
Employed By: Partner Solutions
FLSA Status: Non-Exempt
Other Titles: Assistant Office Manager, Administrative Assistant, Technology Assistant, Student Services Coordinator, Administrative Intern, Secretary, Receptionist, Truancy Officer, Homeless Liaison, Short Watch, Supervisor of Information Management and Compliance Reporting, Coordinator of Compliance Data & Data Management, Staffing Coordinator, Academy Liaison Officer, Office Assistant, Finance Coordinator, Pupil Accounting, Attendance Liaison.

Core Principles

Employees of Partner Solutions are dedicated to the mission of student and Academy success. The employees understand and contribute to building a culture that is driven by a belief and a desire that every child deserves a high quality, safe and orderly school where students and families are held in the highest regard. In every location, every position supports one another, works collaboratively to solve problems, demonstrates a willingness to improve and aspires to play an integral role in fulfilling the goals of education reform. All employees work in collegial environments that prize innovation and a solution oriented frame of mind to meet and exceed the goals of Partner Solutions.

Essential Duties

Non-Certified Administrative Staff are responsible for assisting with all office operations. Employees in this position will be the face of the Academy and the main point of contact for all Academy visitors. Non-Certified Administrative Staff will be responsible for all communication with parents, assisting with reporting and documentation and all other duties as assigned.

Qualifications

Planning & Implementation

An effective employee in this position will possess the ability to provide leadership, initiative, support and assistance with all administrative functions. In addition, this position is responsible for developing and maintaining schedules for students, staff and office personnel.

Knowledge & Expertise

Qualified employees in this position will possess knowledge of all methods of communication, including email and phone. An employee in this position must be able to assist in file maintenance, student medication tracking, answering phones and communicating with students, parents and staff. In addition, an employee in this position is responsible for directing and assisting individuals in the office, including students and parents.

Reasoning Ability

An employee in this position must be able to effectively draw conclusions based on their ability to identify problems, collect information and establish facts. In addition, an individual in this position will possess the ability to provide both logical and abstract solutions in standard and non-standard situations.

Interpersonal Qualities
A qualified employee in this position will possess outstanding oral and written communication skills. This employee must have the ability to provide effective responses to all inquiries from all parties, including students, parents, staff, Partner Solutions, the community and the Academy Board. An employee in this position must also be able and willing to work with staff and administration to problem solve.

*All employees must successfully pass a criminal background check.
*All employees must follow the code of conduct as outlined in the Employee Handbook.

Education & Experience
It is the employee's responsibility to understand and fulfill any license and training obligations specific to position and/or for equipment that will be operated.

Physical Demands & Work Environment
In order to successfully perform the essential duties of this job, the employee must be able to meet the following physical demands:

- Occasionally lift and/or move objects weighing up to 25 pounds.
- Stand and walk frequently.
- Withstand all demands presented by outside weather conditions at any time of the year.
- Withstand a moderate noise level.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of the job.

PARAPROFESSIONAL

Reports To: School Leader and/or Department Director
Employed By: Partner Solutions
FLSA Status: Non-Exempt
Other Titles: Teacher Assistant, Special Education Assistant, TST Assistant, Title I Paraprofessional, English Learners Coordinator, Online Facilitator Paraprofessional, School Testing Coordinator, Paraprofessional Student Coach, Support Teacher

Core Principles

Employees of Partner Solutions are dedicated to the mission of student and Academy success. The employees understand and contribute to building a culture that is driven by a belief and a desire that every child deserves a high quality, safe and orderly school where students and families are held in the highest regard. In every location, every position supports one another, works collaboratively to solve problems, demonstrates a willingness to improve and aspires to play an integral role in fulfilling the goals of education reform. All employees work in collegial environments that prize innovation and a solution oriented frame of mind to meet and exceed the goals of Partner Solutions.

Essential Duties

Paraprofessionals provide instructional assistance under the supervision of classroom Teacher(s) or other instructional leaders as assigned. Paraprofessionals assist in the preparation and delivery of unit plans and provide individual and small group instruction. High quality Paraprofessionals attend staff professional development and conscientiously apply the strategies and research studied there. Paraprofessionals actively work to understand and support student assessment, particularly for those students who require interventions. Paraprofessionals are responsible for maintaining logs and for understanding the scope of services provided according to grant funding regulations and guidelines (if applicable). In addition, the Paraprofessional is responsible for any and all further duties as assigned.

Title I Paraprofessionals provide supplementary instructional assistance to students who have been identified to receive additional academic support under the Title I program. This position should be viewed as vital to the school improvement plan implementation and student achievement and ensures that students who need the most help receive instruction support from qualified Paraprofessionals. Title I Paraprofessionals are responsible for completing semi-annual certifications or personnel activity reports as required.

Qualifications

Supervision

Individuals in this position must be able to apply effective supervision methods. The Paraprofessional will be responsible for assisting with the supervision of students.

Planning & Implementation

An effective employee in this position will provide effective instructional assistance within a designated program. In addition, the Paraprofessional must be able to plan and implement a

strategy, under the supervision of the assigned instructional leader, for improving student success based on each individual student's needs.

Knowledge & Expertise
Qualified employees in this position will possess the ability to maintain a safe and orderly environment. In addition, the Paraprofessional must be able to account for multiple students at once. The Paraprofessional must have knowledge of classroom reinforcement, intervention, behavior reporting and the proper treatment of special needs students.

Reasoning Ability
An employee in this position must be able to effectively draw conclusions based on their ability to identify problems, collect information and establish facts. In addition, an individual in this position will possess the ability to provide both logical and abstract solutions in standard and non-standard situations.

Interpersonal Qualities
A qualified employee in this position will possess outstanding oral and written communication skills. This employee must have the ability to provide effective responses to all inquiries from all parties, including students, parents, staff, Partner Solutions, the community and the Academy Board. An employee in this position must also be able and willing to work with staff and administration to problem solve.

*All employees must successfully pass a criminal background check.
*All employees must follow the policies as outlined in the Employee Handbook.

Education & Experience
The Paraprofessional must meet one of the following requirements:

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

It is the employee's responsibility to understand and fulfill any license and training obligations specific to position and/or for equipment that will be operated.

Physical Demands & Work Environment
In order to successfully perform the essential duties of this job, the employee would ideally be able to meet the following physical demands:

- Occasionally lift and/or move objects weighing up to 25 pounds.

- Stand and walk frequently.
- Withstand all demands presented by outside weather conditions at any time of the year.
- Assist/lift students if necessary.
- Withstand a moderate noise level.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of the job.

SCHOOL LEADER

Reports To: Partner Solutions
Employed By: Partner Solutions
FLSA Status: Exempt
Other Titles: Principal, Director, Executive Director, Chief Academic Officer

Core Principles

Employees of Partner Solutions are dedicated to the mission of student and Academy success. The employees understand and contribute to building a culture that is driven by a belief and a desire that every child deserves a high quality, safe and orderly school where students and families are held in the highest regard. In every location, every position supports one another, works collaboratively to solve problems, demonstrates a willingness to improve and aspires to play an integral role in fulfilling the goals of education reform. All employees work in collegial environments that prize innovation and a solution oriented frame of mind to meet and exceed the goals of Partner Solutions.

Essential Duties

The School Leader is responsible for communicating the mission and purpose of the Academy to all stakeholders. An employee in this position is responsible for establishing positive relationships with students, families and staff to develop a culture that fulfills the mission of the Academy. The School Leader will select, supervise, mentor and evaluate assigned Academy staff and determine required professional development. If also acting as the instructional leader, the School Leader will interpret data and implement instructional and procedural strategies that reflect high expectations for students and staff. The School Leader is responsible for daily operations at the Academy with regard to safety, compliance and living within the approved Academy budget. Ultimately, the School Leader will demonstrate innovative ways of responding to challenges that reflect a dedication and belief that all children can succeed. The School Leader is also responsible to report to the board, regarding the management and performance of the Academy. In addition, the School Leader is responsible for any and all duties as assigned including tasks as designated on the applicable Partner Solutions/CS Partners Services Grid(s).

Qualifications

Supervision

Individuals in this position must be able to apply effective supervision methods. The School Leader is responsible for the supervision of all assigned employees, and ultimately the effectiveness of the Academy. Supervisory responsibilities include selecting staff, leading the staff evaluation process, developing and being faithful to procedures and plans that result in 100% compliance and positive stakeholder perception.

Planning & Implementation

An effective employee in this position will act as the Academy leader by planning, evaluating and recommending goals and objectives for all assigned staff. In addition, the School Leader must provide leadership in curriculum, instruction, administration, school improvement and professional development. An employee in this position is responsible for overseeing the development of all programs within the Academy and guarantees they are carried out with fidelity.

Knowledge & Expertise
Qualified employees in this position will possess and continuously build knowledge of all aspects of school reform and improvement. The School Leader will actively seek to increase and apply their knowledge of curriculum development, training design, metrics for evaluation, analysis of student achievement data and research on effective pedagogy. The School Leader must be able to provide classroom observation and feedback regarding the execution of the curriculum. An employee in this position must be comfortable working with all business related documents including budget, compliance, student records and any other supplemental documents.

Reasoning Ability
An employee in this position must be able to effectively draw conclusions based on their ability to identify problems, collect information and establish facts. In addition, an individual in this position will possess the ability to provide both logical and abstract solutions in standard and non-standard situations. An employee in this position will evidence this quality through mission-driven, research-based decision making.

Interpersonal Qualities
A qualified employee in this position will possess outstanding oral and written communication skills. This employee must have the ability to provide effective responses to all inquiries from all parties, including students, parents, Partner Solutions, the community and the Academy Board. An employee in this position must also be able and willing to work with staff and other administration to problem solve.

*All employees must successfully pass a criminal background check.
*All employees must follow the policies as outlined in the Employee Handbook.

Education &Experience
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.

It is the employee's responsibility to understand and fulfill any license and training obligations specific to position and/or for equipment that will be operated.

Physical Demands & Work Environment
In order to successfully perform the essential duties of this job, the employee would ideally be able to meet the following physical demands:

- Occasionally lift and/or move objects weighing up to 25 pounds.
- Stand and walk frequently.
- Withstand all demands presented by outside weather conditions at any time of the year.
- Withstand a moderate noise level.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of the job.

TEACHER

Reports To: School Leader and/or Department Director
Employed By: Partner Solutions
FLSA Status: Exempt
Other Titles: Resource Room Teacher, Special Education Teacher, Lead Teacher, Intervention Teacher, Online Facilitator Teacher, Substitute Teacher, MTSS Coordinator, Instructional Coach, Success Coach and all other subject or grade level teachers

Core Principles

Employees of Partner Solutions are dedicated to the mission of student and Academy success. The employees understand and contribute to building a culture that is driven by a belief and a desire that every child deserves a high quality, safe and orderly school where students and families are held in the highest regard. In every location, every position supports one another, works collaboratively to solve problems, demonstrates a willingness to improve and aspires to play an integral role in fulfilling the goals of education reform. All employees work in collegial environments that prize innovation and a solution oriented frame of mind to meet and exceed the goals of Partner Solutions.

Essential Duties

Teachers are members of a professional community, where they work collaboratively to promote high expectations and academic growth. Teachers are dedicated to the mission of the Academy by participating in professional development and applying it to their classrooms. Exceptional Teachers demonstrate a solution-oriented approach to challenges, are reflective and work to understand and use best practices to continuously improve instruction and increase student achievement. Teachers are responsible for implementing the Academy curriculum, participating in its revision, developing assessments and monitoring student progress and for maintaining positive home-Academy relationships.

Special Education Teachers are responsible for promoting a positive learning environment for students with disabilities. Special Education Teachers must modify instructional techniques in order to enhance learning for all students. In addition, Special Education Teachers are responsible for collaboration, participation in professional development and continuous improvement of instructional practices. Special Education Teachers are responsible for tracking the progress of students with disabilities and communicating progress with parents.

Qualifications

Supervision

Individuals in this position must be able to apply effective supervision methods. Teachers will be responsible for the supervision of students. Supervisory responsibilities include establishing respectful routines and procedures that maximize learning by establishing a safe and orderly environment and overseeing all classroom activities. Teachers may also participate as supervisors in Teacher led school improvement activities.

Planning & Implementation

An effective employee in this position will assist in the creation of an instructional plan based on student needs in coordination with the published education program. In addition, the Teacher must implement instructional strategies as expected and described by administration and leadership. The Teacher is responsible for researching and employing instructional methods and carrying out practices required for student success.

Knowledge & Expertise
Qualified employees in this position will possess knowledge of curriculum development and metrics for evaluation. The Teacher must be an expert in instructional implementation and be committed to a reflective, solutions-oriented approach to continuous school improvement. Excellent Teachers understand and expect to be exemplars of life-long learning. The Teacher must possess a high level of knowledge and expertise in their specific subject matter. The Teacher must execute a variety of instructional techniques.

Reasoning Ability
An employee in this position must be able to effectively draw conclusions based on their ability to identify problems, collect information and establish facts. Teachers possess the intellectual capacity and agency to affect student achievement and positive Academy change. In addition, the Teacher will possess the ability to provide both logical and abstract solutions in standard and non-standard situations.

Interpersonal Qualities
A qualified employee in this position will possess outstanding oral and written communication skills. This employee must have the ability to provide effective responses to all inquiries from all parties, including students, parents, staff, Partner Solutions, the community and the Academy Board. An employee in this position must also be able and willing to work with staff and administration to problem solve.

*All employees must successfully pass a criminal background check.
*All employees must follow the policies as outlined in the Employee Handbook.

Education & Experience

- Except as otherwise provided by law, the Academy shall use certificated teachers according to state board rule.
- The Physical Education Teacher must complete concussion training prior to beginning their assignment.
- The Science Teacher must complete Hazardous Materials Training prior to beginning their assignment.

It is the employee's responsibility to understand and fulfill any license and training obligations specific to position and/or for equipment that will be operated.

Physical Demands & Work Environment
In order to successfully perform the essential duties of this job, the employee would ideally be able to meet the following physical demands:

- Occasionally lift and/or move objects weighing up to 25 pounds.
- Stand and walk frequently.
- Withstand all demands presented by outside weather conditions at any time of the year.
- Withstand a moderate noise level.
- Assist/lift students, as necessary.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of the job.

SCHEDULE 7-4

METHODS OF ACCOUNTABILITY AND PUPIL ASSESSMENT

SCHEDULE 7-4

Grand Valley State University shall evaluate the success of the Academy by considering multiple areas of performance. Criteria that the Grand Valley State University Charter Schools Office will use in its evaluation shall include, but not be limited to, the performance of the Academy in the areas of student performance, board governance, organizational performance, compliance reporting, facility conditions, fiscal strength and reporting and other pertinent performance data, as required by federal and state law, the authorizing contract, or desired by the authorizer for review.

Included in this evaluation shall be the requirements of Article VI Section 6.5 of the authorizing agreement, which states:

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

a) educational outcomes achieved by pupils attending the Academy and other reports reasonably requested by the University Charter Schools Office;

b) an assessment of the Academy's student performance at the end of each academic school year or at such other times as the University Board may reasonably request;

c) an annual education report in accordance with the Code;

d) an annually administered nationally recognized norm-referenced achievement test for the Academy's grade configuration or a program of testing approved by the University Charter Schools Office Director; and

e) all tests required under Applicable Law.

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

Date: 5/14/25

Board President/Vice President Signature

Secretary's Certification:

I certify that the foregoing resolution was duly adopted by the Crossroads Charter Academy Board of Directors at a properly noticed open meeting held on the 14 day of May, 2025, at which a quorum was present.

Board Secretary

SCHEDULE 7-5

ACADEMY'S ADMISSION POLICIES AND CRITERIA



CROSSROADS
CHARTER ACADEMY
ACADEMIC EXCELLENCE

BOARD POLICIES
WITH GUIDELINES

ACADEMY OPERATIONS

ESP COMPLIANCE WITH APPLICABLE LAW

The Academy has entered into a Management Agreement with an ESP to, in part, provide and employ all personnel necessary for the operation of the Academy.

The terms and conditions of employment of persons assigned to the Academy shall meet the requirements of all applicable Federal and Michigan employment and discrimination laws, including but not limited to the following:

A. Title VII of the Civil Rights Act of 1964, 42 USC §2000e, *et seq*.
B. Age Discrimination in Employment Act of 1967, as amended, 29 USC §621, *et seq*.
C. Americans with Disabilities Act, as amended by the ADAAA of 2008, 42 USC §12101, *et seq*.
D. Section 504 of the Rehabilitation Act of 1973
E. Title IX of the Education Amendments Act of 1972, 20 USC §1701, *et seq*.
F. Family Medical Leave Act of 1993, 29 USC §2601, *et seq*.
G. Michigan's Elliott-Larsen Civil Rights Act, MCL 37.2201, *et seq*.
H. Michigan's Persons with Disabilities Act, MCL 37.1101, *et seq*.
I. Criminal History & Unprofessional Conduct Checks, MCL 380.1230, *et seq*.
J. Student Safety Legislation, MCL 380.1230(a)-(h)
K. Health Insurance Portability and Accountability Act of 1996, 42 USC §1320D, *et seq.*

The Academy, upon the request of the ESP, will post any notices requested by the ESP in order for the ESP to meet its obligations as an employer under these laws.

APPLICATION AND ENROLLMENT OF STUDENTS

Enrollment of students will be completed in accordance with the charter contract and applicable law. The Academy reserves the right not to accept a student for enrollment and attendance if the student has previously been expelled or suspended from a previous school for any reason or if at any time before enrolling has been convicted of a felony as allowed by Michigan law.

HOMELESS STUDENTS

The Board and Academy are committed to identifying children and youth who meet the definition of "homeless" under federal law. These children will be provided a free and appropriate education in the same manner as all other students of the Academy, with no distinction being made based on their homeless status. No homeless student will be denied enrollment based on a lack of required enrollment information. No Board policy, administrative guideline, or practice will be interpreted or applied in such a way as to inhibit the enrollment, attendance, or school success of homeless children.

The Board will appoint a Liaison for Homeless Children who will perform the duties as required under the law. Additionally, the Liaison will coordinate and collaborate with the State Coordinator for the Education of Homeless Children and Youth as well as with

community and school personnel responsible for the provision of education and related services to homeless children and youths.

IMMUNIZATIONS

The CDC maintains that immunization is one of the most cost-effective measures to protect children from vaccine-preventable diseases. Accordingly, the Board requires that all students be properly immunized at the time of registration or not later than the first day of school pursuant to the regulations of the State Health Department.

A. The Academy requires that all students be properly immunized at the time of registration or not later than the first day of school pursuant to the regulations of the State Health Department.

B. Current students who do not meet the immunization requirements on the opening day of school shall be admitted conditionally by the School Leader. Transfer students shall not be admitted without proof of immunization as required by the State.

C. There are three (3) circumstances in which a required vaccine may be waived or delayed:

   1. A valid medical contraindication exists to receiving the vaccine. The child's physician must certify that contraindication.
   2. The parents/guardians hold religious or philosophical beliefs against receiving a vaccination. The parents/guardians must submit a non-medical waiver to that effect following the guidelines set by the local county health department.
   3. The student has received at least one (1) dose of each immunizing agent and the next dose(s) are not due yet, i.e., the student is on provisional status.

D. No student shall be permitted to remain in school for more than thirty (30) days unless the student presents written evidence that he/she has been immunized by a method of immunization approved by the Department of Health; is in the process of being immunized; or has requested in writing a medical or religious exemption waiver (form available in the school office).

E. The Academy must report to the local health department on the status of immunizations for all new entrants and all 7th grade students by November 1st and February 1st of each school year.

NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY (revised 6/12/24)

It is the policy of the Board of Directors that no applicant for admission, student or parent shall, on the basis of, race, color, ethnicity, national origin, sex, (including sexual orientation or gender identity or expression), pregnancy, mental or physical disability, age, religion, height, weight, marital or family status, military status, ancestry or genetic information, be discriminated against, excluded from participation in or denied the benefits of any program, activity or service for which the Board is responsible. Race is inclusive of traits historically

SCHEDULE 7-6

SCHOOL CALENDAR AND SCHOOL DAY SCHEDULE

2025 - 2026

Academic Year Calendar

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

July 25

Su	M	Tu	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		

August 25

Su	M	Tu	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						

September 25

Su	M	Tu	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				

October 25

Su	M	Tu	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	

November 25

Su	M	Tu	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						

December 25

Su	M	Tu	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			

January 26

Su	M	Tu	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

February 26

Su	M	Tu	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

March 26

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 26

Su	M	Tu	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		

May 26

Su	M	Tu	W	Th	F	Sa
					1	2
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 26

Su	M	Tu	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				

July 26

Su	M	Tu	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	

August 26

Su	M	Tu	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					

180 days of instruction
1159.5 hours

Events

AUGUST	
12th&13th	New Teacher Orientation
18th&19th	Professionl Development Staff
18th	Open House 5-7pm
20th	1st Day of School
29th	No School-Labor Day Weekend
SEPTEMBER	
1st	No School-Labor Day Weekend
17th	Title I Parent Meeting and Open House
OCTOBER	
16th	Parent/Teacher Conferences
16th	End of 1st Nine Weeks
17th	No School-Safety Day
20th	Teacher P.D. Day - No School Students
NOVEMBER	
25th	Teacher P.D. Day - No School Students
26th-28th	No School - Thanksgiving Holiday
DECEMBER	
22nd-Jan2nd	No School-Winter Break
JANUARY	
1st-2nd	No School-Winter Break
9th	End of 2nd Nine Weeks
8th-9th	Finals 6-12th Grades
19th	No School Students/Teachers PD
FEBRUARY	
13th	No School Students/Teachers PD
16th	No School Students & Staff
MARCH	
5th	March is Reading Month Night
12th	Parent/Teacher Conferences
13th	End of 3rd Nine Weeks
13th	Teacher P.D. Day - No School Students
27th - 31st	No School- Spring Break
APRIL	
1st- 3rd	No School - Spring Break
13th	New Student Enrollment Fair
MAY	
8th	Last Day for Seniors
14th	Senior Breakfast, Pass Through, Grad Practice
17th	Graduation
25th	No School - Memorial day
28th & 29	Exams 6 -12
29th	Last Day of school
JUNE	
1st	Teacher Professional Development
1st	Make up day if needed
2nd	Make up day if needed
2nd	Teacher Professional Development if Needed

CROSSROADS CHARTER ACADEMY
ACADEMIC EXCELLENCE

215 N. State St., Big Rapids, MI 49307

2025-2026 Bell Schedule

Elementary:
8:00am–3:00pm
Lunch: K-2 11:00am to -11:30 3-5 11:30 - 12:00

Middle/High:
8:00am–3:00pm
Lunch 12:25 - 12:50

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

CROSSROADS CHARTER ACADEMY

ADDRESS AND BUILDING FACILITY DESCRIPTION

Buildings are across the street from each other at the corner of the intersection of State and Spruce Streets.

ELEM/MS/HS Building: Two story steel frame and steel siding building with multiple purpose areas: classrooms, cafeteria, kitchen, gymnasium, offices, mechanical facilities, etc. All core content classes for all grades K-12 will take place in this building.

Address:

215 W. Spruce Street
Big Rapids, MI 49307

Ancillary Building: Three story brick and mortar building with multiple purpose areas: classrooms, cafeteria, gymnasium, auditorium, offices, boiler room, etc. Building will be used by all grades for student interventions. Students will also use multiple purpose areas.

Address:

215 N. State Street
Big Rapids, MI 49307

Instrument Liber Page
200000006814 OR 639 586

200000006814
Filed for Record in
MECOSTA COUNTY, MICHIGAN
JOANNE BROWN
On 09-27-2000 At 12:06:56 pm.
DIS MTG 9.00
OR Liber 639 Page 586 - 586

200000006814
CHEMICAL BANK CENTRAL
125 NORTH MICHIGAN AVE
BIG RAPIDS, MI 49307

DISCHARGE OF MORTGAGE BY A CORPORATION.

KNOW ALL MEN BY THESE PRESENTS, That a certain INDENTURE OF MORTGAGE, bearing Date the 1ST day of JUNE, A. D. 1998, made and executed by
CROSSROADS CHARTER ACADEMY
215 N. STATE ST.
BIG RAPIDS, MI 49307
To CHEMICAL BANK CENTRAL, a Michigan Banking Corporation of 125 North Michigan Avenue, Big Rapids Michigan 49307 and recorded in the Register's Office for the County of MECOSTA, State of Michigan, in Liber 594 of Mortgages, on Pages 967-984, on the 12TH day of JUNE, A. D. 1998, is fully paid, satisfied and discharged.

IN WITNESS WHEREOF, Said CHEMICAL BANK CENTRAL has caused these presents to be signed by its PRESIDENT and its corporate seal to be hereunto affixed, this 25TH day of SEPTEMBER, A. D. 2000.

In Presence of

Rebecca Campbell
REBECCA CAMPBELL

Krista Tesseine
KRISTA TESSEINE

Chemical Bank Central

Karl W. Linebaugh
By: KARL W. LINEBAUGH
It's: PRESIDENT

State of Michigan)
County of MECOSTA) ss.

On this 25TH day of SEPTEMBER, A. D. 2000 before me, Appeared KARL W. LINEBAUGH to me personally known, who being by me duly sworn, did say that he is the PRESIDENT of CHEMICAL BANK CENTRAL, and that the seal affixed to the foregoing instrument is the corporate seal of said bank and that said instrument was signed and sealed in behalf of said bank by authority of its Board of Directors and that said KARL W. LINEBAUGH acknowledged said instrument to be the free act and deed of said CHEMICAL BANK CENTRAL.

Krista Tesseine
KRISTA TESSEINE
Notary Public
MECOSTA County, Michigan
My commission expires: 4/20/01

Prepared By and Return to:
REBECCA CAMPBELL, LOAN CLERK
Chemical Bank Central
125 North Michigan Avenue
Big Rapids Michigan 49307

I hereby certify that there are no Tax Liens or Titles held by the State or any individual against the within description, and all Taxes on same are paid for five years previous to the date of this instrument, as appears by the records in my office. This Certificate does not apply on taxes, if any, now in process of collection.

June 12, 1998
Date

Mecosta County Treasurer

LIBER 594 PAGE 965

6

STATE OF MICHIGAN
COUNTY OF MECOSTA
RECEIVED FOR RECORD

'98 JUN 12 A10 :54

Joanne Brown
REGISTER OF DEEDS

WARRANTY DEED

KNOW ALL MEN BY THESE PRESENTS: That **BIG RAPIDS PUBLIC SCHOOLS as Successor of the Trustees and their Successors in office of Union School District No. 1 of the City and Township of Big Rapids**

whose address is **21034 15 Mile Road, Big Rapids, MI 49307**

Convey(s) and Warrant(s) to **CROSSROADS CHARTER ACADEMY, a Michigan non-profit Corporation with offices located at 215 N. State Street, Big Rapids, MI 49307**

whose address is **215 N. State Street, Big Rapids, MI 49307**

the following described premises situated in the City *of* Big Rapids *County of* MECOSTA *and State of Michigan, to-wit:*

Block 63 of Warren and Bronson's Subdivision of South ½ of Southeast ¼ of Section 10, Township 15 North, Range 10 West, City of Big Rapids, Mecosta County, Michigan.

Grantee specifically accepts and acknowledges receipt of this conveyance subject to a building inspection report.

Grantee further covenants that the building located upon the above premises shall bear the name "Charter" and/or "Academy" in perpetuity.

IF THE LAND BEING CONVEYED IS UNPLATTED, the following is deemed to be included: "The Grantor grants to the Grantee the right to make all (all) division(s) under Section 108 of the Land Division Act, Act No. 288 of the Public Acts of 1967. Also, this property may be located within the vicinity of farmland or a farm operation. Generally accepted agricultural and management practices which may generate noise, dust, odors, and other associated conditions may be used and are protected by the Michigan Right to Farm Act."

subject to and including any rights, reservations, restrictions, easements and rights of way of record or observable by visual inspection.

for the full consideration of EXEMPT from all taxation pursuant to MCL 380.513 (ll).

Dated this 1ST *day of* JUNE, 1998

Witnesses:

Conda Garner
CONDA GARNER

Janice Hine
JANICE HINE

Signed and Sealed:
Big Rapids Public Schools

John L. Cook
By: John L. Cook
Its: Superintendent

STATE OF MICHIGAN
COUNTY OF MECOSTA

The foregoing instrument was acknowledged before me this 1ST *day of* JUNE, 1998, *by* Big Rapids Public Schools by John L. Cook, Superintendent

My Commission Expires:
7-1-98

Karl W. Linebaugh
NOTARY PUBLIC, Mecosta *County,* Michigan.

Drafted Without Opinion
By: Shawn Downey, Attorney at Law
119 S. Michigan, Big Rapids, MI 49307

When Recorded Return To:
Grantees

Legal Descriptions for
Crossroads Charter School Bldg
Bruce Klaus
231 527 1460

17-10-488-001

WARRANTY DEED

KNOW ALL MEN BY THESE PRESENTS: That **BIG RAPIDS PUBLIC SCHOOLS as Successor of the Trustees and their Successors in office of Union School District No. 1 of the City and Township of Big Rapids**

whose address is **21034 15 Mile Road, Big Rapids, MI 49307**

Convey(s) and Warrant(s) to **CROSSROADS CHARTER ACADEMY, a Michigan non-profit Corporation with offices located at 215 N. State Street, Big Rapids, MI 49307**

whose address is **215 N. State Street, Big Rapids, MI 49307**

the following described premises situated in the City *of* Big Rapids *County of* MECOSTA *and State of Michigan, to-wit:*

Block 63 of Warren and Bronson's Subdivision of South ½ of Southeast ¼ of Section 10, Township 15 North, Range 10 West, City of Big Rapids, Mecosta County, Michigan.

Grantee specifically accepts and acknowledges receipt of this conveyance subject to a building inspection report.

Grantee further covenants that the building located upon the above premises shall bear the name "Charter" and/or "Academy" in perpetuity.

IF THE LAND BEING CONVEYED IS UNPLATTED, the following is deemed to be included: "The Grantor grants to the Grantee the right to make all (all) division(s) under Section 108 of the Land Division Act, Act No. 288 of the Public Acts of 1967. Also, this property may be located within the vicinity of farmland or a farm operation. Generally accepted agricultural and management practices which may generate noise, dust, odors, and other associated conditions may be used and are protected by the Michigan Right to Farm Act."

subject to and including any rights, reservations, restrictions, easements and rights of way of record or observable by visual inspection.

for the full consideration of EXEMPT from all taxation pursuant to MCL 380.513 (ll).

Dated this 1ST *day of* JUNE, 1998

Witnesses:

Conda Garner

Signed and Sealed:
Big Rapids Public Schools

By: John L. Cook
Its: Superintendent

STATE OF MICHIGAN
COUNTY OF MECOSTA

The foregoing instrument was acknowledged before me this 1ST *day of* JUNE, 1998, *by* Big Rapids Public Schools by John L. Cook, Superintendent

My Commission Expires:
7-11-98

NOTARY PUBLIC, Mecosta *County,* Michigan.

Drafted Without Opinion
By: Shawn Downey, Attorney at Law
119 S. Michigan, Big Rapids, MI 49307

When Recorded Return To:
Grantees

QUIT CLAIM DEED

The Grantor BIG RAPIDS PUBLIC SCHOOLS as Successor of the Trustees and their Successors in office of Union School District No. 1 of the City and Township of Big Rapids (the "Grantor")

whose address is 21034 15 Mile Road, Big Rapids, MI 49307

quit-claims to CROSSROADS CHARTER ACADEMY, a Michigan nonprofit corporation (the "Purchaser")

whose address is 215 North State Street, Big Rapids, MI 49307

Grantor's interest in the following described premises (the "Premises") situated in the City of Big Rapids, County of Mecosta, and State of Michigan:

Block 63 of Warren and Bronson's Subdivision of South 1/2 of Southeast 1/4 of Section 10, Township 15 North, Range 10 West, City of Big Rapids, Mecosta County, Michigan

for the sum of Three Hundred Eighty Thousand Dollars ($380,000) and other valuable consideration subject to and including any rights, reservations, restrictions, easements, and rights-of-way of record or observable by visual inspection, and subject to the covenant recited in the Purchase Agreement entered into by the Grantor and Grantee, and dated _____, 1998:

1. The Purchaser covenants that so long as the property is used for an education purpose by an entity other than the Seller, the name of the building, if any, shall include either the word "charter" or the word "academy." Should Purchaser fail to abide by this Covenant, Purchaser agrees that Seller may pursue legal action in Mecosta County Circuit Court or other court with jurisdiction over such matters to enforce this Covenant and further agrees to pay all of Purchaser's costs and fees, including attorney fees, associated with such legal action.

Pursuant to MCL 380.513(11) and 207.505, this instrument of transfer is exempt from the real estate transfer tax imposed by MCL 207.501, *et seq.*

Dated this _____ day of _____, 1998.

Signed in presence of:
WITNESSES:

_____
*

_____
*

Signed by:

_____
GRANTOR

By_____
*

STATE OF MICHIGAN)
) ss.
COUNTY OF)

The foregoing instrument was acknowledged before me this _____ day of _____, 1998, by _____.

_____
* Notary Public
_____ County, Michigan
My Commission Expires: _____

When Recorded Return To:	Send Subsequent Tax Bills To:	Drafted By:
	N/A Exempt	Christopher J. Iamarino, Esq.
Crossroads Charter Academy 215 North State Street Big Rapids, MI 49307		Thrun, Maatsch & Nordberg 501 S. Capitol, Ste. 500, P.O. Box 40699 Lansing, MI 48901

[illegible]

pursue legal action in Mecosta County Circuit Court or other court with jurisdiction over such matters to enforce this Covenant and further agrees to pay all of Purchaser's costs and fees, including attorney fees, associated with such legal action.

XIII. **Amendments**. This Agreement may be amended or modified only by a document in writing executed by each of the parties named above.

XIV. **Successors and Assigns**. This Agreement shall bind and benefit the parties hereto and their respective successors and assigns.

XV. **Governing Law**. This Agreement shall be construed in accordance with and governed by the laws of the State of Michigan.

XVI. **Effective Date**. This Agreement shall become effective as of the date upon which the last of the parties listed below shall have signed this Agreement.

WITNESSES

_____

_____
(printed name)

_____

_____
(printed name)

SELLER: BOARD OF EDUCATION OF BIG RAPIDS PUBLIC SCHOOLS

By:_____

Its: President

By:_____

Its: Secretary

Dated: _____, 1998

WITNESSES

_____

_____
(printed name)

_____

_____
(printed name)

PURCHASER: CROSSROADS CHARTER ACADEMY

By:_____

Its: President

Dated: _____, 1998

By: _____

Its: Secretary

Dated: _____, 1998

s:\users\hss\cji\0022-01\032698.pa

Mecosta County Abstract and Title
119 SOUTH MICHIGAN AVENUE, P.O. BOX 1015-A
BIG RAPIDS, MI 49307

Phone (616) 796-3523/ Fax (616) 796-7600

May 4, 1999

Crossroads Charter Academy
215 N. N. State Street
Big Rapids, MI 49307

Re File No.: 908-98

Enclosed is your final policy of Owner's Title Insurance regarding the captioned file and property. If you have any questions concerning the policy, please feel free to call us at the above provided phone number.

Thank you for using our services, and please call on us again if we may be of further assistance.

MECOSTA COUNTY ABSTRACT AND TITLE COMPANY

ALTA Owner's Policy
(10-17-92)

POLICY OF TITLE INSURANCE

MECOSTA COUNTY ABSTRACT & TITLE COMPANY
119 S. MICHIGAN AVENUE
P. O. BOX 1015-A
BIG RAPIDS, MICHIGAN 49307
TELE: (616) 796-3523

Policy No. **OP** 5047893

ISSUED BY

First American Title Insurance Company

SUBJECT TO THE EXCLUSIONS FROM COVERAGE, THE EXCEPTIONS FROM COVERAGE CONTAINED IN SCHEDULE B AND THE CONDITIONS AND STIPULATIONS, FIRST AMERICAN TITLE INSURANCE COMPANY, a California corporation, herein called the Company, insures, as of Date of Policy shown in Schedule A, against loss or damage, not exceeding the Amount of Insurance stated in Schedule A, sustained or incurred by the insured by reason of:

1. Title to the estate or interest described in Schedule A being vested other than as stated therein;
2. Any defect in or lien or encumbrance on the title;
3. Unmarketability of the title;
4. Lack of a right of access to and from the land.

The Company will also pay the costs, attorneys' fees and expenses incurred in defense of the title, as insured, but only to the extent provided in the Conditions and Stipulations.

First American Title Insurance Company

BY Parker S. Kennedy *PRESIDENT*

ATTEST Mark R. Arneson *SECRETARY*

COUNTERSIGNED BY: Linda M. Gradowski

File No.: 908-98

SCHEDULE A

Amount of Insurance	Date of Policy	Policy Number
$ 380,000.00	June 13, 1998 @8am	OP 5047893

1. NAME OF INSURED:

   CROSSROADS CHARTER ACADEMY, a Michigan non-profit Corporation, its successors and/or assigns as defined in Paragraph 1(a) of the Conditions and Stipulations of this policy.

2. The estate or interest in the land which is covered by this policy is:

   FEE SIMPLE

3. Title to the estate or interest in the land is vested in:

   CROSSROADS CHARTER ACADEMY, a Michigan non-profit Corporation

4. The land referred to in this policy is described as follows:

   BLOCK 63 OF WARREN AND BRONSON'S SUBDIVISION OF SOUTH ½ OF SOUTHEAST ¼ OF SECTION 10, TOWNSHIP 15 NORTH, RANGE 10 WEST, CITY OF BIG RAPIDS, MECOSTA COUNTY, MICHIGAN.

MECOSTA COUNTY ABSTRACT & TITLE COMPANY
119 S. Michigan Ave., P. O. Box 1015A
Big Rapids, MI 49307
(616) 796-3523

ALTA POLICY

File No.:
908-98

POLICY NO.
OP 5047893

SCHEDULE B

This policy does not insure against loss or damage (and the Company will not pay costs, attorneys' fees or expenses) which arise by reason of:

1. Rights or claims of parties in possession not shown of record.
2. Encroachments, overlaps, boundary line disputes, shortages in area, and any other matters which would be disclosed by an accurate survey and inspection of the premises.
3. Easements or claims of easements not shown by the public records and existing water, mineral, oil and exploration rights.
4. Any lien, or right to a lien, for services, labor, or material imposed by law and not shown by the public records.
5. Restrictions upon the use of the premises not appearing in the chain of title.
6. The dower or homestead rights, if any, of the wife of any individual insured or of any individual shown herein to be party in interest.
7. Taxes which become a lien pursuant to Public Act 143 of 1995 and any other taxes and/or assessments which become a lien or become due and payable subsequent to the date of this policy.
8. Any and all oil, gas and mineral rights and reservations of every kind and nature whether recorded or unrecorded and all rights pertinent thereto.
9. Rights of the public and of any governmental unit in any part thereof taken, used or deeded for street, road and highway purposes.
10. Right of Ways to Consumers Power Company recorded at Liber 396 Page 699, Mecosta County Records; and recorded at Liber 400 Page 1038, Mecosta County Records; and Affidavit to Abandon recorded at Liber 426 Page 384, Mecosta County Records.
11. City water/sewer/sanitation account.
12. Notice of Personal Guarantee between Crossroads Charter Academy, a Michigan non-profit Corporation and Robert Tiel and Mary Tiel, husband and wife, dated June 1, 1998 and recorded June 12, 1998 at Liber 594, Page 966, Mecosta County Records.
13. Mortgage dated June 1, 1998 in the original principal amount of $450,000.00, executed by Crossroads Charter Academy to Chemical Bank Central, a Michigan Banking Corporation, and recorded June 12, 1998 in Liber 594, Page 967, Mecosta County Records.

NOTE: This commitment and any policy issued pursuant hereto deletes any covenant, condition or restriction indicating a preference, limitation or discrimination based on race, color, religion, sex, handicap, familial status, or national origin to the extent such covenants, condition or restriction violate 42 USC 3604(c).

Michigan Department of Education
REVISED Consolidated Federal and State Program Allocations 1998-99

07/08/98

District	Title I Part A Basic	Title I Part A Concentration	Title I Part A Total	Title I Part D	Eisenhower Distribution	Eisenhower Total	Title VI Total	Migrant School Year	Gifted State Funds Section 57.3
54901 Crossroads Charter Academy	$44,632	$8,187	$52,819						
District Allocation	$44,632	$8,187	$52,819						
Eisenhower Mathematics & Science (75%)									
Eisenhower Reading (7.5%)									
Eisenhower Other Core Subjects (17.5%)									

* Department records indicate that this school did not participate in the Title VI program in 1997-98. An allocation for the school is not included in the district's total Title VI allocation.
The Eisenhower allocations include prorated amounts to reflect equitable participation of nonpublic schools in the membership and Title I portions of the Eisenhower allocation formula.
Allocations for gifted (section 57.3) are estimates .

JCR & associates
A Beacon Affiliate

PROMISSORY NOTE

For value received the undersigned, CROSSROADS ACADEMY (the Borrower) promises to pay to (the Lender) JCR & ASSOCIATES, Rochester Hills, in the State of Michigan, the sum of Fifty Thousand Dollars ($50,000) which represents the principal amount of the loan of Fifty Thousand Dollars ($50,000). The Borrower will repay the principal loan amount plus interest at the rate of nine percent (9%) before or on June 30, 1999. The interest will be calculated from August 1, 1998 through the date of repayment.

Effective Date of Note:	August 1, 1998
Lending amount:	$50,000
Annual Rate of Interest:	9%
Due Date:	On or Before June 30, 1999

PAYMENT GUARANTEED BY:

CROSSROADS ACADEMY

Greg Videtich

Greg Videtich, Treasurer
Board of Directors

Date: Nov. 5, 1998

Witnesses:

_____

Date: _____

_____

Date: _____

EXHIBIT A

SANITARY SEWER EASEMENT

THIS AGREEMENT made this 28 day of April, 1978, by and between

Big Rapids Public Schools
207 Maple Street
Big Rapids, Michigan 49307

Party(ies) of the First Part, Grantor, and the City of Big Rapids, Michigan, Party of the Second Part, Grantee,

WITNESSETH, that for and in consideration of the sum of ONE DOLLAR and 00/100 ($1.00) and any additional consideration noted below, the Party(ies) of the First Part do hereby convey and grant to the Party of the Second Part, its successors and assigns forever, the easement and right from time to time hereafter to construct and install, use, maintain, replace, increase or decrease the size of, and remove, a sanitary sewer line. The easement during the period of construction is described as follows:
The centerline of said easement com at a pt 23 ft ± N of SW cor Lot 2, Blk 11, Sanford and Rust's Addition, Assessor's Plat No. 1, on the WL of said lot, th ELY 72 Ft ± to a Manhole, th NEly 457 ft ± to another manhole, th NEly 70 ft ± to a pt on the EL of Lot 14, Blk 11 Sanford and Rust's Addition, Assessor's Plat No. 1, 16 ft ± S of NE cor Lot 14. The easement is to be 40 ft wide, 20 ft on either side of centerline. Said easement is to be located on property as described in Assessment Roll No. 15-226-001 & 002.
After construction is completed, the permanent easement is described as follows:

Said easement to be 20 ft wide, 10 ft on either side of centerline as described above.

The grant of easement also includes the right of ingress and egress for all purposes incident to such easement; it being expressly understood that no building or other structures will be placed over such line without the written consent of the Grantee and the non-use or a limited use of this easement by Grantee shall not prevent Grantee from later making use of the easement to the full extent herein authorized. The Grantee specifically agrees to leave the site in as good condition as it is found. Grantee further agrees to return the area as near as possible to the condition in which it is found upon any necessary repair or removal and the Grantee further agrees to pay for any damages it does to Grantors' property, corps, trees, buildings or fences in its exercise of its rights herein, and except for catchbasins and necessary manholes, to bury and maintain all sanitary sewer lines to a depth as not to interfere with the cultivation of the land.

A. CONT

It is expressly understood that the easements and rights herein granted may be assigned by Grantee to its successor in interest. It is also understood that this Agreement constitutes the entire terms and conditions of the party hereto.

IN WITNESS WHEREOF, the Grantors have hereunto set their hands and seals this date aforementioned.

Signed, Sealed and Delivered in the presence of:

Roselyn Hoppin — Howard C. Perron

Roselyn Hoppin — Gerry L Blasko X

STATE OF MICHIGAN)
) ss
COUNTY OF Mecosta)

On this 28th day of April, 1978, before me, a Notary Public, in and for said County, appeared Howard C. Perron and Gerry L. Blasko and Roselyn Hoppin

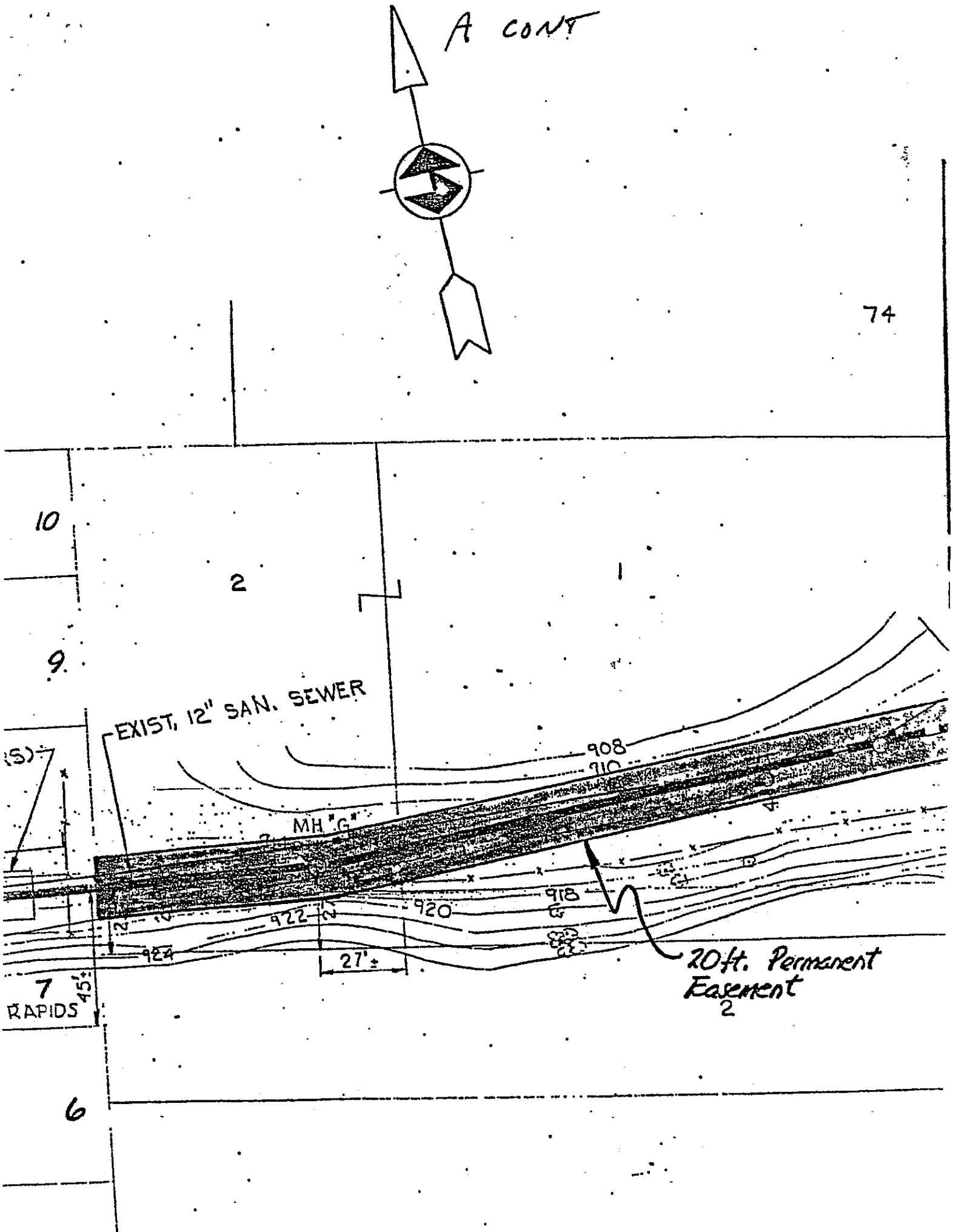
to me known to be the same person(s) described in, and who have executed the within instrument, and who have acknowledged the same to be their free act and deed.

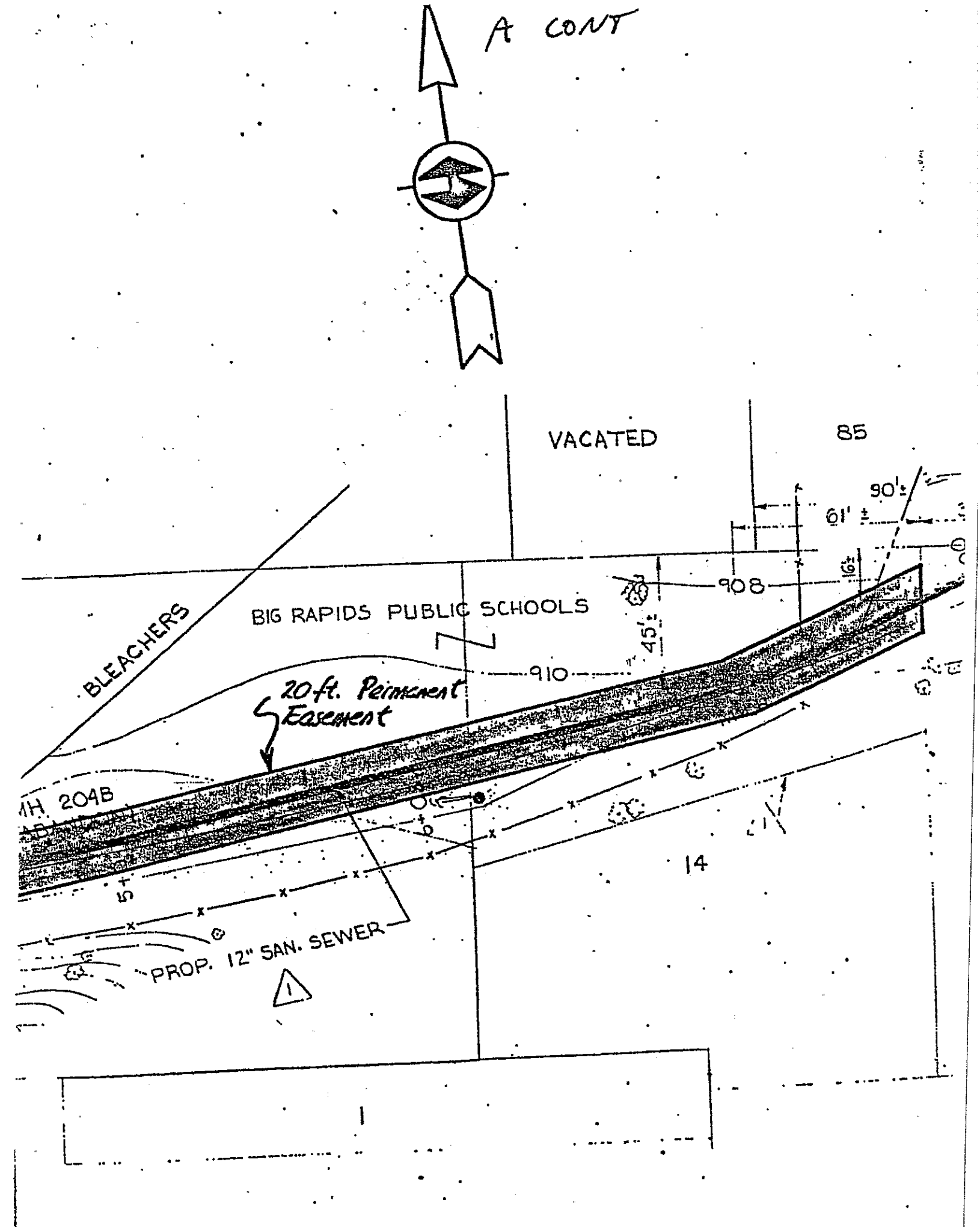
Ella R. Gahrs

Notary Public, Mecosta County, Michigan

My Commission Expires: Oct. 3, 1981

ELLA R. GAHRS
Notary Public, Mecosta County, Mich.
My Commission Expires Oct. 3, 1981


A CONT
74
10
2
1
9
EXIST. 12" SAN. SEWER
908
910
MH "G"
918
920
922
924
27'±
20ft. Permanent Easement
2
7
RAPIDS
45'±
6


A CONT
VACATED
85
90'±
61' ±
908
910
45'±
BIG RAPIDS PUBLIC SCHOOLS
BLEACHERS
20 ft. Permanent Easement
1H. 204B
14
PROP. 12" SAN. SEWER
1

A cont

SANITARY SEWER EASEMENT

THIS AGREEMENT made this 25th day of April, 1978, by, and between

Big Rapids Public Schools
207 Maple Street
Big Rapids, Michigan 49307

Party(ies) of the First Part, Grantor, and the City of Big Rapids, Michigan, Party of the Second Part, Grantee,

WITNESSETH, that for and in consideration of the sum of ONE DOLLAR and 00/100 ($1.00) and any additional consideration noted below, the Party(ies) of the First Part do hereby convey and grant to the Party of the Second Part, its successors and assigns forever, the easement and right from time to time hereafter to construct and install, use, maintain, replace, increase or decrease the size of, and remove, a sanitary sewer line. The easement during the period of construction is described as follows: The centerline of Sd easement com at a pt .90 ft ± E of SW cor Blk 85, Warren and Bronson's Sub, SE ¼ SE¼ Sec 10. on the SL of sd Blk, th NELY 340. ft ± to a manhole on the EL of vacated Marion Avenue 140. ft. ± N of SW cor Lot 96, Warren and Bronson's Sub, SE¼ SE¼ Sec 10. The easement is to be 40 ft. wide, 20 ft on either side of centerline. Said easement to be located on property as described in Assessment Roll # 10-499-001.

After construction is completed, the permanent easement is described as follows:
Said easement to be 20 ft wide, 10 ft on either side of centerline as described above.

The grant of easement also includes the right of ingress and egress for all purposes incident to such easement; it being expressly understood that no building or other structures will be placed over such line without the written consent of the Grantee and the non-use or a limited use of this easement by Grantee shall not prevent Grantee from later making use of the easement to the full extent herein authorized. The Grantee specifically agrees to leave the site in as good condition as it is found. Grantee further agrees to return the area as near as possible to the condition in which it is found upon any necessary repair or removal and the Grantee further agrees to pay for any damages it does to Grantors' property, corps, trees, buildings or fences in its exercise of its rights herein, and except for catchbasins and necessary manholes, to bury and maintain all sanitary sewer lines to a depth as not to interfere with the cultivation of the land.

A CONT.

It is expressly understood that the easements and rights herein granted may be assigned by Grantee to its successor in interest. It is also understood that this Agreement constitutes the entire terms and conditions of the party hereto.

IN WITNESS WHEREOF, the Grantors have hereunto set their hands and seals this date aforementioned.

Signed, Sealed and Delivered in the presence of:

Larry F. Staffen — Howard C. Perron

Larry F. Staffen — Gerry L. Blasko

STATE OF MICHIGAN)
) ss
COUNTY OF Mecosta)

On this 25th day of April, 1978, before me, a Notary Public, in and for said County, appeared Larry F. Staffen, Howard C. Perron, Gerry L. Blasko

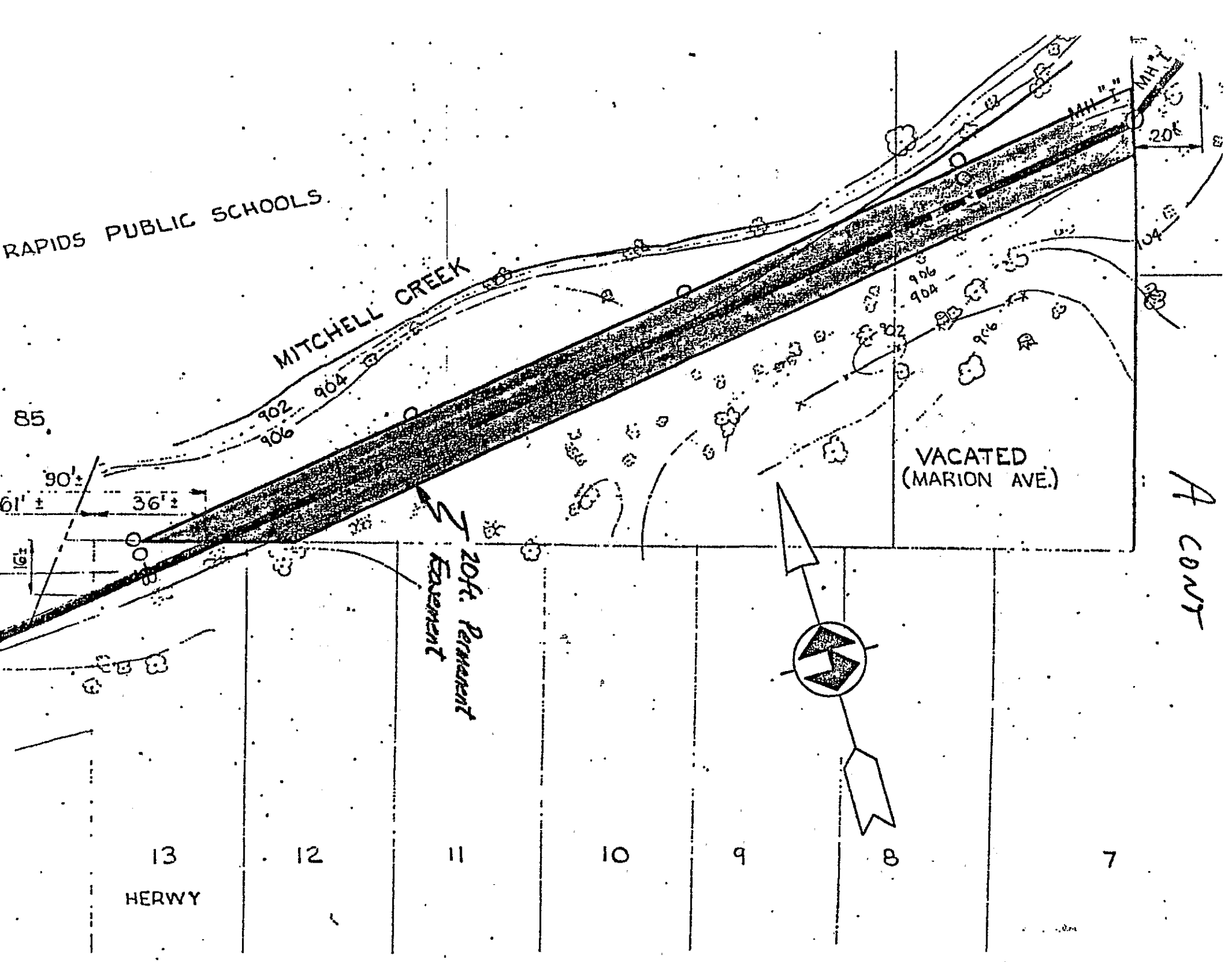
to me known to be the same person(s) described in, and who have executed the within instrument, and who have acknowledged the same to be their free act and deed.

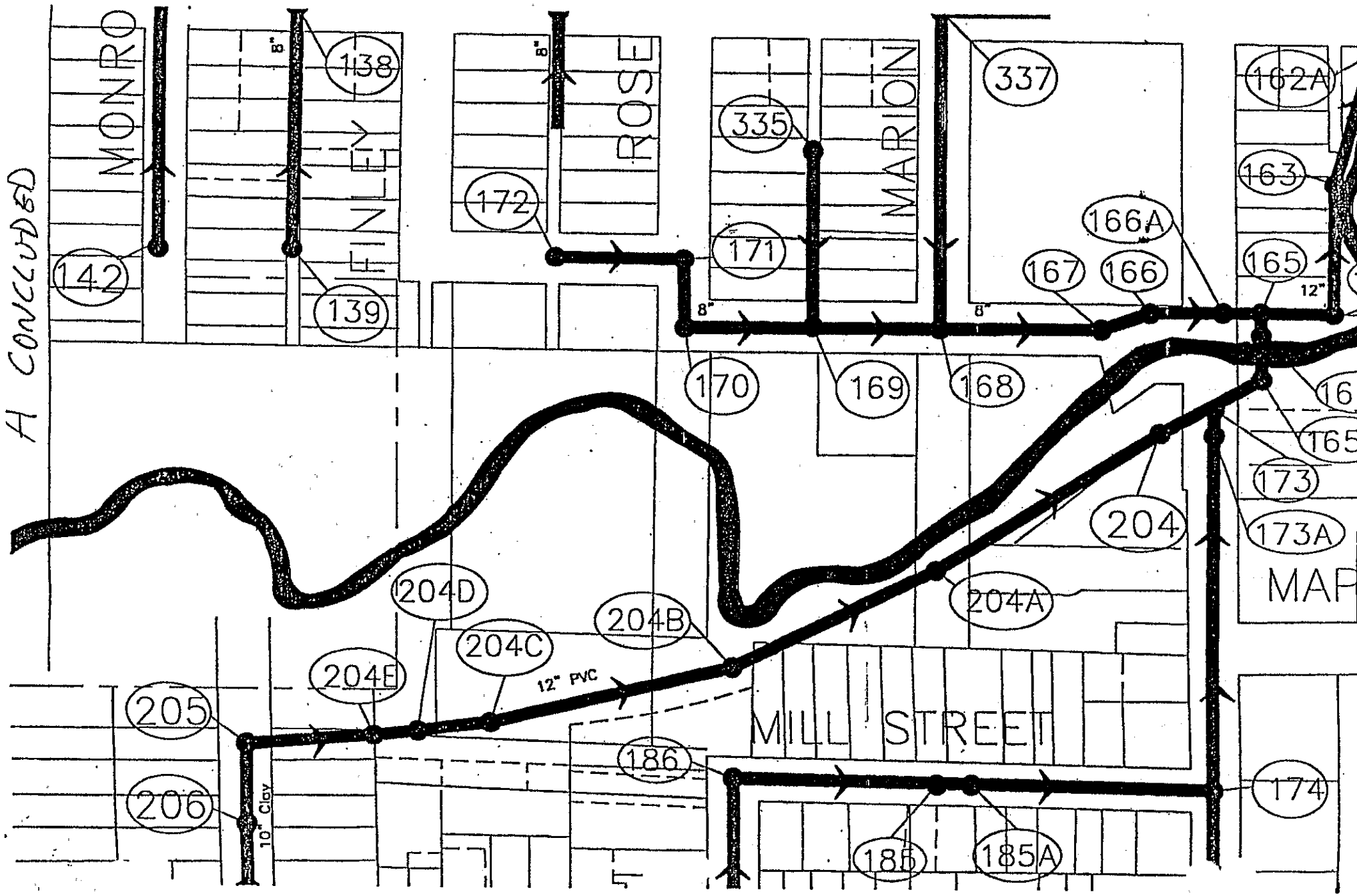
Ella R. Gahrs

Notary Public, Mecosta County, Michigan

My Commission Expires: Oct. 3, 1981

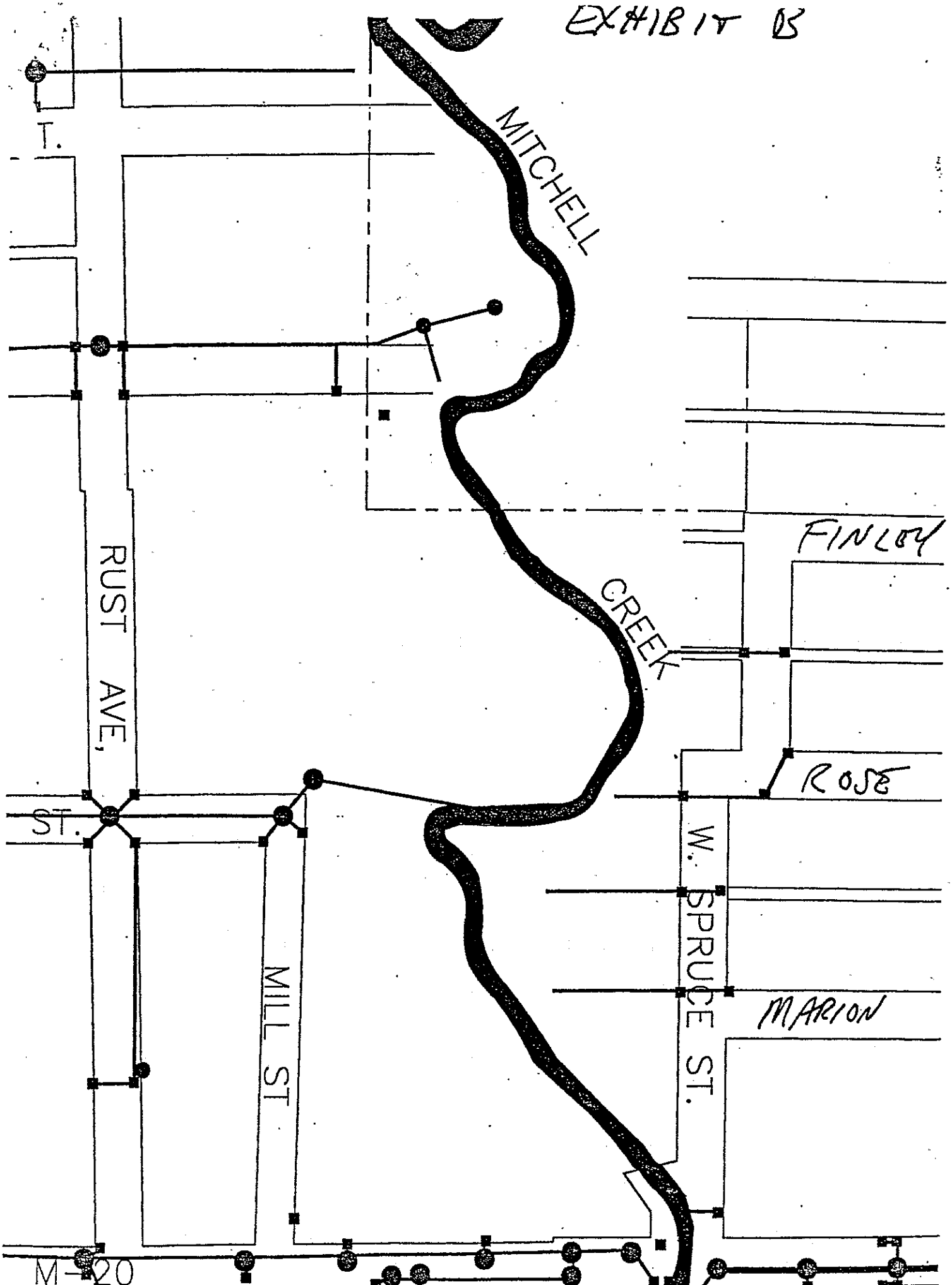
ELLA R. GAHRS
Notary Public, Mecosta County, Mich.
My Commission Expires Oct. 3, 1981


RAPIDS PUBLIC SCHOOLS
MITCHELL CREEK
902
904
906
85
90'±
61'±
36'±
16'±
20ft. Permanent Easement
VACATED
(MARION AVE.)
MH "I"
MH "I"
20'
904
906
902
906
13
12
11
10
9
8
7
HERWY
A CONT



A CONCLUDED
MONRO
FINLEY
ROSE
MARION
MILL STREET
MAP
142
138
139
172
171
170
335
169
168
337
167
166
166A
162A
163
165
165
173
173A
204
204A
204B
204C
204D
204E
205
206
186
185
185A
174
8"
12"
12" PVC
10" Clay

EXHIBIT B


T.
MITCHELL
CREEK
RUST AVE.
FINLAY
ROSE
ST.
W. SPRUCE ST.
MILL ST
MARION
M-20

PROMISSORY NOTE

Name: CROSSROADS CHARTER ACADEMY Address: 215 N. STATE STREET, BIG RAPIDS MI 49307 Loan Number: Date: 6-1-98 $ 450,000.00

I, undersigned (jointly and severally if more than one) for value received, promises to pay to the order of Chemical Bank CENTRAL, of G RAPIDS, Michigan (the "Bank") the sum of FOUR HUNDRED FIFTY THOUSAND DOLJARS AND NO/100'S********** Dollars ($ 450,000.00), together with interest thereon from the date hereof at the rate of:

1. ☒ 5.83 % per annum until this note is paid in full.
2. ☐ _____ % _____ the Prime Rate from time to time in effect on a daily basis (not to exceed 25% per annum, and in no event to be less than _____ % per annum), until this note is paid in full. Current rate on this note is _____ %.
3. ☐ _____

The undersigned agrees to pay this note in full both principal and accrued interest: 4. ☐ on demand, or 5. ☒ on 6-1-2003, 19XX

The undersigned agrees to make payments on this note according to the following terms:

6. ☒ Other: 59 PAYMENTS OF $3,756.15 PAYABLE MONTHLY BEGINNING 7-1-98 AND 1 FINAL PAYMENT DUE 6-1-03 OF $344,814
7. ☐ Interest payable _____, beginning _____, 19___, and continuing on the same date of each _____ thereafter until note is due in full.
8. ☐ In equal installments of $_____ each, beginning _____, 19___, and continuing on the same day of each _____ thereafter until note is due in full.
9. ☒ If a payment is 15 days late, you will be charged a late charge equal to 5% of the late payment.

The term Prime Rate refers to the prime rate published from time to time in the Wall Street Journal. The Prime Rate under this note will change whenever the Wall Street Journal prime rate changes, except as otherwise indicated in box 3 above. All prepayments and installments will be applied first to interest due, then on principal. No prepayment shall reduce the amount of, or extend the due date of, any fixed installment required to be paid hereunder.

10. ☐ This note is unsecured.
11. ☒ This note is secured by the security agreement below.
12. ☐ This note is secured by a separate security agreement dated _____ signed by the debtor granting a security interest in the collateral described therein, including but not limited to, _____
13. ☐ _____

Protest, presentment, demand, dishonor, notice of dishonor, and extension of time for payment are expressly waived by all who become parties to this note, and any such party assents to any indulgence and to any substitution, exchange or release of any collateral.

THIS NOTE IS SUBJECT TO THE FURTHER TERMS AND CONDITIONS CONTAINED ON THE REVERSE SIDE OF THIS FORM.

DEBTOR: CROSSROADS CHARTER ACADEMY

DAVID G. ENGELS, PRESIDENT

GREGORY VIDETICH, TREASURER

Tel # _____

N ☐ R | KWL (Approval) | | TL | | FRB Class | PURCHASE BUILDING (Purpose of Loan) | TIN # _____

SECURITY AGREEMENT

For value received, the undersigned Debtor hereby grants the Bank a security interest in the following described collateral, (the "collateral"), together with all proceeds and products therefrom.

14. ☐ all collateral at any time securing other loans from the Bank to the undersigned.
15. ☐ all machinery, equipment, furniture and fixtures now owned or hereafter acquired, together with all attachments, accessories, parts and tools belonging thereto or for use in connection therewith.
16. ☐ all inventory, raw materials, work in process and supplies now owned or hereafter acquired.
17. ☐ all passenger and commercial motor vehicles now owned or hereafter acquired.
18. ☐ all accounts, accounts receivable and general intangibles now existing or hereafter arising.
19. ☐ all livestock and poultry now owned or hereafter acquired.
20. ☐ all crops now or hereafter planted, growing or grown.
21. ☒ Other REAL ESTATE MORTGAGE DATED 6-1-98 ON PROPERTY LOCATED AS 215 N. STATE STREET, BIG RAPIDS, MICHIGAN, 49307.
22. ☐ See attached Exhibit A for a further description of certain of the above collateral.
23. ☐ See attached Exhibit B for a legal description of the real property upon which certain of the above collateral is located. The Fee owner of such real property is _____

THIS SECURITY AGREEMENT IS SUBJECT TO THE FURTHER TERMS AND CONDITIONS ON THE REVERSE SIDE OF THIS FORM.

DEBTOR CROSSROADS CHARTER ACADEMY

Date: 6-1-98

DAVID G. ENGELS, PRESIDENT

GREGORY VIDETICH, TREASURER

CHEMICAL BANK CENTRAL

Date: 6-1-98

KWL

BUSINESS PURPOSE AFFIDAVIT
(non-corporate borrowers)

The undersigned, in applying for the loan represented by the above promissory note, hereby certifies to the Bank that he is engaged in the following type of business: SCHOOL

and that the proceeds of the loan will be used in such business for the following purpose and no other: PURCHASE BUILDING

Date: 6-1-98

DAVID G. ENGELS, PRESIDENT

GREGORY VIDETICH, TREASURER

Subscribed and sworn to before me this 1ST day of JUNE, 19 98

Notary Public KARL W. LINEBAUGH, MECOSTA County, Michigan

My commission expires: 7-11-98

GUARANTY

For value received, the undersigned, jointly and severally, endorse, guaranty and promise to pay as therein provided the above promissory note and all expenses of collection, including attorney's fees, whether of this guaranty or of the promissory note hereby guaranteed. Before, at or after maturity, with or without notice and without affecting liability hereunder, the holder of the promissory note (a) may consent from time to time to any change in the rate of interest, to the acceptance of any security of any kind for the obligation hereby guaranteed, to the release, surrender or alteration of any security of, the extension from time to time of any payment, whether principal or interest, hereby guaranteed, (b) may apply any payment in such manner as such holder elects and, (c) may deal as aforesaid or in any other manner whatever with any maker, endorser or guarantor of the promissory note hereby guaranteed. I waive for myself and for all others (a) presentment, demand, protest, and notice of protest, (b) diligence in collecting the promissory note and (c) all right to require the holder to proceed against the maker or against any other person or to apply any security it holds or to pursue any other remedy.

24. ☐ This guaranty is unsecured.
25. ☒ This guaranty is secured by A REAL ESTATE MORTGAGE DATED 6-1-98

SEE ATTACHED EXHIBIT C FOR SECURITY DESCRIPTION.

Date: 6-1-98

ROBERT T. TIEL

MARY E. TIEL

PROMISSORY NOTE

Name: CROSSROADS CHARTER ACADEMY Address: 215 N. STATE STREET BIG RAPIDS MI 49307 Loan Number: Date: 6-1-98 $ 450,000.00

I, undersigned (jointly and severally if more than one) for value received, promises to pay to the order of Chemical Bank CENTRAL of G RAPIDS, Michigan (the "Bank") the sum of FOUR HUNDRED FIFTY THOUSAND DOLLARS AND NO/100'S********** Dollars ($ 450,000.00), together with interest thereon from the date hereof at the rate of:

1. ☒ 5.83 % per annum until this note is paid in full.
2. ☐ ____% ____ the Prime Rate from time to time in effect on a daily basis (not to exceed 25% per annum, and in no event to be less than ____% per annum), until this note is paid in full. Current rate on this note is ____ %.
3. ☐ _____

The undersigned agrees to pay this note in full both principal and accrued interest: 4. ☐ on demand, or 5. ☒ on 6-1-2003, 19XX

The undersigned agrees to make payments on this note according to the following terms:

6. ☒ Other: 59 PAYMENTS OF $3,756.15 PAYABLE MONTHLY BEGINNING 7-1-98 AND 1 FINAL PAYMENT DUE 6-1-03 OF $344,814
7. ☐ Interest payable _____, beginning _____, 19__, and continuing on the same date of each _____ thereafter until note is due in full.
8. ☐ In equal installments of $_____ each, beginning _____, 19__, and continuing on the same day of each _____ thereafter until note is due in full.
9. ☒ If a payment is 15 days late, you will be charged a late charge equal to 5% of the late payment.

The term Prime Rate refers to the prime rate published from time to time in the Wall Street Journal. The Prime Rate under this note will change whenever the Wall Street Journal prime rate changes, except as otherwise indicated in box 3 above. All prepayments and installments will be applied first to interest due, then on principal. No prepayment shall reduce the amount of, or extend the due date of, any fixed installment required to be paid hereunder.

10. ☐ This note is unsecured.
11. ☒ This note is secured by the security agreement below.
12. ☐ This note is secured by a separate security agreement dated _____ signed by the debtor granting a security interest in the collateral described therein, including but not limited to, _____
13. ☐ _____

Protest, presentment, demand, dishonor, notice of dishonor, and extension of time for payment are expressly waived by all who become parties to this note, and any such party assents to any indulgence and to any substitution, exchange or release of any collateral.

THIS NOTE IS SUBJECT TO THE FURTHER TERMS AND CONDITIONS CONTAINED ON THE REVERSE SIDE OF THIS FORM.

DEBTOR: CROSSROADS CHARTER ACADEMY

DAVID G. ENGELS, PRESIDENT

GREGORY VIDETICH, TREASURER

Tel # _____

J N ☐ R | KWL (Approval) | (TL) | (FRB Class) | PURCHASE BUILDING (Purpose of Loan) | TIN # _____

SECURITY AGREEMENT

For value received, the undersigned Debtor hereby grants the Bank a security interest in the following described collateral, (the "collateral"), together with all proceeds and products therefrom.

14. ☐ all collateral at any time securing other loans from the Bank to the undersigned;
15. ☐ all machinery, equipment, furniture and fixtures now owned or hereafter acquired, together with all attachments, accessories, parts and tools belonging thereto or for use in connection therewith.
16. ☐ all inventory, raw materials, work in process and supplies now owned or hereafter acquired.
17. ☐ all passenger and commercial motor vehicles now owned or hereafter acquired.
18. ☐ all accounts, accounts receivable and general intangibles now existing or hereafter arising.
19. ☐ all livestock and poultry now owned or hereafter acquired.
20. ☐ all crops now or hereafter planted, growing or grown.
21. ☒ Other REAL ESTATE MORTGAGE DATED 6-1-98 ON PROPERTY LOCATED AS 215 N. STATE STREET, BIG RAPIDS, MICHIGAN, 49307.
22. ☐ See attached Exhibit A for a further description of certain of the above collateral.
23. ☐ See attached Exhibit B for a legal description of the real property upon which certain of the above collateral is located. The Fee owner of such real property is _____

THIS SECURITY AGREEMENT IS SUBJECT TO THE FURTHER TERMS AND CONDITIONS ON THE REVERSE SIDE OF THIS FORM.

DEBTOR CROSSROADS CHARTER ACADEMY

Date: 6-1-98

DAVID G. ENGELS, PRESIDENT

GREGORY VIDETICH, TREASURER

CHEMICAL BANK CENTRAL

Date: 6-1-98

KWL

BUSINESS PURPOSE AFFIDAVIT
(non-corporate borrowers)

The undersigned, in applying for the loan represented by the above promissory note, hereby certifies to the Bank that he is engaged in the following type of business: SCHOOL

and that the proceeds of the loan will be used in such business for the following purpose and no other: PURCHASE BUILDING

Date: 6-1-98

DAVID G. ENGELS, PRESIDENT

GREGORY VIDETICH, TREASURER

Subscribed and sworn to before me this 1ST day of JUNE, 19 98

Notary Public KARL W. LINEBAUGH MECOSTA County, Michigan

My commission expires: 7-11-98

GUARANTY

For value received, the undersigned, jointly and severally, endorse, guaranty and promise to pay as therein provided the above promissory note and all expenses of collection, including attorney's fees, whether of this guaranty or of the promissory note hereby guaranteed. Before, at or after maturity, with or without notice and without affecting liability hereunder, the holder of the promissory note (a) may consent from time to time to any change in the rate of interest, to the acceptance of any security of any kind for the obligation hereby guaranteed, to the release, surrender or alteration of any security, or of the extension from time to time of any payment, whether principal or interest, hereby guaranteed, (b) may apply any payment in such manner as such holder elects and, (c) may deal as aforesaid or in any other manner whatever with any maker, endorser or guarantor of the promissory note hereby guaranteed. I waive for myself and for all others (a) presentment, demand, protest, and notice of protest, (b) diligence in collecting the promissory note and (c) all right to require the holder to proceed against the maker or against any other person or to apply any security it holds or to pursue any other remedy.

24. ☐ This guaranty is unsecured.
25. ☒ This guaranty is secured by A REAL ESTATE MORTGAGE DATED 6-1-98

SEE ATTACHED EXHIBIT C FOR SECURITY DESCRIPTION.

Date: 6-1-98

ROBERT I. TITLE

MARY E. TITLE

A. Settlement Statement

U.S. Department of Housing and Urban Development

OMB No. 2502-0265

Type of Loan	6. File Number	7. Loan Number	8. Mortgage Insurance Case Number
☐ FHA 2. ☐ FmHA 3. ☐ Conv. Unins. ☐ VA 5. ☐ Conv. Ins.			

C. Note: This form is furnished to give you a statement of actual settlement costs. Amounts paid to and by the settlement agent are shown. Items marked "(p.o.c.)" were paid outside the closing; they are shown here for informational purposes and are not included in the totals.

D. Name and Address of Borrower	E. Name and Address of Seller	F. Name and Address of Lender
CROSSROADS CHARTER ACADEMY 215 N. STATE BIG RAPIDS, MI 49307	BIG RAPIDS PUBLIC SCHOOLS 21034 15 MILE RD BIG RAPIDS, MI 49307	CHEMICAL BANK CENTRAL 125 N. MICHIGAN AVE BIG RAPIDS, MI 49307

G. Property Location	H. Settlement Agent	
215 N. STATE BIG RAPIDS, MI 49307	Place of Settlement CHEMICAL BANK CENTRAL 125 N. MICHIGAN AVE BIG RAPIDS, MI 49307	I. Settlement Date 6/1/98

J. Summary of Borrower's Transaction		K. Summary of Seller's Transaction	
100. Gross Amount Due From Borrower		**400. Gross Amount Due To Seller**	
101. Contract sales price	380,000.00	401. Contract sales price	
102. Personal property		402. Personal property	
103. Settlement charges to borrower (line 1400)	1,896.00	403.	
104.		404.	
105.		405.	
Adjustments for items paid by seller in advance		**Adjustments for items paid by seller in advance**	
106. City/town taxes to		406. City/town taxes to	
107. County taxes to		407. County taxes to	
108. Assessments to		408. Assessments to	
109.		409.	
110.		410.	
111.		411.	
112.		412.	
120. Gross Amount Due From Borrower	381,896.00	420. Gross Amount Due To Seller	
200. Amounts Paid By Or In Behalf Of Borrower		**500. Reductions In Amount Due To Seller**	
201. Deposit or earnest money		501. Excess deposit (see instructions)	
202. Principal amount of new loan(s)	450,000.00	502. Settlement charges to seller (line 1400)	
203. Existing loan(s) taken subject to		503. Existing loan(s) taken subject to	
204.		504. Payoff of first mortgage loan	
205.		505. Payoff of second mortgage loan	
206.		506.	
207.		507.	
208.		508.	
209.		509.	
Adjustments for items unpaid by seller		**Adjustments for items unpaid by seller**	
210. City/town taxes to		510. City/town taxes to	
211. County taxes to		511. County taxes to	
212. Assessments to		512. Assessments to	
213.		513.	
214.		514.	
215.		515.	
216.		516.	
217.		517.	
218.		518.	
219.		519.	
220. Total Paid By/For Borrower	450,000.00	520. Total Reduction Amount Due Seller	
300. Cash At Settlement From/To Borrower		**600. Cash At Settlement To/From Seller**	
301. Gross Amount due from borrower (line 120)	381,896.00	601. Gross amount due to seller (line 420)	
302. Less amounts paid by/for borrower (line 220)	(450,000.00)	602. Less reductions in amt. due seller (line 520)	( )
303. Cash ☐ From ☒ To Borrower	68,104.00	603. Cash ☐ To ☐ From Seller	

L. Settlement Charges		Paid From Borrowers Funds at Settlement	Paid From Seller's Funds at Settlement
700. Total Sales/Broker's Commission based on price $ 380,000.00 @ 7.00 %= 26,600.00			
Division of Commission (line 700) as follows:			
701. $	to Century 21 Forward		
702. $	to Corbin Turner		
703. Commission paid at Settlement			
704.			
800. Items Payable in Connection With Loan			
801. Loan Origination Fee	%		
802. Loan Discount	%		
803. Appraisal Fee	to BIG BEAR	825.00	
804. Credit Report	to		
805. Lender's Inspection Fee			
806. Mortgage Insurance Application Fee to			
807. Assumption Fee /			
808.			
809.			
810.			
811.			
900. Items Required By Lender To Be Paid In Advance			
901. Interest from to	@$ /day		
902. Mortgage Insurance Premium for	months to		
903. Hazard Insurance Premium for	years to		
904.	years to		
905.			
1000. Reserves Deposited With Lender			
1001. Hazard Insurance	months@$ per month		
1002. Mortgage Insurance	months@$ per month		
1003. City property taxes	months@$ per month		
1004. County property taxes	months@$ per month		
1005. Annual assessments	months@$ per month		
1006.	months@$ per month		
1007.	months@$ per month		
1008.	months@$ per month		
1100. Title Charges			
1101. Settlement or closing fee	to		
1102. Abstract or title search	to		
1103. Title examination	to		
1104. Title insurance binder	to		
1105. Document preparation	to		
1106. Notary fees	to		
1107. Attorney's fees	to LOBERT & DOWNEY	275.00	
(Includes above items numbers:)			
1108. Title Insurance	to		
(Includes above items numbers:)			
1109. Lender's coverage	$	735.00	
1110. Owner's coverage	$		
1111.			
1112.			
1113.			
1200. Government Recording and Transfer Charges			
1201. Recording fees: Deed $ 9.00	; Mortgage $ 43.00 ; Releases $	52.00	
1202. City/county tax/stamps: Deed $	; Mortgage $		
1203. State tax/stamps: Deed $	; Mortgage $		
1204. GUARANTEE 9.00		9.00	
1205.			
1300. Additional Settlement Charges			
1301. Survey to			
1302. Pest inspection to			
1303.			
1304.			
1305.			
1400. Total Settlement Charges (enter on lines 103, Section J and 502, Section K)		1,896.00	

The undersigned Acknowledges Receipt of This Settlement Statement and Agrees to the Correctness Thereof.

PROMISSORY NOTE

Name: CROSSROADS CHARTER ACADEMY Address: 215 N. STATE STREET BIG RAPIDS MI 49307 Loan Number: Date: 6-1-98 $ 450,000.00

undersigned (jointly and severally if more than one) for value received, promises to pay to the order of Chemical Bank CENTRAL of G RAPIDS, Michigan (the "Bank") the sum of FOUR HUNDRED FIFTY THOUSAND DOLLARS AND NO/100'S********** Dollars ($ 450,000.00), together with interest thereon from the date hereof at the rate of:

1. ☒ 5.33 % per annum until this note is paid in full.
2. ☐ ____% ____ the Prime Rate from time to time in effect on a daily basis (not to exceed 25% per annum, and in no event to be less than ____% per annum), until this note is paid in full. Current rate on this note is ____ %.
3. ☐ ____

The undersigned agrees to pay this note in full both principal and accrued interest: 4. ☐ on demand, or 5. ☒ on 6-1-2003, 19XX

The undersigned agrees to make payments on this note according to the following terms:

6. ☒ Other: 59 PAYMENTS OF $3,756.15 PAYABLE MONTHLY BEGINNING 7-1-98 AND 1 FINAL PAYMENT DUE 6-1-03 OF $344,814 thereafter until note is due in full.
7. ☐ Interest payable ____, beginning ____, 19__, and continuing on the same date of each ____
8. ☐ In equal installments of $____ each, beginning ____, 19__, and continuing on the same day of each ____ thereafter until note is due in full.
9. ☒ If a payment is 15 days late, you will be charged a late charge equal to 5% of the late payment.

The term Prime Rate refers to the prime rate published from time to time in the Wall Street Journal. The Prime Rate under this note will change whenever the Wall Street Journal prime rate changes, except as otherwise indicated in box 3 above. All prepayments and installments will be applied first to interest due, then on principal. No prepayment shall reduce the amount of, or extend the due date of, any fixed installment required to be paid hereunder.

10. ☐ This note is unsecured.
11. ☒ This note is secured by the security agreement below.
12. ☐ This note is secured by a separate security agreement dated ____ signed by the debtor granting a security interest in the collateral described therein, including but not limited to, ____
13. ☐ ____

Protest, presentment, demand, dishonor, notice of dishonor, and extension of time for payment are expressly waived by all who become parties to this note, and any such party assents to any indulgence and to any substitution, exchange or release of any collateral.

THIS NOTE IS SUBJECT TO THE FURTHER TERMS AND CONDITIONS CONTAINED ON THE REVERSE SIDE OF THIS FORM.

DEBTOR: CROSSROADS CHARTER ACADEMY

DAVID G. ENGELS, PRESIDENT

GREGORY VIDETICH, TREASURER

Tel #

N ☐ R | KWL (Approval) | (TL) | (FRB Class) | PURCHASE BUILDING (Purpose of Loan) | TIN #

SECURITY AGREEMENT

For value received, the undersigned Debtor hereby grants the Bank a security interest in the following described collateral, (the "collateral"), together with all proceeds and products therefrom.

14. ☐ all collateral at any time securing other loans from the Bank to the undersigned.
15. ☐ all machinery, equipment, furniture and fixtures now owned or hereafter acquired, together with all attachments, accessories, parts and tools belonging thereto or for use in connection therewith.
16. ☐ all inventory, raw materials, work in process and supplies now owned or hereafter acquired.
17. ☐ all passenger and commercial motor vehicles now owned or hereafter acquired.
18. ☐ all accounts, accounts receivable and general intangibles now existing or hereafter arising.
19. ☐ all livestock and poultry now owned or hereafter acquired.
20. ☐ all crops now or hereafter planted, growing or grown.
21. ☒ Other REAL ESTATE MORTGAGE DATED 6-1-98 ON PROPERTY LOCATED AS 215 N. STATE STREET, BIG RAPIDS, MICHIGAN, 49307.
22. ☐ See attached Exhibit A for a further description of certain of the above collateral.
23. ☐ See attached Exhibit B for a legal description of the real property upon which certain of the above collateral is located. The Fee owner of such real property is ____

THIS SECURITY AGREEMENT IS SUBJECT TO THE FURTHER TERMS AND CONDITIONS ON THE REVERSE SIDE OF THIS FORM.

DEBTOR CROSSROADS CHARTER ACADEMY

Date: 6-1-98

DAVID G. ENGELS, PRESIDENT

GREGORY VIDETICH, TREASURER

CHEMICAL BANK CENTRAL

Date: 6-1-98

KWL

BUSINESS PURPOSE AFFIDAVIT
(non-corporate borrowers)

The undersigned, in applying for the loan represented by the above promissory note, hereby certifies to the Bank that he is engaged in the following type of business: SCHOOL

and that the proceeds of the loan will be used in such business for the following purpose and no other: PURCHASE BUILDING

Date: 6-1-98

DAVID G. ENGELS, PRESIDENT

GREGORY VIDETICH, TREASURER

Subscribed and sworn to before me this 1ST day of JUNE, 19 98

Notary Public KARL W. LINEBAUGH MECOSTA County, Michigan

My commission expires: 7-11-98

GUARANTY

For value received, the undersigned, jointly and severally, endorse, guaranty and promise to pay as therein provided the above promissory note and all expenses of collection, including attorney's fees, whether of this guaranty or of the promissory note hereby guaranteed. Before, at or after maturity, with or without notice and without affecting liability hereunder, the holder of the promissory note (a) may consent from time to time to any change in the rate of interest, to the acceptance of any security of any kind for the obligation hereby guaranteed, to the release, surrender or alteration of any security, or to the extension from time to time of any payment, whether principal or interest, hereby guaranteed, (b) may apply any payment in such manner as such holder elects and (c) may deal as aforesaid or in any other manner whatever with any maker, endorser or guarantor of the promissory note hereby guaranteed. I waive for myself and for all others (a) presentment, demand, protest, and notice of protest, (b) diligence in collecting the promissory note and (c) all right to require the holder to proceed against the maker or against any other person or to apply any security it holds or to pursue any other remedy.

24. ☐ This guaranty is unsecured.
25. ☒ This guaranty is secured by A REAL ESTATE MORTGAGE DATED 6-1-98

SEE ATTACHED EXHIBIT C FOR SECURITY DESCRIPTION.

Date: 6-1-98

ROBERT T. TIRE

WITNESS

GUARANTEE AGREEMENT

Now Comes Crossroads Charter Academy, a Michigan non-profit Corporation, with offices located at 215 N. State Street, Big Rapids, Michigan 49307 (Crossroads); and, Robert Tiel and Mary Tiel, husband and wife of 16721 220th Avenue, Big Rapids, Michigan 49307 as Guarantor, and hereby enter into the following agreement:

RECITAL

A. Crossroads Charter Academy, a Michigan non-profit Corporation desires to purchase certain realty within the City of Big Rapids and has entered into a Purchase Agreement with the Big Rapids Public Schools for the purchase of said property with improvements thereon as specifically described as follows:

Block 63 of Warren and Bronson's Subdivision of South ½ of Southeast ¼ of Section 10, Township 15 North, Range 10 West, City of Big Rapids, Mecosta County, Michigan.

B. That Chemical Bank Central, a Michigan banking corporation with offices located at 125 N. Michigan Avenue, Big Rapids, Michigan 49307 has agreed to extend funds in the sum of $450,000.00 for the purchase of the above described lands and to facilitate the refurbishing of the building located thereon.

C. That Robert Tiel and Mary Tiel, husband and wife, have agreed to personally guarantee the repayment of the mortgaged funds to Chemical Bank Central in the event of a default by Crossroads Charter Academy.

D. That Robert and Mary Tiel desire to enter into an agreement with Crossroads Charter Academy to secure their position as a Guarantor of the loan and the sums owing to Chemical Bank Central.

NOW THEREFORE, the parties enter into the following agreement:

1. Robert Tiel and Mary Tiel, husband and wife, shall executed a personal guarantee, insuring that the funds owing by Crossroads Charter Academy, which are evidenced by a Promissory Note and Mortgage executed the 1ST day of JUNE, 1998 shall be personally guaranteed.

2. Crossroads Charter Academy hereby covenants and agrees that in the event Robert and/or Mary Tiel shall be ever called upon to make payment of any sums owing from Crossroads Charter Academy to Chemical Bank Central, or it's Assigns, that Crossroads Charter Academy will surrender it's interest as titleholder, and shall convey to Robert and/or Mary Tiel the above described lands, free and clear of any and all indebtedness other than the indebtedness which will be evidenced by Promissory Note and Mortgage executed the 1ST day of JUNE 1998.

3. That Crossroads Charter Academy and Robert and Mary Tiel hereby agree that evidence of this agreement shall be executed by both parties, and recorded in the records of the Mecosta County Register of Deeds giving notice of the right of Robert and Mary Tiel to cure any default and be entitled to a conveyance of the realty as a result thereof.

4. That Crossroads Charter Academy and Robert and Mary Tiel further agree that such conveyance of the realty in the event of default shall be made within 30 days of the date that the Tiel's are notified that they must make payment as a result of the default of Crossroads Charter Academy, and such conveyance will be made without further demand or additional notice from Robert and Mary Tiel to Crossroads Charter Academy.

5. That Crossroads Charter Academy further agrees to convey all right, title and interest in and to the property in the event of the default and the requirement of the payment by Robert and Mary Tiel without rebate, or without claim as to money already paid to Chemical Bank Central by Crossroads Charter Academy. In addition thereto, any and all additional costs, expenses and actual reasonable attorney fees shall be payable by that party causing or creating the default.

Dated this 1ST *day of* JUNE, 1998

Witnesses:

KARL W. LINEBAUGH

MELISSA EICHLER

Signed for Crossroads Charter Academy

David G. Engels, its President

Gregory Videtich, its Treasurer

STATE OF MICHIGAN
COUNTY OF MECOSTA

The above instrument was acknowledged before me on the 1ST day of JUNE, 1998 by Crossroads Charter Academy by David G. Engels, President and Gregory Videtich, Treasurer.

My Commission Expires:
7-11-98

KARL W. LINEBAUGH Notary Public
Mecosta County, Michigan

Dated this 1ST *day of* JUNE, 1998

Witnesses:

KARL W. LINEBAUGH

MELISSA EICHLER

Signed and Sealed:

Robert Tiel

Mary Tiel

STATE OF MICHIGAN
COUNTY OF MECOSTA

The above instrument was acknowledged before me on the 1ST day of JUNE, 1998 by Robert Tiel and Mary Tiel

My Commission Expires:
7-11-98

KARL W. LINEBAUGH Notary Public
Mecosta County, Michigan

Drafted By:
Shawn Downey
119 S. Michigan Ave.
Big Rapids, MI 49307
616-796-7609

Instrument Liber Page
200000000581 OR 632 1608

200000000581
Filed for Record in
MECOSTA COUNTY, MICHIGAN
JOANNE BROWN
On 02-25-2000 At 02:26:04 pm.
MEM LAND CO 11.00
OR Liber 632 Page 1608 - 1609

200000000581
CROSSROADS CHARTER ACADEMY
215 N STATE
BIG RAPIDS, MI 49307

MEMORANDUM OF LAND CONTRACT

This Memorandum of Land Contract entered into this 23rd *day of* February, 2000 *by and between:* **Big Rapids Public Schools, a Michigan general powers school district organized and operating under the provisions of the revised school code, MCLA 380.1 et seq., as amended (a.k.a. the following: The Public Schools of Big Rapids, Michigan; The Big Rapids Public Schools, a School District and a Municipal Corporation; The Public Schools of Big Rapids, Michigan; School District of the City of Big Rapids, Michigan, a Municipal Corporation; The Public Schools of the City of Big Rapids, Michigan; Big Rapids City School District of Big Rapids, Michigan; School District for the City of Big Rapids, Mecosta and Newaygo Counties, Michigan; Big Rapids Board of Education; Big Rapids Public Schools; The Public Schools of City of Big Rapids; Public Schools of Big Rapids, Michigan; and the School District of the City of Big Rapids, Michigan) of 21034 – 15 Mile Road, Big Rapids, MI 49307,** *hereinafter referred to as "Seller" and* **The Crossroads Charter Academy, a Michigan non-profit Corporation, of 215 N State Street, Big Rapids, MI 49307,** *hereinafter referred to as "Purchaser".*

WITNESSETH:

The Purchaser and Seller have entered into a land contract of even date herewith and they desire to enter into this Memorandum of Land Contract to give record notice of the existence of the land contract.

In consideration of the premises and other good and valuable consideration, the Seller acknowledges and agrees that the property described below was sold to the Purchaser on land contract of even date:

Block 74 of the plat of Warren and Bronson's Subdivision of Southeast 1/4 of Southeast 1/4 of Section 10, T15N, R10W, City of Big Rapids, Mecosta County, Michigan, according to the recorded plat thereof; and proposed vacated Finley Street adjacent thereto.
and
Block 85 of the plat of Warren and Bronson's Subdivision of Southeast 1/4 of Southeast 1/4 of Section 10, T15N, R10W, City of Big Rapids, Mecosta County, Michigan, according to the recorded plat thereof; and vacated Rose Street adjacent thereto; and West ½ of vacated Marion Avenue adjacent thereto.
and
Commencing at the Northwest corner of Block 96 of Warren and Bronson's Subdivision of the Southeast 1/4 of Southeast 1/4 of Section 10, T15N, R10W, City of Big Rapids, Mecosta County, Michigan, thence East along the North line of said Block to where it intersects the Northwesterly boundary of the right of way, so-called, to the Pere Marquette Railway across said Block 96; thence Southwesterly along the Northwestern boundary of said right of way to the West side of said Block 96; thence North along the West side of said Block 96 to the place of beginning; and East ½ of vacated Marion Street adjacent thereto.
and
East 30 feet of Lots 9 and 10 of Block 3 of Hutchinson's Addition to the City of Big Rapids, Mecosta County, Michigan, according to the recorded plat thereof.
and
That part of Lot 14 of Block 1 of Assessor's Plat No. 1 of Sanborn and Rust's Addition to the City of Big Rapids, Mecosta County, Michigan, described as follows: Beginning at the Northwest corner of Lot 14 of Block 1 of Assessor's Plat of Sanborn and Rust's Addition to the City of Big Rapids, Michigan, thence S 86°56' E 150 feet, more or less, along the Section line or the North line of said Block 1 to the Northeast corner of said Lot 14; thence due South along the East line of said Lot 14, 62 1/2 feet; thence Southwesterly along the Southerly boundary of the abandoned Pere Marquette Railroad right of way to a point on the West line of said Lot 14, 113.2 feet South of the place of beginning; thence North to the point of beginning; excepting the Pere Marquette Railroad right of way.
and
The North 25 feet of the West 300 feet of Lot 2, Block 10 of Assessor's Plat No. 1 of Sanborn and Rust's Addition to the City of Big Rapids, Mecosta County, Michigan, according to the recorded plat thereof.
and
All that part of Block 11 of Assessor's Plat No. 1 of Sanborn and Rust's Addition to the City of Big Rapids, Mecosta County, Michigan, lying North of the Pere Marquette Railroad right of way;
and
The West 100 feet of that portion of Block 11 of Assessor's Plat of No. 1 of Sanborn and Rust's Addition to the City of Big Rapids, Mecosta County, Michigan, lying South of the Pere Marquette Railroad right of way.
and
A parcel of land commencing at the Southwest corner of vacated Finley Avenue adjacent to Block 74 of Warren and Bronson's Subdivision of SE 1/4 of SE 1/4 of Section 10, T15N, R10W, Michigan, thence West to a point 30 feet West of the Northeast corner of Lot 10, Block 3 of Hutchinson's Addition thence North to the South line of P.M. Brown's Third Addition; thence East to the West

line of said vacated Finley Avenue; thence South along said line to the point of beginning.

EXCEPT the westernmost boundary of the subject parcel along the existing fence line shall be determined via survey, at the expense of the City of Big Rapids, and the Legal Description thereof obtained shall control as the said westernmost boundary line when the deed is given in fulfillment thereof.

AND FURTHER EXCEPT the Seller, or its assigns, retains the right to use the above-described premises for sporting events, practices and recreational purposes, through December 31, 2002, in a manner and consistency substantially similar to the Seller's prior use made thereof, upon a reasonable notice to Purchaser. The Seller's right to use the premises shall be exclusive for the dates and times desired, shall include the right to all profits generated by said use, and shall further include the right to utilize any improvements and utilities incidental to the use made thereby. All of the uses made under the terms of this paragraph shall be free of charge, provided the Seller maintains the general liability insurance required under the terms of the subject land contract

Subject to and including any rights, reservations, restrictions, easements and rights of way of record or observable by visual inspection.

Said property being located in the City of Big Rapids, and in the Township of Big Rapids, Mecosta County, Michigan. The Seller granted to the Purchaser the right to make zero division(s) under Section 108 of the Land Division Act, Act No. 288 of the Public Acts of 1967, when paid in full.

The purpose of this Memorandum of Land Contract is to give record notice of the existence of the aforesaid land contract.

IN WITNESS WHEREOF, *the parties have executed this Memorandum of Land Contract and have caused their hands and seals to be affixed hereto the date and year first above written.*
Signed, sealed and delivered by the parties in duplicate the day and year first above written.

IN PRESENCE OF:

Steve Lobert

Mark R Klumpp

STATE OF MICHIGAN
COUNTY OF MECOSTA

For Big Rapids Public Schools

By: John L. Cook
Its: Superintendent

By: Richard Christner
Its: School Board President

The foregoing instrument was acknowledged before me this 23rd *day of* February, 2000 For Big Rapids Public Schools, By John L. Cook, Its Superintendent and By Richard Christner, Its School Board President.

My commission expires
09-02-2001

Steve Lobert
Notary Public
Mecosta County, Michigan

Signed, sealed and delivered by the parties in duplicate the day and year first above written.
IN PRESENCE OF:

Steve Lobert

Mark R Klumpp
STATE OF MICHIGAN
COUNTY OF MECOSTA

For The Crossroads Charter Academy

By: David Engels
Its: School Board President

The foregoing instrument was acknowledged before me this 23rd *day of* February, 2000 for The Crossroads Charter Academy By David Engels, Its School Board President.

My commission expires
09-02-2001

Steve Lobert
Notary Public
Mecosta County, Michigan

Drafted Without Opinion
By: Steve Lobert
Attorney at Law
119 S. Michigan Avenue
Big Rapids, MI 49307
3556-99.mldk/sp

LAND CONTRACT

THIS CONTRACT, made this 23rd *day of* February, 2000, *between* **Big Rapids Public Schools, a Michigan general powers school district organized and operating under the provisions of the revised school code, MCLA 380.1 et seq., as amended (a.k.a. the following: The Public Schools of Big Rapids, Michigan; The Big Rapids Public Schools, a School District and a Municipal Corporation; The Public Schools of Big Rapids, Michigan; School District of the City of Big Rapids, Michigan, a Municipal Corporation; The Public Schools of the City of Big Rapids, Michigan; Big Rapids City School District of Big Rapids, Michigan; School District for the City of Big Rapids, Mecosta and Newaygo Counties, Michigan; Big Rapids Board of Education; Big Rapids Public Schools; The Public Schools of City of Big Rapids; Public Schools of Big Rapids, Michigan; and the School District of the City of Big Rapids, Michigan)**

hereinafter referred to as "Seller", whose address is **21034 – 15 Mile Road, Big Rapids, MI 49307**

and **The Crossroads Charter Academy, a Michigan non-profit Corporation**

hereinafter referred to as "Purchaser", whose address is **215 N State Street, Big Rapids, MI 49307**

WITNESSETH:

1. **Seller Agrees:**

a. *To sell and convey to Purchaser land in the* City of Big Rapids, and in the Township of Big Rapids, *County of* MECOSTA, *Michigan, described as:*

Block 74 of the plat of Warren and Bronson's Subdivision of Southeast 1/4 of Southeast 1/4 of Section 10, T15N, R10W, City of Big Rapids, Mecosta County, Michigan, according to the recorded plat thereof; and proposed vacated Finley Street adjacent thereto.
and
Block 85 of the plat of Warren and Bronson's Subdivision of Southeast 1/4 of Southeast 1/4 of Section 10, T15N, R10W, City of Big Rapids, Mecosta County, Michigan, according to the recorded plat thereof; and vacated Rose Street adjacent thereto; and West ½ of vacated Marion Avenue adjacent thereto.
and
Commencing at the Northwest corner of Block 96 of Warren and Bronson's Subdivision of the Southeast 1/4 of Southeast 1/4 of Section 10, T15N, R10W, City of Big Rapids, Mecosta County, Michigan, thence East along the North line of said Block to where it intersects the Northwesterly boundary of the right of way, so-called, to the Pere Marquette Railway across said Block 96; thence Southwesterly along the Northwestern boundary of said right of way to the West side of said Block 96; thence North along the West side of said Block 96 to the place of beginning; and East ½ of vacated Marion Street adjacent thereto.
and
East 30 feet of Lots 9 and 10 of Block 3 of Hutchinson's Addition to the City of Big Rapids, Mecosta County, Michigan, according to the recorded plat thereof.
and
That part of Lot 14 of Block 1 of Assessor's Plat No. 1 of Sanborn and Rust's Addition to the City of Big Rapids, Mecosta County, Michigan, described as follows: Beginning at the Northwest corner of Lot 14 of Block 1 of Assessor's Plat of Sanborn and Rust's Addition to the City of Big Rapids, Michigan, thence S 86°56' E 150 feet, more or less, along the Section line or the North line of said Block 1 to the Northeast corner of said Lot 14; thence due South along the East line of said Lot 14, 62 1/2 feet; thence Southwesterly along the Southerly boundary of the abandoned Pere Marquette Railroad right of way to a point on the West line of said Lot 14, 113.2 feet South of the place of beginning; thence North to the point of beginning; excepting the Pere Marquette Railroad right of way.
and
The North 25 feet of the West 300 feet of Lot 2, Block 10 of Assessor's Plat No. 1 of Sanborn and Rust's Addition to the City of Big Rapids, Mecosta County, Michigan, according to the recorded plat thereof.
and
All that part of Block 11 of Assessor's Plat No. 1 of Sanborn and Rust's Addition to the City of Big Rapids, Mecosta County, Michigan, lying North of the Pere Marquette Railroad right of way;
and
The West 100 feet of that portion of Block 11 of Assessor's Plat of No. 1 of Sanborn and Rust's

Addition to the City of Big Rapids, Mecosta County, Michigan, lying South of the Pere Marquette Railroad right of way.
and
A parcel of land commencing at the Southwest corner of vacated Finley Avenue adjacent to Block 74 of Warren and Bronson's Subdivision of SE 1/4 of SE 1/4 of Section 10, T15N, R10W, Michigan, thence West to a point 30 feet West of the Northeast corner of Lot 10, Block 3 of Hutchinson's Addition thence North to the South line of P.M. Brown's Third Addition; thence East to the West line of said vacated Finley Avenue; thence South along said line to the point of beginning.

EXCEPT the westernmost boundary of the subject parcel along the existing fence line shall be determined via survey, at the expense of the City of Big Rapids, and the Legal Description thereof obtained shall control as the said westernmost boundary line when the deed is given in fulfillment thereof.

AND FURTHER EXCEPT the Seller, or its assigns, retains the right to use the above-described premises for sporting events, practices and recreational purposes, through December 31, 2002, in a manner and consistency substantially similar to the Seller's prior use made thereof, upon a reasonable notice to Purchaser. The Seller's right to use the premises shall be exclusive for the dates and times desired, shall include the right to all profits generated by said use, and shall further include the right to utilize any improvements and utilities incidental to the use made thereby. All of the uses made under the terms of this paragraph shall be free of charge, provided Seller maintains the general liability insurance required under Paragraph 3(l) herein.
Subject to and including any rights, reservations, restrictions, easements and rights of way of record or observable by visual inspection.

IF THE LAND BEING CONVEYED IS UNPLATTED, the following is deemed to be included: "The Seller grants to the Purchaser the right to make zero division(s) under Section 108 of the Land Division Act, Act No. 288 of the Public Acts of 1967, when paid in full. Also, this property may be located within the vicinity of farmland or a farm operation. Generally accepted agricultural and management practices which may generate noise, dust, odors, and other associated conditions may be used and are protected by the Michigan Right to Farm Act."

, hereinafter referred to as "the land", together with all tenements, hereditaments, improvements, and appurtenances, now on the land, including but not limited to any lighting and plumbing fixtures, shades, Venetian blinds, curtain rods, storm windows, storm doors, screens, awnings, TV antenna, now on the land.

b. *That the full consideration for the sale of the land to Purchaser is Two Hundred Twenty Thousand and no/100 ($220,000.00) dollars, of which the sum of One Hundred Ten Thousand and no/100 ($110,000.000) dollars has been paid to Seller on delivery hereof, the receipt of which is hereby acknowledged, and the additional sum of One Hundred Ten Thousand and no/100 ($110,000.00) dollars, is to be paid to Seller, without interest, on or before September 1, 2000.*

c. *To execute and deliver to Purchaser or his assigns, upon payment in full of all sums owing hereon, a good and sufficient warranty deed conveying title to the land, subject to above-mentioned restrictions and easements, but free from all other encumbrances, except such as may be herein set forth or shall have accrued or attached since the date hereof through the acts or omissions of persons other than Seller or his assigns.*

2. **Purchaser Agrees:**

a. *To purchase the land and pay Seller the sum aforesaid.*

b. *To use, maintain and occupy the land in accordance with any and all building and use restrictions applicable thereto.*

c. *To keep the land in accordance with all police, sanitary or other regulations imposed by any governmental authority.*

d. *To keep and maintain the land and the buildings in as good condition as they are at the date hereof and not to commit waste, remove or demolish any improvements thereon, or otherwise diminish the value of Seller's security, without the written consent of Seller*

e. *To pay all taxes and special assessments hereafter levied on the land, if any, before any penalty for non-payment attaches thereto, and submit receipts to Seller, as evidence of payment thereof.*

f. To keep the buildings now or hereafter on the land insured against loss, damage and negligence, up to their full value, naming the Seller as a standard loss payee, and provide a copy to Seller with premium fully paid.

g. That he has examined a title insurance commitment/policy dated October 21, 1999 at 8 a.m. covering the land, and is satisfied with the marketability of title shown thereby. Delivery of such commitment or an owner's title policy issued pursuant to such commitment, or an abstract, to Purchaser shall constitute fulfillment of Seller's agreement to furnish title evidence herein contained.

h. *That he has examined the land and is satisfied with the physical condition of any structure thereon, and hereby waives any and all claims on account of any encroachments on the land or on any premises adjacent thereto.*

3. **Seller and Purchaser Mutually Agree:**

a. *The Seller reserves the right to convey his interest in the above-described land and his conveyance hereof shall not be a cause for recision. The Seller may, during the lifetime of this contract, place a mortgage on the premises above described, which shall be a lien on the premises, superior to the rights of the Purchaser herein, or may continue and renew any existing mortgage thereon, provided that the aggregate amount due on all outstanding mortgages shall not at any time be greater than the unpaid balance of the contract, and provided that the aggregate payments of principal and interest, whether periodic or final, required in any one month in such new or renewal mortgage shall not exceed those named in this contract; nor shall said new or renewal mortgage restrict the time of payments thereon to a date later than is provided for similar payments in this contract. To secure the priority of lien granted to a new or renewal mortgage as provided for in this paragraph, written notice shall be given to the Purchaser within fifteen (15) days of the execution of all such new mortgages and renewals containing the name and address of the mortgagee, the rate of interest of such mortgage, the amount and due date of payments and maturity of principal.*

b. *That if the title of Seller is evidenced by land contract or now or hereafter encumbered by mortgage, Seller shall meet payments of principal and interest thereon as they mature and produce evidence thereof to Purchaser on demand. On Seller's default Purchaser may pay the same, which payments shall be credited on the sums matured or first maturing hereon with interest at the same rate of this contract on payments so made. If proceedings are commenced to recover possession of the land or to enforce the payment of such contract or mortgage, because of Seller's default, Purchaser may at any time thereafter while such proceedings are pending encumber the land by mortgage security such sums as can be obtained upon such terms as may be required and with the proceedings pay and discharge such mortgage or Purchaser shall pay the principal and interest on such mortgage so given as they mature.*

c. *That if default is made by Purchaser in the payment of any tax or special assessment or insurance premiums or in the delivery of insurance as above provided, Seller may pay such tax, special assessment or premiums or procure such insurance and pay the premiums therefor, and any amount so paid shall at his or her option, be added to the unpaid balance and accrue interest as set forth in Paragraph 1(b).*

d. *That during the existence of this contract, any proceeds received from a hazard insurance policy covering the land shall first be used to repair the damage and restore the property, with the balance of such proceeds, if any, being distributed to Seller and Purchaser, as their interests may appear.*

e. *That no assignment or conveyance by Purchaser shall create any liability whatsoever against Seller until a duplicate thereof duly witnessed and acknowledged, containing the residence address of the assignee, shall be delivered either personally or by certified mail to Seller and receipt therefor obtained. Purchaser's liability hereunder shall not be released or affected in any way by delivery of such assignment, or by Seller's endorsement of receipt or acceptance thereon.*

f. *That Purchaser shall have the right to possession of the land commencing,* immediately, *unless otherwise herein provided, and be entitled to retain possession thereof only so long as there is no default on his part in carrying out the terms and conditions hereof. Provided, however, Seller shall be given a reasonable time, not to exceed 120 days, to remove those items of personal property not included in this transaction. If the land is vacant or unimproved, Purchaser shall be deemed to be in constructive possession only, which possessory right shall cease and terminate after service of a notice of forfeiture of this contract. Erection of signs by Purchaser on vacant or unimproved property shall not constitute actual possession by him.*

g. *That should Purchaser fail to perform this contract or any part thereof, Seller immediately after such default shall have the right to declare this contract forfeited and void, and retain whatever may have been paid hereon, and all improvements that may have been made upon the land, together with additions and accretions thereto, and consider and treat Purchaser as his tenant holding over without permission and may take immediate possession of the land, and Purchaser and each and every other occupant remove and put out. A proper notice of forfeiture, giving Purchaser at least fifteen (15) days to pay any moneys required to be paid hereunder or to cure other material breaches of this contract, shall be served on Purchaser, as provided by statute, prior to institution of any proceedings to recover possession of the land.*

h. *That if proceedings are taken to enforce this contract by equitable action, the entire amount owing hereon shall be due and payable forthwith, anything herein contained to the contrary notwithstanding.*

i. *That time shall be deemed to be of the essence of this contract.*

j. *That any declarations, notices or papers necessary or proper to terminate, accelerate or enforce this contract shall be conclusively presumed to have been served upon Purchaser if such instrument was enclosed in an envelope with first-class postage fully prepaid, addressed to Purchaser at the address set forth in the heading of this*

contract or at the latest other address which may have been specified by Purchaser and receipted for in writing by Seller, and such envelope was deposited in the United States government mail.

k. *Purchaser(s) acknowledge that they have physically inspected the premises; have had ample opportunity to have the premises inspected by professionals, and expressly agree to accept the property and improvements in their conditions "AS IS", there being no warranties either expressed or implied.*

l. *At any time that the Seller uses the above-described premises pursuant to its retained right to use the premises through December 31, 2002, the Seller shall maintain general liability insurance in an amount not less than Two Million Dollars ($2,000,000.00) to cover personal injury and other types of general liability arising from its use of the premises.*

m. *During the term of this Contract the purchaser shall maintain general liability insurance in an amount not less than Two Million and no/100 ($2,000,000.00) dollars to cover personal injury and other types of general liability arising from the premises, or the use made thereof. Seller shall be named as the co-payee on the policy and a copy of the policy shall be provided to the Seller by Purchaser.*

n. *Except as otherwise provided in said lease, Purchaser shall defend, indemnify and hold Seller harmless from any action or proceeding regarding any liability claims arising from the subject premises.*

o. *In the event of default of this Contract, the party causing or creating the default shall pay the actual costs, expenses and attorney fees of the non-defaulting party.*

p. *This transaction is contingent upon the Seller obtaining the proper vacation of those portions of Finley, Rose and Marion Avenues that traverse the above-described premises. If the same are not properly vacated by the due date for the final payment hereof, the parties herein agree to delay the date required for the final payment for a reasonable time to allow Seller to obtain the proper vacation. If the proper vacation is not obtained within a reasonable time, the Purchaser shall have the option to rescind this transaction without interest, costs or fees; or waive the contingency and accept the property "AS IS".*

q. *That the above-described parcel currently contains certain City of Big Rapids storm and sanitary sewers which easements granting the said City the right to use portions of the above-described parcel therefore have not been recorded. The City is in the process of recording the easement attached as "EXHIBIT A", and the parties herein agree to grant an easement for the existing storm sewers, with an approximate location thereof shown on "EXHIBIT B", and to do whatever else may be necessary to provide recorded evidence of currently located utilities.*

Any individual parties hereto represent themselves to be of full age. Any corporate parties hereto represent themselves to be executing corporations with their charters in full force and effect. Any partnership parties hereto represent themselves to be existing partnerships with their certificates in full force and effect.

The pronouns and relative words herein used are written in the masculine and singular. If, however, more than one-person joins in the execution hereof as Seller or Purchaser, or either party be of the feminine sex or a corporation, such words shall be read as if written in plural, feminine or neuter, respectively. The covenants herein shall bind the heirs, devisees, legatees, successors and assigns of the respective parties.

Signed, sealed and delivered by the parties in duplicate the day and year first above written.

IN PRESENCE OF:

Steve Lobert

Mark R Klumpp

For Big Rapids Public Schools

By: John L. Cook
Its: Superintendent

By: Richard Christner
Its: School Board President

STATE OF MICHIGAN
COUNTY OF MECOSTA

The foregoing instrument was acknowledged before me this 23rd *day of* February, 2000
For Big Rapids Public Schools, By John L. Cook, Its Superintendent and Richard Christner, Its School Board President.

My commission expires
09-02-2001

Steve Lobert,
Notary Public
Mecosta County, Michigan

Signed, sealed and delivered by the parties in duplicate the day and year first above written.

IN PRESENCE OF:

For The Crossroads Charter Academy

Steve Lobert

By: David Engels
Its: School Board President

Mark R Klumpp

STATE OF MICHIGAN
COUNTY OF MECOSTA

The foregoing instrument was acknowledged before me this 23rd *day of* February, 2000 for The Crossroads Charter Academy By David Engels, Its School Board President.

My commission expires
09-02-2001

Steve Lobert
Notary Public
Mecosta County, Michigan

Drafted Without Opinion
By: Steve Lobert
Attorney at Law
119 S. Michigan Avenue
Big Rapids, MI 49307

3556-99 ldk/sp

(Rev. 9-85)
Michigan Department of State Police
FIRE MARSHAL DIVISION
7150 Harris Drive
Lansing, Michigan 48913
Phone: (517) 322-1924

FIRE MARSHAL USE ONLY	Project No. 4-00-0043-91
Job No.	Cert. No. A-0164

PLAN REVIEW/DOCUMENTATION
FIRE ALARM OR FIRE SUPPRESSION SYSTEM INSTALLATION

Facility Name		Date of Plan Review
Big Rapids Jr. High School		1-29-91
Address: No., Street, City, State, ZIP		County
Big Rapids, MI 49307		Mecosta
Facility Type: School	System Type: Fire Alarm/Fire Detection	System: ☐ New ☒ Modification
Project Description: System Replacement and Up-Date		
Architect/Engineer/Certified Firm: Mr. Dick Wilson - Simplex Time Recorder		Telephone No. 616/784-7921
Address: No., Street, City, State, ZIP: 701 Three Mile Rd., NW, Grand Rapids, MI 49504		

☐ Approved ☒ Approved contingent upon compliance with the following: ☐ Not approved for the reasons listed below

PLEASE REFERENCE OUR NUMBER 4-00-0043-91 ON FUTURE CORRESPONDENCE, ADDENDA, BLUEPRINTS, ETC. CONCERNING THIS PROJECT, AND NOTIFY ANY OTHER ARCHITECT/ENGINEER, COMPANY, SUB-CONTRACTOR ETC. INVOLVED.

THE SUBMITTED DOCUMENTS HAVE BEEN REVIEWED FOR COMPLIANCE WITH THE AUGUST 1, 1989 STATE SCHOOL FIRE SAFETY RULES.

OTHER LAWS AND STANDARDS TO BE CONSIDERED ARE PUBLIC ACT 144 OF 1982, PUBLIC ACT 217 OF 1956, PUBLIC ACT 230 OF 1972 AND NFPA PAMPHLETS 13, 70, 72A, 72E, 90A, ETC.

1. This submittal has been reviewed solely for the existence and location of initiating and signaling devices to determine compliance with promulgated fire safety and/or recognized national standards. It is the responsibility of the certified firm to assure compliance with all other applicable laws, codes and manufacturer's recommendations and component compatibility.

2. Provide an electrical certificate of approval from the electrical inspecting authority having jurisdiction.

3. Final field inspection approval of this project cannot be given until documentation of the fire alarm/fire detection system installation, as required by Act 144 of 1982, is received by Fire Marshal Division Headquarters.

SYSTEM DOCUMENTATION

I certify the system has been installed in accordance with Sections 1 to 25 of Act No. 207, P.A. of 1941, as amended (MCL 29.1–29.25) and R29.2801 to 29.2814 of the rules promulgated pursuant to the act.

Certified Firm & Address: No., Street, City, State, ZIP: Simplex Time Recorder Co. 2935 Wilkent Ct NW Grand Rapids MI 49504

Authorized Name (type or print)	Signature & Date
TIM WHITTAKER	7-17-91

FIRE MARSHAL USE ONLY

Amt. of Fee Rec'd.	Date Rec'd.	Check No.	Voucher No.	Certification No.
$40.00	8-8-91	209800	695384	A 0164

Fire Marshal will endorse upon satisfactory completion of the project including deficiencies noted above.

Fire Marshal Inspection Date: N/A

Fire Marshal Endorsement: [signature] 9-4-91

Date: 8-16-91

This form is authorized by Act No. 207, P.A. of 1941, as amended. Completion of the form is required. Failure to provide the information may lead to decertification of the firm.

DISTRIBUTION:

Firm: Return 4 signed copies with $40 to the Fire Marshal Division at the address at the top of the form.

Fire Marshal: After endorsement, return original to firm, copy to owner of building, copy to Fire Marshal Division Headquarters and retain copy at district offices.

FM-40 PAD (6/88)
DEPARTMENT OF STATE POLICE
FIRE MARSHAL DIVISION

4-00-1336-90

FIRE SAFETY INSPECTION/CERTIFICATION REPORT

FACILITY NAME	DATE OF INSPECTION	COUNTY	FM NO. ☐ OPEN ☒ CLOSED
Big Rapids Intermediate School	8-26-91	Mecosta	
ADDRESS	**FACILITY TYPE**	**RULES OR CODE**	**JOB/LIC./FAC. NO.**
215 N. State St.,	School	89 School	
CITY / **STATE** / **ZIP**	**FACILITY REP.**		**INSPECTION TYPE**
Big Rapids / Mi / 49307			Recheck

RULE NO.	DESCRIPTION OF NON-COMPLIANCE
	This project is approved. Full approval for occupancy is granted.
	CC; Simplex

DISTRIBUTION	FOR FUTURE USE	FIRE SAFETY CERTIFICATION		
Big Rapids F.D.		☒ FULL APPROVAL	☐ TEMPORARY APPROVAL UNTIL _____	☐ DISAPPROVAL
INSPECTING OFFICIAL	D/Lt. Gill	**ADDRESS**	588 Three Mile Rd., N.W.	**TELEPHONE** (616) 784-4996
SIGNATURE OF OFFICIAL	Leonard Gill	**CITY** / **ZIP**	Grand Rapids / 49504	**REVIEWED BY**

State of Michigan
John Engler, Governor

Department of Consumer & Industry Services
Kathleen M. Wilbur, Director

Office of Fire Safety
Tony Sanfilippo, Director
7150 Harris Drive
P.O. Box 30700
Lansing, MI 48909-8200
517-322-1123
Jim Tinkham

MEMORANDUM

DATE: April 28, 1998

TO: Gary Cass, Public School Academy Program

FROM: Dan Dykstra

SUBJECT: Crossroads Charter Academy

This memo is in response to your memo dated April 27, 1998, regarding the re-use of the Big Rapids Middle School building as a charter school.

As we discussed, the Big Rapids Middle School will close at the end of the current school year (June 1998). Crossroads Academy will be purchasing the building from the Big Rapids School District, and has made application with an authorizing agent (Grand Valley State University) indicating their intent to operate a charter school in the building.

As we discussed, for the purposes of this office's jurisdiction, since application has been made within one year of the building being vacated, the new Crossroads Charter Academy will be considered an existing use, and the new owner may occupy the building at any time. However, if any remodeling or renovations are planned to the building, such work must have the approval of this office **prior** to such work being done.

If there are any further questions or concerns, feel free to contact me at this office.

Pc: Bert Lardie, OFS
Michael Pachulski, OFS - Grand Rapids field office

OWNER/U[redacted]R

TO:

Michigan Department of C[redacted]sumer & Industry Services
Bureau of Construction Co[redacted]s/Elevator Safety Division
P.O. Box 30254, Lansing, Michigan 48909

SERIAL NUMBER 40461
DISTRICT 037
COUNTY Mecosta

NAME	STREET ADDRESS	CITY	ZIP CODE
Big Rapids Mid School	215 N. State	Big Rapids	49307

AS OF 07-24-98, AN OFFICIAL INSPECTION OF YOUR ELEVATOR HAS REVEALED THAT YOU ARE IN VIOLATION OF THE HEREIN SPECIFIED PROVISIONS OF ACT 227, PA 1967 (BEING CL '48, § 408.801 ET SEQ.; MSA 1967 CUM SUPP § 17.495 (1) ET SEQ.), AND/OR OF THE HEREIN SPECIFIED RULES OF THE ELEVATOR SAFETY BOARD PROMULGATED PURSUANT TO SAID ACT 227. YOU ARE, THEREFORE, ORDERED TO TAKE THE CORRECTIVE ACTION(S) INDICATED. FAILURE TO TAKE THE INDICATED CORRECTIVE ACTION(S) ON OR BEFORE 08-24-98 COULD SUBJECT YOU TO THE PENALTIES PROVIDED BY SECTION 21 OF SAID ACT 227.

TYPE Pass

BUILDING 2000#

ITEM	SECTION OR RULE VIOLATED	REQUIRED CORRECTIVE ACTION(S)
	1002.3	A 5-YEAR RATED LOAD SAFETY TEST SHALL BE PERFORMED AND PROPER TAG ATTACHED. THE RESULT OF THIS TEST SHALL BE SUBMITTED TO THE MICHIGAN DEPARTMENT OF CONSUMER & INDUSTRY SERVICES ON FORM BCC-277.
	1002.2	A 1-YEAR NO LOAD SAFETY TEST SHALL BE PERFORMED AND PROPER TAG ATTACHED. THE RESULT OF THIS TEST SHALL BE SUBMITTED TO THE MICHIGAN DEPARTMENT OF CONSUMER & INDUSTRY SERVICES ON FORM BCC-277.
	R408.8639	A 3-YEAR 2-HOUR RATED LOAD RELIEF VALVE TEST SHALL BE PERFORMED AND PROPER TAG ATTACHED. THE RESULT OF THIS TEST SHALL BE SUBMITTED TO THE MICHIGAN DEPARTMENT OF CONSUMER & INDUSTRY SERVICES ON FORM BCC-277.
(1)	M219	Clean pit - Done 7-27-98
(2)	1206	Clean car top & car door w/related equipment Done 7-27-98
(3)	1206	Determine source of noise when car is in motion (roller guides) Replace as needed Order car rolled guides 7-27-98 - Done 8-8-98
(4)	M228	Replace floor covering in car with proper material

IMPORTANT

A FEE WILL BE CHARGED FOR EACH FOLLOW-UP INSPECTION CAUSED BY NON-COMPLIANCE OF CORRECTION ORDER BY DUE DATE.

REMARKS

INSPECTOR'S SIGNATURE W R Fleeting

LICENSED ELEVATOR JOURNEYPERSON PERFORMING WORK Robert Wieringa PERMANENT ID NUMBER 106308

I CERTIFY THAT AS OF 9-9-98 FULL COMPLIANCE WAS EFFECTED WITH RESPECT TO ALL OF THE ABOVE REQUIRED CORRECTIVE ACTIONS

NAME OF FIRM	SIGNATURE OF CERTIFIER	TITLE
CROSSROADS CHARTER ACADEMY	Edmond M Hook	Principal

COMPLETE AND RETURN THIS FORM TO THE MICHIGAN DEPARTMENT OF CONSUMER & INDUSTRY SERVICES AS SOON AS FULL COMPLIANCE IS EFFECTED.

BCC-284 (REV. 8-96)

LICENSE NO. 54-000054

Fixed

ISSUED BY THE MICHIGAN DEPARTMENT OF AGRICULTURE TO OPERATE UNDER THE PROVISIONS OF PART 129 ACT 368, PUBLIC ACTS OF 1978 AT:

215 NORTH STATE ST BIG RAPIDS

STATE of MICHIGAN LICENSE

EXPIRES April 30, 1999

THIS LICENSE IS NOT TRANSFERABLE AS TO PERSON OR PLACE. NOTIFY THE LOCAL HEALTH DEPARTMENT PRIOR TO CHANGE OF OWNERSHIP. [SECTION 12904(6)]

RESTRICTIONS OR CONDITIONS:

IS GRANTED TO: CROSSROADS CHARTER ACADEMY

CROSSROADS CHARTER ACADEMY
215 NORTH STATE ST
BIG RAPIDS, MI 49307

DIRECT INQUIRIES TO: MECOSTA HEALTH DEPT -MEC 3554

FAILURE TO POST IN A CONSPICUOUS PLACE IS A MISDEMEANOR SECTION [12904(5)]

FI-210 10/96

John Engler, Governor

Department of Consumer & Industry Services
Kathleen M. Wilbur, Director

Office of Fire Safety
Tony Sanfilippo, Director
7150 Harris Drive
P.O. Box 30700
Lansing, MI 48909-8200
517-322-1123

MEMORANDUM

DATE: April 28, 1998

TO: Gary Cass, Public School Academy Program

FROM: Dan Dykstra

SUBJECT: Crossroads Charter Academy

This memo is in response to your memo dated April 27, 1998, regarding the re-use of the Big Rapids Middle School building as a charter school.

As we discussed, the Big Rapids Middle School will close at the end of the current school year (June 1998). Crossroads Academy will be purchasing the building from the Big Rapids School District, and has made application with an authorizing agent (Grand Valley State University) indicating their intent to operate a charter school in the building.

As we discussed, for the purposes of this office's jurisdiction, since application has been made within one year of the building being vacated, the new Crossroads Charter Academy will be considered an existing use, and the new owner may occupy the building at any time. However, if any remodeling or renovations are planned to the building, such work must have the approval of this office prior to such work being done.

If there are any further questions or concerns, feel free to contact me at this office.

Pc: Bert Lardie, OFS
Michael Pachulski, OFS - Grand Rapids field office

FAX
616-592-2127

CERTIFICATE OF USE AND OCCUPANCY

PERMANENT

Michigan Department of Licensing and Regulatory Affairs
Bureau of Construction Codes/Building Division
P. O. Box 30254
Lansing, MI 48909
(517) 241-9317

Building Permit No. B035674
Crossroads Charter Academy High School
215 W Spruce Street
Big Rapids, Michigan
Mecosta County

The above named building of Use Group E and Construction Type 2B is approved for use and occupancy.

THIS APPROVAL IS GRANTED UNDER THE AUTHORITY OF SECTIONS 13 OF ACT 230 OF THE PUBLIC ACTS OF 1972, AS AMENDED, BEING §125.1513 OF THE MICHIGAN COMPILED LAWS, AND, IN ACCORDANCE WITH SECTION 111.0 OF THE STATE BUILDING CODE. THIS SHALL SUPERSEDE AND VOID ANY PREVIOUS APPROVAL OF USE AND OCCUPANCY.

Charles E Curtis

March 28, 2014

Larry Lehman, Chief
Charles E. Curtis, Assistant Chief
Building Division