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

ISSUED BY

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

ISSUED TO

**GROVE MONTESSORI: A WILDFLOWER PUBLIC SCHOOL
(A PUBLIC SCHOOL ACADEMY)**

CONFIRMING THE STATUS OF

GROVE MONTESSORI: A WILDFLOWER PUBLIC SCHOOL

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 Grove Montessori: A Wildflower Public School (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 sixth grade(s). The Academy may add additional grades and vocational programs in the future, pursuant to Section 9.2 of Article IX of the Terms and Conditions.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ARTICLE VII

TUITION PROHIBITED

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

ARTICLE VIII

COMPLIANCE WITH PART 6A OF THE CODE AND OTHER LAWS

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

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

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

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

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

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

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

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

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

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

ARTICLE IX

AMENDMENT

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

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

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

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

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

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

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

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

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

ARTICLE X

TERMINATION, SUSPENSION AND REVOCATION

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

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

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

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

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

- b) Disposition of State School Aid Funds. Notwithstanding any other provision of the Contract, any state school aid funds received by the University Board after a decision by the University President to suspend the Contract may be retained by the University Board for the Academy until the Contract is reinstated, or shall be returned to the Michigan Department of Treasury.
- c) Immediate Revocation Proceeding. If the Academy Board, after receiving a Suspension Notice from the University President continues to engage in conduct or activities that are covered by the suspension notice, the Hearing Panel may immediately convene a Revocation Hearing in accordance with the procedures set forth in Section 10.6(e) of the Terms and Conditions. The Hearing Panel has the authority to accelerate the time line for revoking the Contract, provided that notice of the revocation hearing shall be provided to the University Charter Schools Office and the Academy Board at least five (5) days before the hearing. If the Hearing Panel determines that the Academy Board has continued to engage in conduct or activities that are covered by the suspension notice, the Hearing Panel may recommend revocation of the Contract. The University Board shall proceed to consider the Hearing Panel's recommendation in accordance with Section 10.6(f) through (i).

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

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

- c) Failure of the Academy to meet generally accepted public sector accounting principles and demonstrate sound fiscal stewardship; or
- d) The existence of one or more other grounds for revocation as specified in this Contract.

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

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

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

- a) Notice of Intent to Revoke. The CSO Director, upon reasonable belief that such grounds for revocation of the Contract exist, shall notify the Academy Board of such grounds by issuing the Academy Board a Notice of Intent to Revoke for non-compliance with the Contract or Applicable Law. The Notice of Intent to Revoke shall be in writing and shall set forth in sufficient detail the alleged grounds for revocation.
- b) Academy Board's Response. Within thirty (30) days of receipt of the Notice of Intent to Revoke, the Academy Board shall respond in writing to the alleged grounds for revocation. The Academy Board's response shall be addressed to the CSO Director, and shall either admit or deny the allegations of non-compliance. If the Academy's response includes admissions of non-compliance with the Contract or Applicable Law, the Academy Board's response must also contain a description of the Academy Board's plan and time line for correcting the non-compliance with the Contract or Applicable Law. If the Academy's response includes a denial of non-compliance with the Contract or Applicable Law, the Academy's response shall include sufficient documentation or other evidence to support a denial of non-compliance with the Contract or Applicable Law. A response not in compliance with this section shall be deemed to be non-responsive. As part of its response, the Academy Board may request that a meeting be scheduled with the CSO Director prior to a review of the Academy Board's response.
- c) Plan of Correction. Within fifteen (15) days of receipt of the Academy Board's response or after a meeting with Academy Board representatives, whichever is sooner, the CSO Director shall review the Academy Board's response and determine whether a reasonable plan for correcting the deficiencies can be formulated. If the CSO Director determines that a reasonable plan for correcting the deficiencies set forth in the Notice of Intent to Revoke can be formulated, the CSO Director shall develop a plan for correcting the non-compliance ("Plan of Correction"). In developing a Plan of Correction, the CSO Director is permitted to adopt, modify or reject some or all of the Academy Board's response for correcting the deficiencies outlined in the Notice of Intent to Revoke. The Notice of Intent to Revoke shall be withdrawn if the CSO Director determines any of the following: (i) the Academy Board's denial of non-compliance is persuasive; (ii) the non-compliance set forth in the Notice of Intent to Revoke has been corrected by the Academy Board; or (iii) the Academy Board has successfully completed the Plan of Correction. In the event the Notice of Intent to Revoke is withdrawn, the CSO Director shall notify the Academy Board, in writing, of such withdrawal.
- d) Plan of Correction May Include Conditions to Satisfy University Board's Contract Reconstitution Authority. As part of the Plan of Correction, the CSO Director may

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

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

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

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

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

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

- g) University Board Decision. If the Hearing Panel's recommendation is submitted to the University Board at least fourteen (14) days before the University Board's next regular meeting, the University Board shall consider the Hearing Panel's recommendation at its next regular meeting and vote on whether to revoke the Contract. The University Board reserves the right to modify, reject or approve all or any part of the Hearing Panel's recommendation. The University Board shall have available copies of the Hearing Panel's recommendation and the transcript of the hearing. The University Board may waive the fourteen (14) day submission requirement or hold a special board meeting to consider the Hearing Panel's recommendation. A copy of the University Board's decision shall be provided to the University Charter Schools Office, the Academy Board and the Department.
- h) Effective Date of Revocation. If the University Board votes to revoke the Contract, the revocation shall be effective on the date of the University Board's act of revocation, or at a later date as determined by the University Board.
- i) Disposition of State School Aid Funds. Notwithstanding any other provision of the Contract, any state school aid funds received by the University Board after a recommendation is made by the Hearing Panel to revoke the Contract, or a decision by the University Board to revoke the Contract, may be held by the University Board and returned to the Michigan Department of Treasury.
- j) Disposition of District Code Number. Notwithstanding any other provision of the Contract, after a recommendation is made by the Hearing Panel to revoke the Contract, or a decision by the University Board to revoke the Contract, the district code number shall remain under the direction and control of the State Board of Education and/or its designated representative.

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

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

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

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

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

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

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

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

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

ARTICLE XI

PROVISIONS RELATING TO PUBLIC SCHOOL ACADEMIES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Section 11.11. Criminal Background and History Checks; Disclosure of Unprofessional Conduct. The Academy shall comply with the Code concerning criminal background and criminal history checks for its teachers, school administrator(s), and for any other position requiring State Board approval. In addition, the Academy shall comply with the Code concerning the disclosure of unprofessional conduct by persons applying for Academy employment. This Section 11.11 shall apply to such persons irrespective of whether they are employed by the Academy or employed by an educational service provider contracting with the Academy.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Section 11.23. Information Available to the Public and University.

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

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

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

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

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

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

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

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

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

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

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

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

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

Section 11.29. Confidential Address Restrictions.

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

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

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

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

Section 11.33. Academy Emergency Operations Plan.

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

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

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

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

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

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

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

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

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

ARTICLE XII

GENERAL TERMS

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

If to Grand Valley State University Board of Trustees:

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

If to Academy: Grove Montessori: A Wildflower Public School
Attn: Board President
1575 Jefferson Ave SE
Grand Rapids, MI 49507

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 seven (7) years until June 30, 2032, 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.

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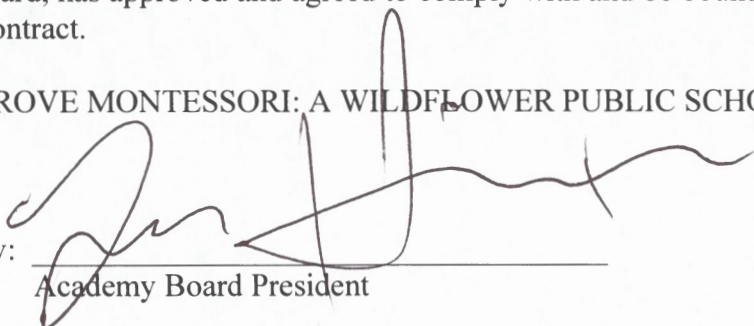
As the designated representative of the Grand Valley State University Board of Trustees, I hereby issue this Contract to the Academy on the date set forth above.

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.

GROVE MONTESSORI: A WILDFLOWER PUBLIC SCHOOL

By: 
Academy Board President

SCHEDULE 1

**METHOD OF SELECTION RESOLUTION
AUTHORIZING RESOLUTION**



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

Authorization of Grove Montessori: A Wildflower Public School, Grand Rapids (6a Contract - 7 years)

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

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

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

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

NOW, THEREFORE, BE IT RESOLVED:

1. That the application for Grove Montessori: A Wildflower Public School (“Academy”), located at 1575 Jefferson Avenue SW, Grand Rapids, MI 49507, submitted under Section 502 of the Revised School Code, meets the Board of Trustees’ requirements and the requirements of applicable law, is therefore approved;
2. That the Board of Trustees establishes the method of selection, length of term and number of members of the Academy’s Board of Directors as follows:

Method of Selection and Appointment of Academy Board Members:

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

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

- c. Exigent Appointments: When the Director determines an “exigent condition” exists which requires him/her to make an appointment to a public school academy’s board of directors, the Director, with University President approval, may immediately appoint a person to serve as a public school academy board member for the time specified, but not longer than the next meeting held by the Board of Trustees when a regular appointment may be made by the Board of Trustees. The Director shall make the appointment in writing and notify the public school academy’s board of directors of the appointment. Exigent conditions include, but are not limited to when an Academy Board seat is vacant, when a Academy Board cannot reach a quorum, when the Board of Trustees determines that an Academy Board member’s service is no longer required, when

an Academy Board member is removed, when an Academy Board fails to fill a vacancy, or other reasons which would prohibit the Academy Board from taking action without such an appointment.

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

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

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

upon the date the Director sends confirmation to the resigning Academy Board member.

7. Vacancy: An Academy Board position shall be considered vacant when an Academy Board member:
 - a. Resigns
 - b. Dies
 - c. Is removed from Office
 - d. Is convicted of a felony
 - e. Ceases to be qualified
 - f. Is incapacitated
8. Filling a Vacancy: The Academy Board may nominate and the Director shall recommend or temporarily appoint persons to fill a vacancy as outlined in the “Subsequent Appointments” and “Exigent Appointments” procedures in this resolution.
9. Number of Academy Board Member Positions: The number of member positions of the Academy Board of Directors shall be five (5), seven (7) or nine (9), as determined from time to time by the Academy Board.
10. Quorum: In order to legally transact business, the Academy Board shall have a quorum physically present at a duly called meeting of the Academy Board. A “quorum” shall be defined as follows:

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

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

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

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

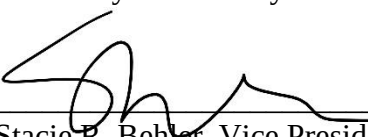
12. Initial Members of the Board of Directors: The Grand Valley State University Board of Trustees appoints the following persons to serve as

the initial members of the Academy's Board of Directors for the designated term of office set forth below:

Megan Cottrell	1 year term expiring June 30, 2026
Michael Fravel	2 year term expiring June 30, 2027
Leon Hendrix	2 year term expiring June 30, 2027
Javier Rivera	3 year term expiring June 30, 2028
TBD	3 year term expiring June 30, 2028

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

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


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

SCHEDULE 2

ARTICLES OF INCORPORATION

MICHIGAN DEPARTMENT OF LICENSING AND REGULATORY AFFAIRS
FILING ENDORSEMENT

This is to Certify that the RESTATED ARTICLES OF INCORPORATION
for

GROVE MONTESSORI: A WILDFLOWER PUBLIC SCHOOL

ID Number: 803291730

received by electronic transmission on February 25, 2025 ***, is hereby endorsed.***

Filed on February 26, 2025 ***, by the Administrator.***

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



In testimony whereof, I have hereunto set my hand and affixed the Seal of the Department, in the City of Lansing, this 26th day of February, 2025.

Linda Clegg

Linda Clegg, Director
Corporations, Securities & Commercial Licensing Bureau

LARA Corporations
Online Filing System
Department of Licensing and Regulatory Affairs

Form Revision Date 07/2016

RESTATED ARTICLES OF INCORPORATION

For use by DOMESTIC NONPROFIT CORPORATION

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

The identification number assigned by the Bureau is:

803291730

The present name of the corporation is:

EVERBLOOM MONTESSORI PROJECT TEAM, INC.

All former names of the corporation are:

The date of filing the original Articles of Incorporation was:

10/25/2024

ARTICLE I

The name of the corporation is:

GROVE MONTESSORI: A WILDFLOWER PUBLIC SCHOOL

ARTICLE II

The purpose or purposes for which the corporation is formed for:*

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

1. Specifically, the corporation is organized for the purposes of operating as a public school academy in the State of Michigan pursuant to Part 6A of the Code, being Sections 380.501 to 380.507 of the Michigan Compiled Laws.
2. The corporation, including all activities incident to its purposes, shall at all times be conducted so as to be a governmental entity pursuant to Section 115 of the United States Internal Revenue Code ("IRC") or any successor law. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activity not permitted to be carried on by a governmental instrumentality exempt from federal income tax under Section 115 of the IRC or by a nonprofit corporation organized under the laws of the State of Michigan and subject to a Contract authorized under the Code.

ARTICLE III

The Corporation is formed upon ☐ Non Stock ☒ basis.

If formed on a stock basis, the total number of shares the corporation has authority to issue is

If formed on a nonstock basis, 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.

The Corporation is formed on a ☐ Partnership ☒ basis.

ARTICLE IV

The street address of the registered office of the corporation and the name of the resident agent at the registered office (P.O. Boxes are not acceptable):

1. Agent Name: KATE ROBINSON
2. Street Address: 2428 BURTON STREET SE
Apt/Suite/Other:
City: GRAND RAPIDS
State: MI Zip Code: 49546

3. Registered Office Mailing Address:

P.O. Box or Street Address: 2428 BURTON STREET SE
Apt/Suite/Other:
City: GRAND RAPIDS
State: MI Zip Code: 49546

Use the space below for additional Articles or for continuation of previous Articles. Please identify any Article being continued or added.

ARTICLE V

THE NAME AND ADDRESS OF THE INCORPORATOR IS AS FOLLOWS:

KATE ROBINSON
2428 BURTON STREET SE
GRAND RAPIDS, MICHIGAN 49546

ARTICLE VI

THE CORPORATION IS A GOVERNMENTAL ENTITY.

ARTICLE VII

BEFORE EXECUTION OF A CONTRACT TO CHARTER A PUBLIC SCHOOL ACADEMY BETWEEN THE ACADEMY BOARD AND THE BOARD OF TRUSTEES, THE METHOD OF SELECTION, LENGTH OF TERM, AND THE NUMBER OF MEMBERS OF THE ACADEMY BOARD SHALL BE APPROVED BY A RESOLUTION OF THE BOARD OF TRUSTEES AS REQUIRED BY THE CODE.

THE MEMBERS OF THE ACADEMY BOARD SHALL BE SELECTED BY THE FOLLOWING METHOD:

1. METHOD OF SELECTION AND APPOINTMENT OF ACADEMY BOARD MEMBERS:

A. INITIAL ACADEMY BOARD MEMBER NOMINATIONS AND APPOINTMENTS: AS PART OF THE PUBLIC SCHOOL ACADEMY APPLICATION, THE PUBLIC SCHOOL ACADEMY APPLICANT SHALL PROPOSE TO THE DIRECTOR OF THE UNIVERSITY CHARTER SCHOOLS OFFICE ("DIRECTOR"), THE NAMES OF PROPOSED INDIVIDUALS TO SERVE ON THE INITIAL BOARD OF DIRECTORS OF THE PROPOSED PUBLIC SCHOOL ACADEMY.

WHEN THE DIRECTOR RECOMMENDS AN INITIAL CONTRACT FOR APPROVAL TO THE BOARD OF TRUSTEES, HE/SHE SHALL INCLUDE RECOMMENDATIONS FOR INITIAL ACADEMY BOARD MEMBERS. THESE RECOMMENDATIONS MAY, BUT ARE NOT REQUIRED TO, INCLUDE INDIVIDUALS PROPOSED BY THE PUBLIC SCHOOL ACADEMY APPLICANT. TO BE CONSIDERED FOR APPOINTMENT, THE NOMINEES MUST HAVE COMPLETED THE REQUIRED BOARD MEMBER CANDIDATE APPLICATION MATERIALS, INCLUDING AT LEAST (I) THE ACADEMY BOARD MEMBER QUESTIONNAIRE PRESCRIBED BY THE UNIVERSITY CHARTER SCHOOLS OFFICE; AND (II) THE CRIMINAL BACKGROUND CHECK REPORT PRESCRIBED BY THE UNIVERSITY CHARTER SCHOOLS OFFICE.

B. SUBSEQUENT ACADEMY BOARD MEMBER NOMINATIONS AND APPOINTMENTS: EXCEPT AS PROVIDED IN PARAGRAPH (2) BELOW, THE ACADEMY BOARD MAY NOMINATE INDIVIDUALS FOR SUBSEQUENT ACADEMY BOARD OF DIRECTOR POSITIONS. AS PART OF THE APPOINTMENT PROCESS, THE ACADEMY BOARD MAY SUBMIT TO THE DIRECTOR: (I) THE NAME OF THE NOMINEE; (II) THE BOARD MEMBER CANDIDATE APPLICATION MATERIALS IDENTIFIED IN PARAGRAPH (A) ABOVE; AND (III) A COPY OF THE ACADEMY BOARD NOMINATING RESOLUTION. THE DIRECTOR MAY OR MAY NOT RECOMMEND THE PROPOSED NOMINEE SUBMITTED BY THE ACADEMY BOARD. IF THE DIRECTOR DOES NOT RECOMMEND A NOMINEE SUBMITTED BY THE ACADEMY BOARD, THE DIRECTOR SHALL SELECT A NOMINEE AND FORWARD THAT RECOMMENDATION TO THE BOARD OF TRUSTEES FOR APPOINTMENT. THE BOARD OF TRUSTEES SHALL HAVE THE SOLE AND EXCLUSIVE RIGHT TO APPOINT MEMBERS TO THE ACADEMY BOARD.

C. EXIGENT APPOINTMENTS: WHEN THE DIRECTOR DETERMINES AN "EXIGENT CONDITION" EXISTS WHICH REQUIRES HIM/HER TO MAKE AN APPOINTMENT TO A PUBLIC SCHOOL ACADEMY'S BOARD OF DIRECTORS, THE DIRECTOR, WITH UNIVERSITY PRESIDENT APPROVAL, MAY IMMEDIATELY APPOINT A PERSON TO SERVE AS A PUBLIC SCHOOL ACADEMY BOARD MEMBER FOR THE TIME SPECIFIED, BUT NOT LONGER THAN THE NEXT MEETING HELD BY THE BOARD OF TRUSTEES WHEN A REGULAR APPOINTMENT MAY BE MADE BY THE BOARD OF TRUSTEES. THE DIRECTOR SHALL MAKE THE APPOINTMENT IN WRITING AND NOTIFY THE PUBLIC SCHOOL ACADEMY'S BOARD OF DIRECTORS OF THE

APPOINTMENT. EXIGENT CONDITIONS INCLUDE, BUT ARE NOT LIMITED TO WHEN AN ACADEMY BOARD SEAT IS VACANT, WHEN A ACADEMY BOARD CANNOT REACH A QUORUM, WHEN THE BOARD OF TRUSTEES DETERMINES THAT AN ACADEMY BOARD MEMBER'S SERVICE IS NO LONGER REQUIRED, WHEN AN ACADEMY BOARD MEMBER IS REMOVED, WHEN AN ACADEMY BOARD FAILS TO FILL A VACANCY, OR OTHER REASONS WHICH WOULD PROHIBIT THE ACADEMY BOARD FROM TAKING ACTION WITHOUT SUCH AN APPOINTMENT.

2. QUALIFICATIONS OF ACADEMY BOARD MEMBERS: TO BE QUALIFIED TO SERVE ON THE ACADEMY BOARD, A PERSON SHALL: (A) BE A CITIZEN OF THE UNITED STATES; (B) RESIDE IN THE STATE OF MICHIGAN; (C) SUBMIT ALL MATERIALS REQUESTED BY THE GVSU CHARTER SCHOOLS OFFICE INCLUDING, BUT NOT LIMITED TO, A GVSU ACADEMY BOARD MEMBER QUESTIONNAIRE AND A RELEASE FOR CRIMINAL HISTORY BACKGROUND CHECK; (D) NOT BE AN EMPLOYEE OF THE ACADEMY; (E) NOT BE A DIRECTOR, OFFICER, OR EMPLOYEE OF A COMPANY OR OTHER ENTITY THAT CONTRACTS WITH THE ACADEMY; AND (F) NOT BE AN EMPLOYEE OR REPRESENTATIVE OF GVSU OR BE A MEMBER OF THE BOARD OF TRUSTEES.

3. OATH /ACCEPTANCE OF OFFICE / VOTING RIGHTS: FOLLOWING APPOINTMENT BY THE BOARD OF TRUSTEES, ACADEMY BOARD APPOINTEES MAY BEGIN THEIR LEGAL DUTIES, INCLUDING THE RIGHT TO VOTE, AFTER THEY HAVE SIGNED AN ACCEPTANCE OF PUBLIC OFFICE FORM AND TAKEN THE OATH OR AFFIRMATION OF PUBLIC OFFICE ADMINISTERED BY A MEMBER OF THE ACADEMY BOARD, OTHER PUBLIC OFFICIAL OR NOTARY PUBLIC.

4. LENGTH OF TERM; REMOVAL: AN APPOINTED ACADEMY BOARD MEMBER IS AN "AT WILL" BOARD MEMBER WHO SHALL SERVE AT THE PLEASURE OF THE BOARD OF TRUSTEES FOR A TERM OF OFFICE NOT TO EXCEED THREE (3) YEARS. REGARDLESS OF THE LENGTH OF TERM, TERMS SHALL END ON JUNE 30 OF THE FINAL YEAR OF SERVICE, UNLESS SHORTER DUE TO OTHER PROVISIONS OF THIS RESOLUTION. A PERSON APPOINTED TO SERVE AS AN ACADEMY BOARD MEMBER MAY BE REAPPOINTED TO SERVE ADDITIONAL TERMS. WHEN AN ACADEMY BOARD MEMBER IS APPOINTED TO COMPLETE THE TERM OF SERVICE OF ANOTHER ACADEMY BOARD MEMBER, THEIR SERVICE ENDS AT THE END OF THE PREVIOUS ACADEMY BOARD MEMBER'S TERM.

IF THE BOARD OF TRUSTEES DETERMINES THAT AN ACADEMY BOARD MEMBER'S SERVICE IN OFFICE IS NO LONGER REQUIRED, THEN THE BOARD OF TRUSTEES MAY REMOVE AN ACADEMY BOARD MEMBER WITH OR WITHOUT CAUSE AND SHALL SPECIFY THE DATE WHEN THE ACADEMY BOARD MEMBER'S SERVICE ENDS. AN ACADEMY BOARD MEMBER MAY BE REMOVED FROM OFFICE BY A TWO-THIRDS (2/3) VOTE OF THE ACADEMY'S BOARD FOR CAUSE.

5. RESIGNATIONS: A MEMBER OF THE ACADEMY BOARD MAY RESIGN FROM OFFICE BY SUBMITTING A WRITTEN RESIGNATION OR BY NOTIFYING THE DIRECTOR. THE RESIGNATION IS EFFECTIVE UPON RECEIPT BY THE DIRECTOR, UNLESS A LATER DATE IS SPECIFIED IN THE RESIGNATION. A WRITTEN NOTICE OF RESIGNATION IS NOT REQUIRED. IF NO SUCH WRITTEN NOTIFICATION IS PROVIDED, THEN THE DIRECTOR SHALL CONFIRM A RESIGNATION IN WRITING. THE RESIGNATION SHALL BE EFFECTIVE UPON THE DATE THE DIRECTOR SENDS CONFIRMATION TO THE RESIGNING ACADEMY BOARD MEMBER.

6. VACANCY: AN ACADEMY BOARD POSITION SHALL BE CONSIDERED VACANT WHEN AN ACADEMY BOARD MEMBER:

- A. RESIGNS
- B. DIES
- C. IS REMOVED FROM OFFICE
- D. IS CONVICTED OF A FELONY
- E. CEASES TO BE QUALIFIED
- F. IS INCAPACITATED

7. FILLING A VACANCY: THE ACADEMY BOARD MAY NOMINATE AND THE DIRECTOR SHALL RECOMMEND OR TEMPORARILY APPOINT PERSONS TO FILL A VACANCY AS OUTLINED IN THE "SUBSEQUENT APPOINTMENTS" AND "EXIGENT APPOINTMENTS" PROCEDURES IN THIS RESOLUTION.

8. NUMBER OF ACADEMY BOARD MEMBER POSITIONS: THE NUMBER OF MEMBER POSITIONS OF THE ACADEMY BOARD OF DIRECTORS SHALL BE FIVE (5), SEVEN (7) OR NINE (9), AS DETERMINED FROM TIME TO TIME BY THE ACADEMY BOARD.

9. QUORUM: IN ORDER TO LEGALLY TRANSACT BUSINESS, THE ACADEMY BOARD SHALL HAVE A QUORUM PHYSICALLY PRESENT AT A DULY CALLED MEETING OF THE ACADEMY BOARD. A "QUORUM" SHALL BE DEFINED AS FOLLOWS:

OF ACADEMY BOARD POSITIONS # REQUIRED FOR QUORUM
FIVE (5) THREE (3)
SEVEN (7) FOUR (4)
NINE (9) FIVE (5)

A BOARD MEMBER WHO IS ABSENT FROM A MEETING OF THE BOARD DUE TO MILITARY DUTY MAY PARTICIPATE IN THE MEETING VIRTUALLY, AND THAT MEMBER'S VIRTUAL PRESENCE WILL COUNT TOWARDS QUORUM AND ALLOW THE ABSENT MEMBER TO PARTICIPATE IN AND VOTE ON BUSINESS BEFORE THE BOARD.

10. MANNER OF ACTING: THE ACADEMY BOARD SHALL BE CONSIDERED TO HAVE "ACTED," WHEN A DULY CALLED MEETING OF THE ACADEMY BOARD HAS A QUORUM PRESENT AND THE NUMBER OF BOARD MEMBERS VOTING IN FAVOR OF AN ACTION IS AS FOLLOWS:

OF ACADEMY BOARD POSITIONS # FOR QUORUM # REQUIRED TO ACT
FIVE (5) THREE (3) THREE (3)
SEVEN (7) FOUR (4) FOUR (4)
NINE (9) FIVE (5) FIVE (5)

11. CONSERVATOR; APPOINTMENT BY UNIVERSITY PRESIDENT: NOTWITHSTANDING ANY OTHER PROVISION OF THE CONTRACT, IN THE EVENT THAT THE HEALTH, SAFETY, AND WELFARE OF THE ACADEMY STUDENTS, PROPERTY, OR FUNDS ARE AT RISK, THE UNIVERSITY PRESIDENT, AFTER CONSULTING WITH THE UNIVERSITY BOARD CHAIRPERSON, MAY APPOINT A PERSON TO SERVE AS THE CONSERVATOR OF THE ACADEMY. UPON APPOINTMENT, THE CONSERVATOR SHALL HAVE ALL POWERS OF A BOARD OF DIRECTORS OF A PUBLIC SCHOOL ACADEMY AND ACT IN THE PLACE AND STEAD OF THE ACADEMY BOARD. THE UNIVERSITY PRESIDENT SHALL APPOINT THE CONSERVATOR FOR A DEFINITE TERM, WHICH MAY BE EXTENDED IN WRITING. DURING THE APPOINTMENT, THE ACADEMY BOARD MEMBERS ARE SUSPENDED AND ALL POWERS OF THE ACADEMY BOARD ARE SUSPENDED. ALL APPOINTMENTS MADE UNDER THIS PROVISION MUST BE PRESENTED TO THE UNIVERSITY BOARD FOR FINAL DETERMINATION AT ITS NEXT REGULARLY SCHEDULED MEETING. DURING THEIR APPOINTMENT, THE CONSERVATOR SHALL HAVE THE FOLLOWING POWERS: A) TAKE INTO HIS OR HER POSSESSION ALL ACADEMY PROPERTY AND RECORDS, INCLUDING FINANCIAL, BOARD, EMPLOYMENT, AND STUDENT RECORDS; B) INSTITUTE AND DEFEND BOARD ACTIONS BY OR ON BEHALF OF THE ACADEMY; C) CONTINUE THE BUSINESS OF THE ACADEMY INCLUDING ENTERING INTO CONTRACTS, BORROWING MONEY, AND PLEDGING, MORTGAGING, OR OTHERWISE ENCUMBERING THE PROPERTY OF THE ACADEMY AS SECURITY FOR THE REPAYMENT OF THE LOANS, HOWEVER, THE POWER SHALL BE SUBJECT TO ANY PROVISIONS AND RESTRICTIONS IN ANY EXISTING CREDIT DOCUMENTS; D) HIRE, FIRE, AND DISCIPLINE EMPLOYEES OF THE ACADEMY; E) SETTLE OR COMPROMISE WITH ANY DEBTOR OR CREDITOR OF THE ACADEMY, INCLUDING ANY TAXING AUTHORITY; F) REVIEW ALL OUTSTANDING AGREEMENTS TO WHICH THE ACADEMY IS A PARTY AND TO TAKE THOSE ACTIONS WHICH THE ACADEMY BOARD MAY HAVE EXERCISED TO PAY, EXTEND, RESCIND, RENEGOTIATE, OR SETTLE SUCH AGREEMENTS AS NEEDED; AND G) PERFORM ALL ACTS NECESSARY AND APPROPRIATE TO FULFILL THE ACADEMY'S PURPOSES AS SET FORTH UNDER THE CODE OR THIS CONTRACT.

ARTICLE VIII

NO PART OF THE NET EARNINGS OF THE CORPORATION SHALL INURE TO THE BENEFIT OF OR BE DISTRIBUTABLE TO ITS DIRECTORS, BOARD, OFFICERS OR OTHER PRIVATE PERSONS, OR ORGANIZATION ORGANIZED AND OPERATED FOR A PROFIT (EXCEPT THAT THE CORPORATION SHALL BE AUTHORIZED AND EMPOWERED TO PAY REASONABLE COMPENSATION FOR SERVICES RENDERED AND TO MAKE PAYMENTS AND DISTRIBUTIONS IN THE FURTHERANCE OF THE PURPOSES SET FORTH IN ARTICLE II HEREOF). NOTWITHSTANDING ANY OTHER PROVISION OF THESE ARTICLES, THE CORPORATION SHALL NOT CARRY ON ANY OTHER ACTIVITIES NOT PERMITTED TO BE CARRIED ON BY A GOVERNMENTAL ENTITY EXEMPT FROM FEDERAL INCOME TAX UNDER SECTION 115 OF THE IRC, OR COMPARABLE PROVISIONS OF ANY SUCCESSOR LAW.

TO THE EXTENT PERMITTED BY LAW, UPON THE DISSOLUTION OF THE CORPORATION, THE BOARD SHALL AFTER PAYING OR MAKING PROVISION FOR THE PAYMENT OF ALL OF THE LIABILITIES OF THE CORPORATION, DISPOSE OF ALL OF THE ASSETS OF THE CORPORATION TO THE BOARD OF TRUSTEES FOR FORWARDING TO THE STATE SCHOOL AID FUND ESTABLISHED UNDER ARTICLE IX, SECTION 11 OF THE CONSTITUTION OF THE STATE OF MICHIGAN OF 1963, AS AMENDED.

ARTICLE IX

THE CORPORATION AND ITS INCORPORATORS, BOARD MEMBERS, OFFICERS, EMPLOYEES, AND VOLUNTEERS HAVE GOVERNMENTAL IMMUNITY AS PROVIDED IN SECTION 7 OF ACT NO. 170 OF THE PUBLIC ACTS OF 1964, BEING SECTIONS 691.1407 OF THE MICHIGAN COMPILED LAWS.

ARTICLE X

THESE ARTICLES OF INCORPORATION SHALL NOT BE AMENDED EXCEPT BY THE PROCESS PROVIDED IN THE CONTRACT EXECUTED BY THE ACADEMY BOARD AND THE BOARD OF TRUSTEES.

ARTICLE XI

THE ACADEMY BOARD SHALL HAVE ALL THE POWERS AND DUTIES PERMITTED BY LAW TO MANAGE THE BUSINESS, PROPERTY AND AFFAIRS OF THE CORPORATION.

ARTICLE XII

A VOLUNTEER DIRECTOR IS NOT PERSONALLY LIABLE TO THE CORPORATION OR ITS MEMBERS FOR MONEY DAMAGES FOR ANY ACTION TAKEN OR ANY FAILURE TO TAKE ANY ACTION AS A VOLUNTEER DIRECTOR, EXCEPT LIABILITY FOR ANY OF THE FOLLOWING:

(I) THE AMOUNT OF A FINANCIAL BENEFIT RECEIVED BY A DIRECTOR OR VOLUNTEER OFFICER TO WHICH HE OR SHE IS NOT ENTITLED.

(II) INTENTIONAL INFLICTION OF HARM ON THE CORPORATION, ITS SHAREHOLDERS, OR MEMBERS.

(III) A VIOLATION OF SECTION 551 OF THE MICHIGAN NONPROFIT CORPORATION ACT.

(IV) AN INTENTIONAL CRIMINAL ACT.

(V) A LIABILITY IMPOSED UNDER SECTION 497(A).

IF THE CORPORATION OBTAINS TAX EXEMPT STATUS UNDER SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE, THE CORPORATION ASSUMES ALL LIABILITY TO ANY PERSON OTHER THAN THE CORPORATION FOR ALL ACTS OR OMISSIONS OF A VOLUNTEER DIRECTOR OCCURRING ON OR AFTER THE FILING OF THE ARTICLES INCURRED IN THE GOOD FAITH PERFORMANCE OF THE VOLUNTEER DIRECTOR'S DUTIES.

THIS ARTICLE SHALL NOT BE DEEMED A RELINQUISHMENT OR WAIVER OF ANY KIND OF SECTION 7 OF THE GOVERNMENT LIABILITY FOR

NEGLIGENCE ACT, BEING ACT NO. 170, PUBLIC ACTS OF MICHIGAN, 1964.

ARTICLE XIII

THE CORPORATION ASSUMES THE LIABILITY FOR ALL ACTS OR OMISSIONS OF A VOLUNTEER DIRECTOR, VOLUNTEER OFFICER, OR OTHER VOLUNTEER IF ALL OF THE FOLLOWING ARE MET:

- (I) THE VOLUNTEER WAS ACTING OR REASONABLY BELIEVED HE OR SHE WAS ACTING WITHIN THE SCOPE OF HIS OR HER AUTHORITY;
- (II) THE VOLUNTEER WAS ACTING IN GOOD FAITH;
- (III) THE VOLUNTEER'S CONDUCT DID NOT AMOUNT TO GROSS NEGLIGENCE OR WILLFUL AND WANTON MISCONDUCT;
- (IV) THE VOLUNTEER'S CONDUCT WAS NOT AN INTENTIONAL TORT; AND
- (V) THE VOLUNTEER'S CONDUCT WAS NOT A TORT ARISING OUT OF THE OWNERSHIP, MAINTENANCE OR USE OF A MOTOR VEHICLE FOR WHICH TORT LIABILITY MAY BE IMPOSED UNDER SECTION 3135 OF THE INSURANCE CODE OF 1956, 1956 PA 218, MCL 500.3135.

THIS ARTICLE SHALL NOT BE DEEMED A RELINQUISHMENT OR WAIVER OF ANY KIND OF SECTION 7 OF THE GOVERNMENTAL LIABILITY FOR NEGLIGENCE ACT, BEING ACT NO. 170, PUBLIC ACTS OF MICHIGAN, 1964.

ARTICLE XIV

THE OFFICERS OF THE ACADEMY BOARD SHALL BE A PRESIDENT, VICE PRESIDENT, SECRETARY AND A TREASURER, EACH OF WHOM SHALL BE SELECTED BY THE BOARD OF DIRECTORS. THE ACADEMY BOARD MAY SELECT ONE OR MORE ASSISTANTS TO THE OFFICERS AND MAY ALSO APPOINT SUCH OTHER OFFICERS AND AGENTS AS THEY MAY DEEM NECESSARY FOR THE TRANSACTION OF THE BUSINESS OF THE CORPORATION.

ARTICLE XV

THESE RESTATED ARTICLES OF INCORPORATION WERE APPROVED BY THE UNANIMOUS CONSENT OF THE DIRECTORS OF THE CORPORATION AT A PROPERLY NOTICED MEETING AT WHICH A QUORUM OF THE DIRECTORS WERE PRESENT ON THE 24TH DAY OF FEBRUARY 2025, AND 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.

COMPLETE SECTION (a) IF THE RESTATED ARTICLES WERE ADOPTED BY THE UNANIMOUS CONSENT OF THE INCORPORATOR(S) BEFORE THE FIRST MEETING OF THE BOARD OF DIRECTORS, OTHERWISE, COMPLETE SECTION (b). DO NOT COMPLETE BOTH.

☒ (b) These Restated Articles of Incorporation were duly adopted on _____, in accordance with the provisions of Section 641 of the Act: (select one of the following)

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

- ☒ were duly adopted by the shareholders, the members, or the directors (if organized on a nonstock directorship basis). The necessary number of votes were cast in favor of these Restated Articles of Incorporation.

Signed this 25th Day of February, 2025 by:

Signature	Title	Title / Other was selected
DOUGLAS J MCNEIL	Authorized Agent	

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

☐ Decline ☒ Accept

SCHEDULE 3

BYLAWS

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RESTATED
BYLAWS
OF
GROVE MONTESSORI: A WILDFLOWER PUBLIC SCHOOL

ARTICLE I

NAME

This organization shall be called Grove Montessori: A Wildflower Public School (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; Registered Agent. The registered office of the Academy shall be 2428 Burton Street SE, Grand Rapids, Michigan, 49546. The registered agent is Kate Robinson.

ARTICLE IV

BOARD OF DIRECTORS

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

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

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

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

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

If the Board of Trustees determines that an Academy Board member's service in office is no longer required, then the Board of Trustees may remove an Academy Board member with or without cause and shall specify the date when the Academy Board member's service ends. An Academy Board member may be removed from the office by a two-thirds (2/3) vote of the Academy's Board for cause.
5. Resignations: A member of the Academy Board may resign from office by submitting a written resignation or by notifying the Director. The resignation is effective upon receipt by the Director, unless a later date is specified in the resignation. A written notice of resignation is not required. If no such written notification is provided, then the Director shall confirm a resignation in writing. The resignation shall be effective upon the date the Director sends confirmation to the resigning Academy Board member.
6. Vacancy: An Academy Board position shall be considered vacant when an Academy Board member:
 - a. Resigns
 - b. Dies
 - c. Is removed from Office
 - d. Is convicted of a felony
 - e. Ceases to be qualified
 - f. Is incapacitated

7. Filling a Vacancy: The Academy Board may nominate and the Director shall recommend or temporarily appoint persons to fill a vacancy as outlined in the "Subsequent Appointments" and "Exigent Appointments" procedures in this resolution.
8. Number of Academy Board Member Positions: The number of member positions of the Academy Board of Directors shall be five (5), seven (7), or nine (9), as determined from time to time by the Academy Board.
9. Quorum: In order to legally transact business, the Academy Board shall have a quorum physically present at a duly called meeting of the Academy Board. A "quorum" shall be defined as follows:

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

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

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

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

Section 3. Conservator; Appointment by University President. Notwithstanding any other provision of the Contract, in the event that the health, safety, and welfare of the Academy students, property, or funds are at risk, the University President, after consulting with the University Board Chairperson, may appoint a person to serve as the Conservator of the Academy. Upon appointment, the Conservator shall have all powers of a Board of Directors of a public school academy and act in the place and stead of the Academy Board. The University President shall appoint the conservator for a definite term, which may be extended in writing. During the appointment, the Academy Board members are suspended and all powers of the Academy Board are suspended. All appointments made under this provision must be presented to the University Board for final determination at its next regularly scheduled meeting. During their appointment, the Conservator shall have the following powers: a) take into his or her possession all Academy property and records, including financial, board, employment, and student records; b) institute and defend board actions by or on behalf of the Academy; c) continue the business of

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

Section 4. Compensation. By resolution of the Academy Board, Directors may be paid their expenses, if any, of attendance at each meeting of the Academy Board, subject to the statutes regarding Contracts of Public Servants with Public Entities, Act No. 317 of the Public Acts of 1968, being Sections 15.321 to 15.330 of the Michigan Compiled Laws and the Standards of Conduct for Public Officers and Employees, Act No. 196 of the Public Acts of 1973, being Sections 15.341 to 15.348 of the Michigan Compiled Laws, and the statute concerning Incompatible Public Offices, Act No. 566 of the Public Acts of 1978, being Sections 15.181 to 15.185 of the Michigan Compiled Laws.

ARTICLE V

MEETINGS

Section 1. Annual and Regular Meetings. The Academy Board shall hold an annual meeting each year. The meeting shall be held at such time and place as the Academy Board of Directors shall from time to time determine. The Academy Board may also provide, by resolution, the time and place, within the state of Michigan, for the holding of additional regular meetings. The Academy shall provide notice of all regular meetings as required by the Open Meetings Act.

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

Section 3. Notice; Waiver. The Academy Board must comply with the notice provisions of the Open Meetings Act. In addition, notice of any meeting shall be given to each Director stating the time and place of the meeting, delivered personally or mailed or sent by facsimile to each Director at the Director's business address. Any Director may waive notice of any meeting by written statement, or telecopy sent by the Director, signed before or after the holding of the meeting. The attendance of a Director at a meeting constitutes a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Section 4. Open Meetings Act. All meetings of the Academy Board, shall at all times be in compliance with the Open Meetings Act.

Section 5. Presumption of Assent. A director of the Academy Board who is present at a meeting of the Academy Board at which action on any corporate matters is taken shall be presumed to have assented to the action taken unless that Director's dissent shall be entered in the minutes of the meeting or unless that Director shall file a written dissent to such action with the person acting as the Secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the corporation immediately after the adjournment of the meeting. This right to dissent shall not apply to a Director who voted in favor of such action.

ARTICLE VI

COMMITTEES

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

ARTICLE VII

OFFICERS OF THE BOARD

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

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

Section 3. Removal. If the Grand Valley State University Board of Trustees determines that an Academy Board member's service in office is no longer required, then the Board of Trustees may remove an Academy board member with or without cause and shall specify the date when the Academy

Board member's service ends. An Academy Board member may be removed from office by a two-thirds (2/3) vote of the Academy's Board for cause.

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

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

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

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

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

Section 9. Assistants and Acting Officers. The Assistants to the officers, if any, selected by the Academy Board, shall perform such duties and have such authority as shall from time to time be delegated or assigned to them by the Secretary or Treasurer or by the Academy Board. The Academy

Directors shall have the power to appoint any person to perform the duties of an officer whenever for any reason it is impractical for such officer to act personally. Such acting officer so appointed shall have the powers of and be subject to all restrictions upon the officer to whose office the acting officer is so appointed except as the Academy Board may by resolution otherwise determine.

Section 10. Salaries. Officers shall not receive a salary unless the salary has been specifically approved by the Academy Board, subject to the statute concerning Incompatible Public Offices, Act No. 566 of the Public Acts of 1978, being sections 15.181 to 15.185 of the Michigan Compiled Laws. Officers of the corporation who are Directors of the corporation may not be compensated for their services. They may, however, receive traveling and other expenses.

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

ARTICLE VIII

CONTRACTS, LOANS, CHECKS AND DEPOSITS; SPECIAL CORPORATE ACTS

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

Section 2. Loans. No loans shall be contracted on behalf of the corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Academy Board. Such authority may be general or confined to specific instances. No loan or advance to, or overdraft of funds by an officer or member of the Academy Board otherwise than in the ordinary and usual course of the business of the corporation, and on the ordinary and usual course of the business or security, shall be made or permitted. No loan entered into, by or on behalf of the Academy Board, shall in any way be considered a debt or obligation of Grand Valley State University or impose any liability on Grand Valley State University, its trustees, officers, employees, or agents.

Section 3. Checks, Drafts, etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the corporation, shall be signed by such officer or officers, agent or agents, of the corporation and in such manner as shall from time to time be determined by resolution of the Academy Board.

Section 4. Deposits. All funds of the corporation not otherwise employed shall be deposited within three (3) business days after the receipt of the funds by the corporation in such banks, trust companies or other depositories as the Academy Board may select, provided that such financial institution is eligible to be a depository of surplus funds under section 1221 of the Revised School Code, being Section 380.1221 of the Michigan Compiled Laws.

Section 5. Voting of Securities Owned by this Corporation. Subject always to the specific directions of the Academy Board, any shares or other securities issued by another corporation and owned or controlled by this corporation may be voted at any meeting of security holders of such other corporation by the President of this corporation or by proxy appointed by Treasurer of this corporation or by proxy appointed by the Secretary or Treasurer. Such proxy or consent in respect to any shares or other securities issued by any other corporation and owned by this corporation shall be executed in the name of this corporation by the President, the Secretary or the Treasurer of this corporation without necessity of any authorization by the Academy Board, affixation of corporate seal or countersignature or attestation by another officer. Any person or persons designated in the manner above stated as the proxy or proxies of this corporation shall have full right, power, and authority to vote the shares or other securities issued by such other corporation and owned by this corporation the same as such shares or other securities might be voted by this corporation.

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

ARTICLE IX

INDEMNIFICATION

Each person who is or was a member of the Academy Board, or a trustee, director, officer or member of a committee of the Academy and each person who serves or has served at the request of the Academy as a trustee, director, officer, partner, employee or agent of any other corporation, partnership, joint venture, trust or other enterprise, shall be indemnified by the corporation to the fullest extent permitted by the corporation laws of the State of Michigan as they may be in effect from time to time. The corporation may purchase and maintain insurance on behalf of any such person against any liability asserted against and incurred by such person in any such capacity or arising out of his status as such, whether or not the corporation would have power to indemnify such person against such liability under

the preceding sentence. The corporation may, to the extent authorized from time to time by the Board, grant rights to indemnification to any employee or agent of the corporation to the fullest extent provided under the laws of the State of Michigan as they may be in effect from time to time.

ARTICLE X

FISCAL YEAR, BUDGET AND UNIFORM BUDGETING AND ACCOUNTING

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

ARTICLE XI

SEAL

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

ARTICLE XII

AMENDMENTS

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by obtaining the affirmative vote of a majority of the Academy Board at any regular or special meeting of the Academy Board, if a notice setting forth the terms of the proposal has been given in accordance with the notice requirements for the special meetings. Upon arrival, the Academy Board shall forward the amendment to the University Charter Schools Office. The amendment shall be automatically incorporated into Schedule 3 of the Contract upon receipt of the amendment by the University Charter Schools Office. The Academy Board is encouraged to submit proposed Bylaw changes to the Charter Schools Office, for review and comment, prior to adoption. If at any time the University identifies a provision in the Academy Board's

Bylaws that violates or conflicts with applicable law or the Contract, it shall notify the Academy Board in writing and the Academy Board shall remedy the identified provision to be in concert with applicable law and the Contract.

CERTIFICATION

The undersigned Board Secretary hereby certifies that these Restated Bylaws were adopted and approved by the Academy Board in an open and duly noticed public meeting at which a quorum was present on the 24th day of February 2025.


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 Grove Montessori: A Wildflower Public School ("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
Bureau of State and Authority Finance
Michigan Department of Treasury

Date: February 5, 2025

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SCHEDULE 5

MASTER CALENDAR OF REPORTING REQUIREMENTS



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

DUE DATE	REPORT DESCRIPTION	SUBMIT TO:
July 1	Board Adopted 2025-2026 School Calendar/School Day Schedule.	CSO
July 1	Board adopted Annual Calendar of Regularly Scheduled Meetings for 2025-2026.	CSO
July 1	Board Adopted Annual Operating Budget for the General Fund and School Service Fund for 2025-2026.	CSO
July 1	Budgeted Enrollment Number for 2025-2026.	CSO
July 15	Alternative Education Data Collection-final data for 24-25 School Year, if applicable.	CSO
August 1	Board Resolution appointing Chief Administrative Officer for 2025-2026. Must be a board member.	CSO
August 1	Board Resolution appointing Freedom of Information Act Coordinator for 2025-2026.	CSO
August 1	Board Designated Legal Counsel for 2025-2026.	CSO
August 1	School Safety Liaison for 2025-2026.	CSO
August 28	4 th Quarter Financial Statements – quarter ending 06/30.	CSO
August 28	Hylant Insurance Policy Submission.	CSO
September 5	GVSU Check Directions (Where do we send checks for the 25-26 FY?)	CSO
September 5	Board approved Student Handbook 2025-2026.	CSO
September 5	Board adopted Employee Handbook 2025-2026.	CSO
September 5	Copy of School Improvement Plan covering 2025-2026 academic year.	CSO
September 5	School Contacts Update Certification.	CSO
September 12	Updated Waitlist Number for 2025-2026.	CSO
October 3	Staff Roster (GVSU Format).	CSO
October 3	Annual Nonprofit Corporation Information Update for 2025.	CSO
October 3	Unofficial Count Day Submission.	CSO
October 10	National Student Clearinghouse information-high schools only (see Epicenter task).	CSO
November 1	New Task: Per Public Act 214 of 2024 certification; list average salaries for new teachers, veteran teachers, and support staff on the academy website.	CSO

DUE DATE	REPORT DESCRIPTION	SUBMIT TO:
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 management letter is not issued, a letter from the Academy stating a management letter was not issued is required to be submitted.	CSO
November 1	Annual A-133 Single Audit for year ending June 30, 2025, is required if over \$750K in federal funds have been expended. If a single audit is not necessary, a letter from the Academy stating as such is required to be submitted.	CSO
November 3	1 st Quarter Financial Statements – quarter ending 09/30.	CSO
November 14	Alternative Education Data Collection, if applicable.	CSO
December 1	Transparency Page Update Certification; per MCL 380.503(q) , please ensure the academy website footer lists “authorized by Grand Valley State University.”	CSO
December 12	MDE Benchmark Assessment Grant Verification.	CSO
January 9	Staff Roster (GVSU Format).	CSO
January 9	School Contacts Update Certification.	CSO
January 9	Emergency Operations Plan.	CSO
January 30	2 nd Quarter Financial Statements – quarter ending 12/31.	CSO
January 30	Board Member Annual Conflict of Interest.	CSO
January 30	Schedule 6 Certification. See task for more detail.	CSO
February 13	Annual Education Report. The deadline changes for this each year. Please be sure to check mischooldata.org for the updated templates or find them in the Epicenter Task.	CSO
April 13	Ensuring Access to Federal Funds-Significant Expansion Notice	CSO
April 30	3 rd Quarter Financial Statements – quarter ending 03/31.	CSO
May 15	Notice of Open Enrollment & Lottery Process or Open Enrollment & Lottery Process Board Policy for 2026-2027.	CSO
May 15	Offered Seat Schedule per Grade.	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.	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	Food service license expiring in 2026.	CSO
June 26	Mission Statement for School Performance Report.	CSO

DUE DATE	REPORT DESCRIPTION	SUBMIT TO:
June 26	Academy Description for School Performance Report.	CSO
June 26	Scholarship Dollars awarded to graduating seniors (High Schools Only).	CSO
June 26	Total number of graduates (High Schools Only).	CSO

Ongoing Reporting Requirements **July 1, 2025 – June 30, 2026**

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

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

Original/Subsequent Board Policy Reporting Requirements

July 1, 2025 – June 30, 2026

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

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

Preparedness for Toxic Hazard and Asbestos Hazard Policy (date of approval or revision). Reference: MCL 324.8316, 380.1256	CSO
Nondiscrimination and Access to Equal Educational Opportunity Policy (date of approval or revision). Including, but not limited to, Michigan Constitution, Article I, §26, Elliott-Larsen Civil Rights Act, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Age Discrimination Act of 1975.	CSO
Academy Deposit Policy (date of approval or revision). PA 105 of 1855, being MCL 21.146, Section 11.10 of the Charter Contract	CSO
Parental Involvement Policy (date of approval or revision). Reference: MCL 380.1294	CSO
Wellness Policy (date of approval or revision). Reference: 42 USC §§ 1751, 1758, 1766; 42 USC § 1773	CSO
Corporal Punishment Policy (date of approval or revision). Reference: MCL 380.1312(8)&(9);	CSO
Anti-Bullying Policy (Matt's Safe School Law) (date of approval or revision). Reference: MCL 380.1310b	CSO
Cardiac Emergency Response Plan (date of approval or revision). Reference: MCL 29.19	CSO
Emergency Operations Plan (date of approval or revision). Reference: MCL 380.1308b	CSO
Data Breach Response Plan (date of approval or revision). The Academy Board shall design and implement a comprehensive data breach response plan that is made available to Academy personnel and Educational Service Providers.	CSO

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

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

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

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

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

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

SCHEDULE 6

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

SCHEDULE 6

INFORMATION TO BE PROVIDED BY ACADEMY AND EDUCATIONAL MANAGEMENT COMPANY

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

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

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

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

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

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

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

CLIENT SERVICES AGREEMENT

This AGREEMENT is signed this 7th day of March 2025 and is effective May 1, 2025 by and between Grove Montessori, a Wildflower Public School (hereinafter Grove or School) whose address is [1575 Jefferson Ave SE, Grand Rapids, MI 49507], and Charter HR Educational Services, LLC, a Michigan limited liability company located at 528 4th Street NW, Grand Rapids, MI 49504 (hereinafter "Charter HR Educational Services, LLC")

RECITALS

- A) Grove is a Michigan public school academy under the direction of the Grove Board of Directors ("Board").
- B) Grove is authorized by Grand Valley State University ("Authorizer").
- C) Charter HR Educational Services, LLC is a Michigan Corporation with its offices at 528 4th Street NW, Grand Rapids, MI 49504.
- D) Charter HR Educational Services, LLC offers to Michigan Public School Academies employee administration and management services including, but not limited to, staff employment, payroll, benefit administration, business management and other similar services.
- E) Grove desires to engage Charter HR Educational Services, LLC to perform certain services upon the terms and conditions set forth in this Agreement and pursuant to its authority, Grove hereby contracts with (CHARTER HR EDUCATIONAL SERVICES, LLC), to the extent permitted by law, specified functions relating to the administration and management services.
- F) Grove designates the employees of Charter HR Educational Services, LLC assigned to Grove as agents of the Grove having a legitimate educational interest such that they are entitled access to educational records under 20 U.S.C. Section 1232g, the Family Educational Rights and Privacy Act ("FERPA").

THEREFORE, the parties agree as follows:

1. Services Provided by Charter HR Educational Services, LLC. Charter HR Educational Services, LLC shall provide personnel services as outlined in this Agreement.
 - a) Selection of Employees. Charter HR Educational Services, LLC shall employ and assign to Grove all such qualified and certified administrative staff, classroom teachers, instructors, and support staff as may be necessary to accomplish the educational mission of Grove consistent with the Grove Board's approved budget

("Covered Employees"). Charter HR Educational Services, LLC shall comply with all Federal and State statutes and administrative requirements including, but not limited to, the Immigration Reform and Control Act. All work force positions of the Grove shall be covered under this Agreement.

b) Employee Agreements and Compensation. Charter HR Educational Services, LLC shall have the exclusive right to set all terms and conditions of such employment, which shall be established in a written employment agreement between Charter HR Educational Services, LLC, and each employee. Compensation for all Covered Employees including, but not limited to, health care and retirement benefits, shall be established by Grove through its budget and implemented by Charter HR Educational Services, LLC. Information regarding all costs, including the employment costs, annual salary and benefit costs by individual assigned to the Grove by Charter HR Educational Services, LLC, will be provided to the Grove Board by Charter HR Educational Services, LLC upon request.

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

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

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

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

g) Policies and Procedures. All payroll, benefit and personnel policies and procedures shall be established by Charter HR Educational Services, LLC. Charter HR Educational Services, LLC will provide all such policies and procedures Grove on an annual basis.

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

i) At-Will Employment Relationship. Charter HR Educational Services, LLC has the exclusive right to select staff for employment and to terminate with or without cause any employee with advance written notice to the Grove chief administrator.

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

k) Hiring, Evaluating, Supervising, Disciplining and Firing. Charter HR Educational Services, LLC shall have responsibility for the hiring, evaluating, supervising, disciplining and firing of Covered Employees. Charter HR Educational Services, LLC shall consult with the Grove chief administrator concerning any hiring, evaluating, supervising, disciplining, and firing before formal action is taken. Grove Board will have input on the selection and evaluation of the chief administrator.

l) On-site Supervision. Charter HR Educational Services, LLC shall be responsible for on-site employee supervision at the Grove directly and through the Chief Administrator. The Chief Administrator will serve as the liaison to the Grove Board on employment matters on behalf of Charter HR Educational Services, LLC. The chief administrator will supervise the overall operation of Grove and keep the Board informed of employment related matters. The chief administrator shall be an employee of and shall assist Charter HR Educational Services, LLC with its administrative and personnel responsibilities on the Grove' premises. As to all administrative and personnel matters, the Chief Administrator shall coordinate with and report to designated Charter HR Educational Services, LLC managers and officers at Charter HR Educational Services, LLC's home office. Charter HR Educational Services, LLC, after consulting with the Chief Administrator, shall determine the procedures to be employed by Covered Employees in the day-to-day performance of their job responsibilities. Charter HR Educational Services,

LLC shall make good faith reasonable efforts to act in the best interests of Grove with regard to Grove's policies and procedures. Charter HR Educational Services, LLC shall ensure that the chief administrator follows all appropriate guidelines concerning Charter HR Educational Services, LLC's oversight of Covered Employees and complies with all Charter HR Educational Services, LLC directives dealing with its responsibilities herein above set forth.

2. Charter HR Educational Services, LLC Requirements.

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

b) Employment Laws. Charter HR Educational Services, LLC shall comply with all applicable federal, state and local employment laws. Charter HR Educational Services, LLC shall comply with the Fair Labor Standards Act and control all overtime.

c) Records. Charter HR Educational Services, LLC, through the chief administrator, shall maintain actual time records and verify the accuracy of all wage hour information provided to Charter HR Educational Services, LLC at the end of each pay period. Charter HR Educational Services, LLC shall verify the accuracy of all wage and salary reports which shall be supplied to Grove by Charter HR Educational Services, LLC at the end of each pay period. Grove shall not pay any wages, salaries or other compensation, including employee benefits, to Covered Employees subject to Section 1b above but shall reimburse Charter HR Educational Services, LLC for all such wages,

salaries or other compensation, including employee benefits, to Covered Employees pursuant to Section 5b below.

d) Compliance with Authorizer ESP policies. Charter HR Educational Services, LLC will be responsible for complying with Authorizer ESP policies only to the extent that such policies apply to human resource services support. Charter HR Educational Services, LLC will be responsible for supplying only information that they have in their possession in regards to the Services included in this Agreement.

e) Compliance with GROVE's Charter Contract. Charter HR Educational Services, LLC agrees to perform its duties and responsibilities under this Agreement in a manner that is consistent with Grove's obligations under the Grove Charter Contract issued by Grand Valley State University Board of Trustees. The provisions of the Grove Charter Contract shall supersede any competing or conflicting provisions contained in this Agreement.

f) Compliance with Section 503c. On an annual basis, Charter HR Educational Services, LLC agrees to provide the Grove 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 Grove Board shall make the information available on the Grove'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.

g) Compliance with Section 11.23 of Contract Terms and Conditions. Charter HR Educational Services, LLC shall make information concerning the operation and management of Grove, including without limitation the information described in Schedule 6 of the Contract, available to Grove as deemed necessary by the Grove Board in order to enable Grove to fully satisfy its obligations under Section 11.23(a) of the Contract Terms and Conditions.

3. Grove Requirements. Grove shall provide and be responsible for the following:

a) Personnel Requirements. Advise Charter HR Educational Services, LLC, through the Chief Administrator, of the teachers, instructors, and administrators required by Grove, consistent with its approved budget, to perform its mission. Grove shall be responsible for procuring any required personal training and development.

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

c) Financial Reports. Prepare and adopt all annual budgets and all required financial reports for Grove in accordance with the relevant provisions of the Uniform Budgeting and Account Act MCL 141.421, et seq. Additionally, the Board is responsible for determining the budget reserve amount included as part of the Academy's annual budget, implementing fiscal policies that will assist the Academy in attaining the stated budget reserve amount, and for approving necessary amendments to the budget to reflect necessary deviations from the adopted budget.

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

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

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

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

h) Applicant/Employee Background Checks. Charter HR Educational Services, LLC, or its designated subcontractor shall be responsible for performing all pre-employment, and any employment related background, license and eligibility review and other screening and investigation; however, Grove shall perform all criminal records check and unprofessional conduct check activities required by federal, state or local law,

including the Michigan Revised School Code (the “Code”), of all Covered Employees. The parties acknowledge that currently such checks may be undertaken by a designated Grove board member using the methodology recommended by the Michigan State Police. The results of the screening and investigation will be reported to Charter HR Educational Services, LLC **in a manner that accords with applicable law (e.g. “red light”/ “green light” letter.** All costs or fees incurred by Charter HR Educational Services, LLC in connection with the screening and investigation shall be billed to and paid by GROVE. The results of the screening and investigation of pre-employment records must be made available for review by the Authorizer’s Charter Schools Office in the manner and form compliant with applicable law. The parties shall develop a written policy and procedure that complies in all aspects with applicable law and the requirements of the Michigan State Police for the performance of the background and unprofessional conduct checks described herein, which shall be incorporated into the Board policy manual.

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

j. Building Facility. Grove is responsible for the acquisition management and maintenance of building facilities that comply with all of the requirements of the Charter Contract and applicable law. Covered Employees may assist in the fulfillment of these objectives.

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

m) Funding. Grove shall direct and authorize Charter HR Educational Services, LLC on which federal, state, or local funding grants or applications that Charter HR Educational Services should apply for on behalf of Grove.

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

4. Term of Agreement. This Agreement shall commence on May 1, 2025 and continue for a period of fourteen (14) months, through June 30, 2026. If Grove

and/or Charter HR Educational Services, LLC becomes obligated for MPSEERS or an unexpected fee or tax is instituted, (e.g. State service tax fee) either party may terminate this Agreement at any time upon providing ninety (90) days' notice to the other party. Termination of this Agreement shall not affect the continuation of the obligations of either party incurred during the term of the Agreement. The parties acknowledge that as part of any Charter Contract reauthorization, the Authorizer may require Grove and Charter HR Educational Services, LLC to submit a new or amended Agreement for review by the Authorizer. Grove must give Charter HR Educational Services, LLC ninety (90) day notice of termination.

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

a) Service Fee. A Service Fee shall be charged to Grove equal to the total gross pay of all Covered Charter HR Educational Services, LLC employees assigned to Grove plus **\$128.50 per employee per paycheck based on a bi-monthly regular pay schedule** (the Service Fee rate). The Service Fee is calculated without regard to individual limitations on wages for purposes of determining the amount of unemployment taxes. The Service Fee shall be billed once per pay period and due upon receipt with said billing including an itemized, detailed breakdown of all costs, fees and expense (i.e. salary and payroll; FUTA; SUTA; Workers Compensation; FICA, a breakdown of fringe benefits, by benefit; etc. The Service Fee shall be adjusted upon the effective date of any increase or decrease in employee wage rates. The Service Fee may also be adjusted through an addendum to this Agreement if the parties agree, in writing, to modify the services provided by Charter HR Educational Services, LLC.

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

election, may respond to the written notice of cost increase by issuing notice to cancel effective ninety (90) days after the date of cost increase.

6. Additional Costs, Fees and Expenses. Grove shall pay all additional costs or expenses incurred by Charter HR Educational Services, LLC that are incidental to the performance of this Agreement and that have prior approval of the Grove Board President or his/her designee. These additional costs, fees or expenses may include, but are not limited to, employee replacement costs, applicant/employee background checks, hiring temporary personnel, substitute teachers, fidelity bonding, and employee training programs.

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

8. Insurance. Charter HR Educational Services, LLC and Grove shall maintain such policies of insurance as required by the Charter, the Authorizer's insurance carrier recommendations, and applicable law. Charter HR Educational Services, LLC's insurance is separate from and in addition to the insurance the Grove Board is required to obtain under the Charter. Each party shall, upon request, present evidence to the other and the Authorizer that it maintains the requisite insurance in compliance with the provisions of this Article. In the event that the Authorizer's insurance carrier recommends any change in coverage, each party agrees to comply with any change in the type and amount of coverage as requested by the Authorizer's insurance carrier within thirty (30) days after notice of the insurance coverage change is provided to Charter HR Educational Services, LLC and the School. Each party shall comply with any information or reporting requirements required by the other party's insurer(s), to the extent reasonably practicable.

9. Safety Requirements. Grove and Charter HR Educational Services, LLC shall comply with all safety, health and work laws, regulations and rules at its own expense. Grove and Charter HR Educational Services, LLC shall also comply with all

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

10. Termination of Agreement.

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

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

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

breach by reason of 10.b.(i) or (vi) below is thirty (30) days. Material breach includes, but is not limited to:

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

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

d) Grove has the right to terminate the contract without prior notice if the Authorizer threatens to terminate the Grove charter contract if the client service agreement with Charter HR Educational Services, LLC is not terminated.

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

f) Amendment Caused By Site Closure or Reconstitution. In the event that the Grove is required (i) to close an Grove site pursuant to a notice issued by the State School Reform/Redesign Officer under Section 507 [561 if SOE] of the Code, MCL 380.507 [.561 if SOE]; or (ii) to undergo a reconstitution pursuant to Section 507 [561 if SOE] of the Code, MCL 380.507 [561 if SOE], and of the Contract Terms and Conditions, and such closure of an GROVE 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 Grove site closure or reconstitution, with no cost or penalty to the Grove, and the ESP shall have no recourse against the Grove or the University Board for implementing such site closure or reconstitution."

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

11. Indemnification.

a) Charter HR Educational Services, LLC. Charter HR Educational Services, LLC shall indemnify and hold the Authorizer and Grove, including its officers, directors, and agents, harmless from any and all third-party claims, actions, damages, expenses, losses or awards, including employment related claims by Charter HR Educational Services, LLC employees or applicants, administrative determinations, judgments, damages, reimbursements, back pay, penalties, fines, costs or loss, demands, suits, including reasonable attorney's fees or other forms of liability that may arise out of, or by reason of (i) the negligence or intentional misconduct of Charter HR Educational Services, LLC, (ii) any action taken or not taken by Charter HR Educational Services, LLC, or (iii) any noncompliance or breach by Charter HR Educational Services, LLC of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement made at the sole direction of Charter

HR Educational Services, LLC. This indemnification shall include any failure on the part of Charter HR Educational Services, LLC that results in violations of federal, state and local laws and regulations. Charter HR Educational Services, LLC shall not be responsible to indemnify Grove for the acts or omissions of an unlicensed individual that occur when that individual is not under the supervision of a Covered Employee. The indemnification requirements of this paragraph may be met by the purchase of insurance in a form and amounts acceptable to Grove and shall be not less than \$1,000,000 per occurrence. As used herein, Charter HR Educational Services, LLC shall include directors, officers, agents and attorneys.

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

c) Indemnification of Grand Valley State University. The parties (Grove and Charter HR Educational Services, LLC) 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."

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

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

If arbitration is requested by either Grove or Charter HR Educational Services, LLC, the parties shall be entitled to be represented by attorneys and/or counsel of their choice. The parties shall equally split the filing fee, and any administrative fees or costs assessed by MMAS, regardless of who requests the arbitration. The parties will split the arbitrator's compensation, and each party will pay its own costs and attorney fees in connection with the arbitration, except as those costs and fees may be reallocated by the arbitrator in the award of damages in accordance with this Agreement or the relevant state or federal statute.

If arbitration is requested, the arbitrator shall allow both parties the right to conduct limited and reasonable discovery, which may include depositions, and for a period of time

necessary for the parties to reasonably prepare for the arbitration hearing. The arbitrator is authorized to issue subpoenas to summon witnesses.

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

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

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

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

Grove Montessori:
Attn: Leon Hendrix
Board President
1575 Jefferson Ave SE
Grand Rapids, MI 49507

Charter HR Educational Services, LLC:
Attn: Kellie Haines
President
528 4th Street NW
Grand Rapids MI 49504

With a copy to:
Doug McNeil (Board Attorney)
Saunders, Winter, McNeil
250 Washington St
Grand Haven, MI 49417

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

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

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

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

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

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

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

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

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

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

24. Assignment. The Agreement may not be assigned by either party without the written consent of the other party, prior approval of the Grove Board, except that Charter HR Educational Services, LLC may assign its rights and duties to an entity within

the Charter HR Educational Services, LLC organization upon 60 days' written notice to the Grove Board and provided the Grove Board approves said assignment.

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

26. Governmental Immunity. No provision of this Agreement is intended to restrict the GROVE Board from waiving or requiring them to assert its governmental immunity. Nothing in this paragraph shall prohibit Charter HR Educational Services, LLC from asserting any defense that may be available to it under this Agreement or under Michigan law. Grove shall not waive or assert any rights to the sole detriment of Charter HR Educational Services, LLC related to Grove's obligations to Charter HR Educational Services, LLC under this Agreement unless said actions are the result of an alleged breach of this Agreement by Charter HR Educational Services, LLC.

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

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

b) Certain Prohibitive Conduct Regarding Grove Student Records. If Charter HR Educational Services, LLC receives information that is part of an Grove student's education records, Charter HR Educational Services, LLC shall not sell or otherwise provide the information to any other person except as permitted under the Code.

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

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

29. Procurement of Equipment, Materials, and Supplies. If Charter HR Educational Services, LLC procures equipment, materials, and supplies at the request of or on behalf of Grove, Charter HR Educational Services, LLC shall not include any added fees or charges with the cost of the equipment, materials, and supplies purchased from third parties. Any equipment, materials, or supplies purchased by Charter HR Educational Services, LLC on behalf of or as the agent of Grove are the property of Grove. When making a purchase on behalf of or as agent of Grove, Charter HR Educational Services, LLC shall comply with Section 1274 of the Code as if Grove were making a purchase directly from a third party.

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

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

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

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

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

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

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

32. Employment Liability. Charter HR Educational Services, LLC is the sole employer of record for employee compensation, collection of payroll taxes and

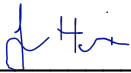
withholdings, worker's compensation and unemployment liability and payment of benefits, all of which are set forth in this Agreement.

33. Marketing and Development. Should Charter HR Educational Services, LLC provide marketing and development services to Grove, the cost paid by or charged to GROVE shall be limited to those costs specific to the Grove program and shall not include any costs for the marketing and development of Charter HR Educational Services, LLC.

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

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

Grove Montessori

By:  Date 03/10/2025
Its Board President – Leon Hendrix

Charter HR Educational Services, LLC

By:  Date 03/07/2025
Its President – Kellie Haines

SIGNATURE CERTIFICATE



REFERENCE NUMBER

FDD02FFA-040A-4A76-9ED5-806A11129500

TRANSACTION DETAILS

Reference Number
FDD02FFA-040A-4A76-9ED5-806A11129500

Transaction Type
Signature Request

Sent At
03/07/2025 15:58 EST

Executed At
03/10/2025 00:29 EDT

Identity Method
email

Distribution Method
email

Signed Checksum
4a2f66eebf7c9502e804e646ee7acb83c328c06d4658ef77c39c4b0eac299c6c

Signer Sequencing
Disabled

Document Passcode
Disabled

DOCUMENT DETAILS

Document Name
GroveMontessoriContract3 7 25

Filename
GroveMontessoriContract3_7_25.pdf

Pages
19 pages

Content Type
application/pdf

File Size
350 KB

Original Checksum
31093bd717c7b94b4824079d0f8ac66c1ce42aecdd73ae6798d015900111cb7a

SIGNERS

SIGNER	E-SIGNATURE	EVENTS
Name Leon Hendrix	Status signed	Viewed At 03/10/2025 00:28 EDT
Email leon@grovemontessori.org	Multi-factor Digital Fingerprint Checksum 778c339873e74e16e6dca5d07ed7ee63c1d5683eae629a093c38693940a1e542	Identity Authenticated At 03/10/2025 00:29 EDT
Components 2	IP Address 104.50.210.27	Signed At 03/10/2025 00:29 EDT
	Device Chrome via Mac	
	Drawn Signature 	
	Signature Reference ID 17757296	
	Signature Biometric Count 7	
Name Kellie Haines	Status signed	Viewed At 03/07/2025 16:40 EST
Email khaines@axioshr.com	Multi-factor Digital Fingerprint Checksum 5ad67d97d666e0430c76af9a3a2ae7115c2e2f5447e9c93322f795f88e5e06f9	Identity Authenticated At 03/07/2025 16:41 EST
Components 2	IP Address 98.243.220.213	Signed At 03/07/2025 16:41 EST
	Device Mobile Safari via iOS	
	Drawn Signature 	
	Signature Reference ID F7A16E06	
	Signature Biometric Count 5	

AUDITS

TIMESTAMP	AUDIT
03/07/2025 15:58 EST	Mandy Dickerson (mdickerson@axioshr.com) created document 'GroveMontessoriContract3_7_25.pdf' on Chrome via Windows from 52.252.199.7.
03/07/2025 15:58 EST	Leon Hendrix (leon@grovemontessori.org) was emailed a link to sign.
03/07/2025 15:58 EST	Kellie Haines (khaines@axioshr.com) was emailed a link to sign.

TIMESTAMP	AUDIT
03/07/2025 16:40 EST	Kellie Haines (khaines@axioshr.com) viewed the document on Mobile Safari via iOS from 98.243.220.213.
03/07/2025 16:41 EST	Kellie Haines (khaines@axioshr.com) authenticated via email on Mobile Safari via iOS from 98.243.220.213.
03/07/2025 16:41 EST	Kellie Haines (khaines@axioshr.com) signed the document on Mobile Safari via iOS from 98.243.220.213.
03/10/2025 00:28 EDT	Leon Hendrix (leon@grovemontessori.org) viewed the document on Chrome via Mac from 104.50.210.27.
03/10/2025 00:29 EDT	Leon Hendrix (leon@grovemontessori.org) authenticated via email on Chrome via Mac from 104.50.210.27.
03/10/2025 00:29 EDT	Leon Hendrix (leon@grovemontessori.org) signed the document on Chrome via Mac from 104.50.210.27.

FULL-SERVICE FINANCIAL MASTER SERVICE AGREEMENT

This Master Service Agreement, hereinafter referred to as ("Agreement,") is entered into, by and between Grove Montessori: A Wildflower Public School, a Michigan public charter school, and nonprofit corporations (**the "School" or "Board"**), with principal places of business at 1575 Jefferson Ave SE, Grand Rapids MI 49507, and **Tatonka Education Services, Inc. PBC ("TES")**, a Michigan Public Benefit Corporation whose principal office address is **10375 Park Meadows Drive, Suite 230, Lone Tree, CO 80124**. The School and TES may be referred to in the Agreement individually as a "Party" and collectively as "Parties." The Parties agree to the following:

RECITALS

WHEREAS, the School is in need of accounting services to assist in the operation of the School; and

WHEREAS, TES is engaged in the practice of charter school services for community schools in the State of Michigan;

WHEREAS, the School desires to hire the TES to perform the scope of work as described in Exhibit A attached hereto, and

NOW THEREFORE, for good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties agree as follows:

Agreement

The recitals are hereby incorporated into the Agreement by reference and are an integral part of this agreement.

Board Warranties & Representations

Good Standing

The Board represents that they are corporations in good standing with the State of Michigan, authorized to do business in the State of Michigan, and have the authority under law to execute, deliver and perform this Agreement and to incur the obligations provided for under this Agreement. The Board warrants that their actions have been duly and validly authorized.

Authority

The Board represents that they are authorized by law to contract with a private entity to procure the services to be provided as set forth in Exhibit A, incorporated herein by reference, hereinafter referred to as ("Services").

Consent

The Board gives their consent to share financial and other information necessary for TES to perform the Services contemplated herein and will provide TES with evidence of such consent upon TES' request. Financial and other information necessary for TES to perform the Services contemplated herein and will provide TES with evidence of such consent upon TES' request.

TES Warranties & Representations

Good Standing

TES represents that it is a corporation in good standing with the State of Michigan, authorized to do business in the State of Michigan, and has the authority under law to execute, deliver and perform this Agreement and to incur the obligations provided for under this Agreement. TES warrants that its actions have been duly and validly authorized.

Agreements:

(1) Legal Status

TES is a separate legal entity and not in any way affiliated with the School. The School is a separate legal entity from TES and is not in any way affiliated with TES. The Parties to this Agreement intend that the relationship created by this Agreement is that of an independent contractor and not an employer-employee, partnership, joint venture, or agency relationship. The relationship between TES and the School is based solely on the terms of this Agreement.

(2) Compliance with Contract and Applicable Laws

The School shall take those steps necessary to ensure that they comply with the Contract, and any laws, ordinances, rules and regulations applicable to the School or their responsibilities with regard to the School as set forth in this Agreement. If the School is notified by the state, or by any other governmental authority or by any other person or entity that the School may be in violation of the Contract or any applicable laws, ordinances, rules and regulations, the School shall immediately notify TES of the alleged violation and shall take steps to cure in a timely fashion such violation(s). The School agrees to timely notify TES of any anticipated or known: (i) material health or safety issues, or (ii) problems of any other type that could adversely affect TES in its performance of the Services hereunder.

(3) Subcontracts

TES reserves the right, but not the obligation, to subcontract any and all aspects of the Services.

(4) Contracting Services

(A) Performance of Services

TES shall be available to provide the Services to the School at such times as may be reasonably requested by the School and mutually agreed to by TES. TES shall use its best efforts to perform faithfully and efficiently the Services assigned under this Agreement. At all times under the terms of this agreement, the School shall provide TES with access to all data determined by TES to be required to render the Services. Such access shall be provided by the School to TES in a timely manner, not unreasonably withheld, and at no charge to TES.

(B) Retained Authority

The School retain all authority relative to anything necessary for the proper establishment, maintenance, management, operation, and administration of the Schools' operations as required by state law.

(5) Exhibits

The exhibits attached hereto are incorporated into this Agreement and a material part hereof and are governed by the terms of this Agreement. The Exhibits included in this Agreement are checked below:

Exhibit A - Scope of Work

Exhibit B - Pricing

Exhibit C - Responsibilities of the School & Service Expectations

Exhibit D - Regulatory & Compliance Provisions

The exhibits may be modified from time to time by written agreement of the Parties.

(6) Insurance

TES shall maintain and pay for its own insurance coverage as determined necessary by TES for itself and its own operations. The School shall maintain insurance as required by their authorizing authority and the state of Michigan.

(7) Compensation

In consideration for TES' full and timely performance of the Services set forth below throughout the Contracting Period, the School shall pay TES as follows in Exhibit "B" (Pricing) attached hereto. Fees shall be invoiced by TES and be payable in monthly installments during the Contracting Period. Installments shall be due on the 1st of each month in advance of Services to be rendered. The School shall have a ten (10) calendar day grace period to submit payment. If payment is not received, in full, prior to or within the grace period, TES has the right to terminate the contract immediately. In addition to the foregoing, reasonable expenses incurred by TES within the scope of performing services are included within the fee and the scope of this agreement (e.g. mileage). However, if any extraordinary costs are required to be incurred by TES as part of delivering reasonable services to the School, the School shall also reimburse TES for such costs provided these costs were pre-approved in writing by the School.

(8) Obligation to Pay

The School agrees to compensate TES according to section seven (7) before the termination of this agreement (unless the Parties have entered into Breach protocols outlined in section nine (9) of this agreement).

(9) Breach

This Agreement may be terminated by either Party upon a breach of a material term or condition of this Agreement, which breach is not cured within thirty (30) business days from written notice from the non-breaching Party. Such notice shall detail all the reasons for good cause for termination.

(10) Transition Upon Termination

Upon termination of this Agreement, if requested by the School, TES agrees to provide services to the School throughout a transition period. This transition period shall be limited to the timeframe of any audit relating to the period of time TES performed any of the Services on behalf of the School. This transition period shall not exceed four (4) months. TES shall be

compensated by the School at the rate set forth in Exhibit “B” for Services rendered during this transition period.

(11) Information Validity

The School agrees that TES has the right to rely on information provided by the School as true, accurate, and complete. The School shall timely furnish to TES all information, documents and records necessary for TES to properly perform the Services under this Agreement. This information and delivery dates include, but are not limited to, the items detailed in Exhibit “C” (School Responsibilities) attached hereto. The delivery dates may be modified from time to time by the mutual written consent of the Parties.

(12) Dispute Resolution and Legal Fees

The Parties agree that each will make every good faith effort to resolve any and all disputes under this Agreement amicably before taking any legal action in court, including submitting to non-binding mediation. If a dispute is not settled between TES and the School, non-binding mediation shall take place by a mediator acceptable to both Parties. Each party shall pay for its own attorney fees.

The Parties hereto agree that the non-prevailing party in any dispute, claim, action or proceeding between the parties hereto arising out of, or relating to, the terms and conditions of this Agreement or any provision thereof (a “Dispute”) shall reimburse the prevailing party for reasonable attorney’s fees and expenses incurred by the prevailing party in connection with such Dispute.

(13) Additional Services Agreement

The School may extend services with TES at any time through an Additional Services Agreement. Additional Services Agreements are subject to the same terms and conditions outlined herein. Services rendered under an Additional Services Agreement follow the same billing cycle outlined in section seven (7) of this Agreement unless clearly stated otherwise and agreed upon by both parties.

(14) Non-Solicitation of Personnel

The School promise, covenant and agree that, during the term of this Agreement and for a period of one (1) year after termination of services for any reason whatsoever, the School shall not, directly or indirectly, (a) solicit, induce, or recruit, or attempt to solicit, induce or recruit any person who is an employee of TES to apply for or accept employment or (b) hire any person who was employed or engaged by TES.

(15) Miscellaneous

- A. Amendment.** This Agreement and any Scope of Work attached hereto may not be amended or modified otherwise than by a written agreement executed by the Parties hereto.
- B. Severability.** The invalidity or unenforceability of any provision of this Agreement shall not affect the validity or enforceability of any other provision of this Agreement.
- C. Counterparts.** This Agreement may be executed in counterparts that together shall constitute a single agreement.

D. Course of Dealing. The failure of the School or TES at any time to enforce performance by the School or TES of any provisions of this Agreement shall in no way affect the Schools' or TES' rights thereafter to enforce same, nor shall the waiver by the School or TES of any breach of any provision hereof be held to be a waiver of any other breach of the same or any other provision.

E. Captions. The captions of this Agreement are not part of the provisions hereof and shall have no force or effect.

F. Entire Agreement. This Agreement represents the entire understanding and agreement between the Parties with respect to the subject matter hereof and supersedes all other negotiations, understandings, and representations (if any) made by and between such Parties.

G. Force Majeure. Notwithstanding any other provisions of this Agreement, neither Party shall be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, embargo, fire, explosion, sabotage, flood, accident, labor strike, or other acts beyond its reasonable control; provided either Party may terminate this Agreement in accordance with the termination provisions contained in this Agreement.

H. Notices. All notices and other communications required by the terms of this Agreement shall be in writing and sent to the Parties via electronic mail set forth below. The School shall provide TES with prompt written notice of any change to its notice address as provided herein. As of the date of this Agreement, the notice address of each of the Parties is as follows:

- Tatonka Education Services
 - Allie Byrne, President: abyrne@tatonkaeducation.org
 - Maggie Regalia, Director of Finance: mregalia@tatonkaeducation.org
- Grove Montessori: A Wildflower Public School
 - Kate Robinson
 - Leon Hendrix, Chair, Board of Directors, Grove Montessori: A Wildflower Public School: leon@grovmontessori.org
 - _____

I. Assignment. Neither Party shall assign its rights or obligations hereunder without the prior written consent of the other party.

J. Modification. This Agreement shall not be altered, amended, modified or supplemented except as approved by the School and TES, and signed by both the School and an authorized officer or member of TES.

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

L. Delegation of Authority. Nothing in this Agreement shall be construed as delegating to TES powers or authority of the School that are not subject to delegation by the School under state law.

M. Cooperation. The Parties hereby agree from time to time to execute and deliver such further and other assurances, assignments and documents and do all matters and things which

may be convenient or necessary to more effectively and completely carry out the intentions of this Agreement.

N. Binding Effect. All of the terms and provisions of this Agreement, whether so expressed or not, shall be binding upon, inure to the benefit of, and be enforceable by the Parties and their respective legal representatives, successors, and permitted assigns.

O. Survival. All covenants, agreements, representations, and warranties made herein shall survive the termination or maturity of this Agreement. The obligation to pay in section eight (8) shall survive the termination of the contract.

P. Third Parties. Nothing in this Agreement, whether express or implied, is intended to confer any rights or remedies on any person other than the Parties hereto and their respective legal representatives, successors, and permitted assigns, nor is anything in this Agreement intended to relieve or discharge the obligation or liability of any third person to any party to this Agreement, nor shall any provision give any third person any right to subrogation or action over or against any party to this Agreement.

Q. Services Upon Non-Appropriation. Upon a non-appropriation of funds by the School, TES shall have no obligation to continue to perform any of the services contained in this Agreement.

R. Other Schools. The School acknowledges that TES may enter into similar agreements with other schools.

S. Choice of Law. The rights of all Parties hereto are subject to the jurisdiction of the laws of the state of Michigan.

Contracting Period

Services must commence by April 1, 2025, and will end on June 30, 2028.

This agreement is designed for the long-term outsourcing of the school's finance, accounting, and HR functions. Each agreement aligns with the school's fiscal year. For example, an agreement for FY25-26 will begin on July 1, 2025, and end on June 30, 2026.

If services begin mid-year, the initial contract period will include both the remaining months of the current fiscal year and the full following fiscal year. For example, if services start on January 1, 2025, the initial term will extend from January 1, 2025, through June 30, 2026.

The agreement automatically renews in one-year increments unless a written termination notice is provided by March 1 of the current contract year.

TES reserves the right to adjust pricing annually. Any pricing changes will be communicated by March 1 and will take effect for the following fiscal year.

Signature

IN WITNESS WHEREOF, the Parties hereto have duly executed and delivered this Master Service Agreement as of 02/25/2025.

Tatonka Education Services	Grove Montessori: A Wildflower Public School
Name (print): Allie Byrne	Name (print): Leon Hendrix
Title: President	Title: Chair, Board of Directors, Grove Montessori
Signature: 	Signature:  Leon Hendrix (Feb 25, 2025 14:22 EST)
Date: 02/25/2025	Date: 02/25/2025

EXHIBIT A – SCOPE OF WORK

Full-Service Financial Management Package

TES provides comprehensive financial and accounting management services, ensuring compliance, financial stability, and strategic oversight for your organization.

Important Notes:

- While TES prepares and manages all financial processes, final decisions and ultimate responsibility for implementation rest with the school leader and school board. TES provides expert recommendations, documentation, and compliance support, but the school retains full accountability for approvals and actions.
 - Services provided outside the scope of this agreement may incur additional fees. TES will communicate and confirm any such costs in advance.
 - Items marked with a * are included in the **Base- Level Financial Support Package** offering; all others are included in the **High- Level Financial Management Package**. The **Full Service Financial Management Package** includes all tasks listed.
-

Financial Management

- **Policy Development & Maintenance:** Develop, implement, and maintain financial policies to guide operations and ensure compliance.
 - **Internal Controls:** Establish and monitor controls to promote financial stability and accountability.
 - **Cash Flow Management:** Plan and manage cash flow to meet operational and strategic needs.
 - **Grant Financial Compliance:** Ensure compliance with grant requirements, including tracking and reporting.
 - **Budget Tracking:** Monitor and track budgets to align with financial goals.
 - **Grant Reimbursement Requests:** Prepare and submit reimbursement requests for grant-funded expenses.
 - **Fiscal Compliance Oversight:** Maintain oversight of financial compliance for state, federal, and organizational requirements.
 - **Bond Reporting & Compliance:** Oversee and manage bond-related financial reporting and obligations.
-

Financial Reporting

- **Budget Preparation:** Develop the annual budget and required revisions to align with organizational goals.
 - **Audit Coordination:** Work with a third-party audit firm to coordinate the annual audit and prepare all required supporting documentation.
 - **Monthly Financial Reporting:**
 - Prepare and present a comprehensive monthly financial reporting package to the board or community as requested.
 - Include financial dashboards, statements of activities, statements of financial position, accounts payable reporting, and other supplementary reports.
 - **Customized Reporting:** Provide tailored financial reports to meet specific organizational needs.
 - **Annual Tax Filing:** Coordinate the preparation and submission of Form 990 with a third-party tax firm.
-

Financial Operations

- **Record Maintenance:** Maintain all financial records in accordance with Generally Accepted Accounting Principles (GAAP).
 - **Accounts Payable:**
 - Manage 1099 forms and vendor compliance.
 - Code and enter invoices for processing.
 - Reconcile vendor statements monthly.
 - Oversee invoice approval and payment as directed.
 - **Revenue Management:** Track, manage, and report revenue to ensure alignment with budgets and compliance standards.
-

Training & Strategic Support

- **Technical Assistance:** Provide technical advice and support on financial management for schools.
 - **Strategic Financial Planning:** Offer guidance to align financial strategies with short- and long-term goals.
 - **Board Training:** Deliver formal financial training sessions for the board upon request.
-

Optional Add-Ons

- **Accounting System Setup & Configuration:** Assist with the selection, setup, and configuration of accounting systems.
- **Grant Planning & Management Services**
 - **Collaborative Grant Planning:** Partner with stakeholders to plan and strategize grant applications.
 - **Maximizing Grant Output:** Develop strategies to optimize grant funding and utilization.
 - **Grant Writing & Budgeting:** Provide grant writing services and develop/revise federal grant budgets.
- **GASB 68 & 75 Filing:** Assist with the preparation and submission of GASB 68 & 75 compliance reports.

Additional financial or compliance projects upon request (may incur additional fees).

EXHIBIT B – PRICING

Annual Agreement

Service	Contract Term Cost
Full Service Financial Management Package	\$2,000/month (1st year- April 1, 2025- June 30, 2026) \$2,500/month (2nd year- July 1, 2026- June 30, 2027) \$3,000/month (3rd year- July 1, 2027- June 30, 2028)

Additional Fees

Cost direct to vendors, no TES markup.

Service	Cost
990 Filing 3rd Party Vendor	Coordinated by TES, paid by the School
Bill.com	Implemented and configured by TES, paid by the School
1099 Completion	Implemented and configured by TES, paid by the School
QuickBooks	Implemented and configured by TES, paid by the School

EXHIBIT C – RESPONSIBILITIES OF THE SCHOOL & SERVICE EXPECTATIONS

School Responsibilities

The following responsibilities must be fulfilled by an authorized representative of the School. This list is not exhaustive and may change over time. The School will be notified in writing of any changes.

- Assume overall management decision-making responsibility
- Provide access to pertinent information required for system configuration upon request (tax IDs, policies, procedures, org charts, etc.)
- Provide login access to payroll platform which allows for running system reports and accessing employee data as necessary for grant and financial reporting
- Provide access to historical financial and budget data as requested
- Debit or credit card receipts sent to accounting no later than seven (7) business days after receipt
- Support for cash receipts sent to accounting no later than seven (7) business days after receipt
- Invoices sent to TES, in TES's preferred format for coding and processing at the time of receipt
- Respond to vendor questions and requests, and relay relevant information to TES in a timely fashion. TES will only correspond with vendors upon request.
- Bank statements sent to TES within three (3) business days after month-end or provide read-only access to TES
- District or State funding reports sent to TES no later than three (3) business days after available by issuer or sent directly to TES
- Lead the audit process, including organizing request list, delegating any necessary tasks to TES staff, and pulling any requested supporting documents
- Lead the budgeting process, with TES providing data assistance

EXHIBIT D – REGULATORY & COMPLIANCE PROVISIONS

1. Compliance with Financial Reporting Requirements

Tatonka Education Services (TES) shall ensure that all financial reporting for the Academy complies with the requirements set forth by:

- The Michigan Department of Education (MDE)
- The Michigan Department of Treasury
- Grand Valley State University (GVSU)
- The United States Department of Education (USDOE)
- Including, but not limited to, the administration of and accounting for Federal Title funds.

TES shall maintain financial records and documentation necessary to ensure compliance with all reporting deadlines and requirements of the above-listed entities. TES shall work in collaboration with the Academy to meet all financial reporting expectations and provide the Academy with timely updates on regulatory changes.

2. Compliance with Charter School Agreement

TES affirms that in providing its services pursuant to this Agreement, it shall ensure that such services are compliant with the requirements set forth in the charter school agreement between the Academy and its authorizing entity. TES shall take all necessary steps to support the Academy's adherence to its charter contract obligations, including financial oversight and operational compliance.

3. Required Provisions for Educational Service Provider (ESP) Agreements

A. 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 any other losses of any kind whatsoever and not caused by the sole negligence of Grand Valley State University.

B. Revocation or Termination of Charter Contract

If the Academy's charter 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 terminated on the same date as the Academy's contract without further action of the parties.

C. Compliance with Academy's Charter Contract

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

D. Amendment Due to Site Closure or Reconstitution

In the event that the Academy is required to: (i) close an Academy site pursuant to a notice issued under MCL 380.561, or
(ii) undergo a reconstitution pursuant to MCL 380.561,
this Agreement shall be amended or terminated to implement the Academy site closure or reconstitution, with no cost or penalty to the Academy. TES shall have no recourse against the Academy or the University Board for implementing such site closure or reconstitution.

E. Compliance with Section 503c of Michigan Law

On an annual basis, TES agrees to provide the Academy Board with the same financial disclosure information that a school district is required to disclose under section 18(2) of the State School Aid Act of 1979 (MCL 388.1618). Within 30 days of receiving this information, the Academy Board shall make it publicly available on its website in a format prescribed by MDE.

F. Transparency in Management and Operations

TES shall provide the Academy with all information necessary to ensure compliance with Section 11.23(a) of the charter contract. This includes, but is not limited to, financial records, operational procedures, and contractual obligations necessary for the Academy to meet its regulatory requirements.

2025.02 GROVE Montessori (Michigan)_Financial Master Service Agreement .docx

Final Audit Report

2025-02-25

Created:	2025-02-25
By:	Tatonka General (hluse@tatonkaeducation.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAABADE9mr2au9vOSihp654-J9FqDTAi0-3Jy

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-  Document created by Tatonka General (hluse@tatonkaeducation.org)
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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

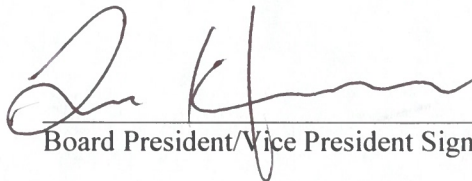
As measured by the state assessment, the school's percentage of total tested students in all tested grades identified as proficient in all tested subjects or identified as college ready as reported by the Michigan Department of Education will meet or exceed the select peer schools' mean reported percentage 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:

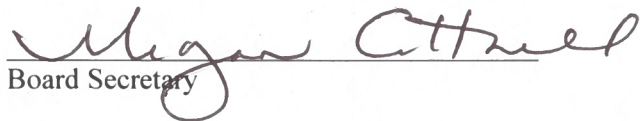
2/24/25



Board President/Vice President Signature

Secretary's Certification:

I certify that the foregoing resolution was duly adopted by the ^{Grove}~~Montessori~~ Board of Directors at a properly noticed open meeting held on the 24 day of February 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.

Please see separate file for full Curriculum

Schedule 7-2 Curriculum Overview

Elementary Standards: Grades K-6

Content Area	Selected Standards
Language	Montessori Language Curriculum + Common Core State Standards for English Language Arts
Mathematics	Montessori Mathematics Curriculum + Common Core State Standards for Mathematics
Science + Technology	Montessori Cosmic Studies Curriculum + Common Core State Standards for Science + Next Generation Science Standards
Social + Cultural Studies	Montessori History and Geography Curriculum + Common Core State Standards for Social Studies + Michigan World Languages standards
The Arts	Michigan Visual Arts, Music, Dance, and Theatre
Social-Emotional	Montessori Practical Life, Aesthetic & Personal Development Curriculum
Health + Physical Education	Michigan Health and Physical Education Standards
English Language Learning	WIDA English Language Development Standards

Montessori National Curriculum Summary Table

Site	Practical Life	Sensorial	Mathematics	Language	Cultural Studies Geography, History	Science, Aesthetic & Personal Development
PK3	Preliminary exercises; pouring, carrying, polishing, care of person, care of indoor/outdoor environment, Grace & Courtesy	Visual, auditory, tactile, olfactory, gustatory discrimination	Numbers to ten	Spoken language - objects in the environment, read-aloud, sound games, mechanics of writing	Observing natural phenomena, planting & watering	
PK4	Sewing, washing, folding, ironing clothes, preparing food, setting a table, passing objects, accepting and refusing	Temperature, olfactory, constructive triangles, inscribed and concentric figures, bells, music signs and notes	Decimal system, linear counting, memorization of addition, multiplication	Reading, sound-letter correspondence, hand phonetic object game	Puzzle maps, botany cabinet (leaf shapes), zoology vocabulary	Drawing & painting, singing, musical notation, visual thinking strategies
K	Making an introduction, how to apologize, walking gracefully as not to disturb	Chromatic sense, geometric forms (solid and cabinet material)	Skip counting with chains, memorization of addition, multiplication, subtraction, division, passage to abstraction (small bead frame, division with racks & tubes, fractions, measurement)	Phonetic reading, phonograms, word study, puzzle words, reading classification, first books, function of words, parts of speech, word study, spelling	Land and water forms, classification (living, non-living, plant-animal), time, culture/country study	
1 2 3	Care of the environment - plants and animals, table manners, serving and clearing, all of the above, plus mentoring of younger students, preparation for going out	Geometry & Measurement Geometry: congruent, similar, equivalent angles, lines, polygons, circles, mass, volume, length	History of math, counting, decimal system, operations, memorization, money, fractions, passage to abstraction	History of language, parts of speech, reading analysis, grammar and syntax, composition, research, functional writing, literature timelines, literature circles, speeches, discussion, debate, drama	Time, first knowledge, natural history (timeline of life), geography (physical and political), nature of the elements, sun & earth, plant kingdom, animal kingdom	Artist study, elements of design, principles of design, choir, band, musical theater, music composition, visual thinking strategies
4 5 6	Care of environment, going out, preparation for tests	Geometry & Measurement History of geometry, history of measurement, solid geometry, plane geometry, symmetry, similarity, congruence, equivalence	Data & statistics, percentages, fractions & decimals, powers of numbers, squaring & cubing, algebra, relative numbers	Literature timelines, literature circles, speeches, discussion, debate, drama, advanced study of style	Society & civilization, migration, inquiry & research, map reading & making, work of air, atmosphere & wind, work of water, economic geography, work of humans, chemistry of the plant, human physiology, extended research	All of the above, plus: small ensembles, festival opportunities



Montessori National Curriculum for the Second Plane of Development from Six to Twelve Years



The Montessori National Curriculum for the Second Plane of Development from Six to Twelve Years

Introduction to the Second Plane of Development

The first six years of life lay down the foundation for all future development of human beings. During these years children experience extraordinary development in all facets of their lives. Their physical development is phenomenal, as is the development of personality, sociability and spirituality. At the same time, they acquire both language and culture. The second six years of life build on all these developments and acquisitions as children continue the process of self-construction. The nature of this process, however, changes because the characteristics of children beyond the age of six are very different.

The distinguishing features of the Montessori approach continue to underpin the Montessori curriculum for children from six to twelve years. Children are given the freedom to learn through their own activity and exploration, and, in the process, to become increasingly independent. The curriculum aims to develop in children the qualities of self-confidence, self-direction, self-discipline and persistence, in tandem with the ability to concentrate, to move with coordination, to interact with others with grace and courtesy and to take responsibility for the order of the environment and for their own learning. The preparation of the learning environment, and the resources and activities offered to the children, however, are matched to the characteristics of the second plane of development.

Characteristics of the Second Plane of Development

While the first plane of development is one of rapid physical growth and transformation, the second plane of development is characterised by physical stability and steady growth. Because less energy is being used for physical growth, children in the second plane of development have increased stamina. These stronger, healthier children are more adventurous and daring, often willing to try physically challenging things, and to ignore scrapes and bruises in order to demonstrate their increasing strength and toughness. This increase in physical stamina can also manifest itself as a capacity for sustained intellectual work. Children in this plane of development are more receptive to intellectual learning than at any other time in their lives.

In the Montessori tradition children in the first plane are said to have an *absorbent mind*, because they absorb, unconsciously, every aspect of their environment, language and culture. Before the age of six children are interested in the phenomena around them, both *what* phenomena are and *where* they are located, physically, socially and mentally. From about the age of six, however, the mind loses the ability to absorb the environment unconsciously. Instead children begin to use *reason and logic* to learn about their world consciously. Typical questions asked by children of this age include *why*, *how* and *when*. This is a time when children are developing great intellectual power.

In the second plane of development, just as in the first plane, children first learn about the world through the senses. In the Montessori curriculum for the second plane of development, wherever possible, concrete materials continue to be used to introduce new concepts. For example, children experience in concrete form the regular increase in three dimensions of a graded tower of cubes, or the concrete representation of square root and cube root. The opportunity to manipulate concrete representations of abstract concepts helps children build images of these concepts in their minds. These images, gained initially through sensory experience with concrete materials, help children in the second plane of development to understand and work with, for example, patterns, sequences, algorithms and theorems. In other words, these images become tools for thinking, enabling children to use, and strengthen, their powers of logical reasoning across the discipline areas of the curriculum.

An important task for children in the first plane of development is to learn to recognise what is real and what is not. For this reason, in the Montessori *Children's House*, children are presented with true information about real things, for example, plants, animals and geographical features. Beyond the age of six, however, the *imagination* becomes an important intellectual tool. Children in the second plane of development use their imaginations to learn. This process is described by Dr Montessori (1973/1948: 15-16) in the following way:

The secret of good teaching is to regard the child's intelligence as a fertile field in which seeds may be sown, to grow under the heat of flaming imagination. Our aim therefore is not merely to make the child understand, and still less to force him to memorise, but so to touch his imagination as to enthuse him to his inmost core. We do not want complacent pupils, but eager ones; we seek to sow life in the child rather than theories, to help him in his growth, mental and emotional as well as physical, and for that we must offer grand and lofty ideas to the human mind, which we find ever ready to receive them, demanding more and more.

The imagination becomes the basis for abstraction, a mental tool developed by children during the second plane of development. The ability to abstract is the ability to retain an image of a sensory experience in the imagination so it can be recalled at any time, even when that experience is no longer physically present.

During the second plane of development children broaden their horizons beyond the confines of the family and into the wider society, most specifically into a new level of social life with their peers. They exhibit a great loyalty to their peer group and the evaluation of the group becomes paramount. During this time children are beginning the process of becoming independent from the family, a step they must take if they are eventually to make mature attachments beyond the family.

Children in the second plane of development are intrigued by the unusual and the extraordinary. They also look up to those they perceive to be heroes. These potential role models inspire children to stretch themselves and better themselves in some way. At the same time children of this age are developing and honing their conscience, their ability to tell right from wrong. Where young children might tend to accept what their parents tell them about right and wrong, beyond the age of six children want to work this out for themselves. They earnestly want to know what is right or wrong, good or bad, fair or unfair, but they also want to know why.

Montessori Prepared Environment for the Second Plane of Development

The preparation of the Montessori learning environment for the second plane of development and the design of the resources and activities offered to these children are based on the Montessori understanding of the distinctive characteristics of children of this age.

The Montessori environment for the second plane of development is designed for a mini-community of peers. As children begin to disengage from the family, they strive to 'belong' to, and become accepted by, a new community, this time of peers. Membership of this new community supports children as they become increasingly independent of the family, an independence that enables them to do things by themselves, and for themselves and others. A social environment of this type enables children, over time, to mature socially. In a community of peers, the first question children ask is, 'Can we work together?' In the Montessori learning environment this community provides them with the opportunity to collaborate on research projects and to share information.

In the Montessori *Children's House*, children usually choose to work with the Montessori materials on their own. For this reason, most lessons are given to one child at a time. One of the first signs that children are psychologically making a transition to the second plane of development is that they begin to prefer working with other children. This way of working, characteristic of the second plane, is not simply working next to another child using a different material. Instead, it is working with another child, or a small group of children, cooperatively on the same task to achieve a shared goal. For this reason, lessons in the environment prepared for children in the second plane of development are given to small groups of children. Children who have had the same lesson are then able to follow up the work together.

Transition from the *Children's House* to the Environment Prepared for Children over Six

When, in the *Children's House*, older children choose to work together most of the time, they are ready to visit the environment for children in the second plane of development. This step begins their transition to the new learning environment. Ideally, the environment for the next plane of development is adjacent to the *Children's House* so that children are free to visit whenever they feel ready. Older children are also able to return to the

Children's House for a visit. Older children might read to a small group of younger children, give lessons, help with games or with greetings and leave-takings. Service of this type is expected of the older children. If the architecture of the school sets up obstacles to the free movement of children between classrooms, then such opportunities are created through planning.

Cosmic Education: A Curriculum for Children aged from Six to Twelve Years

The curriculum offered in the Montessori environment prepared for the second plane of development is called, by Montessori educators, *Cosmic Education*. This curriculum presents children with a full range of educational disciplines, including mathematics and language, as well as the arts, sciences and social sciences. The materials and exercises for each discipline area help children build a conceptual order, and classification materials associated with each discipline help children construct a mental order. The educational disciplines, however, are not presented to children as discrete areas in defined blocks of time, but in the form of an interconnected, interrelated and open-ended curriculum. The children are shown how each topic is related to other topics in the same subject area and to other subject areas. The interconnections between the disciplines happen at different points of time and in different ways for different children. In this way, the curriculum is experienced as a coherent whole, individualised to each child's interests and learning style, rather than as an assortment of unrelated pieces of information. This approach can be adjusted to match the learning styles of both global and linear thinkers and helps individual children to relate their predominant style of thinking to the thinking styles of others. The range of the *Cosmic Education* curriculum is very broad, and covers topics not always offered in primary school.

Pedagogy

The Montessori curriculum for children in the second plane of development has evolved over the past one hundred years as, first, Dr Montessori, and later, educators within the Montessori movement, experimented and observed:

- *what* children of this age want to learn
- *when* they want to learn it
- *how* they want to learn it
- *what materials and activities* can best help them to learn.

In the Montessori environment prepared for children in this plane of development, most lessons are given to small groups of children. Children spend a great deal of time working with others. Individual children, nevertheless, progress at their own rate.

There are two main types of lessons:

- *great lessons*
- *key lessons*

The *great lessons* are fable-like stories that provide children with an expansive and imaginative overview of a whole area of the curriculum. *Key lessons* are brief lessons that provide students with just enough information about a certain area of knowledge, or a skill, principle or technique they need to master in order for them to explore independently an area of interest emerging from a *great lesson*.

Careful records are kept of all lessons each child receives and the work that each child does. Children participate in regular, individual *conferences* with the teacher. These conferences are conducted so that children learn to evaluate their own level of mastery of materials and activities presented in previous lessons and their readiness for new lessons. In this way they become co-evaluators of their own work with the teacher. At the end of each conference the teacher asks if there are any lessons the child would like to receive that have not yet been mentioned. This helps the children take ownership of their own learning. Information collected at individual conferences is added to the record of lessons for each child. The teacher uses these records to plan future lessons, and groupings of children for these lessons. Occasionally a child needs to repeat a lesson. In this case the child may join the next group of children to be given the lesson or the child may receive an individual lesson if no one else needs the lesson at that time.

The Great Lessons

Dr Montessori observed that children in the second plane of development ask questions about the universe, the earth, life that has evolved on earth, and their place in this universe. In response to their questions she developed five *great stories*, or *great lessons*, that set the stage for an integrated approach to the curriculum offered to answer those questions. The first three *great lessons* introduce children to:

- the formation of the universe, the solar system and the earth
- the evolution of life on earth
- the coming of human beings to the earth.

The fourth and fifth *great lessons* are about the two great human inventions around which the curriculum is structured:

- communication through signs, in particular the alphabet
- development of numbers

These five *great lessons* create a whole view, or overview, of the curriculum, into which details, provided by subsequent lessons, may be placed in relation to the whole and to one another. In this way, education becomes a coherent, interrelated whole rather than an assortment of unrelated pieces of information.

The *Cosmic Education* curriculum begins with the *great lessons*. Instead of giving children tiny, disconnected details, these stories give children the broad vision their expanding intellectual power demands. They become the framework for all subsequent lessons and activities, ensuring the coherence of the curriculum. In response to the children's interests sparked by the *great lessons* the teacher prepares lessons to harness those interests. The environment is designed to provide children with space and uninterrupted time to follow these interests, for example, in a *great work*.

Great Work

Because children in the second plane of development like to exert maximum effort, they often initiate a *great work*, in other words, a work that completely absorbs them for an extended period of time. During such work children develop their ability to cooperate with others as well as to concentrate for longer periods of time.

The follow-up work children complete after each lesson does not take the form of work sheets because, when children come to the end of a worksheet, psychologically they perceive the work as finished. Without the arbitrary limit set by a worksheet, children become very inventive in designing ways to work with the information or to practise the skill. Through invention of this sort, the information becomes their own, or the skill is mastered. When children are free to work in this way, they become completely absorbed in large endeavours. Exerting maximum effort and being creative become habits. This phenomenon has been observed in Montessori environments for children of this age so frequently that it has been named *great work*. For this reason, the Montessori environment prepared for children of this age provides both the space and the uninterrupted time for this kind of activity to occur.

During a *great work* children build and expand their understanding, repeating the original lesson in a variety of ways. With each new understanding children appear to enjoy 'flexing their mental muscles', and often strive to exercise that understanding in a big way. An important aspect of this type of work is the opportunity to talk with their peers. Children of this age love to share and discuss ideas with their friends. This talk is important because it helps children develop their *reasoning*, the reasoning mind being a distinguishing characteristic of this plane of development. Children of this age want to know the reasons for things. When they are investigating a particular topic, they research and discuss using questions such as: *Why is this like this? How did this happen?*

The Environment

In the Montessori curriculum for children in the second plane of development two environments are offered to the children. The first environment is the classroom and the second is the world outside the classroom. The two environments together are used to:

- deliver the *Cosmic Education* curriculum
- give children the opportunity to engage actively with the curriculum.

The *Cosmic Education* curriculum follows the principle of 'just enough'. This means that environment provides 'just enough' in the way of lessons, materials and information to equip children to proceed on their own. It is not the responsibility of the Montessori teacher to satisfy the vast curiosity children of this age have to know and to learn. Instead the teacher's responsibility is to supply just enough information so the children will be eager to know more and to search for that knowledge and skill independently. The teacher helps them learn how to find out more on their own as well as how to interact with the material, information or skill in order to make it their own.

In summary, the Montessori environment for this age group is not designed to contain all the answers to the children's questions. In fact Dr Montessori warned that offering children too much in the learning environment can be as detrimental as offering too little. Instead the environment provides reasons for children to go out into the world in order to learn more. This is why the second environment for primary children is the world outside of the classroom. The world is made part of children's environment through the *going out* programme.

Going Out

While occasional field trips planned by the teacher and involving the whole class are one element of the Montessori *Cosmic Education* curriculum, the *going out* programme is something different. *Going out* is initiated, planned and carried out by the children themselves. This generally involves small groups of children who have a common interest. Activities of this kind begin simply and then grow in complexity over the primary years. If the class has a fish tank, for example, younger children may arrange for a trip to the pet shop to buy fish food. Initially, the teacher helps children with the planning process and shows them how to find out when the shop is open and how to get to and from the shop. By the time the children are older, they engage in a more complex process that includes:

- establishing that they have a need to go out
- deciding what kind of outing would serve their purpose
- obtaining the necessary information
- finding out where to go
- finding out how to get there
- researching the costs involved
- establishing the amount of time needed
- planning what needs to be taken on the outing
- inviting chaperones.

The prepared environment includes a range of resources for children to use as they plan an excursion beyond the classroom. These might include:

- brochures and other information about places to go for particular kinds of experiences
- phone books and a telephone
- maps and a street directory
- email and Internet access

To help children prepare for *going out*, they are given *how to* lessons, including:

- how to telephone for information or to make appointments
- how to read a map or street directory,
- how to search for information on the Internet
- how to use email
- how to use public transport
- how to conduct interviews
- how to take notes
- how to write letters of inquiry and *thank you* notes.

At no time do children leave the school unaccompanied; one or more adults always accompany children when they go out. The role of the adult/s is to ensure the children come to no harm. The children themselves take responsibility for all aspects of the trip.

Abstraction and Imagination

The resources and activities in the Montessori learning environment for this plane of development are designed to aid the progression to *abstraction*. Many Montessori materials represent abstract concepts in concrete form. Children manipulate these materials to discover the concepts, working with the materials for as long as they need. They cease using the materials when they can manipulate the concepts abstractly. The ability to abstract is interwoven with the ability to imagine. With their *imagination* children of this age can experience and learn about all aspects of our universe, whether phenomena far out in space, places on the other side of the world, or particles too small for the human eye to see. When, for example, children of this age have seen a lake and understand what a lake is, they can imagine lakes anywhere in the world. If they have experienced snow, they can imagine the South Pole. Imagination also gives them the power to go backwards in time and imagine what life must have been like before there were grocery shops, a time when human beings had to find all their own food in order to survive. The Montessori learning environment for this age offers children an extensive array of images of this type in the form of stories, charts and experiments.

Social and Ethical Development

The learning environment also accommodates the hero worship so common to this age group by telling true stories of people from diverse times and places, stories that reveal the characteristics of these people, what they have done and the service they have given. Such stories inspire a sense of gratitude in the children for the contribution of others and may show them ways of contributing to the community and serving humanity themselves.

At the same time, children of this age are developing a sense of right and wrong, a sense of morality. This area of development is supported in the Montessori learning environment where children are free to make their own choices and to choose their own workspace and work companions. This freedom carries with it responsibilities. Socialising and working within a community of peers teaches children how to live and work together. *Lessons in grace and courtesy* provide the knowledge and support children need to succeed in social interactions. At the same time, the *great story of the formation of the universe* introduces children to the laws of physics that operate in the universe. The story demonstrates how these laws preserve and protect the earth and make it possible for life to exist. Children also learn about past civilisations and how they developed laws that enabled them to live together. Through these stories, and the work that follows, children come to understand the benefit of laws and rules in all contexts, natural and social.

Children at this age have a heightened sense of justice and want everything to be fair. They practise negotiation and mediation skills among their own society of peers. There are regular class meetings for children of this age. Topics discussed at these meetings often include the concept of fairness along with issues of right and wrong. The interest children of this age have in understanding morality often leads to a deep sense of justice, as well as compassion for less assertive or younger children and people everywhere who are in need of help.

The *Cosmic Education* curriculum reveals to children the gifts they have received from the natural environment and from human society. The curriculum is designed to develop a sense of gratitude and of responsibility in relation to the care of the earth and to the care of people on the earth. Through their engagement with this curriculum some children may discover their own life's vocation, for example, preserving the natural environment, or attending to the needs of others. As children increasingly understand how richly they are blessed both by the natural world and the work of other humans, their response is often an ambition to offer service of their own.

The Montessori environment prepared for the second plane of development prepares children for *adolescence* by fostering self-regulation, social and intellectual skills and a vision of the place of humanity in the universe. This approach provides a framework that supports young people when they are faced with critical choices in the future.

Cosmic Education and Digital Technologies

As children pursue their research interests across the *Cosmic Education* curriculum, they draw on a vast array of resources, including face-to-face contact with teachers and experts, planning and participating in excursions and

going out activities, as well as using paper-based, digital and web-based technologies. As new digital technologies are developed, these are added to the resources available to children in Montessori classrooms in ways that match the children's capacities and interests. Children use a range of technologies as research and production tools, including email, CDs and DVDs, Internet-based communication and computer programs that enable manipulation of words, images and sound. They develop skills in using the technology as they apply it to relevant areas of the curriculum. In this way digital technologies become part of a balanced programme, without displacing paper-based skills, such as using reference books, finding books in a library, handwriting and technical drawing. It is also important that the use of digital technologies does not replace activities involving face-to-face communication and exact physical movement, for example, listening to guest speakers, preparing spoken presentations, interviewing experts, art work and model-making, visiting museums and field work.

The use of digital technologies across the curriculum incorporates development of the following skills:

- experience with a range of computer programs to achieve a variety of goals e.g. producing text, managing data, multimedia presentations, research
- combining text, sound and images to design presentations
- collecting, interpreting, evaluating and managing information gathered through a range of electronic resources
- developing an ethical approach to the use of information and communication technologies
- applying appropriate occupational, health and safety principles to computer use.

The Montessori *great lessons* about the two great human inventions, communication with signs and mathematics, include information to account for advances in technology. Children can research the development of these technologies over time, and in this way build understanding about how the work of earlier generations has enabled humans of today to benefit from technological advances unimaginable to the people who have gone before us. Children can also use their reason and imagination to consider the directions new technologies might take us in the future, and what opportunities and challenges these advances might have in store for us.

Like educators everywhere, since the advent of the digital revolution, Montessori educators have been exploring the consequences of this revolution for children at different stages of their development (See, for example, Gebhardt-Seele 1985). They do this by applying Montessori principles to decisions made about the introduction of digital technologies into learning environments, and by ensuring that the technology matches the children's stage of development and interests. More than a decade ago, Lillard (1996: 78-79) wrote about the use of computers in Montessori environments prepared for children aged from six to twelve:

The use of computers in the children's research and subsequent projects is a new component in Montessori education. To date it appears that children six to nine years old develop best when their hands are more directly involved with manipulating materials in their work. It is essential during this period that the children learn to think clearly and read and write in an organized manner. Computers are therefore not included in the prepared environment for use in research studies and creative writing until the upper elementary level where the children are nine to twelve years old. By this time, the children's thinking, reading, and writing abilities have a solid foundation. They are ready to make full use of the practical advantages of computers.

Since that time, advances in digital technologies have meant that Montessori educators are reviewing the role these technologies might play in the education of children six to nine years of age, as well as children over the age of nine. While digital technologies are now more likely to be used in Montessori classrooms for children aged from six to nine, for example, digital cameras, Montessori educators strive to ensure that computer use does not detract from, but rather, enhances children's learning. It remains the case that older children in Montessori classrooms make greater use of digital technology in their research and project work for the reasons outlined by Lillard above. Lillard (1996: 79) continues by explaining how other Montessori principles have been applied to computer use in Montessori classrooms:

The principle of limitation, however, still holds. Even if funds and space are available, there should be only a few computers in the prepared environment. These computers can function for each type of use: one which is part of the Internet or other connecting system for doing research; one for writing; and perhaps another for developing multidimensional images (CAD/CAM) such as might contribute to architectural

or design work. This minimal number of computer assures that the children become familiar with the capabilities of computers without missing the intellectual and social development that the other materials in the environment are meant to facilitate.

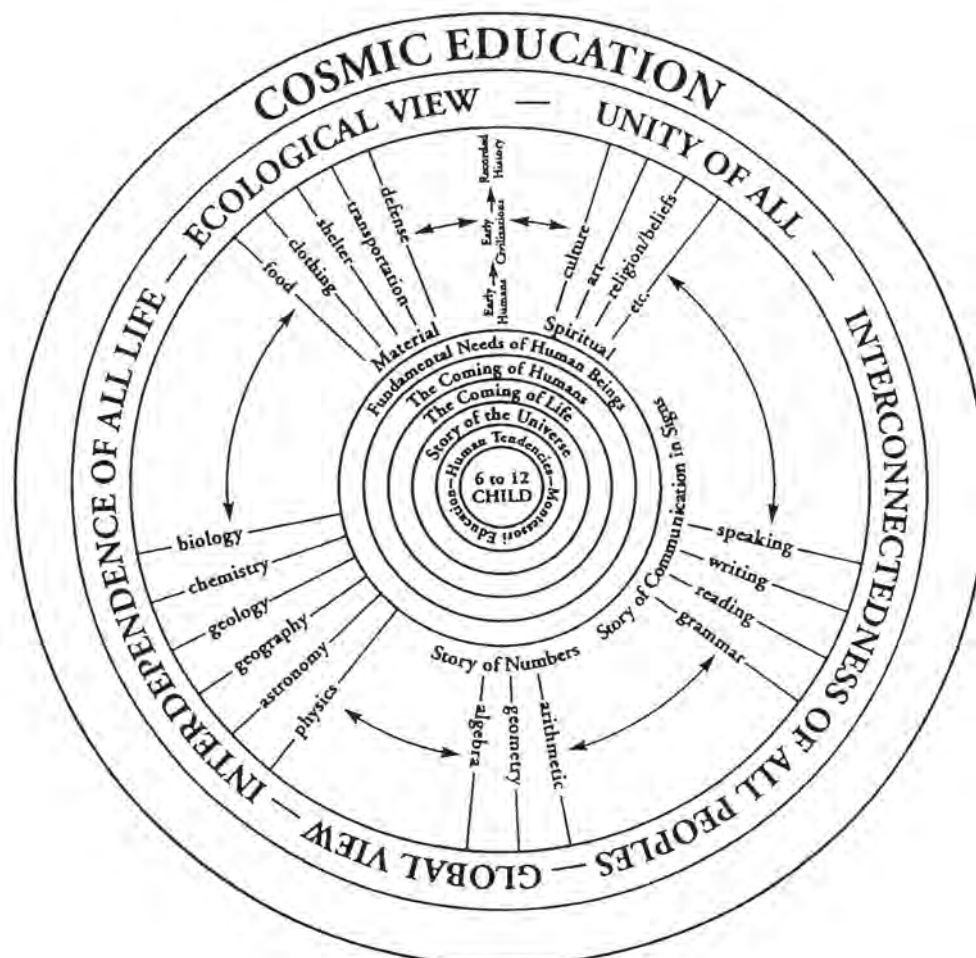
Again, the advance of technology suggests that tying individual computers to separate functions is no longer relevant, but the same principles apply. Children need to master each function separately if they are to become expert users of these technologies, while at the same time they need to participate in a learning programme that balances computer use with other modes of intellectual and social development.

Cosmic Education: An Overview

The *Cosmic Education* curriculum for the second plane of development covers the following interrelated discipline areas:

- Language
- Mathematics, with Geometry and Measurement as distinct areas of study
- History and Geography
- Science, with Biology as a distinct area of study
- Creative Arts
- Physical Education
- Languages other than English

The way the discipline areas of Montessori *Cosmic Education* are interwoven to create an integrated curriculum for children in the second plane of development is represented in the following diagram.



The *Cosmic Education* curriculum has its origins in ideas Dr Montessori proposed a century ago, ideas that have continued to be implemented and developed to the present day in classrooms all over the world. The integrated design of the curriculum offers students a view of whole domains of knowledge, and shows students

how these domains are interrelated. Manipulable materials reveal to children the underlying structure of each domain of knowledge enabling them to follow their interests and to pursue detailed studies of particular topics while retaining a sense of the whole and its interconnections. This approach to curriculum has provided Montessori teachers over the decades with a base from which they can incorporate, in principled ways, extra topics and skills as required, for example, new discoveries (e.g. the discovery of DNA), changed understandings (e.g. no longer considering Pluto to be a planet), technological innovation (e.g. in information and communications technology) as well as specific requirements of local authorities not yet addressed in the Montessori curriculum (e.g. new approaches to problem-solving, changing technical terms).

In Australia, like their international colleagues, Montessori teachers pay close attention to state and national curriculum documents and assessment requirements. They plan how required knowledge, skills and understandings not covered in the Montessori curriculum can be incorporated into the Montessori classroom. This involves locating sections of the Montessori curriculum where the missing knowledge and skill can be effectively integrated. Teachers then adapt or design materials and lessons for presenting the knowledge, skill and/or understanding to students using the Montessori approach.

Older students in Montessori classrooms have opportunities to compare the work they are undertaking with the outcomes required by curriculum authorities. These outcomes are explained to students, and where a student is not meeting an outcome, the student is encouraged to take responsibility, with the teacher's help and guidance, to address the gap. The content areas of the Montessori curriculum for students aged from six to twelve years, however, are very comprehensive, and expand to incorporate knowledge, skills and understandings all students need if they are to participate fully in the social context in which they find themselves. In most domains of knowledge, skill and understanding, moreover, the Montessori curriculum extends beyond state and national curriculum requirements.

The main content areas of the Montessori curriculum are outlined briefly below.

Language

Language is the ability to symbolise in an abstract form objects, ideas, emotions, and events, taking them out of the immediate context, and holding them in the mind. Language work in the Montessori environment prepared for children in the second plane of development is an exploration of a great human achievement that has made possible the creation of culture and the continuation of societies. Children in the second plane of development strive to put language in context, to explore the reasons for a variety of phenomena, and to use language beyond its literal use. The study of language must therefore be presented very imaginatively; it must appeal to imagination and reason, rather than to surface reality alone.

Areas of study in the Montessori language curriculum include:

- spoken and written language
- the history of language (symbols, etymology and spelling)
- the functions of words (grammar)
- effective communication (listening and speaking, reading and writing).

Using stories, pictures, books and technology children trace the development of language through the ages. Presentations, activities and resources help them understand:

- how humans have named everything found or made and that this process continues
- how and why language constantly changes
- how language is used to express the creative impulse of humanity.

Studying the origins and historical development of words fascinates children of this age. This study becomes a foundation for spelling knowledge and contributes to understanding the history of cultures. The learning environment is a place where children continue to learn to read, to write creatively and to perfect the art of handwriting.

Mathematics

The power of the human mathematical mind is its ability to quantify with precision and to reason through logic and abstract pattern. The versatility of the mathematical mind is as great as its potential to order and understand. Since the mathematical mind is universal, it belongs to every child as a birthright, and mathematics is part of our human heritage. In addition, human beings have a tremendous capacity for reason. Children who are learning to reason need, therefore, a larger quantity of information about which to reason.

The Montessori learning environment for children in the second plane of development offers new mathematical challenges beyond those found in the *Children's House*. Children in the second plane of development do not want to be tied to concrete materials. They strive for the freedom to work at the level of abstraction. While the Montessori mathematics materials are concrete representations of abstract mathematical concepts, in this environment they are used as stepping-stones, as *keys* only. In the presentation of these materials difficulties are isolated and, in the more complex activities, concepts are synthesised. In this way children are guided towards abstraction, but the actual transition to abstraction itself is achieved by children independently. When children work abstractly without prior concrete experience they can face obstacles to comprehension. The Montessori approach allows children to grasp mathematical concepts by first experiencing and manipulating them in concrete form. Children are given as much time as they need to learn from their successes and their mistakes, while also discovering the rewards of perseverance.

Children of this age love to reach back into history with their imaginations to reconstruct the creation of knowledge systems. Mathematics is a language used to explore and manipulate, to create and measure real objects in a real world. Children learn that mathematics has evolved from a practical need, for example, graphs and fractions as tools for recording and measuring, and algebra for problem solving. Children are encouraged to invent their own problems—especially real-life story problems—for themselves and for their friends, in order to apply and practise their mathematical understanding in practical ways.

When children work with the Montessori mathematics materials, they are presented with concrete images of abstract concepts and processes. Children use the materials to undertake quite complex mathematical processes, for example, long division or square root, much earlier than if the work were introduced using paper and pencil only. As they manipulate the concrete materials, children internalise mathematical concepts, processes and rules embodied in the materials. These are concepts, processes and rules they might otherwise have to learn by rote but without the depth of understanding developed while working with the Montessori materials.

When presenting children with new material, a Montessori teacher first orients children to the material and what it represents. The teacher then guides the children through a sequence of steps or exercises, progressing gradually, one small step at a time, from highly concrete to completely abstract representations. The exercises are sequenced in a manner that introduces a variation in use, or an additional detail, with each step. These new variations and details hold the children's interest.

At some point in the process, each child comes to the realisation that the same steps can be completed much more efficiently without the material, that is they can be completed abstractly, using only numbers, and other mathematical symbols, on paper, to find the answer. Montessori educators call this transition the *passage to abstraction*. In this way each child arrives at abstraction precisely when they are prepared for it. In many cases children come to the realisation on their own and inform the teacher; in other cases the teacher assists a child by asking questions that lead to the realisation. By allowing abstraction to 'arrive' for each child, in the child's own time, the teacher can be assured that the knowledge is now stored in long-term memory, rather than being temporarily memorised, and can be understood and explained by the child.

Geometry and Measurement

Children first encounter the study of geometry in the *Children's House* during the *exercises of the senses*. In the *Children's House* they are given as much language to talk about geometric shapes as possible. This prepares them for the next level of geometry study they encounter in the environment prepared for children in the second plane of development. In this new environment the study of geometry gives children the tools to explore, understand and measure the world.

In the Montessori geometry curriculum children follow the historical development of the discipline of geometry. Because geometry emerged from concrete experience, with abstractions following at a later time, children study geometry by following the same sequence. Students' initial ideas about shapes and space are based on activity with concrete objects. The work uses the guided discovery approach so that the children discover the relationships, theorems and formulae for themselves.

The field of geometry provides opportunities for both inductive and deductive learning. As the children make their own discoveries, they are interested in learning about the people who first made these discoveries. Throughout the geometry curriculum they are told stories about, and are given opportunities to research, the people behind the geometry we use today. In addition to the enjoyment children exhibit in studying geometry, this work also provides them with a stimulus for intellectual development by giving them experience with logical reasoning, deduction, classification and abstract concepts.

Creative expression in art through geometry is also an integral part of its study. The Montessori geometry materials foster creative activity that involves construction of various two- and three-dimensional forms, artistic drawings and decoration.

The study of measurement in learning environments prepared for six to twelve year olds also has its origins in the *exercises of the senses* in the *Children's House*, specifically, in the discrimination, judgement and precision children apply as they contrast, compare and grade differences and similarities in, for example, size, shape, volume and mass isolated in the *sensorial* materials. When children begin the study of measurement in the environment prepared for six to nine year olds, they learn to attach a number of 'units' to concrete objects, first non-standard and ancient units of measurement based on the parts of the body, and later the standard units of the International Metric System.

History, Geography and Science

Because the Montessori approach integrates the study of history, geography and science, including biology and technology, these subject areas comprise one area of the *Cosmic Education* curriculum.

History

The Montessori history curriculum begins with the 'big picture', from the development of the universe, the solar system and the earth, to the evolution of life on earth and the coming of human beings, early civilisations and recorded history. The long labour of humans to accomplish all that is here for us to enjoy in the present is revealed to the children. The history curriculum provides a chronological framework that orders the information presented in the companion areas of study: geology, biology and science. In fact, history is considered to be the foundation of the *Cosmic Education* curriculum. Studies of geography, science and all the related disciplines flow naturally from the study of history. The starting point in any educational discipline extends back in time, and in this way can be linked to any other discipline area, in this interdisciplinary approach.

Geography

The Montessori geography curriculum is designed to show how the physical configuration of the earth contributes to the history of all people. The study of physical geography (including geology) is the basis for the study of economic geography, which reveals the interdependence of all nations and people. Geography study comprises several interconnecting areas, including:

- physical geography
- scientific understanding of geological formations/geology
- economic geography
- political geography
- mapping and graphing

Biology

The Montessori biology curriculum includes both botany and zoology. In this study children are given the means to classify plants and animals, and to understand the reasons behind the classification. The study of biology reveals that the classification of living things follows the path of evolution. The ultimate aim of this area of the curriculum is to develop an ecological understanding of the web of life, and a sense of responsibility for the natural environment. Learning systems for classifying plant and animal life also provide children with intellectual tools for ordering and relating information.

Science and Technology

In the *Cosmic Education* curriculum the study of science and technology is interwoven into the study of history, geography and biology.

- When children study geology and geography, they are also discovering how the universe and the earth were formed. During this study children build foundation knowledge in the fields of physics and chemistry.
- When children explore biology, they are also discovering the history of life on earth.
- The history of human progress is a history of scientific discovery and technological development.

All these areas of study are accompanied by relevant demonstrations, including science experiments, and the use of impressionistic charts and timelines to generate discussion and create mental pictures.

The Montessori Curriculum for the Second Plane of Development

Language

Language is the tool used by children to explore all other subject areas, and for this reason, language is involved in all areas of learning.

In the *Children's House* children are introduced to the basic skills that underpin writing and reading. When they make the transition to the learning environment for children older than six, they are introduced to a variety of activities and resources that lead them to fluent reading and more advanced comprehension skills, described by Montessori educators as *total reading*.

Providing children with a variety of means for learning to write and read enables them to select activities and resources that match their learning style. This diverse repertoire of activities for developing knowledge and skills in both spoken and written language makes it possible for all children to experience success and enjoyment with language in all its forms and uses.

Learning to Write and Read

In the *Children's House*, after they have worked with *sandpaper letters* and the *moveable alphabet*, children often *explode* into written language. Usually, in the *Children's House*, as children learn to analyse words into their sounds, an explosion into writing occurs before reading. Only later, when children learn to synthesise sounds into words, do they begin to read. If children learn to read and write after the age of six, however, they usually learn both writing and reading simultaneously.

In Montessori environments prepared for children over the age of six, learning is no longer based simply on sensory activity and movement. Instead the exploration of language also engages the children's imagination and ability to reason. For example, from the age of six, children are interested in stories about the history of language and written symbols; these stories appeal to children's imagination. Through a *great lesson* children learn how humans began to communicate through signs. They also learn that language is a gift from the past. Listening to the story, and undertaking related research activities, give children the opportunity to develop feelings of gratitude for this gift.

In Montessori environments prepared for children aged from six to nine years, children are made aware of all that they already know about language, including the grammar they have mastered in their spoken language. In a series of active grammar games, using concrete materials, children are given technical terms for labelling the parts of their own language. Children of this age really enjoy thinking and talking about their own language. Through such work they develop clarity and conscious awareness of their language so they can use it more effectively in both its spoken and written modes.

Total Reading

Total reading is defined by Montessori educators as the ability to interpret the totality of the meaning expressed by a writer. This includes understanding the subject matter, as well as the opinions and feelings expressed, and the style used by the writer. To help children achieve *total reading*, they are given opportunities to explore:

- the history of language
- words and grammar, and their meanings
- where and how words evolved (the study of etymology)
- punctuation and spelling
- variation in meaning-making across different cultures.

The Aims of the Montessori Language Curriculum for Children from Six to Twelve Years

The aims of the Montessori language curriculum for children aged from six to twelve years include the following:

- to foster the children's interest in language, the history of language and the history of communication with signs
- to explore the etymology of words
- to develop a respect for all varieties of language
- to develop a love of books
- to understand the grammar of our language and to use this knowledge to improve fluency in reading and writing
- to use language to express thoughts and ideas (self expression)

Language Curriculum for Children Aged Six to Nine Years

Content Strand	Knowledge, Skills and Understandings	Activities and Resources
	<i>Typically children will:</i>	
History of language	Imagine the origin of spoken language Research simple theories of how spoken language might have developed Trace the development of the English language Link the origin of spoken language to human history and how language enabled humans to communicate with each other about their environment	Activities include: - stories, for example: <i>How did language start?</i> <i>The story of English</i> - research tasks e.g. tracing the development of languages other than English; exploring how other primates, or other animals, communicate; researching the spoken language traditions of Indigenous North American cultures - drama. Resources include: - charts, e.g. <i>language families</i> charts - simple research and reference materials (paper-based, digital and web-based).
	Trace the development of written language Explore early means of communicating with graphic signs, including images and marks found on surfaces such as rock, bark, wood and clay; pictographs, hieroglyphics and ancient alphabets Trace the development of the English alphabet Learn about the origin and derivation of words in English	Activities include: - <i>great lesson: Story of Communication in Signs</i> - reading factual stories - making rock art, clay tablets - creating simple codes - experimenting with pictographs and ancient alphabets - research projects e.g. exploring graphics used by pre-contact Indigenous North Americans; tracing the development of alphabets and writing systems for other languages - creating posters and timelines - etymology activities. Resources include:

		- charts and artefacts - research and reference materials (paper-based, digital and web-based)
Spoken language: listening and speaking	Listen and respond to stories and poems read aloud by teacher, peers and/or performers Listen and respond to songs	Activities include: - <i>grace and courtesy</i> lessons e.g. 'how to' be an audience - movement and drama activities - teacher and student presentations and performances - <i>going out</i>, excursions and guest performers. Resources include: - high quality children's literature and song lyrics.
	Develop rhythm and movement in speech Recite rhymes and sing songs for an audience Read aloud to an audience	Activities include: - <i>grace and courtesy</i> lessons e.g. 'how to' present to an audience - drama activities for voice - class presentations - choral work (speaking and singing). Resources include: - card material - high quality children's literature.
	Develop active listening skills Respond to and give greetings and leave-takings Respond to questions Follow detailed spoken instructions Carry out multi-step instructions Take notes from simple spoken presentations	Activities include: - <i>grace and courtesy</i> 'how to listen' lessons - learning classroom routines - interacting in class - collaborating with peers - listening games - role-play, drama - class meetings - listening comprehension games - guided note-taking - preparing for <i>going out</i> - research tasks. Resources include: - class rules developed by peers - audio-visual/multimedia resources.
	Use appropriate intonation, gestures and eye contact when speaking Make requests and offers Ask questions to gain understanding and clarification Initiate topic ideas in a group Express an opinion and question a point of view	Activities include: - <i>grace and courtesy</i> lessons - role-play, drama - preparing for <i>going out</i> - collaborating on group projects - conversations - class meetings - engaging with guest speakers. Resources include: - telephone - audio-visual/multimedia resources.

Listen for key ideas and detail in spoken language Understand and use different types of speech for different purposes and audiences Report on familiar and personal topics Re-tell conversations accurately Re-tell stories with appropriate sequencing of events Relate experiences to peers on a variety of topics Use telecommunications effectively	Activities include: - guided activities e.g. a spoken presentation scaffolded by an adult or peer using the spoken <i>question game</i> - small group conversations, role-play, drama - preparing for <i>going out</i> - <i>Read-and-retell</i> games - telling what happened on an excursion or <i>going out</i> - talking to parents, teachers, community members e.g. at assembly or open days, when <i>going out</i> - interviews - collaborating on group projects - gaining information over the telephone or from a multimedia source. Resources include: - command cards - telephone - audio-visual/multimedia resources.
Present spoken reports and simple speeches Explain complex concepts Participate in discussions	Activities include: - class meetings, debates and discussions - role-play, drama - engaging with audiences and guest speakers - presenting completed projects - arguing for different points of view - research projects to prepare for spoken presentation or discussion. Resources include: - command cards - research materials (paper-based, digital and web-based).
Learn basic concepts of voice production Experience and appreciate spoken poetry performances Read and perform poetry and extracts from literature Improvise and act out dramatic roles Experience, appreciate and participate in drama performances Recognise and appreciate dialogue as an aspect of drama	Activities include: - movement, drama and voice activities - guided individual presentations - choral performances - drama presentations e.g. plays, poetry reading, film and animation making - script-writing - guest performers - excursions to poetry and theatre performances. Resources include: - high quality children's literature - card materials e.g. <i>grammar box</i> commands, <i>reading commands</i> and <i>interpretive reading</i> cards - audio-visual/multimedia resources.

Reading: word level	Review and consolidate knowledge of letter-sound correspondence Use knowledge of single letter-sound correspondence to read and build words Read and build words containing blends, recognising blends in both onset and rime Build families of words based on spelling patterns involving blends	Activities include: - exercises reviewing all single letter sounds in sets of contrasting or related sounds - vowel-consonant lesson and exercises - sound recognition and discrimination games with single letter sounds (individual and group as needed) - exercises to practise the reading and articulation of blended sounds - labelling objects and pictures - building words with <i>moveable alphabet</i> - <i>word study</i> lessons and exercises - activities researching blends in words. Resources include: - labels for objects and pictures - card materials and word lists - wall charts - <i>moveable alphabet</i> - selected reading material.
	Review and consolidate knowledge of <i>phonograms</i> (digraphs) Read words containing <i>phonograms</i>, recognising phonograms in both onset and rime Build families of words based on spelling patterns involving <i>phonograms</i>	Activities include: - <i>phonogram</i> lessons and exercises - sound recognition and discrimination games with <i>phonogram</i> sounds (individual and group) - <i>moveable alphabet</i> activities to explore <i>phonogram</i> patterns - labelling objects and pictures - <i>phonogram</i> research activities - word study lessons and exercises. Resources include: - <i>phonogram</i> folders and booklets - card material and word lists - labels for objects and pictures - small <i>moveable alphabets</i> in different colours - selected reading material.
	Recognise and read <i>puzzle words</i> (sight words with non-phonetic spelling)	Activities include: - etymology activities - labelling objects and pictures - <i>word study</i> lessons and exercises - <i>puzzle word</i> research activities. Resources include: - <i>puzzle word</i> cards and lists - card material - selected reading material.
	Review and consolidate knowledge of letter names Review and consolidate knowledge of alphabetical order	Activities include: - games, rhymes and songs to review letter names - alphabetical order and dictionary exercises. Resources include: - wall charts - a selection of dictionaries.

Reading: text level	Decode and comprehend words, word groups, phrases and sentences Read for meaning with increasing fluency Develop and extend reading skills and strategies, including: - predicting the meanings in a text using, for example, the title, cover and blurb as clues - navigating written and multimodal texts using, for example, chapters, headings, index, illustrations - skimming a text for the main ideas - scanning a text for detailed information - reading for inferred and/or implied meanings	Activities include: - exercises with <i>reading folders</i> (booklets, jumbled text, pictures, labels) in all curriculum areas - exercises to build a range of reading skills and strategies e.g. library activities, modelled and guided reading activities - reading books written for emergent and beginning readers - interpreting the meanings in texts in a variety of ways e.g. written and spoken responses, drama and visual arts - expanding reading repertoire as interest, fluency and comprehension develops. Resources include: - card materials and labels - reading folders and command cards in all curriculum areas - literary and factual reading material matched to interest.
	Participate in drama and visual arts activities linked to reading	Activities include: - movement and drama activities with <i>reading commands</i> and <i>interpretive reading cards</i> - acting out increasingly complex commands - interpreting dramatically extracts from literature - interpreting extracts from literature using the visual arts - readers' theatre. Resources include: - <i>reading commands</i> - <i>interpretive reading cards</i> - quality children's literature - a range of visual arts media and resources.
	Read for enjoyment	Activities include: - reading literary and factual texts individually; and occasionally in small groups - visiting the library - participating in Book Week activities - authors' visits - readers' theatre - reading to others for fun. Resources include: - quality children's literature - quality factual texts.

Word study	Recognise and use the parts of words: - word bases, - prefixes - suffixes Recognise and use compound words and word families Recognise and use synonyms, antonyms and homonyms	Activities include: - <i>word study</i> lessons and exercises - word building with <i>moveable alphabets</i> - word matching and sorting exercises - <i>style study</i> of student's own writing - spelling exercises and practice. Resources include: - <i>word study</i> charts and cards - small <i>moveable alphabets</i> in different colours - grammar symbols.
	Use etymology to understand the origins of words and word families	Activities include: - lessons and exercises on word origins - building lists of words with the same origin - providing students with the etymology of each technical or specialised term introduced in all areas of the curriculum - research projects. Resources include reference materials, including dictionary, etymological dictionary and thesaurus (paper-based, digital and/or web-based).
	Expand vocabulary	Activities include: - <i>correct expression</i> matching and sorting exercises - <i>word study</i> lessons and exercises - <i>style study</i> of student's own writing and of literary and factual texts integrated into the curriculum - learning technical and specialised terms in classified sets in all areas of the curriculum. Resources include: - <i>correct expression</i> card material - <i>word study</i> charts and cards - dictionary and thesaurus (paper-based, digital and/or web-based) - grammar symbols - classified naming material (pictures, labels, jumbled text, booklets).
Grammar study for reading fluency: functions of words and grammar boxes	Recognise nouns Identify the function of nouns Classify types of nouns: - masculine and feminine - common and proper - singular and plural - concrete and abstract - types of concrete nouns (material, collective) - types of abstract nouns (quality, state, action)	Activities include: - spoken language stories, lessons and games - labelling, matching and sorting exercises - dramatising commands based on nouns - writing activities to record work. Resources include: - <i>grammar box I</i>: noun card material and commands

		- noun classification charts and card material - noun grammar symbol - dictionary.
Recognise articles Identify the function of articles Classify types of articles: - definite and indefinite - articles for singular and plural nouns		Activities include: - spoken language stories, lessons and games - using article-noun structures to label objects in a miniature environment - using colour-coded cards to compose noun groups from articles and nouns - using grammar symbols to reveal article-noun pattern - writing activities to record work - using cards to build the system of English articles. Resources include: - <i>article box</i> objects and labels - <i>grammar boxes II</i>: card material and commands - box of grammar symbols - article classification card material.
Recognise adjectives Identify the function of adjectives Combine adjectives with nouns and articles to build <i>noun families</i> (noun groups), using accurate word order Identify the members of the <i>noun family</i> (article-adjective-noun) Classify types of adjectives: - qualitative - interrogative - demonstrative - possessive - numeral (indefinite and definite) - distributive - positive, comparative, superlative		Activities include: - spoken language stories, lessons and games - word order <i>transposition</i> game - using <i>noun families</i> on cards to label objects in a miniature environment - <i>grammar boxes III</i> reading games, commands and experiments: composing <i>noun families</i> with colour-coded cards, symbolising, to reveal <i>noun family</i> pattern, using adjective labels to reveal fine distinctions - adjective games e.g. the <i>detective adjective game</i>, the <i>paper game</i>, <i>what quality is suitable?</i> - adjective research activities - writing activities to record work. Resources include: - grammar symbols, both 3-D and 2-D, for spoken language activities - noun family charts - miniature environment and card material - adjective research chart - <i>grammar boxes III</i>: card material and commands - box of grammar symbols - adjective classification charts and card material.

	Recognise verbs Identify the function of verbs that represent actions Recognise the contrasting functions of verbs and nouns Use verbs with <i>noun family</i> (article-adjective-noun) in sentences. Place verbs in sentences effectively Recognise the three main tenses of verbs: - past - present - future	Activities include: - spoken language stories, lessons and games - games to reveal different types of verbs e.g. action v thinking verbs, transitive v non-transitive verbs - <i>grammar boxes IV</i> reading games, commands and experiments: dramatising and experimenting with action verb antonyms and synonyms, composing sentences with colour-coded cards, symbolising to reveal grammar patterns - transposition activity to experiment with order of verbs and noun groups in clauses - games that reveal contrast and agreement between verbs and nouns - writing activities to record work. Resources include: - grammar symbols, both 3-D and 2-D, for spoken language activities - red sphere (verb symbol) and black square-based pyramid (noun symbol) on special tray - <i>grammar boxes IV</i>: card material and commands - box of grammar symbols - <i>logical agreement of nouns and verbs</i> card material.
	Recognise prepositions Identify the function of prepositions Use prepositions with the <i>noun family</i> (article-adjective-noun), placing them in front of noun groups (phrases) Use prepositions in sentences made up of <i>noun families</i> (article-adjective-noun) and verbs	Activities include: - spoken language stories, lessons and games - using prepositions to place objects in relation to each other - <i>grammar boxes V</i> reading games and commands: dramatising the work of prepositions, composing sentences with colour-coded cards, symbolising to reveal grammar patterns - <i>transposition</i> activity to experiment with preposition word order i.e. location of preposition in phrases - writing activities to record work. Resources include: - miniature environment and card material - <i>grammar boxes V</i>: card material and commands - box of grammar symbols.

	Recognise adverbs Identify the functions of adverbs Use adverbs in sentences made up of <i>noun families</i> (article-adjective-noun), verbs and prepositions Place adverbs in sentences effectively Classify types of adverbs: - manner - place - time - quantity - comparison	Activities include: - spoken language stories, lessons and games - <i>grammar boxes VI</i> reading games and commands: dramatising the work of different types of adverbs, composing sentences with colour-coded cards, symbolising to reveal grammar patterns - <i>transposition</i> activity to experiment with adverb word order - games that reveal connection between adverbs and verbs - writing activities to record work. Resources include: - <i>grammar boxes VI</i>: card material and commands - box of grammar symbols - <i>logical agreement of adverbs and verbs</i> card material.
	Recognise pronouns Identify the function of pronouns Use pronouns in sentences made up of <i>noun families</i> (article-adjective-noun), verbs, prepositions and adverbs Combine pronouns with verbs and adverbs to build <i>verb families</i> (clauses), using effective word order Classify types of pronouns: - personal - demonstrative - relative - interrogative - possessive	Activities include: - spoken language stories, lessons and games - <i>grammar boxes VII</i> reading games and commands: dramatising the work of different types of pronouns, composing sentences with colour-coded cards, symbolising to reveal grammar patterns - <i>transposition</i> activity to experiment with pronoun word order - games that reveal agreement between pronouns and verbs - writing activities to record work. Resources include: - <i>verb family</i> charts - <i>grammar boxes VII</i>: card material and commands - box of grammar symbols - pronoun-verb agreement card material.
	Recognise conjunctions Identify the function of conjunctions Use conjunctions in sentences made up of <i>noun families</i> (article-adjective-noun), verbs, prepositions, adverbs and pronouns Place conjunctions to join clauses accurately	Activities include: - spoken language stories, lessons and games - <i>grammar boxes VIII</i> reading games and commands: dramatising the work of conjunctions, composing sentences with colour-coded cards, symbolising to reveal grammar patterns - <i>transposition</i> activity to experiment with word order involving conjunctions - writing activities to record work. Resources include: - <i>grammar boxes VIII</i>: card material and commands - box of grammar symbols.

	Recognise interjections Identify the function of interjections Use conjunctions in sentences made up of <i>noun families</i> (article-adjective-noun), verbs, prepositions, adverbs, pronouns and conjunctions	Activities include: - spoken language stories, lessons and games - <i>grammar boxes IX</i> reading games and commands: dramatising the work of interjections, composing sentences with colour-coded cards, symbolising to reveal grammar patterns - <i>transposition</i> activity to experiment with word order involving interjections - writing activities to record work. Resources include: - <i>grammar boxes IX</i>: card material and commands - box of grammar symbols.
Grammar study: detailed study of the verb	Recognise and identify the function of personal pronouns Use personal pronouns with verbs in the present tense	Activities include: - spoken language lessons and games - writing activities to record work - spelling exercises - comparing use of English personal pronouns with use of pronouns in a LOTE. Resources include: - charts and card material - box of grammar symbols - reading material - reference books.
	Recognise and use strong and weak verbs (verbs with irregular and regular past tense forms) Recognise and use personal pronouns with strong and weak verbs in present, past and future tenses Recognise and use auxiliary verbs (<i>to be/to have</i>) in present, past and future tenses Explore compound tenses - perfect tenses (past, present, future) - continuous/imperfect tenses (past, present, future) - combinations of perfect and continuous Explore some of the following aspects of verbs: - negative verb forms - infinitive (non-finite) verb forms - voice (active, passive) - mood (indicative: declarative and interrogative, imperative, subjunctive) - progressive (phased) verb forms - use of reflexive pronouns with verbs - transitive and intransitive verbs - linking (relating) verbs e.g. <i>to be, appear, seem, look</i>, and complements Use knowledge of verbs in creative and factual writing	Activities include: - spoken language lessons and games - writing activities to record work - spelling exercises - research projects - comparing use of English verbs with use of verbs in a LOTE - related creative and factual writing tasks. Resources include: - charts and card material - box of grammar symbols - <i>sentence analysis</i> materials - reading material - reference books - wall charts/word banks of different verb forms and types.

Grammar study for reading and writing fluency: Sentence analysis (simple and compound)	Analyse simple sentences to identify: - subject - predicate - direct object Write simple sentences containing subject, predicate and direct object Analyse simple sentences to identify: - subject - predicate - direct object - attributive and appositive structures (qualifiers after the noun in noun groups) - adverbials - indirect object Write simple sentences to include all parts revealed in <i>sentence analysis</i> exercises Analyse simple sentences with understood (elliptical) subject Analyse simple sentences with the order of the parts inverted Analyse simple sentences with verb <i>to be</i> and other linking (relational) verbs e.g. <i>seem, appear, look</i> Identify compound sentences and label the parts Identify coordinating conjunctions in compound sentences Write compound sentences using coordinating conjunctions	Activities include: - <i>sentence analysis</i> lessons - sentence reading and analysis exercises tearing sentences written on strips of paper into parts and labelling and setting out sentence structure with wooden <i>sentence analysis</i> material - recording analysis using <i>sentence analysis</i> paper - sentence writing activities using chart A as a guide to compose short and long simple and compound sentences - composing short and long simple and compound sentences abstractly - creative writing and research tasks. Resources include: - sample simple and compound sentences derived from student writing and student reading material, both literary and factual texts - <i>sentence analysis</i> boxes 1 and 2 (wooden circles, arrows, triangles) - <i>sentence analysis</i> charts - <i>sentence analysis</i> paper - reading material to find sentences to analyse - card material - word banks of coordinating conjunctions.
Study of style: writing	Understand the concept of style (i.e. the composition and arrangement of texts) Explore and evaluate own style, and the style of other writers, using knowledge about the elements of writing, including: - structure of different types of text - grammar patterns (grammar symbols, sentence analysis), used to represent plot, characters, setting and atmosphere in literary texts and to organise and relate different types of content in factual texts - knowledge of vocabulary (word study, etymology) Develop a vocabulary for describing and evaluating style (e.g. <i>personal – everyday – factual – literary; entertaining – informative – persuasive; positive – negative; exciting – dull; well-written</i>) Use knowledge about the structure of different	Activities include: - reading circles in which students use knowledge about vocabulary, grammar and text to discuss features of the writing in the books being read, and/or to compare different treatments of the same story, information or issue (e.g. a well-known traditional story, presentation of the same content or issue in different publications or in different media such as film, video or digital representation) - sharing own writing with others who ask questions about, for example, the ideas expressed and the ways they are connected in the writing, how the writer interacts with readers, and how characters interact, as well as the organisation of the writing - reading aloud by teachers and/or students of a range of texts with

	types of texts, as well as grammar and vocabulary patterns, to compare different writing styles Evaluate the effectiveness of texts used to organise or explain factual information Prepare personal responses and reviews of literary texts Describe how persuasive texts influence listeners and readers	discussion about features of text - using grammar symbols to explore style of writing (text and grammar patterns) used in different texts beginning with greatest contrast e.g. comparing a procedure or information text with a poem (The grammar symbols make text and grammar patterns visible and tangible. These patterns can be viewed from a distance where words are no longer legible.) - creating word webs and mind maps to expand vocabulary e.g. create a word web with the word <i>housing</i> at the centre adding as many words for housing as possible, including synonyms and adjectives that expand meanings - participating in guided activities to expand and enrich own writing e.g. composing literary, factual and persuasive texts scaffolded by an adult or peer using the written <i>question game</i> - searching for different types of texts and writing styles about the same topic e.g. a poem, a story and a scientific text about the same topic - spoken presentations and individual and group writing projects Resources include: - box of grammar symbols - <i>sentence analysis</i> material - a range of different types of texts, including picture books, advertisements, film segments - sample word webs and mind maps. - dictionary and thesaurus
	Explore and experiment with meanings in sentences Experiment with different styles when composing different types of texts Use knowledge of grammar patterns to expand and enhance meaning-making in sentences and texts Adapt the style of own texts according to purpose and audience	Activities include: - identifying and symbolising grammar patterns in sentences and texts, where possible linking patterns with text purpose and audience - transposing the order of words and structures in sentences and texts to create different effects - using grammar symbols, and knowledge of grammar patterns, to explore own writing style, to help with writing and to consider ways to adapt or enhance own writing e.g. by elaborating and expanding clauses, amplifying meanings in sentences - discussing and evaluating variation in meaning resulting from analysing, transposing and amplifying meanings in sentences and texts

		- use grammar patterns found in the writing of others as the basis for own writing Resources include: - <i>grammar boxes II-IX</i> - box of grammar symbols - <i>sentence analysis</i> boxes and charts - students' own writing - range of literary, factual and persuasive texts.
Study of style: viewing	Understand concept of style in relation to the composition of images Explore and evaluate own illustration style, and the style of other illustrators, using knowledge about the elements of images, including use of images to: - represent characters' actions, reactions, interactions and circumstances in literary images - relate and organise different types of content in factual images Experiment with different styles when composing images Use knowledge about the elements of images to compare different image styles in literary texts, including: - the representation of ideas e.g. characters' actions, interactions, reactions, circumstances - the building of relations of more or less empathy, involvement, power, identification and/or reality between characters and readers e.g. use of gaze (direct, indirect), shot (long, medium, close-up) angle (high, low, eye-level, front on, oblique), colour and background - the organisation of the image e.g. placement, framing, how much elements stand out (size, weight, sharpness, intensity, foregrounding/backgrounding) Use knowledge about the elements of images to compare different image styles in factual and persuasive texts, including: - in factual images the arrangement of elements in relation to each other (e.g. part-whole, types of, time line, cause and effect) and the use of symbols - the organisation of the image e.g. placement, framing, how much elements stand out - the use of images to influence or persuade Use Visual Arts curriculum to develop a language for talking about the style of images, including the elements and principles of design and colour, and media tools and techniques	Activities include: - reading circles in which students contribute knowledge about image composition (e.g. from Visual Arts curriculum) to discuss features of images in the books being read, and the relations between them, and/or to compare the images used in different treatments of the same story, information or issue (e.g. a well-known traditional story, presentation of the same content or issue in different publications or in different media such as film, video or digital representation) - introducing students to techniques of portraiture, figure drawing and illustration in Visual Arts and exploring these in own and published images - visual arts activities that provide opportunities to experiment with different image styles, and to manipulate elements of images to create different effects - searching for different types of images representing the same topic e.g. a story illustration and a scientific diagram - discussing the effect and influence of images used in advertisements from print, television and online sources - spoken and written presentations Resources include: - the resources of the visual arts curriculum - a range of different types of images, including those found in picture books, popular culture and media, film and video, online/digital images, cartoon and animation

	Explore the way the meanings in images are combined with the meanings in written texts to repeat, add to, contradict and/or multiply those meanings Adapt the style of own images according to purpose and audience Evaluate the effectiveness of images used to: - organise or explain factual information - illustrate literary texts - persuade or influence	
Reading and viewing literary texts	Experience and appreciate a variety of quality children's literature: - prose - poetry - picture books - drama, film, multimedia and e-literature Gain experience in selecting literary texts for enjoyment at an appropriate reading level Select extracts from familiar literary texts to analyse grammar patterns Select extracts from familiar literary texts to analyse an author's style Explore and understand the elements of literary texts: - setting, characters, plot - dialogue - mood/atmosphere - themes - message or moral Present opinions about a literary text supported by simple evidence from the text Appreciate historical background of selected literary texts Experience figures of speech used in literary texts: - idioms - simile and metaphor - personification - alliteration - onomatopoeia - imagery - irony Listen to, read and perform poetry Explore concepts of form, rhythm and rhyme in poetry Explore types and parts of still and moving images	Activities include: - <i>going out</i> e.g. to bookshops, libraries, literary events - guided small-group activities - reading, analysing and discussing literary texts - research projects e.g. creating literary timelines, researching different types of figures of speech to create charts or booklets, researching authors and illustrators - literary projects e.g. preparing an anthology of favourite poems; preparing poetry or prose extracts for performance; model-making based on setting or characters, preparing multimedia presentations based on literary texts; designing illustrations for favourite literary texts - Book Week activities - author visits. Resources include: - quality children's literature, both prose and poetry, including picture books and multimedia texts - box of grammar symbols - form and rhyme charts - metre charts and drum - card materials - reference texts - multimedia resources and equipment.

	used in literary texts, including: - elements of images and their composition - use of size, shape and colour - links between words and images Explore the work of still and moving images in literary texts	
Reading and viewing factual and persuasive texts	Read a wide range of factual and persuasive texts for interest and information, both print-based and multimedia texts Identify and understand parts of factual texts: - title - author - table of contents/menu - text - illustrations, diagrams and tables - index - bibliography - Use reading and/or viewing skills to: - identify main ideas in a text - find specific information in a text - identify the thesis, arguments (point and evidence) of a persuasive text Identify and evaluate factual and persuasive texts Use factual and persuasive texts when researching topics of interest Progress to increasingly complex reading tasks	Activities include: - <i>going out</i> e.g. to libraries, bookshops, museums, newspaper offices, radio/television stations, advertising agencies - guided small group reading activities - visits by authors of factual and persuasive texts, journalists, advertising copy writers, web and CD designers - research projects across the curriculum Resources include: - quality non-fiction/factual texts in a range of media e.g. books, newspapers, magazines, multimedia CDs, websites, video, television - pictures, card material and booklets from all curriculum areas e.g. geometry, geography, biology, history - simple persuasive texts e.g. newspaper opinion pieces and images, letters to the editor, reviews, advertising (print, images) - reference texts.
Writing: composing literary, factual and persuasive texts	Recognise and explore a variety of literary texts in a variety of forms, including: - prose and poetry - text, images, multimedia - paper-based, digital and web-based Recognise the purpose and parts of a range of literary text types: - literary description - literary recount - narrative - personal response/review Explore and experiment with grammar patterns and writing styles used in a variety of literary text types Explore a variety of poetic forms Compose texts to achieve a range of literary and creative purposes using a range of textual forms (prose, poetry, illustrated texts, multimedia, digital)	Activities include: - guided individual and small group exercises in the writing of literary texts and literary text elements, and the preparation of literary illustrations - guided composition activities e.g. composing literary texts scaffolded by an adult or peer using the written <i>question game</i> - identifying purpose and stages of literary texts - sequencing and sorting jumbled literary texts and illustrations - using knowledge of grammar and grammar symbols to find grammar patterns typical of different types of literary texts - modelling 'how to' compose different types of literary texts and illustrations - guided and independent creative writing projects - conferencing with peers and teacher - choosing most effective text type for

	Compose and present written literary texts using the writing process: - planning/outlining - drafting - editing - proofreading - publishing	creative writing projects - using library and Internet to research ideas and models for creative writing and illustration - writing and illustrating creatively for classroom and school publications - writing reviews of literary texts, and other creative works. - sharing own literary texts with other students in a reading circle in which the author responds to questions about the text elements (e.g. setting, plot, characters of literary texts and the accompanying images Resources include: - range of literary texts to use as models for creative writing - card material - poetry cards - box of grammar symbols - variety of media: writing implements, paper, art materials, digital camera, materials for making books, word processing, multimedia and web authoring programs.
	Recognise and explore a variety of factual and persuasive texts in a variety of forms, including: - prose, letter-writing, images, diagrams, tables, flow charts, multimedia - paper-based, digital and web-based Recognise the purpose and parts of a range of factual and persuasive text types: - factual texts: procedure/instructing, factual description, factual recount, information report/organising information, explanation - persuasive texts: exposition, discussion, challenge Explore and experiment with grammar patterns and writing styles for different factual text types Compose factual and persuasive texts using a range of textual forms (letter, list, text, diagram, table, flowchart, illustrated texts, multimedia, digital) Compose and present written factual and persuasive texts using the writing process: - planning/outlining - drafting - editing - proofreading - publishing	Activities include: - guided individual/small group exercises in the composition of factual and persuasive texts, including drafting text elements and the preparation of images - guided composition activities e.g. composing factual and persuasive texts scaffolded by an adult or peer using the written <i>question game</i> - identifying purpose/stages of factual and persuasive texts - sequencing/sorting jumbled factual and persuasive texts and images - using knowledge of grammar and grammar symbols to find grammar patterns typical of factual and persuasive texts - modelling 'how to' compose factual and persuasive texts and images - guided and independent factual and persuasive writing projects across the curriculum - conferencing with peers and teacher - participating in discussions and debates to prepare for the writing of persuasive texts - choosing most effective text type for project work in all areas of the curriculum, and choosing most effective images to contribute to the text's purpose

		- using library and Internet to research information for factual and persuasive writing - summarising and note-taking exercises (e.g. using graphic organisers) in preparation to write factual and persuasive texts - classroom and school publications - writing letters e.g. to family, penfriends, school executive, local media. - sharing own factual and persuasive texts with other students in a reading circle in which the author responds to questions about the information in factual texts; the arguments and evidence in persuasive texts, and the accompanying images Resources include: - range of factual and persuasive texts to use as models for writing - card material - box of grammar symbols - variety of media (writing implements, paper, art materials, digital camera, materials for making books, word processing, multimedia and web authoring programs).
	Recognise paragraphs in a text Understand the purpose and structure of a paragraph Begin to use paragraphs in own written work Use a flow of related paragraphs to compose texts Recognise, differentiate between and compose groups, phrases, clauses and sentences Redraft and reorganise the parts of a sentence to enhance clarity and effectiveness Choose words for effect and meaning Use literary language, technical terms and abstract vocabulary	Activities include: - composing paragraphs, sentences and parts of sentences with moveable alphabets - modelled, guided and independent writing exercises and activities - writes groups, phrases and sentences - <i>style</i> analysis with grammar symbols and/or <i>sentence analysis</i> materials - independent writing projects - conferencing with peers and teacher - vocabulary building exercises from across the curriculum. Resources include: - moveable alphabets - <i>grammar boxes</i> and command cards - box of grammar symbols - <i>sentence analysis</i> materials - classified pictures, card material and booklets from all areas of the curriculum - dictionary and thesaurus - model literary and factual texts - reference texts.

Writing: handwriting and keyboarding	Use manipulable letters to compose words and short texts, noting orientation of each letter and spaces between words Refine/develop fine motor skills required for cursive writing Use correct pencil grip and posture for handwriting Refine cursive handwriting skills: - letter formation - directionality - slope - starting and finishing points - joins - placement on line Experiment with and appreciate a variety of writing implements and writing media Develop refinement and precision of letter formation Experiment with a variety of writing styles and experience handwriting as an art form Use handwriting in everyday tasks Prepare handwritten presentations of creative writing and project work	Activities include: - composing words, groups, phrases, sentences and short compositions with moveable alphabet - art and craft e.g. painting, drawing, cutting, tracing, knitting, sewing, clay/wax work - design and illustration work in all areas of the curriculum - guided individual and small group activities - writing in a variety of media e.g. in sand and the air, with chalk, felt pen, variety of pencils, brush, quill - writing exercises with historical or novel alphabets - using handwriting to present completed work - using calligraphy and illumination e.g. to present favourite poems, prepare greeting cards, decorate project work - <i>grace and courtesy, going out</i> and research activities e.g. writing messages, letters and invitations, thank you notes, note-taking. Resources include: - moveable alphabets - metal insets and other materials for design - wall charts - chalk and chalkboards - whiteboards - variety of pencils, brushes and quills - calligraphy materials - variety of papers with different types of lines.
	Become familiar with the keyboard and its features Build basic knowledge of safe computer use: - seating and posture - distance between eyes and screen - limiting screen time - school ICT code of conduct Develop basic skills with computer mouse Develop typing skills Use word processing, when appropriate, to present completed work Use digital technology, when appropriate, for communication, record-keeping, creative writing and project work	Activities include: - guided presentations and individual practice - research projects. Resources include: - computer station designed for student use - age-appropriate touch typing programs - computer programs to introduce students to word processing, desktop publishing, spreadsheets, email, multimedia authoring, website design - digital camera - headphones.

Writing: spelling	Review sound-letter correspondence Review blends, <i>phonograms</i> (digraphs) and <i>puzzle</i> (sight) words Experience and begin to apply a variety of spelling strategies: - sounding out - identifying consonant and vowel patterns - identifying onset and rime - syllabification - visualization - etymology - spelling patterns - association with known words Use a dictionary or technology to confirm spelling Experience and begin to apply common spelling rules or patterns	Activities include: - writing words with <i>moveable alphabet</i> - tracing words - creating words in clay or similar media - writing labels for objects in classroom environment - highlighting spelling patterns using small <i>moveable alphabets</i> in different colours - phonogram and puzzle word lessons and exercises - <i>word study</i> exercises - working with and researching words containing blends and <i>phonograms</i> - working with and researching <i>puzzle words</i> - maintaining a personal spelling dictionary - lessons and exercises introducing use of dictionary, spell-check and online dictionaries - providing students with the etymology of each technical or specialised term introduced in all areas of the curriculum - practice activities as needed to reinforce spelling e.g. look-say-cover-write, quizzes. Resources include: - <i>moveable alphabets</i> - <i>phonogram</i> cards and booklets - <i>puzzle word</i> lists, booklets and folders - spelling lists, charts, booklets and cards - student's own dictionary - paper-based and online dictionaries covering a range of reading levels - thesaurus.

Writing: Punctuation	Understand the purpose and use of punctuation marks: - full stop - comma - question mark - exclamation mark - colon and semi-colon - quotation marks - hyphen and dash Understand the purpose and use of capitalisation Develop use of correct punctuation in written work Proofread and edit written texts, using feedback to improve written work	Activities include: - introductory games to establish function of punctuation e.g. reading a paragraph without taking a breath - introductory games to learn formation of punctuation marks e.g. modelling punctuation marks in a variety of media including body sculpture, clay and artwork - guided individual and small group games and exercises - looking for punctuation marks in a variety of texts - guided exercises in drafting, editing and proofreading - conferencing with peers and teacher - stories and research projects to explore the history of individual punctuation marks. Resources include: - card material - <i>capitalization</i> charts - noun classification charts (proper/common) - student's own texts - texts matched to interest displaying a variety of punctuation use - research materials (paper-based, digital, web-based).

Language Curriculum for Children Aged Nine to Twelve Years

Content Strand	Knowledge, Skills and Understandings	Activities and Resources
	<i>Typically children will:</i>	
History of language	Gain further knowledge of the development of spoken language Communicate using a variety of means used in the history of written language Gain further knowledge about the development of the alphabet Gain further knowledge of the development of written language, from its beginnings to the present Enhance knowledge of the development of English	Activities include: - <i>story of communication in signs</i> (2nd level) - factual stories and historical accounts - experimenting with pictures, pictograms, hieroglyphs, ancient alphabets to communicate - research projects e.g. making models, timelines and charts - note-taking and writing up research. Resources include: - charts and artefacts - research materials (paper-based, digital, web-based, multimedia).
Spoken language: listening and speaking	Enhance skills in listening and responding to: - stories and poems read aloud or performed - recordings or performances of songs, music, plays - video and film screenings - spoken and multimedia presentations - note-taking Enhance skills in spoken interaction: - greetings and leave-takings - requests and offers - asking and responding to questions - giving and following instructions, including multi-step instructions - using questions to build and clarify understanding - initiating topics - expressing opinions - using intonation, gesture and eye contact - relating events, stories or conversations - using different forms of speech for different purposes and audiences - using the telephone to gain information - conducting interviews - using active listening skills - listening for key ideas and for detail - participating in discussions and debates - arguing for a point of view - questioning or challenging a point of view - explaining complex concepts Enhance performance skills: - reading aloud - rhythm and movement in speech - reading and performing rhymes, poetry and songs - spoken and multimedia presentations, reports and speeches - voice production - improvising and acting out dramatic roles - use dialogue in dramatic performance	Activities include: - <i>grace and courtesy</i> 'how to' lessons/role plays - daily interactions with teachers and peers - preparation for <i>going out</i> - collaborative research projects - class meetings - listening comprehension activities - guided speaking activities - guided note-taking - choral and individual performances - presentations, plays and speeches - interviews, discussions, debates, mock trials, mock parliament - guest speakers. Resources include: - <i>grammar boxes</i> commands - <i>interpretive reading</i> cards - command cards in all areas of the curriculum - card material - exemplary speeches from history - student's own work - quality children's literature and factual texts in a variety of forms (paper-based, digital, web-based, multimedia).

Reading: word and text level (basic skills)	Competently read words containing blends and <i>phonograms</i> (digraphs) Competently read <i>puzzle words</i> (sight words with irregular spelling) Competently decode and comprehend words, word groups, phrases, clauses and sentences	Activities include: - small group lessons and exercises to review knowledge and skills as needed - individual tutorials for students needing to review and practise basic skills - extension of <i>word study</i> exercises - drama and visual arts activities based on reading - reading comprehension exercises in all areas of the curriculum. Resources include: - <i>phonogram</i> folders, cards, booklets and word lists - <i>puzzle word</i> lists, booklets and folders - pictures, labels, jumbled text and booklets in all areas of the curriculum - command cards in all curriculum areas - <i>reading commands</i> - <i>interpretive reading</i> cards.
	Develop, consolidate and extend reading skills and strategies, including: - navigating and understanding the structure of written and multimodal texts - predicting the meanings in a text - skimming a text for the main ideas - scanning a text for detailed information - reading for inferred and/or implied meanings - recognising how a text shapes opinions and point of view	Activities include: - exercises to build a range of reading skills and strategies e.g. library activities, modelled and guided reading activities, research projects - interpreting the meanings in texts in a variety of ways e.g. written and spoken responses, drama and visual arts - expanding reading repertoire as interest, fluency and comprehension develops. Resources include literary and factual reading material matched to interest and curriculum focus..
	Read a range of texts fluently with expanding levels of comprehension Extend reading for enjoyment Extend reading for research	Activities include: - modelled, guided and independent reading of factual and literary texts individually and in small groups - interpreting literary texts through drama, creative arts and model-making activities - taking notes, using graphic organisers, drawing maps and diagrams and building models from factual texts - library visits - guided reading for research - reading own and peers' writing for editing, proofreading and conferencing - reading as performance. Resources include quality reading material (literary and factual; paper-based, digital and web-based) matched to interest.

Word study	Review and extend knowledge of words and their parts: - word bases - prefixes - suffixes Review and extend knowledge of synonyms, antonyms and homonyms Use study of etymology to explore: - origins of words - word families - changes in usage over time Review and extend knowledge of figures of speech: - simile and metaphor - personification - onomatopoeia - alliteration and assonance Expand and enhance vocabulary for reading and writing both literary and factual texts	Activities include: - <i>word study</i> reviews, exercises and extensions - spelling exercises and extension - <i>style study</i> of student's own writing and the writing of others - etymology lessons/research for all technical and specialised words introduced in the curriculum - vocabulary research projects - building word banks. Resources include: - <i>word study</i> charts and card material - small moveable alphabets in different colours - card sets, wall charts - dictionaries and thesaurus (paper-based and online) - etymological dictionaries (paper-based, digital and/or web-based) - research and reference materials - box of grammar symbols.
Grammar study for reading fluency: functions of words and grammar boxes	Complete, review and extend study of word functions and grammar patterns initiated in language curriculum for children aged from six to nine	Activities include: - spoken language stories, lessons and games - <i>grammar box</i> reading games, commands and experiments: dramatising the work of grammatical structures, composing word groups and sentences with colour-coded cards, symbolising cards to reveal grammar patterns - <i>transposition</i> exercises to explore and experiment with word order - laying out sets of cards in tables and arrays to explore the classification of grammar categories - working with charts to identify grammar patterns - writing activities to record work. Resources include: - <i>grammar boxes</i> containing cards with target text, loose colour-coded cards for composing, commands, classified card sets - supplementary card material and games to explore function, agreement and classification - 3-D grammar symbols (geometric solids) - boxes of 2-D grammar symbols (plane geometric shapes) - charts to guide analysis - dictionaries.

Grammar study: detailed study of the verb	Complete, review and extend detailed study of the verb initiated in language curriculum for children aged from six to nine	Activities include: - spoken language lessons and games - writing activities to record work - comparing use of English grammar patterns with the corresponding grammar patterns of a LOTE - research projects. Resources include: - charts and card material - <i>sentence analysis</i> materials - boxes of grammar symbols - reading and reference material (paper-based, digital and/or web-based).
Grammar study for reading and writing fluency: sentence analysis (simple, compound, complex sentences)	Complete, review and extend <i>sentence analysis</i> work initiated in language curriculum for children aged from six to nine Use knowledge of simple sentences in writing tasks (creative writing and project work) Identify compound sentences and break into parts Identify coordinating conjunctions in compound sentences Identify complex sentences and break into parts Identify relative pronouns in complex sentences Identify subordinating and correlative conjunctions in complex sentences Recognise different types of conjunction (addition, time sequence, cause and condition, comparison) Analyse compound and complex sentences Use knowledge of compound and complex sentences in writing tasks (creative writing and project work)	Activities include: - <i>sentence analysis</i> lessons - sentence reading and analysis exercises tearing sentences written on strips of paper into parts and labelling and setting out sentence structure with wooden material - recording analysis use <i>sentence analysis</i> paper - sentence writing activities using chart A as a guide to compose short and long simple, compound and complex sentences - composing short and long simple, compound and complex sentences abstractly - creative writing and research tasks. Resources include: - sample simple, compound and complex sentences derived from student writing and student reading material, both literary and factual texts - <i>sentence analysis</i> Boxes 1 and 2 (wooden circles, arrows, triangles) - <i>sentence analysis</i> chart A - <i>sentence analysis</i> paper - reading material to find sentences to analyse - card material - word banks of coordinating and subordinating conjunctions.
Grammar study for reading and writing fluency: sentence analysis (types of clauses)	Identify clauses in compound sentences (independent clauses) Identify clauses in complex sentences and label according to dependency - independent clause - dependent clause Identify clauses in complex sentences and label according to type: - main/principal clause - adjectival clauses	Activities include: - <i>sentence analysis</i> lessons - sentence reading and analysis exercises tearing sentences written on strips of paper into parts and labelling and setting out sentence structure with wooden material - recording analysis use <i>sentence analysis</i> paper - sentence writing activities, with material and abstractly - creative writing and research tasks

	- adverbial clauses - noun clauses used as subject, object or indirect object	Resources include: - <i>clause analysis</i> boxes 1 and 2 - <i>sentence analysis</i> chart B - card material
Grammar study for writing: study of style	Complete, review and extend <i>study of style</i> (the composition and arrangement of texts) initiated in language curriculum for children aged from six to nine Continue exploration and evaluation of own style, and the style of other writers, using knowledge about the elements of writing, including: - structure of different types of text - grammar patterns (grammar symbols, sentence analysis), used to represent plot, characters, setting and atmosphere in literary texts, to organise and relate different types of content in factual texts and to argue for a point of view in persuasive texts - knowledge of vocabulary (word study, etymology) Expand vocabulary for describing and evaluating style, for example vocabulary for: - preparing spoken and written responses and reviews e.g. as <i>gripping, clear, opaque, economical, convincing, pedantic, one-sided, biased, even-handed, flowery, comical, didactic, inspiring, colloquial, conversational, self-congratulatory, erudite, well-researched</i> - identifying different literary genres e.g. <i>comedy, tragedy, action, mystery, romance, science fiction</i> - comparing newspaper and factual styles with literary styles e.g. <i>hard news, feature, comment, fact, opinion, factual description, imagery, headline-lead</i> Use knowledge about the structure of different types of texts, and grammar and vocabulary patterns, to compare and evaluate different writing styles Evaluate the effectiveness of texts used to organise or explain factual information Prepare reviews of literary texts Describe and discuss how persuasive texts influence listeners and readers	Activities include: - reading circles in which students use knowledge about vocabulary, grammar and text to discuss features of the writing in the books being read, and/or to compare different treatments of the same story, information or issue (e.g. a well-known traditional story, presentation of the same content or issue in different publications or in different media such as film, video or digital representation) - using grammar symbols to explore style of writing (text and grammar patterns) used in different texts, including texts in a LOTE - creating word webs and mind maps to expand vocabulary - participating in guided activities to expand and enrich own writing - searching for different types of texts and writing styles about the same topic e.g. a poem, a story and a scientific texts about the same topic - spoken presentations, individual and group writing as part of project work across the curriculum Resources include: - box of grammar symbols - sample word webs and mind maps - <i>grammar boxes II-IX</i> - <i>sentence analysis</i> boxes 1 and 2 - <i>sentence analysis</i> charts. - a range of different types of texts, including picture books, advertisements, film segments - sample word webs and mind maps. - dictionary and thesaurus
	Continue exploration and experimentation with meanings in sentences initiated in language curriculum for children aged from six to nine, including: - experimenting with different styles in relation to different types of texts, audiences and effects - using knowledge of grammar patterns to expand and enhance meaning-making in sentences and	Activities include: - identifying and symbolising grammar patterns in sentences and texts - transposing the order of words and structures in sentences and texts to create different effects - using grammar symbols, and knowledge of grammar patterns, to

	texts - adapting the style of own texts according to purpose and audience	explore own writing style, to help with writing and to consider ways to adapt or enhance own writing e.g. by elaborating and expanding clauses, amplifying meanings in sentences - discussing and evaluating variation in meaning resulting from analysing, transposing and amplifying meanings in sentences and texts - using grammar patterns found in the writing of others in own writing - drafting and editing exercises and workshops Resources include: - <i>grammar boxes II-IX</i> - box of grammar symbols - <i>sentence analysis</i> material - students' own writing - literary, factual and persuasive texts.
Viewing: study of style	Complete, review and extend <i>study of style</i> in relation to the composition of still and moving images across a range of media (e.g. paper-based, digital, drama, animation and film/video) Continue exploration and evaluation of own illustration style, and the style of other illustrators, using knowledge about the elements of images, including use of images to: - represent characters' actions, reactions, interactions and circumstances in literary images - relate and organise different types of content in factual images - persuade and influence viewers Experiment with different styles when composing still and moving images across a range of media (e.g. paper-based, digital, drama, animation and film/video) Use knowledge about the elements of images to compare different image styles in literary texts across a range of media (e.g. print, digital, drama, animation and film/video) and to analyse and interpret the effect of these styles on the way the viewer interprets the image and the literary text as a whole, including: - the representation of ideas e.g. characters' actions, interactions, reactions, circumstances - the way ideas represented in images are combined (in picture books, illustrated texts, comics, graphic novels, animation/film etc) to influence viewer pathways from one image, or image element, to the next e.g. combining elements within images, sequences of images, contrasted images, visual rhyme, the relation between images in hyperlinked digital texts	Activities include: - reading circles in which students contribute knowledge about image composition (e.g. from Visual Arts curriculum) to discuss features of images in the books being read, and the relations between them, and/or to compare the images used in different treatments of the same story, information or issue (e.g. a well-known traditional story, presentation of the same content or issue in different publications or in different media such as photographic, film, drama, video or digital representation) - visual arts exercises that provide opportunities to experiment with different image styles, and to manipulate elements of images to create different effects - searching for different types of images representing the same topic e.g. a story illustration, a photograph and a scientific diagram - discussing the effect of images used in advertisements from print, television and online sources - research images used across a variety of cultures, and the ways they are used and interpreted - spoken presentations, individual and group writing as part of project work across the curriculum - extending exploration of art and art history, and the elements of photography and videography introduced in Visual Arts to build

	- the building of relations of more or less empathy, involvement, power, identification and/or reality between characters and readers e.g. use of gaze (direct, indirect), shot (long, medium, close-up) angle (high, low, eye-level, front on, oblique), colour and background - the organisation, or composition, of the image e.g. placement, framing, how much elements stand out i.e. their salience (relative size, weight, sharpness, intensity, foregrounding/backgrounding) Use knowledge about the elements of images to compare different image styles in factual and persuasive texts across a range of media (e.g. paper-based, digital, drama, animation and film/video), including: - the arrangement of elements in relation to each other (e.g. part-whole, types of, sequence, time line, cause and effect) and the use of symbols - the organisation, or composition, of the image e.g. placement, framing, how much elements stand out i.e. salience (relative size, weight, sharpness, intensity, foregrounding/backgrounding) - the sequencing of images in linear texts (paper-based, drama, film/video) compared with viewer pathways from one image to the next made possible in hyperlinked digital texts - the use of images to influence or persuade viewers Use Visual Arts curriculum to develop a language for talking about the style of images used across a range of media, including the elements and principles of design, composition and colour, and media tools and techniques Explore the way the meanings in images are combined with the meanings in written texts to repeat, add to, contradict and/or multiply those meanings Adapt the style of own images according to purpose and audience Evaluate the effectiveness of images used to: - illustrate literary texts - organise or explain factual information - persuade or influence viewers	- vocabulary for talking about images - composing own picture books, 'graphic novels', photojournalism projects, video news stories or animated stories - taking and editing photographs for school or community magazine or newspaper Resources include: - the resources of the visual arts curriculum - a range of different types of image texts, including picture books, cartoons, comics, graphic novels, photographs, advertisements, film and video segments, digital images - equipment and resources for making, editing and managing digital images, including digital camera and video recorder, multimedia authoring software, software for editing and managing images

Reading and viewing literary texts	Review and extend reading and viewing of literary texts initiated in language curriculum for children aged from six to nine Select extracts of a range of literature to analyse and critique author and illustrator style/s Review a range of literary texts (prose, poetry, picture books, drama, film, multimedia texts, e-literature) and support opinions using evidence from the text Research and discuss historical background of selected literary texts Explore and discuss how individuals and groups of people are represented in wordings and images in a range of literary texts and literary genres across a range of media (books, films, multimedia) and how these influence the reader Analyse and critique a selection of poems for form, rhythm and rhyme Research figures of speech used in the wordings and images of literary texts: - idiom - simile and metaphor - personification - alliteration and assonance - onomatopoeia - imagery - irony, hyperbole and paradox - symbols	Activities include: - <i>going out</i> e.g. bookshops, libraries, literary events cinema - guided small-group activities - reading, analysing and discussing literary texts in small groups - research projects e.g. creating literary timelines, researching different types of figures of speech to create charts or booklets, researching authors and illustrators, researching media used to present literary texts over time - writing and publishing reviews - literary projects e.g. preparing an anthology of favourite poems or poetry or prose extracts for performance - model-making based on setting or characters, preparing multi-media presentations based on literary texts; designing illustrations for favourite literary texts - Book Week activities and author and illustrator visits - reading aloud by teacher or students and pausing when strategies for influencing the reader appear so students learn to 'listen for' these and to evaluate their impact Resources include: - children's literature, both prose and poetry, including picture books and multimedia texts - student writing - box of grammar symbols - form and rhyme charts, metre charts, drum - card material - reading and reference material (paper-based, digital and/or web-based) - visual arts resources - multimedia authoring resources.
Reading and viewing factual texts	Review and extend reading and viewing of factual texts initiated in language curriculum for children aged from six to nine Read factual descriptions, information reports and explanations (wordings and images) in order to complete research tasks Recognise point of view in the wordings and images of persuasive texts (review, exposition, discussion, advertisements) Evaluate evidence and quality of the argument in the wordings and images of persuasive texts	Activities include: - <i>going out</i> e.g. to libraries, bookshops, museums, newspaper offices, radio/television stations, advertising agencies - guided small group reading activities - visits by authors and illustrators of factual texts, journalists, advertising copy writers, web and CD designers - using factual texts in research tasks - activities that build media literacy, including activities that build an informed and critical response to advertising

	Understand the production of media texts (news stories, feature articles, opinion pieces, letters to the editor) Explore and discuss degrees of objectivity in media texts Develop a critical orientation to factual texts Extend and enhance research skills	- summarising and note-taking - using graphic organisers and diagrams to record and organise key points and details - evaluating the quality of facts, evidence and/or reasoning used by authors of a variety of factual texts. Resources include: - non-fiction/factual texts in a range of media e.g. books, newspapers, journals, multimedia CDs, websites, video, film, television - student writing - pictures, card material and booklets from all curriculum areas e.g. geometry, geography, biology, history - range of persuasive texts e.g. opinion pieces, letters to the editor, reviews, advertising, political speeches (paper-based, digital and/or web-based, multimedia)
Writing: composing literary, factual and persuasive texts	Review and extend composing of literary, factual and persuasive texts initiated in language curriculum for children aged from six to nine Expand repertoire of text types and media used in written composition of creative, literary texts, factual texts and persuasive texts Compose texts that achieve complex purposes by combining the features of two or more text types Use knowledge of text types, grammar patterns and style in innovative and creative ways in own writing Use knowledge of poetry and poetic devices in innovative and creative ways in own poetry Adapt and adjust the writing process to a range of writing contexts	Activities include: - guided individual and small group exercises in the composition of literary, factual and persuasive texts, including writing text elements and preparing images - guided composition activities e.g. composing literary, factual and persuasive texts scaffolded by an adult or peer using the written <i>question game</i> - identifying purpose and stages of texts - sequencing and sorting jumbled texts - summarising and note-taking exercises - using knowledge of grammar and grammar symbols to find grammar patterns typical of different types of texts - modelled, guided and independent writing projects across the curriculum - conferencing with peers and teacher - selecting and adapting text types, grammar patterns and writing style for creative writing and project work in all areas of the curriculum - using library and Internet - classroom and school publications - drafting and editing exercises and workshops Resources include: - range of literary, factual texts and persuasive to use as models for writing - card material - poetry cards

		- box of grammar symbols - variety of media (writing implements, paper, art materials, digital camera, materials for making books, word processing, multimedia and web authoring programs).
	Review and extend knowledge of paragraph and sentence writing initiated in language curriculum for children aged from six to nine Recognise the parts of a paragraph - topic sentence - body - concluding sentence Extend paragraph-writing ability Link paragraphs to compose texts Extend ability to craft groups, phrases, clauses and sentences Extend ability to redraft and reorganise the parts of a sentence to enhance clarity and effectiveness Extend ability to select vocabulary for effect and meaning Extend use of literary language, technical terms and abstract vocabulary to correspond with progress through curriculum	Activities include: - modelled, guided and independent writing exercises and activities - style analysis of a variety of texts using grammar symbols and/or <i>sentence analysis</i> materials - independent writing projects - conferencing with peers and teacher - vocabulary enrichment exercises across the curriculum. Resources include: - <i>grammar boxes</i> and command cards - box of grammar symbols - <i>sentence analysis</i> materials - classified pictures, card material and booklets from all areas of the curriculum - dictionary and thesaurus - model literary, factual and persuasive texts - reference material (paper-based, digital and/or web-based).

Writing: handwriting and keyboarding	Extend and enhance cursive handwriting skill developed from six to nine years Refine cursive handwriting and develop personal handwriting style, noting letter formation and directionality, slope, starting and finishing points, joins and placement Expand repertoire of writing implements and writing media Experiment with a variety of writing styles and experience handwriting as an art form Use handwriting in everyday tasks Prepare handwritten presentations of creative writing and project work	Activities include: - small group lessons and exercises to review knowledge and skills as needed - individual tutorials for students needing to review and practise basic skills - design and illustration work in all areas of the curriculum - guided individual and small group activities - writing with a variety of implements (pencils, pens, brush, quill, chalk, crayon, charcoal), colours and media (inks, paint, colours, a variety of papers and surfaces) - writing exercises with historical or novel alphabets - using handwriting to present completed work - using calligraphy and illumination e.g. to present favourite poems, prepare greeting cards, decorate project work - <i>grace and courtesy, going out</i> and research activities e.g. writing messages, letters and invitations, thank you notes, note-taking Resources include: - materials for design - variety of writing implements and writing media - calligraphy materials - variety of papers with different types of lines
	Use computer equipment comfortably and safely Enhance touch typing skills and expertise Extend knowledge of safe computer use: - seating and posture - distance between eyes and screen - limiting screen time Discuss and contribute to school ICT code of conduct Use word processing, when appropriate, to present completed work Use digital technology, when appropriate, for communication, record-keeping, creative writing and project work	Activities include: - guided presentations and individual practice - individual tutorials for students needing to review and practise basic skills - research projects - discussions Resources include: - computer station designed for student use - age-appropriate touch typing programs - computer programs for word processing, desktop publishing, creating spreadsheets, email, multimedia authoring, website design - digital camera - headphones

Writing: spelling	Consolidate and extend spelling knowledge and skill initiated in language curriculum for children aged from six to nine Spell accurately words containing blends and phonograms (digraphs) Consolidate and extend knowledge of puzzle words (sight words and words with irregular spellings) Consolidate and extend knowledge of spelling strategies: - sounding out - identifying consonant and vowel patterns - identifying onset and rime - syllabification - visualization - etymology - spelling patterns - association with known words Consolidate and extend knowledge of spelling rules or patterns Apply knowledge of spelling rules and patterns in written work Apply knowledge of word parts, grammar and etymology to the spelling of words in written work Spell technical and specialised words with increasing accuracy Use a dictionary or technology to confirm or research spelling Compare the use of spelling in messaging and emails with its use in the writing of more formal literary and factual texts	Activities include: - individual tutorials for students needing to review and practise basic skills - blend, phonogram and puzzle word review and practice as needed - working with and researching words containing blends and phonograms - working with and researching puzzle words - <i>word study</i> exercises - maintaining a personal spelling dictionary - using dictionary, electronic spell-check and online dictionaries - discussing and researching the etymology of each technical or specialised term introduced in all areas of the curriculum - discussing and experimenting with unconventional spelling used in email and messaging, while contrasting it with spelling conventions used in more formal writing Resources include: - spelling lists, charts, booklets and cards - <i>word study</i> charts and card sets - card material in all curriculum areas - student's own dictionary - paper-based, digital and online dictionaries, thesaurus and etymological dictionary - reading and reference material (paper-based, digital and/or web-based)
Writing: Punctuation	Consolidate and extend knowledge of punctuation initiated in language curriculum for children aged from six to nine Use punctuation with increasing accuracy and skill in written work Proofread and edit written texts, using feedback to improve written work Research the history, development and purpose of punctuation in English Compare and discuss the use of punctuation in messaging and emails with its use in the writing of more formal literary and factual texts	Activities include: - modelled, guided and independent individual and small group exercises and writing tasks - guided exercises in drafting, editing and proofreading - conferencing with peers and teacher - research projects and discussions Resources include: - card material - capitalisation charts - noun classification charts (proper/common) - student texts - a range of texts displaying a variety of punctuation use - reference materials

Mathematics

Overview

The *Children's House* provides children with a strong foundation on which to build the more advanced mathematical understandings they gain in Montessori environments prepared for children over the age of six. In the *Children's House* children work with a variety of concrete materials embodying mathematical concepts. When the hand and the mind work together, young children are able to absorb concepts, sometimes without the need for words.

Each Montessori mathematics lesson, in both the *Children's House* and in environments prepared for children over six, has two aims, one indirect and one direct. The *direct aim* is the immediate purpose that is obvious when the concrete materials are presented to the children. The *indirect aim*, often a more abstract aim, is achieved when children work with the concrete materials independently. The indirect aim prepares children for more advanced concepts they will meet later in the curriculum. In the Montessori view, when children work first with concrete materials and move at their own pace toward abstraction with paper and pencil, or towards mental arithmetic, they internalise concepts at a deeper, more lasting level than if they had memorised them by rote.

Beyond the age of six children continue to learn mathematical principles through the manipulation of concrete materials but they do not want to be tied to concrete materials and strive towards the freedom of working at the abstract level. The concrete materials become stepping-stones only, keys to open the door to abstraction whenever a child is ready. By generalising from their experience with the concrete materials, children over the age of six are able to work out mathematical formulae and definitions for themselves. Montessori teachers do not offer help too early, but wait until children have had a chance to work with a problem and come up with a few solutions for themselves. Children also encounter problems to use in their independent work in the form of command cards prepared for all areas of the mathematics curriculum.

In the study of mathematics at this age children use quantities with precision. They also reason using logic and abstract patterning based on observation and imagination. Children work with measurements, patterns, sequences and mathematical relationships, applying these concepts to practical projects. They learn that the creative potential of mathematics is as great as its potential to order and to provide understanding. In the Montessori view, constructing a 'mathematical mind' in this way is the birthright of all children.

The Montessori mathematics curriculum extends children aged from six to twelve further than is normally expected of children at this age and stage. For example, from the age of six children, explore and practise operations with the culture's system of numeration, the decimal system. Once children have mastered this system, usually by the age of nine, they are ready to examine other number systems, with bases other than ten, from both a mathematical and an historical perspective. Children may even perform operations in number systems with bases other than ten. Extension activities of this type allow children to exercise their mental capacities as well as consolidate and reinforce their existing understanding.

As children progress through the Montessori mathematics curriculum, they learn to make connections between concepts. For example, they learn to apply compound multiplication to fractions and decimals, or progress from the four operations of addition, subtraction, multiplication and division to squaring and cubing, and to solving square roots and cube roots.

Mathematics Curriculum for Children Aged Six to Nine Years

Content Strand	Knowledge, Skills and Understandings	Activities and Resources and Activities
	<i>Typically children will:</i>	
History of mathematics	Listen to and read stories about the history of numbers and mathematics Research ancient number systems - Indigenous Australian - Babylonian - Egyptian - Mayan - Chinese - Hindu-Arabic - Roman Explore the history of the number system used in our culture: the <i>decimal system</i>	Activities include: - <i>great lesson: the story of numbers</i> - independent research - creating charts, models and timelines - counting and calculating using earlier number systems e.g. Roman numerals. Resources include: - charts, card material and artefacts - research and reference materials (paper-based, digital, web-based, multimedia).
Numbers to ten (link with <i>Children's House</i> curriculum)	Introduce, consolidate and/or review knowledge of numbers to ten Recognise odd and even numbers	Activities include: - individual and small group lessons and exercises to introduce, consolidate and/or review and assess knowledge of quantities and symbols as needed - individual tutorials for students needing to review and practise basic knowledge - memory game of numbers - <i>odds and evens</i> lesson. Resources include: - concrete material and corresponding symbols, including <i>number rods</i> (1-10), <i>spindle boxes</i> (0-9), <i>number cards and counters</i> (1-10), stair of colour-coded bead bars (1-10), <i>snake game</i> - basket with numbers (0-10) written on separate paper squares folded to hide the number.

Counting (link with <i>Children's House</i> curriculum)	Introduce, consolidate and/or review counting 11-20 Introduce, consolidate and/or review counting 1-100 Introduce, consolidate and/or review counting 1-1000	Activities include: - individual and small group lessons and exercises to introduce, consolidate and/or review and assess counting knowledge and skills - individual tutorials for students needing to review and practise basic skills - using concrete material to count in a variety of ways within the range of 1-1000. Resources include: - <i>teen boards</i> and colour-coded bead bars - <i>ten boards</i> and colour-coded bead bars - golden 100-chain (10^2) and number labels (multiples of 10) colour-coded to indicate hierarchies - golden 1000-chain (10^3) and number labels (multiples of 10) colour-coded to indicate hierarchies - short colour-coded skip counting chains (1^2 - 9^2) with number labels for multiples - long colour-coded skip counting chains (1^3 - 9^3) with number labels for multiples.
Study of the decimal system		
The decimal system: introduction	Introduce, consolidate and/or review the formation of concrete quantities (bead material) representing units, tens, hundreds and thousands Introduce, consolidate and/or review the formation of numerals to 4-digits using manipulable, colour-coded cards representing units, tens, hundreds and thousands Associate concrete quantities (bead material) with symbols (numerals on cards) Explore place value using zero as a place holder to build numerals to four digits using manipulable colour-coded number cards Exchange 10 of each hierarchy for one of the next hierarchy using concrete quantities (bead material) Expanding numbers to 4-digits with colour-coded number cards	Activities include: - demonstrations of the hierarchies of the decimal system (units, tens, hundreds, thousands) with <i>golden bead</i> material - counting the zeroes on the colour-coded number cards to identify hierarchies - building arrays of beads and cards - forming numbers using concrete quantities - forming numbers with number cards (hiding zeroes) - playing the change game with <i>golden bead</i> material and colour-coded number cards - expanding numbers using colour-coded number cards Resources include: - <i>golden bead</i> material - colour-coded numerals on cards.

The decimal system: operations with whole numbers	Introduce, consolidate and/or review concepts and processes of addition and subtraction Use vocabulary for talking about the parts of an addition: <i>first addend, second addend, sum</i> Use vocabulary for talking about the parts of a subtraction: <i>minuend, subtrahend, difference</i> Use concrete quantities to add and subtract 4-digit numbers, first without and later with exchanging Notate addition and subtraction problems to four digits both horizontally and vertically	Activities include: - games and activities with concrete materials to introduce the concepts of addition and subtraction - using concrete material to add and subtract, with accompanying notation - calculation using addition and subtraction, progressing from concrete representation accompanied by notation (<i>golden bead material</i>) to more abstract representation (<i>stamp game, dot game</i>), and from calculation without exchanging to calculation with exchanging, including calculation involving zeroes - completing problems on command cards and/or creating own problems - activities to build familiarity with graphic representations of addition and subtraction e.g. number lines. Resources include: - <i>golden bead</i> material, colour-coded numerals on cards and notation paper with colour-coded numerals - <i>stamp game</i> and notation paper with colour-coded lines - <i>dot game</i> board and/or paper - command cards.
	Introduce, consolidate and/or review concept and process of multiplication as repeated addition of the same number Use vocabulary for talking about the parts of a multiplication: <i>multiplicand, multiplier, product</i> Use concrete quantities to multiply 4-digit numbers by a 1-digit (unit) multiplier, first without and later with exchanging Notate multiplication calculations (multiplicand to four digits and 1-digit multiplier) both horizontally and vertically	Activities include: - games and activities with concrete materials to introduce the concept of multiplication as repeated addition of the same number - using concrete material to multiply with accompanying notation - multiplication calculation progressing from concrete representation accompanied by notation (<i>golden bead material</i>) to more abstract representation (<i>stamp game</i>), and from calculation without exchanging to calculation with exchanging, including calculation involving zeroes in multiplicand - activities to build familiarity with geometric representation of multiplication. Resources include: - <i>golden bead</i> material, colour-coded numerals on cards and notation paper with colour-coded numerals - <i>stamp game</i> and notation paper - command cards.

	Introduce, consolidate and/or review concept and process of division as sharing equally (distributive division) Use vocabulary for talking about the parts of a division: <i>dividend, divisor, quotient</i> Use concrete material to divide 4-digit numbers by a 1-digit (unit) divisor, first without and later with exchanging Notate division calculations (dividend to four digits and 1-digit divisor) both horizontally and vertically Introduce, consolidate and/or review the concept and process of distributive division with 2- and 3-digit divisors Introduce and explore the concept and process of group division with 1-digit, 2-digit and 3-digit divisors Notate division calculations with dividend to four digits and 2-digit and 3-digit divisors horizontally	Activities include: - games and activities with concrete materials to introduce the concept of division as sharing equally (from highest hierarchy) - using concrete material to divide with accompanying notation - division calculation progressing from concrete representation accompanied by notation (<i>golden bead</i> material) to more abstract representation (<i>stamp game</i>), and from calculation without exchanging to calculation with exchanging, including calculation involving zeroes in dividend - early games and exploration in calculating division with 2- and 3-digit divisors using concrete material (<i>golden bead</i> material and colour-coded ribbons; <i>stamp game</i> with skittles), including calculation with zeroes in the divisor (<i>stamp game</i> with skittles and counters) and group division - completing problems on command cards and/or creating own problems (progressing from concrete representation accompanied by notation to increasingly abstract representation) - verifying answers. Resources include: - <i>golden bead</i> material and notation paper with colour-coded numerals - colour-coded ribbons - <i>stamp game</i>, colour-coded skittles and notation paper - command cards.
Inter-relationships between operations	Explore inverse relationships of addition and subtraction Explore inverse relationships of multiplication and division	Activities include: - using concrete materials to explore inverse relationships of addition subtraction - using concrete materials to explore inverse relationships of multiplication and division - using inverse relationships to verify answers. Resources include: - <i>golden bead</i> material - <i>stamp game</i> - <i>bead frames</i> and notation paper.

Memorisation		
Memorisation: addition facts	Explore and record all essential addition facts for sums from 2-18 using concrete material Explore and record all addition facts with zero as an addend for sums from 1-18 using concrete material Explore and record the doubles of numbers 1-9 using concrete material Memorise essential addition facts for sums to 18 using finger charts Use knowledge of addition facts to solve word problems Find equivalent combinations using concrete material (commutative law) Prepare for mental calculation of addition combinations (sums to 99) using concrete material: - sums < 10 - sums > 10 - addends > 10 - more than 2 addends Form and solve addition combinations with brackets using colour-coded bead bars and manipulable brackets, addition and equal signs (associative law)	Activities include: - activities and games with concrete material (addition <i>strip board</i>) to research addition facts for sums to 18 - recording sums in prepared tables - games with addition combinations on loose cards and finger charts to develop memorisation of addition facts - games with strip board in which all the ways to make each sum to 18 are researched and recorded - games with concrete material and charts in which the order of the addends is changed and equivalent (turn around) combinations are substituted (commutative law) - solving additions (sums to 18) with different unknowns (first addend, second addend or sum) - games with bead material and manipulable symbols (addition signs, equal signs) to prepare progressively for mental addition of addends to at least 2-digits (sums to 99) - games with bead material and manipulable symbols (brackets, addition signs, equal signs) to form and solve additions and to expand addends (commutative and associative laws) - recording and verifying answers in all games and activities - solving word problems using knowledge of addition facts - follow-up activities to reinforce memorisation of addition facts and to achieve mastery. Resources include: - addition <i>snake game</i> - addition <i>strip board</i> - booklets of prepared tables (colour-coded red) and notation paper - box of loose addition combinations (flash cards) and four addition <i>finger charts</i> progressing in abstraction, including bingo game with sums on tiles - word problem card material - box of colour-coded bead bars - manipulable symbols (brackets, addition signs, equal signs).

Memorisation: subtraction facts	Explore and record all essential subtraction facts for minuends from 2-18 using concrete materials Explore and record all subtraction facts with zero as a subtrahend for minuends from 1-18 using concrete materials Memorise essential subtraction facts for minuends to 18 using finger charts Use knowledge of subtraction facts to solve word problems Prepare for mental calculation of subtraction (minuends to 99)	Activities include: - activities and games with subtraction <i>strip board</i> for researching subtraction facts for minuends to 18 - recording differences in prepared tables - games with loose cards and finger charts to develop memorisation of subtraction facts - solving subtractions (minuends to 18) with different unknowns (minuend, subtrahend or difference) - recording and verifying answers in all games and activities - solving word problems using knowledge of subtraction facts - follow-up activities to reinforce memorisation of subtraction facts and to achieve mastery. Resources include: - subtraction <i>snake game</i> - subtraction <i>strip board</i> - booklets of prepared tables (colour-coded green) and notation paper - box of loose subtraction combinations (flash cards) and three subtraction <i>finger charts</i> progressing in abstraction, including bingo game with differences on tiles - word problem card material.
Memorisation: multiplication facts	Explore and record all essential multiplication facts for products from 1-100 using concrete materials Memorise essential multiplication facts for products to 100 using finger charts Use knowledge of multiplication facts to solve word problems Find equivalent combinations using concrete material (commutative law) Memorise the multiples of numbers 1-10 by completing and/or reviewing skip counting of colour-coded bead chains (short chains: 1^2 - 10^2; long chains: 1^3 - 10^3) Find squares and cubes of numbers 1-10 using the bead chains, bead squares and bead cubes Discover that, when the multiplier is zero, the product is always zero for all multiplicands Form, manipulate and solve multiplication combinations with brackets using concrete material (commutative and distributive laws)	Activities include: - activities and games with multiplication <i>bead board</i> for researching multiplication facts for products to 100 - recording products in prepared tables - games with loose cards and finger charts to develop memorisation of multiplication facts - solving multiplications (products to 100) with different unknowns (multiplicand, multiplier or product) - games with concrete material and charts in which the order of the factors is changed and equivalent (turn around) combinations are substituted (commutative law) - games in which all ways to make products to 100 are researched and recorded - solving word problems using knowledge of multiplication facts - reciting and recording the series of products/multiples used to skip count the colour-coded bead chains, gradually turning over the labels until reciting each series from memory - folding the bead chains and substituting bead squares and bead cubes - series of games with colour-coded bead

		bars including multiplication snake game; building multiplication tables; multiplying by 10; small multiplications with bead bars; changing the order of the factors (commutative law); building the squares of numbers 1-10; comparing bead bar layouts of combinations to find 'common' multiples - using bead bars to find and record all ways to make the same product (1-100) - series of games using colour-coded bead bars and manipulable symbols (brackets, multiplication signs, addition signs, equal signs) to explore distributive law, including multiplying binomial and trinomial expressions by numbers 1-10 [e.g. $(3+5) \times 6$; $(4+7+2) \times 3$], multiplying a sum by a sum [e.g. $(3+5)(4+7)$]; analysing squares into binomial and trinomial representations [e.g. 10^2 represented as $(3+7)^2$]; using binomials to represent and analyse the progression of squares from 1^2 to 10^2, both successive (e.g. $3^2 \rightarrow 4^2$) and non-successive (e.g. $5^2 \rightarrow 8^2$) - drawing representations, recording and verifying answers in all games and activities - follow-up activities to reinforce memorisation of multiplication facts and to achieve mastery. Resources include: - multiplication <i>snake game</i> - multiplication <i>bead board</i> - booklets of prepared tables (colour-coded yellow) and notation paper - box of loose multiplication combinations (flash cards) and four multiplication <i>finger charts</i> progressing in abstraction, including bingo game with products on tiles - word problem card material - cabinet of colour-coded bead chains, squares and cubes - box of colour-coded bead bars - manipulable symbols (brackets, addition signs, multiplication signs, equal signs).

Memorisation: division facts	Explore and record all essential division facts for dividends from 1-100 using concrete materials Memorise essential division facts for dividends to 100 using finger charts Use knowledge of division facts to solve word problems	Activities include: - activities and games using division <i>bead board</i> for researching division facts for dividends to 100 - recording quotients in booklets of prepared tables - games with loose cards and finger charts to develop memorisation of division facts - solving divisions (dividends to 100) with different unknowns (dividend, divisor or quotient) - solving word problems using knowledge of division facts - follow-up activities to reinforce memorisation of division facts and to achieve mastery. Resources include: - division <i>bead board</i> - booklets (colour-coded blue) and notation paper - box of loose division combinations (flash cards) and division <i>finger charts</i> progressing in abstraction, including bingo game with products on tiles - word problem card material.
Decanomial: Table of Pythagoras	Build the decanomial, or <i>Table of Pythagoras</i>, bead array (concrete representation of all multiplication combinations for numbers 1 – 10) Use the commutative law of multiplication to re-arrange the decanomial bead array in a variety of ways	Activities include: - using knowledge of multiplication facts and colour-coded bead bars to build the decanomial array/layout, first vertically and then horizontally - re-arranging the decanomial bead bar array using the commutative law - commuting the decanomial bead bar array to bead squares and then to bead cubes (1^3-10^3) arranged in a tower (<i>tower of jewels</i>) - using card material to build the decanomial array expressed in numerals and algebraic notation. Resources include: - box of coloured bead bars (55 of each bead bar) - colour-coded bead squares and bead cubes from the <i>bead chain cabinet</i> - numerical and algebraic decanomial cards and envelopes.

Multiples of numbers	Explore, analyse and record multiples and factors Explore, analyse and record prime numbers and composite numbers	Activities include: - lessons and activities as needed to introduce vocabulary (<i>multiple, factor, common multiple, prime factor, prime number</i>) - using concrete materials (long bead chains, products formed with colour-coded bead bars) and/or memory to identify and record multiples of number 1-10 - identifying multiples for numbers 1-10 on <i>Table of Multiples</i> (numbers 1-100 laid out in a square), to find patterns and locate common multiples - using tables A and B to record all the possible factors of each multiple - using table C to identify prime numbers. Resources include: - cabinet of colour-coded bead chains, squares and cubes from the <i>bead chain cabinet</i> - box of colour-coded bead bars - <i>Table of Multiples</i> charts (to 100) - student records of multiples and factors - tables A, B, C.
Passage to abstraction (operations)		
Passage to abstraction: addition and subtraction	Combine knowledge of addition and subtraction (concept and process) with memorised essential facts to achieve passage to abstraction (calculation without the support of concrete material)	Activities include: - introduction to <i>small bead frame</i> with abacus and <i>golden bead</i> material - counting through the hierarchies (units, tens, hundreds, thousands) as represented on the <i>small bead frame</i> - forming and reading numbers to 9999 on the <i>small bead frame</i> - notating numbers to 9999 on <i>small bead frame</i> paper - forming and solving 4-digit additions and subtractions on the <i>small bead frame</i> (from calculation without exchanging to calculation with exchanging, including calculation involving zeroes) and recording the calculations on <i>small bead frame</i> notation paper - completing the passage to abstraction (calculating additions and subtractions without the support of concrete material; notating addition and subtraction calculations without <i>small bead frame</i> notation paper as a guide) - extend calculations to addition and subtraction with 7-digit numbers using <i>large bead frame</i> and <i>large bead frame</i> paper aligned to interest and need. Resources include: - abacus and <i>golden bead</i> material for introduction

		- <i>small bead frame</i> and <i>small bead frame</i> notation paper - <i>large bead frame</i> and <i>large bead frame</i> notation paper - command cards; word problems.
Decimal system hierarchies: extension	Manipulate, name and notate numbers to 6-digits Recognise number 'families': - 'simple family' of units, tens, hundreds - 'family of thousands': thousands, tens of thousands, hundreds of thousands' - 'family of millions' Mark groupings of digits with comma or separation	Activities include: - introduction to <i>wooden hierarchical material</i> (observing the colour-coding and relative size; link with <i>golden bead material</i>) - naming the concrete quantities (units, tens, hundreds, thousands, ten thousands, hundred thousands, millions) - sorting and labelling quantities by 'family' (hierarchy) using geometric shape, size and colour-coding as a guide - reading aloud and writing the symbols (words and numerals) for the quantities - matching symbols to quantities - expanding numerals into constituent hierarchies - making charts and cards. Resources include: - quantities to 1,000 represented in <i>golden bead material</i> (bead cube, square, bar, unit and colour-coded numbers on cards) - quantities to 1,000,000 represented in <i>wooden hierarchical material</i> and labels (words and numerals).
Passage to abstraction: multiplication	Combine knowledge of multiplication (concept and process) with memorised essential facts to achieve passage to abstraction (calculation without the support of concrete material) for multiplications with: - 1-digit multiplier - products to 4-digits	Activities include: - introduce and/or review multiplication $\times 10$, $\times 100$ and $\times 1,000$ with <i>golden bead material</i> - introduce and/or review multiplication $\times 10$, $\times 100$ and $\times 1,000$ with <i>small bead frame</i> - forming and solving small multiplications (1-digit multiplier; products to 4-digits) on <i>small bead frame</i> (from calculation without exchanging to calculation with exchanging, including calculation involving zeroes) and recording the calculations on <i>small bead frame</i> notation paper - completing the passage to abstraction with small multiplications (calculating multiplication without the support of concrete material; notating calculations without <i>small bead frame</i> notation paper as a guide). Resources include: - <i>small bead frame</i> - <i>small bead frame</i> notation paper - command cards; word problems.

	Combine knowledge of multiplication (concept and process) with memorised essential facts to achieve passage to abstraction (calculation without the support of concrete material) for multiplications with: - 2-digit and 3-digit multipliers - products to 6-digits Expand 4-digit numbers to constituent hierarchies Calculate mentally simple multiplications, including exchanging	Activities include: - introduction to <i>large bead frame</i> with <i>wooden hierarchical material</i> - counting through the hierarchies (units, tens, hundreds, thousands, ten thousands, hundred thousands, millions) as represented on the <i>large bead frame</i> - forming and reading numbers to 6-digits on the <i>large bead frame</i> - notating numbers to 6-digits on <i>large bead frame</i> notation paper - forming and solving multiplications (2-digit and 3-digit multipliers; 6-digit products) on the <i>large bead frame</i> and recording the calculations on <i>large bead frame</i> notation paper using expanded hierarchies and partial products - forming and solving multiplications (2-digit and 3-digit multipliers; 6-digit products) on the <i>flat (golden) bead frame</i> and recording the calculations, first without and later with partial products - completing the passage to abstraction (calculating short and long multiplications without the support of concrete material; notating short and long multiplication calculations without guide paper). Resources include: - <i>large bead frame</i> and <i>large bead frame</i> notation paper - <i>flat (golden) bead frame</i> - command cards; word problems.
	Combine knowledge of multiplication (concept and process) with memorised essential facts to achieve passage to abstraction (calculation without the support of concrete material) for multiplications with: - multipliers to 4-digits - multiplicands to 9-digits	Activities include: - introduction to multiplication <i>checkerboard</i>: colours and values - using colour-coded squares to build the checkerboard - exploring hierarchies by multiplying and dividing $\times 10$ - forming quantities with colour-coded bead bars on the checkerboard, and reading and writing the numbers - representing small multiplications with bead bars - forming and solving multiplications (9-digit multiplicands; multi-digit multipliers) on the <i>checkerboard</i> and recording the calculations, first without and later with partial products - using the <i>checkerboard</i> to make charts - introduction to the <i>bank game</i>: material, roles and rules - using the <i>bank game</i> to perform short and long multiplications and develop skills in mental multiplication - completing the passage to abstraction

		(calculating short and long multiplications without the support of concrete material; notating short and long multiplication calculations without guide paper). Resources include: - multiplication <i>checkerboard</i>, colour-coded number tiles and quantities represented in colour-coded bead bars - <i>bank game</i> card material.
Passage to abstraction: division	Combine knowledge of division (concept and process) with memorised essential facts to achieve passage to abstraction (calculation without the support of concrete material) - dividends to 4-digits; 1-digit divisor - dividends to 6-digits; multi-digit divisors - zeroes in dividend and divisor Perform division calculations using both distributive and group division Calculate mentally simple divisions, with exchanging	Activities include: - introduction to <i>racks and tubes</i> (test tube material); observing the colour-coding, verifying 10 beads/tube - forming and solving short divisions (1-digit multiplier) using <i>racks and tubes</i>, and recording calculation, including divisions with zero in the quotient and the divisor - progressing step-by-step from horizontal notation with single and multi-digit divisors, including recording remainders, to vertical notation with multi-digit divisors recording intermediate remainders ('the next amount to be shared') and 'what has been used' - exploring processes for both distributive and group division - forming and solving long divisions (multi-digit divisors) using <i>racks and tubes</i>, and recording calculation (both distributive and group division) - completing the passage to abstraction (calculating and notating short and long divisions without the support of concrete material). Resources include: - <i>racks and tubes</i> - <i>stamp game</i> - command cards; word problems.

Fractions		
Introduction to fractions	Understand the concepts 'whole' and 'fraction' Name and notate fractions Use vocabulary for talking about the parts of a fraction (<i>numerator, denominator, fraction line</i>) Manipulate and name fractions from halves to tenths	Activities include: - stories, demonstrations, games and activities with concrete materials to build knowledge about the possibilities for dividing a unit into smaller quantities, concluding with emphasis on fractions (dividing the unit into equal parts) - forming fractions with concrete material - learning the names of the parts of a fraction, and their etymology - saying the names of fractions and labelling the parts of fractions - name, label and notate all possible fractions formed with concrete material from halves to tenths (words and manipulable symbols) - making fraction charts and booklets - activities to build familiarity with a range of graphic representations of fractions e.g. shaded squares in a grid or shaded sectors of a pie graph - activities linking knowledge about fractions with the solution of real life problems. Resources include: - metal fraction insets (to tenths) - box of manipulable cut-out fractions - manipulable labels (words and symbols) - geometry charts - command cards.
Equivalent fractions	Identify equivalent fractions Reduce fractions to lowest terms Explore variation in notation for equivalent fractions	Activities include: - using concrete material to find equivalent fractions within the range halves to tenths - notating equivalent fractions - reducing fractions to lowest terms using concrete quantities and manipulable symbols - creating charts and booklets - creating own problems (progressing from concrete representation accompanied by notation to increasingly abstract representation). Resources include: - fraction insets and labels - fraction research sheets - geometry charts - command cards; word problems.

Operations with fractions: same denominators	Add and subtract fractions with the same denominators Multiply and divide fractions by a whole number	Activities include: - using concrete materials to add and subtract fractions with like denominators, accompanied by notation - using concrete materials to multiply and divide fractions with whole numbers, accompanied by notation - completing problems on command cards and/or creating own problems (progressing from concrete representation accompanied by notation to increasingly abstract representation) - activities to build familiarity with a range of graphic representations of operations with fractions e.g. shaded squares in a grid or shaded sectors of a pie graph - activities linking knowledge about operations with fractions and the solution of real life problems. Resources include: - fraction insets and labels - geometry charts - command cards; word problems.
Money		
History of money	Research the use of money over time and in different places	Activities include - research projects e.g. history of money; bartering, currency other than coins and notes e.g. shells, gold, money symbols and abbreviations (\$ c); animals and people on Australian coins and notes; money used in the past or in different countries - <i>going out</i> activities e.g. visiting mint, museums - making charts, timelines, models and artwork, rubbing coins. Resources include: - coin and note collections - <i>fundamental needs of humans</i> timeline - research and reference materials (paper-based, digital, web-based, multimedia).
Money	Understand concept and use of money Learn units of money (dollars and cents) Learn values of coins and notes Apply knowledge of the decimal system to use of money Performs operations with coins: - add - subtract (make change) - multiply same amounts - divide (share amounts equally)	Activities include: - stories and games to introduce and explore money and its use - individual and group games and exercises with play money and real money in classroom to explore values, notation, exchanging across hierarchies and operations - making charts and booklets - practising mental calculation of money problems - <i>going out</i> e.g. to shops to buy items for projects - buying and selling e.g. craft items, food at school fair or fete.

	Performs operations with notes and coins: - add - subtract (make change) - multiply same amounts - divide (share amounts equally)	Resources include: - real and play money - command cards; word problems - commercial resources.
Data		
Collecting, representing and interpreting data	Count and display objects and images according to previously-established criteria Interpret display to make generalisations	Activities include: - sorting items (e.g. by colour or shape), counting numbers in each category and building a display so data can be used to answer questions and to make generalisations (e.g. <i>What is the most common colour of the cars travelling down our street? What is the least common colour? What is the most common eye-colour in our class?</i>) - using tally sheets and simple tables to represent data pictorially or symbolically (e.g. number of times particular numbers are thrown on a die) Resources include: - objects and events in the environment - dice and tally sheets - command cards; word problems.
	Collect data using: - surveys - tally systems Collate data and represent visually using displays, such as: - picture graphs - tally graphs - column/bar graphs - pie charts Read and interpret data represented in simple displays Explore the difference between random and non-random outcomes	Activities include: - designing questions that can be used as the basis for a survey or data collection activity - designing simple tables and matrices to record collected data so they can be used to answer questions and to make generalisations - using images, icons or symbols to represent data categories visually - creating a scale based on size to represent data accurately - displaying data in simple graphs, using simple drawing equipment and/or simple software - interpreting data represented in simple graphs prepared by self and others - applying knowledge of data representation and interpretation to a range of everyday contexts and across the curriculum (e.g. recording weather patterns) - interpret graphs, and other ways of displaying data, and research their use in a range of paper-based and electronic resources - collecting data during <i>going out</i> field trips or as part research/project work - collect data to explore random and non-random outcomes e.g. throwing dice, tossing coins

		Resources include: - objects and events in the environment - dice and tally sheets - graph paper and drawing equipment (paper-based and electronic) - paper-based, digital, web-based, and/or multimedia resources. - command cards; word problems.

Mathematics Curriculum for Children Aged Nine to Twelve Years

Content Strand	Knowledge, Skills and Understandings	Activities and Resources
	<i>Typically children will:</i>	
History of Mathematics	Explore and research history of mathematical invention and discovery Study ancient and modern mathematicians	Activities include: - lessons and demonstrations - making timelines, charts, booklets and models - research projects including preparing biographies of mathematicians and accounts of mathematical systems from other times and places. Resources include: - <i>story of numbers</i> charts - <i>Timeline of Mathematicians</i> - research materials (paper-based, digital, web-based, multimedia).
Numeration systems other than the decimal system	Study ancient and contemporary numeration systems other than the decimal system	Activities include: - lessons and demonstrations with concrete material - experimenting with other number systems to count and perform simple calculations e.g. Roman numerals noting the consequences of having no zero; base two/binary, base 5; base 60 - making timelines, charts, models and booklets - research projects e.g. use of base 2 in pre-contact Indigenous Australian communities and in computer-based technology; history and use of base 60 to measure angles and calculate time. Resources include: - teacher and student-made concrete material for working with other number systems - research materials (paper-based, digital, web-based, multimedia).
Memorisation, multiples and divisibility		
Memorisation: review and extension	Review and consolidate knowledge of number facts (addition, subtraction, multiplication, division) Develop automaticity, speed and accuracy of number fact recall and application to mastery level	Activities include: - activities to consolidate memorisation of number facts covered in curriculum for children aged from 6-9 years - activities to increase automaticity, speed and accuracy of number fact recall and application, including quizzes and speed tests. Resources include: - concrete materials as needed - practice activities and games - paper-based, digital, web-based and/or multimedia resources.

Multiples of numbers	Complete, review and consolidate knowledge of multiples	Activities include: - activities to complete, review and consolidate knowledge of multiples covered in curriculum for children aged from 6-9 years. Resources include: - concrete materials, charts and tables as needed - paper-based, digital, web-based and/or multimedia resources.
LCM and GCF (HCF)	Find lowest common multiple (LCM) Find greatest (highest) common factor (GCF/HCF)	Activities include: - demonstrations and lessons with pegboard - finding divisors using the pegboard - finding LCM and GCF/HCF using pegboard - finding LCM and GCF/HCF using prime factors - calculating LCM and GCF/HCF abstractly - solving word problems - using knowledge of LCM in operations with fractions. Resources include: - pegboard, colour-coded pegs and labels - card material - paper-based, digital, web-based and/or multimedia resources.
Divisibility	Explore, formulate and recognise rules for establishing divisibility of numbers	Activities include: - exploring divisibility using <i>golden bead</i> material - making divisibility charts - applying knowledge of prime factors to study of divisibility - identifying divisibility rules for number groups. Resources include: - <i>golden bead</i> material - pegboard, colour-coded pegs and labels - divisibility tables and charts - paper-based, digital, web-based and/or multimedia resources.
Operations (whole numbers)		
All operations	Review and consolidate knowledge of operations with whole numbers Master operations with whole numbers Perform complex operations with whole numbers	Activities include: - activities to review and consolidate mastery of the four operations with whole numbers covered in curriculum for children aged from 6-9 years - activities to increase automaticity, speed and accuracy of calculations - using technology to verify answers e.g.

		calculators - applying knowledge of decimal system, memorisation and operations in a range of practical contexts e.g. money, measurement. Resources include: - concrete materials as needed - command cards; word problems - paper-based, digital, web-based and/or multimedia resources.
Multiplication	Develop skill in mental multiplication	Activities include: - group activities with the <i>bank game</i> - mental multiplication with continuous exchanging - verifying answers. Resources include: - <i>bank game</i> card material - paper-based, digital, web-based and/or multimedia resources.
	Develop skill in cross multiplication Extend skill in mental calculation	Activities include: - demonstrations and lessons - forming and solving long multiplications using cross multiplication - making charts and tables - writing products directly onto paper without concrete material - using technology to verify answers. Resources include: - multiplication <i>checkerboard</i> and extensions - calculators - paper-based, digital, web-based and/or multimedia resources.
Division	Complete and master concept and process of distributive division with multi-digit divisors Complete and master concept and process of group division with multi-digit divisors Develop skill in division with zero in dividend and divisor	Activities include: - demonstrations and lessons - forming long divisions and solving using distributive division, first with, and later without, concrete material (<i>racks and tubes</i>), recording calculations including intermediate remainders - forming long divisions and solving using group division, first with, and later without, concrete material (<i>stamp game</i>), recoding calculations - verifying answers using concrete material and technology. Resources include: - <i>racks and tubes</i> material - <i>stamp game</i> - calculators - command cards - paper-based, digital, web-based and/or multimedia resources.

Fractions and decimals		
Fractions: review	Review and consolidate knowledge of fractions Build mastery in the use of fractions Review and consolidate knowledge of equivalence Review and consolidate ability to reduce fractions to lowest terms	Activities include: - activities to consolidate knowledge of fractions and fraction notation covered in curriculum for children aged from 6-9 years - activities to consolidate knowledge of equivalence covered in curriculum for children aged from 6-9 years - activities to consolidate ability to reduce fractions to lowest terms, first with concrete material and later abstractly - exploring variety of ways for representing fractions e.g. shaded squares in a grid or shaded sectors of a pie graph - activities linking knowledge about fractions with the solution of real life problems. Resources include: - metal fraction insets (to tenths) - box of manipulable cut-out fractions - labels (words and symbols) - geometry charts - command cards; word problems - paper-based, digital, web-based and/or multimedia resources.
Types of fractions	Review equivalent fractions and variation in notation for equivalent fractions Explore the following types of fractions and corresponding notation: - proper and improper fractions - mixed numbers - unlike fractions	Activities include: - using concrete material to review equivalent fractions, reducing fractions to lowest terms and corresponding notation - activities with concrete materials and manipulable labels to explore improper fractions, mixed numbers and unlike fractions - creating charts and booklets - creating own problems (progressing from concrete representation accompanied by notation to increasingly abstract representation). Resources include: - fraction insets and labels - fraction research sheets - geometry charts - command cards; word problems - paper-based, digital, web-based and/or multimedia resources.
Operations with fractions: unlike denominators	Find the lowest common multiple of unlike denominators Add fractions with unlike denominators Subtract fractions with unlike denominators Multiply a whole number by fraction	Activities include: - initial lessons and demonstrations with concrete material - forming and solving problems, first with concrete material and later abstractly - finding common denominators using: transparency and grid paper (drawing), raising or reducing, LCM/LCD as needed.

	Multiply a fraction by a fraction Divide a whole number by a fraction Divide a fraction by a fraction Divide fractions using group division Perform complex operations with fractions	Resources include: - fraction insets and skittles - handmade transparency - charts - command cards; word problems - notation paper - paper-based, digital, web-based and/or multimedia resources.
Decimals: introduction	Build knowledge of decimals to millionths (0.000001) Use notation for decimals to millionths (0.000001)	Activities include: - activities with concrete materials that reveal relationship between fractions and decimals - identifying and reading aloud decimal numerals to millionths - forming decimals to millionths in quantities and symbols - matching quantities and symbols - counting activities forwards and back - reading and notation activities: comparing decimal quantities and notation; placing the decimal point; comparing whole numbers and decimal numbers; forming complex numbers - making charts; pinwheel, candelabra - representing decimal fractions graphically in a variety of ways. Resources include: - fraction insets - <i>yellow board of decimal hierarchies</i>, colour-coded beads, charts and colour-coded cards - command cards - lined paper - paper-based, digital, web-based and/or multimedia resources.
Decimals: operations	Perform four operations with decimals Perform complex operations with decimals	Activities include: - demonstrations and lessons in adding and subtracting decimals, with exchanging, using concrete materials and corresponding notation - activities multiplying decimal numbers by 10, 100 and 1000 using concrete material - demonstrations and lessons in multiplying decimal numbers by whole numbers, whole numbers by decimal numbers and decimal numbers by decimal numbers, using concrete material - demonstrations and lessons in dividing decimal numbers by whole numbers, whole numbers by decimal numbers and decimal numbers by decimal numbers, using concrete material - forming and solving own problems with decimal numbers

		- recording and verifying answers - formulating rules and notation for abstract calculation i.e. without concrete material - verifying answers using concrete material and technology. Resources include: - fraction insets - <i>yellow board of decimal hierarchies</i>, charts and card material - <i>decimal checkerboard</i> with bead bars and tiles - concrete material for division with decimal numbers - command cards; word problems - calculators - paper-based, digital, web-based and/or multimedia resources.
Percentage	Transfers knowledge of fractions and decimals to explore the concept of percentage Applies knowledge of percentages to solve practical problems	Activities include: - demonstrations and exercises with concrete materials to explore the relation between fractions, decimals and percentages - converting fractions such as thirds and sixths to decimals and percentages - calculating 1% and 10% - exploring fractions of percentages - formulating rules and notation for calculating percentage problems - solving percentage problems e.g. research projects, discounting, profit and loss, simple interest, compound interest - applying knowledge of percentage to practical problems. Resources include: - fraction insets - <i>yellow board of decimal hierarchies</i>, charts and card material - hundredth circle - commercial resources - command cards; word problems - paper-based, digital, web-based and/or multimedia resources.
Powers of numbers		
Powers of numbers: introduction	Understand the concept of powers of numbers Express any number as a power of 10 Sequence powers geometrically	Activities include: - reviewing knowledge of multiples applied making squares and cubes - story: the <i>kingdom of powers</i> to introduce 0 power, 1st power, 2nd power, 3rd power - activities to identify a unit and increase its power and to label each power - demonstrations and lessons on the Kingdoms of 10 and of 1 - drawing and labelling activities - verifying answers using concrete material and technology.

		Resources include: - <i>wooden hierarchical material</i> - cabinet of colour-coded bead chains, bead squares and bead cubes - <i>power of 2 material</i> - calculators - paper-based, digital, web-based and/or multimedia resources.
Powers of numbers: notation and operations	Use exponential notation Use powers in operations	Activities include: - demonstrations to build knowledge of vocabulary for talking about the notation of powers of numbers: <i>base, index</i> - using power notation to label bead squares and bead cubes - labelling and sequencing powers represented geometrically - comparing size and shape of powers in a geometric sequence - using power notation to write very large and very small numbers - adding and subtracting; multiplying and dividing powers of numbers (same base/different base) - building the algebraic formula for expanding powers, and operations with powers - forming and solving own problems with powers - verifying answers using concrete material and technology. Resources include: - cabinet of colour-coded bead chains, bead squares and bead cubes - wooden cubing material - calculators - command cards - paper-based, digital, web-based and/or multimedia resources.

Squaring and cubing		
Squaring	Review and consolidate knowledge of squaring developed in the curriculum for children aged from six to nine years Extend knowledge and application of squaring Perform operations with squares (addition, subtraction, multiplication, division, combined operations)	Activities include: - constructing squares of numbers 1-10 using concrete material - calculating the passage from one square to another square using concrete materials i.e. calculating the difference between the squares and recording calculation - notating squares of single numbers - completing and reviewing the <i>decanomial</i> (bead array and numerical card layout) - building the algebraic formula for squaring - building the algebraic <i>decanomial</i> (card layout and notation) - solving problems with squares of numbers (four operations), first with concrete material, and later without - applying knowledge of squaring to decimal numbers using concrete material - verifying squares of numbers using concrete material and technology. Resources include: - <i>golden bead</i> materials - box of bead bars - numerical and algebraic <i>decanomial</i> card material - pegboard, colour-coded pegs and labels - colour-coded decimal beads - colour-coded guide squares - command cards - calculators - paper-based, digital and web-based resources.
Products of binomial and trinomial squares	Review squaring of binomials $(a+b)^2$ and trinomials $(a+b+c)^2$ covered in the curriculum for children aged from six to nine years Use binomial and trinomial representation and notation to expand squares of 2- and 3-digit numbers Find products of binomial and trinomial squares: - units only - tens and units Consolidate and extend notation of the squares of 2- and 3-digit numbers represented as binomials and trinomials	Activities include: - analysing 100-bead square into a binomial or trinomial - building binomial and trinomial squares with coloured-coded bead bars and <i>golden bead</i> material - using colour-coded pegs on a pegboard to represent products and squares of 2- and 3-digit numbers - representing products and squares of 2- and 3-digit numbers symbolically using binomial and trinomial notation - calculating products and squares of binomials and trinomials using concrete and symbolic representation - forming squares of decimal numbers using colour-coded pegs on a pegboard - using guide squares to calculate squares of 2- and 3-digit numbers represented as binomials and trinomials - building the algebraic formula for calculating the square of a binomial and trinomial

		- cross-multiplication activities. Resources include: - <i>golden bead</i> materials - box of bead bars - pegboard, colour-coded pegs and labels - colour-coded guide squares - command cards - paper-based, digital, web-based and/or multimedia resources.
Square roots	Understand and work with the concept of square root of a number Determine the square root of a 2- and 3-digit number represented as a binomial or trinomial Find square roots abstractly	Activities include: - naming simple squares and identifying their roots using concrete material - drawing and labelling squares and labelling their roots - finding square roots of 2- and 3-digit numbers represented as binomial and trinomial squares using colour-coded pegs, and recording answers - estimating square roots using concrete materials and records of square root calculations - building the algebraic formula for calculating square root - guided abstract calculation of square roots and recording - verifying answers using concrete material and technology. Resources include: - <i>golden bead</i> materials - bead squares - pegboard and colour-coded pegs - guide squares and handmade charts - graph paper - command cards - calculators - paper-based, digital, web-based and/or multimedia resources.
Cubing	Build knowledge of the concept of the cube of a number Cube successive numbers using concrete material Perform cubing calculations	Activities include: - demonstrations and lessons - using colour-coded concrete material to recognise and name simple cubes, and identify their roots - using concrete material to construct cubes - cubing binomials and trinomials using concrete materials and labelling the parts - building the algebraic formula for cubing - constructing cubes with decimal numbers using concrete material. Resources include: - bead cubes - <i>wooden cubing material</i> - command cards - calculators - paper-based, digital, web-based and/or

		multimedia resources.
Cube Root	Understand and work with the concept of cube root of a number Determine the cube root of 2- and 3-digit numbers represented as a binomial or trinomial Find cube roots abstractly	Activities include: - finding cube roots of 2- and 3-digit numbers represented as binomial and trinomial cubes using wooden cubing material, and recording calculations and answers - building the algebraic formula for calculating cube root - guided abstract calculation of cube roots and recording - verifying answers using concrete material, 'backtracking' and technology. Resources include: - bead cubes - <i>wooden cubing material</i> - <i>binomial cube</i> - <i>trinomial cube</i> - <i>hierarchical trinomial cube</i> - box of unit cubes - handmade charts - command cards - calculators - paper-based, digital, web-based and/or multimedia resources.
Algebra		
Simple linear equations	Solve linear equations in addition, subtraction, multiplication and division in all areas of the mathematics curriculum	Activities include: - using concrete material to find unknown terms in simple linear equations, notating calculations using algebraic conventions and recording answers - forming equations and solving for unknown terms using algebraic notation, and recording answers. Resources include: - colour-coded concrete materials - manipulable signs and symbols - command cards - calculators - paper-based, digital, web-based and/or multimedia resources.
Equations with squares of binomials and trinomials	Identify and manipulate the terms of expanded binomial $(a+b)^2$ and trinomial $(a+b+c)^2$ expressions Write and solve equations that include squares of numbers and sums of binomials and trinomials squared	Activities include: - reviewing representation of binomial and trinomial squares using concrete materials and notation - manipulating and constructing concrete representations of binomial and trinomial squares and labelling the terms - drawing squares of 2- and 3-digit numbers represented as binomials and trinomials using colour-coded hierarchies - calculating the squares of binomial and trinomial expressions - using concrete material and manipulable

		labels to build and balance equations, and isolate unknowns - substituting numerical terms with algebraic terms in equations - forming equations and solving for unknown terms using algebraic notation, and recording answers - verifying answers using concrete material and technology. Resources include: - <i>golden bead</i> material - box of bead bars - bead squares - pegboard and pegs - grid paper and coloured pencils - <i>binomial and trinomial cubes</i> - <i>wooden cubing material</i> - command cards - calculators - paper-based, digital, web-based and/or multimedia resources.
Relative numbers		
Positive and negative numbers	Understand the concept of integers Explore positive and negative numbers Use positive and negative numbers in operations	Activities include: - demonstrations and lessons - using concrete material form and compare positive and negative numbers - forming and solving problems with positive and negative numbers. Resources include: - <i>negative snake game</i> - number lines - box of bead bars - division skittles - command cards; word problems - paper-based, digital, web-based and/or multimedia resources.

Rational and irrational numbers	Explore the concept of rational and irrational numbers Recognise and use notation for rational and irrational numbers Performing calculations with rational and irrational numbers	Activities include: - activities with concrete materials, recording answers - using concrete materials to form rational and irrational numbers - making charts and booklets - activities to explore rational and irrational numbers using technology - calculation activities with rational and irrational numbers. Resources include: - number line - box of bead bars - fraction insets - colour-coded decimal number cards - command cards - paper-based, digital, web-based and/or multimedia resources.
	Find square roots of rational and irrational numbers	Activities include: - naming simple squares and their roots - drawing and labelling squares and their roots - finding square roots with concrete materials, recording answers - calculating square roots abstractly - using technology to calculate square roots. Resources include: - pegboard, colour-coded pegs - guide squares - handmade charts - command cards - paper-based, digital, web-based and/or multimedia resources.
Repeating and non-repeating decimal numbers	Explore repeating and non-repeating decimal numbers	Activities include: - demonstrations and lessons - recognizing and identifying a repeating decimal - forming and solving own problems - making charts and booklets - using technology to explore repeating and non-repeating numbers. Resources include: - materials for the study of decimal fractions - command cards - paper-based, digital, web-based and/or multimedia resources.

Data and statistics		
Collecting, representing and interpreting data and statistics	Review and extend knowledge of data collection, representation and interpretation covered in the curriculum for children from six to nine years	Activities include: - lessons on strategies for creating and interpreting visual displays of data (VDD), including bar graphs, line graphs, pie charts and scatter plots - practice activities with collecting data (e.g. survey within school community, use of a variety of media, collecting data on <i>going out</i> field trips), creating a variety of VDD's from the data and discussing the strengths and weaknesses of the various VDD's to present chosen dimensions of the data - designing own research questions (for topics across the curriculum) that involve data collection and interpretation (whole class, small group and individual projects) - selecting the most effective data collection, representation, display and interpretation techniques to answer a research question or to solve a project-related problem - using computer databases and spreadsheet programs - interpreting and evaluating data represented in a variety of ways e.g. in the media, text books, reference materials - guest speakers, including community members and/or specialists to talk about the use of data and statistics in their work or research, and to share techniques and insights relating to students' projects - applying interpretation and evaluation of different representations of data across the curriculum e.g. as evidence in persuasive texts - discussions, essays, debates, spoken presentations; to predict probability - applying knowledge of data collection, display and statistics to, for example, the planning of <i>going out</i> activities, community projects and/or fund-raising - apply probability trials to prepared experiments (e.g. physics, chemistry and botany experiments)
	Use vocabulary for talking about data and data representation to interpret and compare a range of data displays, including: <i>set, average, mean-median-mode; quantity-category, continuous-discrete; cluster-outlier; sample-census, spreadsheet, database, distribution, frequency, range, statistics, variables, variability, probability</i>	
	Design a key to represent the scale used to represent categories and amounts of data	
	Construct line graphs to represent continuous change and use vocabulary for talking about the parts of line graphs (<i>axes, horizontal axis, vertical axis, scale, point, plot</i>)	
	Build a repertoire of data collection, representation and interpretation techniques and tools, including graphs (bar/column, line, picture, circle/pie, coordinate plane), plots (line, scatter, stem-and-leaf) and frequency distribution (scale, table, matrix), electronic database and spreadsheet, as well as techniques for selecting from this repertoire to compare categorical variables, for example, the use of side-by-side column graphs.	
	Develop skills in interpreting and comparing visual displays of data, including the ability to make judgements about reliability and usefulness in the context of specific projects and research tasks	
	Using knowledge of fractions and percentages to calculate probability where there are multiple possible outcomes	
	Describe probability using language such as <i>more (or most) likely, less (or least) likely, or equally likely</i>	
	Apply knowledge about data and statistics to a range of analytical, interpretive and problem-solving tasks	Resources include: - text books - materials for data collection and drawing (paper-based and electronic) - command cards; word problems - paper-based, digital, web-based and/or multimedia resources.

Geometry and Measurement

Overview

The word *geometry* is derived from the Greek words for earth and measurement. The word *geometry* literally means 'measuring the earth'. The Montessori approach to teaching geometry involves the use of concrete materials, which engage with the children's sense of wonder and which encourage children to measure for themselves the world they live in.

In the Montessori curriculum the first knowledge about shapes and space is gained through activity with concrete materials in the *Children's House*. This sensory work is extended in the geometry lessons in the environment prepared for children from six to nine years old. All new concepts continue to be introduced through activities in which children manipulate concrete materials, but from the age of six children independently complete a sequence of activities that build deeper understanding and move them towards abstraction. Manipulative work with concrete materials always precedes the presentation of an abstract concept or formula. Ideally, children, during their own independent work, begin to verbalise the concepts and formulae in conversation, although if, unusually, children do not make this step for themselves, an adult will model how to talk about the concept using the language of geometry.

Learning the names of geometric shapes and their parts is an important aspect of the study of geometry. As in the *Children's House* children take part in spoken language lessons in which they learn the names of geometric shapes and their parts, but for children beyond the age of six, naming lessons also include:

- learning the origin, or etymology, of the name
- learning definitions and systems of classification
- reading and writing the names.

In addition to the names, children of this age want to know the reasons for things so they are given opportunities to explore questions such as:

- *Why do we say this is an acute angle?*
- *How many right angles would make a whole angle?*

Following most presentations, children take part in follow-up activities with card materials and booklets.

The lessons in geometry are keys to enable children to follow their own interests in this area of study. They are encouraged to explore the concrete materials to find new relationships, variations and extensions. As in all areas of the Montessori curriculum for children of this age, the initial lessons and the children's use of the concrete materials provides them with the knowledge they need as a starting point for their own exploration and discovery.

The study of geometry for children from the age of six begins with an exploration of the foundation concepts: *point – line – surface – solid*. These concepts are then explored in more detail in a sequence of follow-up lessons. From the same starting point, the actual sequence may vary from child to child. For example, work on lines and angles might be presented parallel to one another, and some early polygon work can be presented parallel to later work with angles. Whatever sequence is followed, work in each area progresses logically, with each new lesson building on the one before. For example, children complete work that builds an understanding of equivalence, before they work with area, and the work with area precedes the work on volume. In the case of the study of circles, the work follows a progression such as the following:

- identification of linear, then surface parts
- relationships between a line and a circle
- relationships between two circles
- relationships between circles and polygons
- circumference, radius and their relationship
- area of a circle

As in all areas of the Montessori *Cosmic Education* curriculum, the study of geometry is designed to encourage activity, repetition, exploration, discovery, logical thinking and reasoning. The initial lessons are clear and succinct, providing children with enough knowledge to allow them to ask pertinent questions, and enough

guidance to initiate independent activity with the materials. It is through this activity that children make the knowledge their own and learn to research and think for themselves.

The study of measurement in the Montessori *Cosmic Education* curriculum, begins with an account of the historical development of measuring, comparing and estimating. The children explore the reasons humans in earlier times might have wanted to, or needed to, measure, compare and estimate. They also experiment with the use of non-standard units and units used in earlier times, in particular, units based on parts of the body, including, for example, the hand, the palm and the cubit. They use these units to measure objects in the environment. During these activities children recognise the need for standardised units, as exemplified, for example, in the story of the royal cubit from Ancient Egypt. They are then introduced to the standard measurement systems in use today, beginning with the International Metric System. As students learn different elements of this system, they apply their knowledge, first, to measuring activities in the everyday environment, selecting the most appropriate standard unit and recording the measurement of, for example, the length of the school hall, the temperature of the classroom, the volume of water in a watering can or the mass of a can of pet food. Finally, students apply their knowledge during activities and research projects across all areas of the curriculum and in the solving of real-life problems, including, for example, calculating how much water the garden needs each day, or how many days the bird food will last before more needs to be purchased.

Geometry and Measurement Curriculum for Children Aged Six to Nine Years

Content Strand	Knowledge, Skills and Understandings	Activities and Resources
	<i>Typically children will:</i>	
History of geometry	Listen to and read stories about the history of geometry and geometry in early civilisations Research use of geometry in different cultures and across history	Activities include: - <i>the story of geometry</i> - independent research - creating charts, models and timelines - researching the use of geometry in earlier times e.g. Ancient Egypt, Mesopotamia - researching the use of geometry across cultures e.g. Indigenous Australia. Resources include: - charts, card material and artefacts - reference and research materials (paper-based, digital, web-based, multimedia).
History of measurement	Explore the history and purpose of measurement Explore and experiment with non-standard and standard units of measurement	Activities include: - stories and discussions about measurement - brainstorming all the possible phenomena we can measure and ways we can measure - activities to draw attention to the importance of standard units of measurement - activities to become familiar with International Metric System - experimenting with a range of units of measurement e.g. invented units; units used in the past, units used in other countries e.g. imperial units - imagining how humans might measure things in the future - creating timelines, charts and booklets. Resources include: - <i>timeline of measurement</i> - charts, card material and artefacts - reference and research materials (paper-based, digital, web-based, multimedia).
Solid Geometry		
Solid Geometry	Introduce, review and/or consolidate knowledge of geometric solids: <i>cube, square-based prism, triangular-based prism, square-based pyramid, triangular-based pyramid, cone, cylinder, ellipsoid, ovoid, sphere</i> Recognise, name and label geometric solids Sort and classify solids	Activities include: - demonstrations and lessons with wooden geometric solids to review names of geometric shapes, and to introduce etymology of names - activities with Montessori geometric solids and manipulable bases - labelling geometric solids (spoken and written) - <i>game of relationships</i> - describing and classifying solids e.g. according to base/surfaces

		- model-making and technical drawing - researching solids in the environment. Resources include: - basket of wooden geometry solids and manipulable bases - labels and booklet - construction equipment e.g. modelling clay, construction paper - solids in the environment - command cards - reference and research materials (paper-based, digital, web-based, multimedia).
Plane Geometry		
Plane geometry: introduction	Review and consolidate knowledge of plane geometric shapes: - <i>triangle, square, circle</i> - types of triangles (<i>scalene, isosceles, equilateral; acute-angled, obtuse-angled, equilateral</i>) - types of quadrilaterals (<i>common quadrilateral, rectangle, square, parallelogram, rhombus, kite, trapezium</i>) - regular polygons (<i>pentagon, hexagon, heptagon, octagon, nonagon, decagon</i>) - curved figures (<i>circle, ellipse, oval</i>) - compound and curvilinear figures (<i>curvilinear triangle, 'flowers'</i>) Recognise and name plane geometric shapes Draw plane geometric shapes	Activities include: - demonstrations and lessons with <i>geometry cabinet</i> to review names of geometric shapes and to introduce etymology of names - sorting shapes and replacing in frames - labelling shapes - tracing, cutting, gluing, drawing and writing activities - making charts and booklets - researching shapes in the environment. Resources include: - <i>geometry cabinet</i> - shapes in the environment - scissors, coloured paper and glue - technical drawing equipment - command cards - reference and research materials (paper-based, digital, web-based, multimedia).
Plane geometry: constructive triangles	Use wooden triangles of different types to construct a variety of shapes Recognise and name constructed shapes Draw constructed shapes	Activities include: - using pairs of triangles to construct a variety of triangles and quadrilaterals - discovering more shapes by sliding, pivoting and flipping triangles - using sets of triangles to construct hexagons, pinwheels and related complex shapes - tracing, cutting, gluing, drawing and labelling activities - research in environment. Resources include: - <i>constructive triangles</i> (rectangular boxes and triangular boxes) - command cards - scissors, coloured paper and glue - technical drawing equipment - command cards - reference and research materials (paper-based, digital, web-based, multimedia).

Plane geometry - detailed study: fundamental concepts	Build knowledge of fundamental geometry concepts: <i>point, line, surface, solid</i>	Activities include: - games and activities for exploring concepts with everyday objects and concrete materials - linking geometry (point, line, surface, solid) with concrete mathematics materials (unit bead, ten-bar, hundred-square, thousand-cube) - labelling - creating charts, booklets and models - research in environment. Resources include: - everyday objects - <i>golden bead</i> material - models, card material and labels - scissors, coloured paper and glue - technical drawing equipment - command cards - reference and research materials (paper-based, digital, web-based, multimedia).
Plane geometry - detailed study: lines	Identify types of lines: <i>straight, curved</i> Identify parts of lines: <i>origin, ray</i> Identify positions of a straight line: <i>horizontal, vertical, oblique</i> Identify relative positions of two straight lines: <i>parallel, convergent, divergent, transversal, perpendicular</i> Build definitions related to lines	Activities include: - demonstrations, stories, lessons and games, including lessons to introduce etymology of names - manipulating and labelling models and pictures - introduction to the <i>box of sticks</i> - building and reading definitions - drawing activities - creating charts, booklets and models - research lines in environment. Resources include: - <i>box of sticks</i> (colour-coded and calibrated sticks and arcs used to construct plane geometric figures) - picture, label, definition and booklet material - command cards - drawing equipment - reference and research materials (paper-based, digital, web-based, multimedia).
Plane geometry - detailed study: angles	Identify parts of angles: <i>vertex, arm</i> Identify types of angles: <i>acute, obtuse, whole</i> Build definitions related to angles	Activities include: - demonstrations and activities using concrete materials to construct and label parts of angles and to build different types of angles - learning the etymology of the terms - labelling the parts of angles and types of angles on models and pictures - building and reading definitions - drawing and labelling activities - creating charts and booklets - researching angles in the environment.

		Resources include: - <i>box of geometry sticks</i> - geometry charts - drawing equipment - envelopes with pre-cut paper figures (triangles, quadrilaterals, figures with five or more sides) - picture, label, definition and booklet material - command cards - researching angles in the - protractor, compass and ruler - reference and research materials (paper-based, digital, web-based, multimedia).
Plane geometry - detailed study: measurement of angles	Understand how to measure the size of an angle i.e. amount of turn Use unit of measurement for angles: <i>degrees</i> Measure angles and record measurements, using protractors Explore different types of angles: <i>whole, convex, reflex</i> Apply knowledge of addition and subtraction to angles Explore relations between the angles of polygons	Activities include: - story and demonstrations to introduce the measurement of angles: <i>story of the star; the Babylonian civilisation</i> - demonstrations and activities for measuring angles - tracing and measuring the angles of insets e.g. geometry cabinet, small insets - using measurements to identify different types of angles - creating and measuring own angles - demonstrations and activities with concrete materials for operations with angles (addition, subtraction) - bisecting angles using a compass - researching the angles in regular and irregular polygons - measuring angles in the environment - making charts and booklets - applying knowledge to real life tasks e.g. construction projects, model-making, design - research activities e.g. how architects measure angles. Resources include: - Montessori protractor - commercial protractors - fraction insets, geometry cabinet insets, small insets - command cards; word problems - reference and research materials (paper-based, digital, web-based, multimedia).

Plane geometry - detailed study: polygons	Classify types of plane figures: - <i>closed curves-polygons, concave-convex</i> Classify types of polygons: - <i>irregular-regular</i> Classify polygons: - the <i>seven triangles of reality</i>, classified according to sides and angles - the <i>seven quadrilaterals of reality</i> - polygons with more than four sides Identify and label the parts of polygons: - <i>surface, perimeter, sides, angles, vertices, base, height, diagonal</i>	Activities include: - demonstrations, stories and lessons to introduce each family of shapes e.g. the <i>Story of Pythagoras</i> to introduce the right-angled triangle - constructing, manipulating, comparing and labelling plane figures using concrete material - labelling images - building and reading definitions - drawing and labelling activities - creating charts and booklets - research plane figures in the environment. Resources include: - <i>box of geometry sticks</i> - geometry charts - drawing equipment - picture, label, definition and booklet material - command cards - protractor, compass and ruler - reference and research materials (paper-based, digital, web-based, multimedia).
Tessellation	Tessellate figures Use knowledge of angles and their measurement to explore the mathematics of tessellation	Activities include: - demonstrations and games with concrete material to explore tessellation: <i>which tiles? how many ways?</i>, combining shapes, interstices - command cards - design activities (tracing, cutting, gluing, drawing, constructing, creating mosaics) - activities involving the measurement and addition of angles - researching tessellation in the environment - research projects e.g. tessellation in nature, use of tessellation for building and decoration across time. Resources include: - <i>tiling game</i> (Box 1 and 2) - <i>Tangram</i> activities - command cards - Montessori protractor - reference and research materials (paper-based, digital, web-based, multimedia).

Symmetry	Explore and understand the concept of symmetry Experiment with the axis of symmetry in a variety of shapes	Activities include: - demonstrations and games with concrete material - exploring etymology of the terms e.g. <i>symmetry</i>, <i>axis</i> - paper-folding, construction, drawing, labelling and design activities - research in the environment - applying the concept of symmetry e.g. in visual arts. Resources include: - constructive triangles - coloured paper, glue - drawing and visual arts equipment and resources - command cards - reference and research materials (paper-based, digital, web-based, multimedia).
Similarity, congruence and equivalence	Identify, name and construct congruent, similar and equivalent figures	Activities include: - demonstrations, lessons and games with concrete material - exploring etymology of terms and working with symbols - paper-folding, construction, drawing, labelling and design activities - making charts and booklets - research in the environment - applying concepts e.g. in visual arts, construction - research projects. Resources include: - <i>iron (small) insets</i> - <i>constructive triangles</i> (triangular box, large and small hexagonal boxes) - <i>insets of equivalence</i> - command cards - objects in environment - reference and research materials (paper-based, digital, web-based, multimedia).
Measurement		
Area of a surface: introduction	Become familiar with the concept of surface area Explore units of measurement for area Measure and record area using a grid	Activities include: - informal measurement activities e.g. make a square metre out of paper and use it to measure the area of the classroom - comparing areas of familiar spaces e.g. rooms, playground - using square grids to measure and compare the areas of surfaces e.g. in drawing, construction and mapping activities - applying knowledge to everyday tasks e.g. construction and design projects - simple exercises in counting squares to calculate area.

		Resources include: - everyday materials - command cards; word problems - reference and research materials (paper-based, digital, web-based, multimedia).
Volume: liquid capacity	Understand and apply the concept of liquid capacity (volume) Learn units of measurement for liquid capacity (litres, millilitres) Measure and record liquid capacity Choose the most appropriate unit of liquid capacity for amount to be measured Research other measurements of liquid capacity	Activities include: - filling and pouring activities to compare the liquid capacity of familiar containers - activities to become familiar with units for measuring liquid capacity including history of the litre, relationship between litre and smaller units (millilitre) and larger units (megalitre), etymology and meaning of the word <i>metre</i>, prefixes (<i>milli-</i>, <i>mega-</i>), abbreviations - measuring the liquid capacity of a range of containers and recording measurements - displacement activities to measure the volume of air or solids e.g. measuring the liquid displaced when a blown up balloon is put into a bucket of water - creating booklets and tables - applying knowledge to real life tasks e.g. cooking, science experiments - research activities related to liquid capacity e.g. specialised units, units used in the past or in other countries. Resources include: - calibrated containers e.g. cups, jugs - card material - containers in environment - command cards; word problems - reference and research materials (paper-based, digital, web-based, multimedia).
Length	Understand and apply the concept of length Learn units of measurement for length (metre, centimetre, millimetre, kilometre) Measure and record length of objects Measure and record heights (centimetres, metres) Research and record distances (kilometres) Choose the most appropriate unit of length depending on size of object, distance etc Research other measurements of length	Activities include: - activities to become familiar with units for measuring length including history of the metre, relationship between metre and smaller units (centimetre, millimetre) and larger units (kilometre), etymology and meaning of the word <i>metre</i> and prefixes (<i>milli-</i>, <i>centi-</i>, <i>kilo-</i>), abbreviations - measuring the length of a range of objects, heights and distances and recording measurements - researching and recording heights, distances of familiar journeys - creating booklets and tables - applying knowledge to real life tasks e.g. construction projects, planning journeys, classroom height chart, making clothes or costumes - research activities related to length e.g. specialised units, units used in the past or in other countries, units used in sport.

		Resources include: - ruler, metre stick and tape measure - card material - objects and people in environment - grid paper - command cards; word problems - reference and research materials (paper-based, digital, web-based, multimedia).
Mass	Understand and apply the concept of mass Learn units of measurement for mass (gram, milligram, kilogram) Measure and record mass of objects Choose the most appropriate unit of mass depending on object Research other measurements of mass	Activities include: - activities to become familiar with the concept of mass e.g. using informal units to measure mass; hefting activities to compare and estimate the mass of objects - activities to become familiar with standard units for measuring mass including history of the gram, relationship between gram and smaller units (milligram) and larger units (kilogram), etymology and meaning of the word <i>gram</i> and prefixes (<i>milli-</i>, <i>kilo-</i>), abbreviations - measuring the mass of a range of objects, and recording measurements - creating booklets and tables - applying knowledge to real life tasks e.g. cooking, science experiments, health - research activities related to mass e.g. specialised units, units used in the past or in other countries. Resources include: - ruler, metre stick and tape measure - card material - objects and people in environment - grid paper - command cards; word problems - reference and research materials (paper-based, digital, web-based, multimedia).

Temperature	Understand and apply the concept of temperature Learn units of measurement for temperature (degrees) Measure and record temperature Research other measurements of temperature	Activities include: - using hands/fingertips to estimate and compare temperatures of familiar objects and materials - activities to become familiar with units for measuring temperature (degrees) including history, etymology and abbreviations - using a liquid thermometer to measure the temperature of liquids - measuring the outside and inside temperature at different times of the day, in the sun and in the shade etc - using a thermometer to measure own temperature or record body temperature changes over a day - creating booklets and tables - research activities related to temperature e.g. units used in the past or in other countries, meaning of changes in body temperature, meaning of average temperatures in climate science. Resources include: - different types of thermometers - card material - command cards; word problems - reference and research materials (paper-based, digital, web-based, multimedia).
Estimation	Estimate measurements of a range of phenomena	Activities include: - all introductory measurement activities - activities involving estimation, comparison and graphing - applying estimation skills to real life tasks e.g. in cooking, science experiments, planning <i>going out</i> activities and trips. Resources include: - all measurement materials - command cards; word problems.

Geometry and Measurement Curriculum for Children Aged Nine to Twelve Years

Content Strand	Knowledge, Skills and Understandings	Activities and Resources
	<i>Typically children will:</i>	
History of geometry	Explore and research development and application of geometry through history and across cultures Study ancient and modern scholars in the field of geometry	Activities include: - research activities e.g. application of geometry past and present; use of geometry in agriculture, engineering, visual art and design etc - creating charts, models and timelines - preparing biographies e.g. Euclid, Leonardo da Vinci - working with and designing geometry-based puzzles. Resources include: - charts, card material and artefacts - reference and research materials (paper-based, digital, web-based, multimedia).
History of measurement	Explore and research development and application of measurement through history and across cultures	Activities include: - research activities e.g. measurement past and present, International Metric System, measurement in the digital age, measuring very small and very large dimensions - creating timelines, charts and booklets. Resources include: - <i>timeline of measurement</i> - charts, card material and artefacts - reference and research materials (paper-based, digital, web-based, multimedia).
Solid Geometry		
Solid Geometry	Review, consolidate and extend knowledge of solid geometry Apply knowledge of solid geometry in a range of contexts	Activities include: - exercises to review and consolidate knowledge of basic shapes - exploring the properties of complex geometric solids e.g. polyhedrons - making nets and models - representing 3-D shapes on 2-D surface - technical drawing e.g. perspective - researching solids in the environment. Resources include: - construction equipment e.g. modelling clay, construction paper, computer programs - solids in the environment - reference and research materials (paper-based, digital, web-based, multimedia).

Plane Geometry		
Plane geometry: constructive triangles	Use wooden triangles of different types to construct a variety of compound and complex shapes Recognise and name constructed shapes Draw constructed shapes Use knowledge of measurement of angles to explore the mathematics of shapes constructed with the triangles	Activities include: - using sets of triangles to construct a variety of composite figures - exploratory activities with the triangles and the shapes they construct e.g. inscribed figures, researching relationships between figures, transforming one composite figure to another - measuring angles to explore relationships between figures - tracing, cutting, gluing, drawing and labelling activities - research in environment. Resources include: - <i>constructive triangles</i> (Triangular box, large and small hexagonal boxes) - command cards - scissors, coloured paper and glue - technical drawing equipment - reference and research materials (paper-based, digital, web-based, multimedia).
Plane geometry - detailed study:	Complete, review, consolidate and extend detailed study of plane shapes covered in the curriculum for six to nine year olds, including: - lines - angles - polygons - tessellation Extend vocabulary for talking about plane shapes, including <i>bisect, median, perpendicular, points of concurrency</i>	Activities include: - demonstrations, exercises and games - learning etymology of terms - manipulating models, pictures, labels and definitions - drawing activities - creating charts, booklets and models - research in the environment. Resources include: - <i>box of sticks</i> picture, label, definition and booklet material - <i>tiling game</i> and <i>Tangram</i> material - command cards - drawing equipment - reference and research materials (paper-based, digital, web-based, multimedia).

Plane geometry - detailed study: angles	Complete, review, consolidate and extend detailed study of angles covered in the curriculum for six to nine year olds Recognise relations between: - pairs of angles - angles formed by two lines and transversal: <i>interior-external, adjacent-opposite, complementary-supplementary</i> Use knowledge of measurement of angles to analyse the relationships numerically Explore the sums of angles of polygons Explore angle bisectors Build definitions related to relations between angles	Activities include: - demonstrations and activities using concrete materials - learning the etymology of the terms - measuring and labelling models and diagrams - building and reading definitions - drawing, measuring and labelling activities - adding, subtracting and bisecting angles - creating charts and booklets - researching angles in the environment. Resources include: - <i>box of geometry sticks</i> - geometry charts - drawing equipment - picture, label, definition and booklet material - command cards - protractor, compass and ruler - reference and research materials (paper-based, digital, web-based, multimedia).
Plane geometry - detailed study: circle	Identify and label the linear parts of a circle: <i>centre, radius, diameter, chord, arc, circumference</i> Identify and label the parts of the surface of a circle: <i>sector, segment</i> Explore relationships between a circumference and a straight line (<i>external, tangent, secant</i>) Explore relationships between two circles (<i>external, internal, externally tangent, internally tangent, intersecting, concentric</i>)	Activities include: - demonstrations, stories and lessons, including the etymology of the terms - constructing, manipulating, comparing and labelling plane figures using concrete material - labelling images - building and reading definitions - drawing and labelling activities - creating charts and booklets - research plane figures in the environment. Resources include: - <i>box of geometry sticks</i> - geometry charts - drawing equipment - picture, label, definition and booklet material - command cards - protractor, compass and ruler - reference and research materials (paper-based, digital, web-based, multimedia).

Symmetry, similarity, congruence and equivalence	Complete, review, consolidate and extend study of symmetry, similarity, congruence and equivalence covered in the curriculum for children from six to nine years	Activities include: - exercises and games - paper-folding, construction, drawing, labelling and design activities - research in the environment - applying the concepts e.g. in visual arts. Resources include: - <i>iron (small) insets</i> - <i>constructive triangles</i> (triangular box, large and small hexagonal boxes) - <i>insets of equivalence</i> - command cards - objects in environment - reference and research materials (paper-based, digital, web-based, multimedia).
Insets of equivalence: detailed study	Use concrete material to explore 'families' of polygons for relations of equivalence: - triangle - rhombus - common parallelogram - trapezium - regular polygons Use concrete materials to build theorems of equivalence, including theorem of Pythagoras	Activities include: - demonstrations, lessons and games with concrete material - exploring etymology of terms and working with symbols - paper-folding, construction, drawing, labelling and design activities - making charts and booklets - research in the environment - applying concepts e.g. in visual arts, construction - research projects. Resources include: - <i>insets of equivalence</i> - command cards, objects in environment - reference and research materials (paper-based, digital, web-based, multimedia).
Measurement		
Area: surfaces	Review and extend knowledge of surface area Explore units of measurement for area (square metre) Choose the most appropriate unit of measurement for area Use concrete material to build formulae for calculating area of: - rectangle - common parallelogram - triangle (including right-angled and obtuse-angled) - square - circle Extend knowledge of area to build formulae for calculating area of other quadrilaterals: rhombus, kite, trapezium, common quadrilateral	Activities include: - demonstrations, games and exercises to introduce the concept of area and its measurement - manipulating concrete materials to build formulae for calculating area of polygons - using paper to extend work with building formulae for polygons - stories, demonstrations and games to build formulae for calculating area of a circle - activities to become familiar with units for measuring area including, relationship between square metre and smaller units (square centimetre), etymology and meaning of words and prefixes, and use of abbreviations (cm^2, m^2) - calculating area of familiar objects - creating charts and booklets - applying knowledge to real life tasks e.g. construction and design projects

		- research activities related to area e.g. specialised units, units used in the past or in other countries. Resources include: - <i>yellow area material</i> - <i>green and yellow circles</i> - card material - command cards; word problems - reference and research materials (paper-based, digital, web-based, multimedia).
Volume: solids	Extend knowledge of volume to solids Use unit of measurement for volume of solids (cubic metre) Apply the concept of equivalence to volume of solids Use concrete material to build formulae for calculating volume of: solids - rectangular prism - other prisms - solids that are not prisms (pyramid, cylinder, cone, sphere)	Activities include: - demonstrations, games and exercises to introduce the concept of volume of solids - exploring displacement with concrete materials - manipulating concrete materials to build formulae calculating the volume of solids - activities to become familiar with units for measuring volume of solids including, relationship between cubic metre and smaller units (cubic centimetre), etymology and meaning of words and prefixes, and use of abbreviations (cm^3, m^3) - calculating volume - of familiar objects - creating charts and booklets - applying knowledge to real life tasks e.g. construction and design of projects - research activities related to area e.g. specialised units, units used in the past or in other countries. Resources include: - volume material - card material, objects in the environment - command cards; word problems - reference and research materials (paper-based, digital, web-based, multimedia).
Length, mass and temperature	Complete, review, consolidate and extend knowledge of measurement (length, mass and temperature) Use knowledge of and experience with measurement to extend and apply estimation and comparison skills Apply knowledge of measurement to a range of projects and problems	Activities include: - applying knowledge and experience of measurement to estimation and comparison in everyday tasks and across the curriculum - using measurement in everyday tasks, across the curriculum and in research projects. Resources include: - range of measuring equipment - card material - command cards; word problems - reference and research materials (paper-based, digital, web-based, multimedia).

History, Geography and Science

Because the Montessori approach integrates the study of history, geography and science, including biology and technology, these subject areas comprise one area of the *Cosmic Education* curriculum.

History

When children first enter the Montessori environment prepared for children from six to nine years of age, they are introduced to the study of history through a series of *great stories*. This is fitting, as history is in essence a series of 'stories'. In Italian one word, *storia*, is used for both *history* and *story*, that is, for the retelling of events unfolding over time.

Five *great stories*, or cosmic fables, are presented to the children:

1. *the formation of the universe*
2. *the story of the coming of life*
3. *the story of the coming of humans*
4. *the story of communication in signs*
5. *the story of numbers*

Each fable is like one act of an unfolding drama. Each act links back to the last, and foreshadows the next, each introducing another area of study.

- The fable of the *formation of the universe* opens up of the geography curriculum.
- The *story of the coming of life* begins the biology curriculum.
- The *story of the coming of humans* introduces the study of prehistory.
- The *story of communication in signs* enhances the study of language.
- The *story of numbers* enhances the study of mathematics.

Together, the last two stories in the series provide a point of departure for the study of civilisations.

Although these fables are presented as part of the history curriculum, they reveal the overlap and interplay between all the subject areas, in this way exemplifying the concept of *cosmic education*. The sequence of the fables follows our understanding of the process of evolution, from the formation of the universe, to the coming of life, the coming of human beings and then the coming of civilisation. To present these concepts in this order builds children's understanding incrementally, helps them become aware of the inter-dependence of life, and prompts questions such as the following:

- *Could humans exist if there had been no life?*
- *Could life exist without the formation of the Earth?*

The children, however, are never asked questions such as these directly. Instead, their orientation to the universe, and their place in it, and the questions they ask about it develop through independent exploration.

In the *story of the coming of humans*, emphasis falls on the work and service of early humans. Unlike conventional history, there is less reference to the deeds and exploits of famous individuals, but rather a focus on the nameless and faceless ordinary humans, the *uomini senza volto*, who in their efforts to survive and make life easier for themselves, contributed to the progress of all the peoples of the world, and to the benefits we have inherited. To help children explore this 'everyday history', they are given a chart of the fundamental human needs as a guide to explore the lives and contribution of humans in different places and different periods of time.

When children eventually reach the study of human civilisations, they are introduced to the coming of civilisation through the advent of written language and numbers. These momentous human inventions are presented to the children as gifts passed down from ancestors, an inheritance representing many generations of work.

The human story is one of constant change involving many inventions and discoveries brought about by the restless and inquiring nature of the human mind. It is important that children use their imaginations to think about the difference these discoveries have made to the everyday lives of people in all times and places. There are of course many inventors, who will remain nameless, anonymous benefactors who, whether or not they or we are aware of it, have had a remarkable impact upon our lives. For example, it is impossible to know who discovered how to make and control fire, agriculture, shelter, or who first thought of the wheel or the needle, and yet without these discoveries and inventions human life would be very different indeed.

Studying the human story in this way enables children to see themselves as a part of the whole, a protagonist in the drama of the earth. Children are able to see that even if they do not become famous or a powerful public figure, their actions will none the less have an effect, as an ordinary person, not as a passive player but as an actor who can influence the world in positive ways, and that in this way everyone counts. Despite all the war, tragedy, horror and despair that children find out about in their study of human history, are confronted with daily in the media, and, sadly for too many, experience in real life, they will be able to appreciate that there is still much to admire in human achievement, and feel gratitude for those who came before them.

There is another theme that emerges from the levels of work revealed in the great fables. This is that the work undertaken by all non-living and living things, including humans, in order to meet their basic needs, has the potential to lead to a wonderful by-product. All this work has the potential to contribute to the well being of the whole earth and all life on earth. In the process of working from the whole to specifics in this way, children come to the history of their own nation.

In the study of history, children in the Montessori environment for six to twelve year olds examine the concept of migration. Various human groups have built up large banks of knowledge in order to meet their physical and spiritual needs in their particular region of the earth. The way this knowledge has been shared, until recently, has been through migration. This sharing is now possible through modern modes of communication.

In an Advanced Montessori Training Course held in Kodaikanal, India, in March 1944, Dr Maria Montessori described the Montessori approach to the teaching of history in the following way:

We have to show a different side of history to the children, where history is understood as the documentation and testimony of mankind. Man the worker who transformed the initial desolate landscape, the world in its primordial state into the present Garden of Eden. Man the provider, the generous, the tireless worker, and the one who possesses the great spirit of self-sacrifice. Those are the men who are god's chief agents on earth for continuing the work of creation, all of us.

Geography

The study of geography in the Montessori *cosmic education* curriculum shows children how the physical configurations of the earth contribute to the history of humans. Children discover how everything, including non-living things such as the air, rocks, water, wind and sun, as well as living things, the plants and animals explored in the study of biology, are interconnected and interdependent, everything working together to make up the ecological whole. Children discover that each non-living element has an important role to play, and that each obeys that set of natural laws that lead to the formation of the universe. The study of physical geography becomes the basis for the study of economic geography, which shows the interdependence of all human beings. In this way, children discover how the physical configuration of the earth contributes to the history of all people who live on the earth.

The study of geography is presented as a series of discussions and stories, with the help of charts and experiments to illustrate key points. Each story or discussion opens up a new area of geography, providing a key to further exploration. These keys enable children to understand the physical world in which they live.

When children have an understanding of how the earth was formed, and the laws that underpin the formation of the earth, they are able to follow their interests to explore any aspect of geography, including:

- oceans
- rivers
- mountains
- winds.

As children follow these interests, they become aware of:

- different geographical regions
- terrains within these regions
- the people who live in these regions and the types of work they undertake, and the industries they have developed over time.

The interconnecting areas of the study of geography include:

- physical geography
- scientific understanding/geology
- economic geography
- political geography
- mapping and graphing.

As in all other areas of the Montessori *cosmic education* curriculum, the geography lessons presented to the children are merely a starting point for learning and discovery. The study begins with concrete experience, first hand observation and participation. As often as possible, children go out into the field to experience and research areas of the curriculum for themselves.

Biology

In the Montessori *cosmic education* curriculum biology highlights the interdependence of all living and non-living things within the environment and the ways in which these interdependent relationships are sustained. The aim of this area of the curriculum is to foster in children an ecological view of the web of life and a feeling of responsibility for the environment. To provide children with an intellectual tool for ordering and relating information about the biological world, systems for classifying living things are introduced.

The study of biology includes both botany and zoology. Children engage in a range of activities through which they investigate and classify the plant and animal kingdoms. They examine:

- the internal and external parts of plants and animals
- the vital functions of plants and animals, including locomotion, nervous system, respiration, nutrition, reproduction, comparing these functions in different classes of plants and animals across the evolutionary time scale.

In summary, studying biology in this way offers children a means for classifying plants and animals, allowing them to order and relate biological facts. The study reveals how systems of classification follow evolution. Children discover that each life form on earth, while apparently selfishly fighting for its own survival, is in reality serving the good of the whole. Dr Montessori called this phenomenon the *cosmic plan*.

Science

Montessori environments prepared for children from six to twelve years have fully equipped science areas in which children undertake experiments relating to all areas of science, including:

- astronomy
- physics and chemistry
- geography and geology
- biology, including botany and zoology

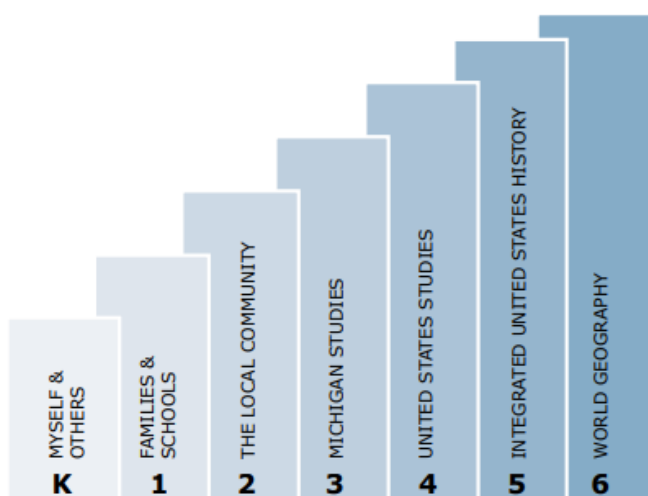
When children enter the environment prepared for six to nine year olds, the first science experiments they encounter reveal basic knowledge that helps them understand:

- the formation of the solar system
- the earth and its parts
- life on earth
- the needs of plants and animals.

Subsequent science experiments enable children to explore in more detail topics in geography, history and biology. As children complete the experiments, and design some of their own, they learn about the struggle of life to survive and evolve, and the benefits of this vast work over millennia. Children come to see that they have a place in the universe, and in the web of life, as well as a responsibility to contribute to their world in productive ways. As a result children begin to engage in problem-solving activities relating to themselves and their role in the natural and social environment. Most importantly, they learn that their life is full of meaning.

Social Studies

In Montessori learning environments prepared for six to twelve year olds, the *cosmic education* curriculum introduces children to the study of the universe, the earth and life on the earth. Through this study they come to understand themselves more fully, as well as the contributions they can make to life on earth and human society. **Building on this foundation, children also study the community, Michigan, and United States. This work builds on the experiences presented to children in Children's House, covering the following areas:**



Montessori students aged from six to twelve years are also encouraged to participate in community service activities. These activities provide students with opportunities to experience first-hand what it means to contribute as an active citizen to the wider Australian community.

Inquiry and Research

The foundation of the Montessori interdisciplinary *Cosmic Education* curriculum is the study of history, the study of the unfolding of events over time. In the Montessori context this means a study of time from its beginning when the universe came into being, as well as the history of the Earth and its formation, the history of life on earth, the pre-history of humans and the recorded history of humans from ancient civilisations to the present. This approach provides a chronological framework from which flows the study of geography and of all the sciences: astronomy, physics and chemistry, geology and biology. In the same way, a topic from any of these curriculum areas can be related back to the study of history. This interdisciplinary, cross-curricular approach, established in the telling of the *great stories* and elaborated in the *key lessons*, orients students as they formulate questions for further inquiry and as they design and undertake research projects.

The pedagogy that integrates history, geography and science in the Montessori *Cosmic Education* curriculum is comparable with, but not exactly the same as, project-based and inquiry-based approaches to the study of these subject areas. In the follow-up to the telling of the *great stories* and the presentation of the lessons, students repeat exercises with materials that embody the knowledge as many times and with as many variations as their interest dictates. This may include sorting, labelling and matching activities, and building arrays, with cards and charts, solving prepared puzzles and problems on command cards, or other exercises that reinforce the relevant knowledge, skill or understanding.

Through discussions with classmates, their teacher, and others in their community, and following their own interest, students come to identify one or more aspects of the area of knowledge they wish to research in

more detail. This becomes the basis for a line of inquiry that leads to a *great work*, or project. The work can be done in small groups, pairs or individually. The students choose who they will work with and request assistance from the teacher or other knowledgeable person as needed. Each project represents an opportunity for students to gain, extend, consolidate and enhance knowledge and skill across the curriculum. Initially, the teacher or a more experienced classmate might model how to complete a project, and collaborate on group projects, before students are ready to undertake a project on their own.

The following steps of a great work project are an indication only. The structure, extent and duration of projects are adjusted and adapted to match the students' interests and abilities (See also Harvey 1998).

The Steps of a Great Work Project

- Students identify the research topic and list what they already know about it.
- Students list what they still want to find out about the topic. This will involve some initial browsing through reference materials and perhaps discussion with others, as well as follow-up work with Montessori materials embodying the foundation concepts that structure the knowledge domain.
- Students identify the focus of the research and draft an inquiry question or purpose statement. These will often emerge from ideas and discussions based on a *great lesson*. Students may need support as they learn how to limit the field of their inquiry and to identify a focus for their research. At this point it might be important to establish a 'finish by' date.
- Students plan their research by preparing an outline. This step will often involve the use of Montessori charts and/or card arrays presented in *key lessons*. For example, an outline to guide research into an aspect of history might be based on the *fundamental needs of humans* chart or the *charts of history* questions. An outline to guide research into an aspect of geography or science might, for example, be based on:
 - a series of experiments, for example, experiments that reveal properties of the three states of matter
 - card material classifying the geographical features of the earth
 - a botany chart representing the leaf as the plant's food factory
 - the animal or plant classification charts
 - one 'age' of the *timeline of life*
 - the *great river* chart as a basis of a study related to economic geography
- In discussion with the teacher and classmates, students identify the knowledge and skill they will need in order to undertake the research and to present their findings. As they design their project, students are presented with one or more relevant lessons from any area of the curriculum. Lessons that provide students with knowledge and skill relevant to research projects might cover the following topics:
 - literacy knowledge and skills, including etymology and word study to build vocabulary; relevant reading strategies for researching this topic; *parts of the book* lesson for understanding how to use books for reference; using the library and the Internet; note-taking, summarising, paraphrasing and record-keeping for collecting and collating information; referencing to record and acknowledge sources; writing specific types of texts for presenting findings, editing and proofreading (from the Language Curriculum)
 - types of measurement needed for the project (from the Geometry and Measurement Curriculum)
 - methods for collecting, representing and interpreting data required for the project (from the Mathematics Curriculum)
 - elements, principles and use of instruments and/or variety of media for presenting findings (from Music, Visual Arts, Study of Style: Visual Images in Language, Drama and/or Dance Curriculum tables)
- Students undertake their research, accessing resources as needed. The project might include organising a *going out* field trip, for example, to observe the subject of the inquiry first hand, to visit a museum or library, or to meet an expert in the field.
- When students have gathered all the information and/or data they can, they begin sorting through everything they have. They will think about appropriate ways to organise the information they have collected, for example, in categories or along a timeline. If they have collected measurements, they will apply knowledge of data and statistics to select ways for displaying the data visually and for interpreting what the measurements reveal. This phase of the project might include eliminating material that is no longer relevant, or undertaking more research to fill in gaps. During this phase students will also record what they have not been able to find and questions they might like to pursue in the future.
- Students plan the way they will present their research findings. This will include a project report made up of factual writing and images with bibliography, presented on paper or digitally. Students might also present

what they have found using literary texts, persuasive texts and/or multimodal presentations involving model-making, music, drama and visual arts.

- Students complete drafting, editing and proofreading and/or rehearsing.
- Students present their project report and/or performance.

History, Geography and Science Curriculum for Children Aged Six to Nine Years

Content Strand	Knowledge, Skills and Understandings	Activities and Resources
	<i>Typically children will:</i>	
Time		
Time: first knowledge	Explore ways to represent the passing of time Sequence and record major events of own life in timeline format Explore the concepts of past, present and future	Activities include: - recording the passing of time in informal ways - demonstrations and exercises for exploring ways to represent time spatially e.g. on a timeline - activities and games for establishing the importance of a standard measurement of time - creating personal timelines with illustrations and writing e.g. <i>My Life</i> in months/years; <i>My Family</i> in years - transforming a class 'diary' into a timeline - activities for exploring how the <i>three fundamental tenses</i> (past, present, future) are expressed in language. Resources include: - <i>personal timelines</i> outlines - photographs and drawings; family members - digital camera - the <i>three fundamental tenses</i> card material.
Measuring time: day	Understand concept of a day Measure time across a day in hours, minutes and seconds Read analogue and digital clocks (hour, half hour, quarter hour, minute) Read digital clocks (24-hour time) Research the telling of time in different times and cultures	Activities include: - <i>parts of the day</i> demonstrations, games and exercises - learning units of time that subdivide the day, spelling and etymology of their names, abbreviations - creating <i>My Day</i> booklets for hours and fractions of hours (e.g. half past, quarter to) and minutes - lessons and exercises to learn tell the time (spoken), accompanied by notation (words and symbols) - recording the timing of daily routines - reading and creating timetables and itineraries e.g. for the class or school, for an excursion or <i>going out</i>; television and public transport timetables - <i>grace and courtesy</i> e.g. telling the time or estimating time needed to be punctual for a lesson or meeting, or to meet a deadline - researching the telling of time e.g. the way

Measuring time: day	Understand concept of a day Measure time across a day in hours, minutes and seconds Read analogue and digital clocks (hour, half hour, quarter hour, minute) Read digital clocks (24-hour time) Research the telling of time in different times and cultures	Activities include: - <i>parts of the day</i> demonstrations, games and exercises - learning units of time that subdivide the day, spelling and etymology of their names, abbreviations - creating <i>My Day</i> booklets for hours and fractions of hours (e.g. half past, quarter to) and minutes - lessons and exercises to learn tell the time (spoken), accompanied by notation (words and symbols) - recording the timing of daily routines - reading and creating timetables and itineraries e.g. for the class or school, for an excursion or <i>going out</i>; television and public transport timetables - <i>grace and courtesy</i> e.g. telling the time or estimating time needed to be punctual for a lesson or meeting, or to meet a deadline - researching the telling of time e.g. the way people told the time in the past; the link between astronomy, navigation and time; Greenwich mean time - imagining how people might tell the time in the future. Resources include: - the <i>parts of the day</i> card material - teaching clocks with moveable hands and card material - clock stamps - different types of instruments for telling the time e.g. clocks, watches, a sundial, candle and water clocks - command cards; word problems - reference and research materials (paper-based, digital, web-based, multimedia).
	Understand the link between the rotation of the earth and <i>am/pm</i> notation Use <i>am/pm</i> notation in own work Use knowledge of <i>am/pm</i> to explore time zones around the world	Activities include: - demonstrations and exercises to link earth's rotation with <i>am/pm</i> notation - activities to explore etymology of terms <i>ante meridian</i> and <i>post meridian</i> - making <i>My Day</i> booklets for <i>am/pm</i> time - research projects e.g. comparing time zones in two or more parts of the world, time zones and air travel. Resources include: - <i>day and night</i> chart - models of globe and sun - <i>time zones</i> work chart - command cards; word problems - reference and research materials (paper-based, digital, web-based, multimedia).

Measuring time: year	Understand concept of a year Measure time across a year in months and weeks Use a calendar Understand sequence and duration of events across years Understand the counting and notation of the years	Activities include: - <i>the year and its parts</i> demonstrations, games and exercises - counting and notating years e.g. of own life span, family birthdays and life spans - creating a time line of <i>My Life</i> - creating a personal calendar - creating charts and booklets - converting a calendar to a timeline - using a calendar or diary to record and/or plan events. Resources include: - the <i>parts of the year</i> card materials - calendar and card materials - photographs; family members - <i>golden bead</i> number cards - command cards; word problems - reference and research materials (paper-based, digital, web-based, multimedia).
Measuring time: century	Understand concept of a century Measure human history in centuries Understand the terms BC and AD, and BCE and CE Compare the time since the coming of humans to the history of the earth	Activities include: - <i>BC/AD</i> stories, demonstrations, games and exercises - extending concept of <i>BC/AD</i> to <i>BCE/CE</i> - student presentations and research projects. Resources include: - <i>BC/AD timeline</i> and card material - <i>timeline of millennia</i> - <i>long black line</i> - reference and research materials (paper-based, digital, web-based, multimedia).
The history of the Earth		
The creation of the Universe and the formation of Earth	Explore and discuss the creation of the universe Imagine the dimensions of the universe: the span of time, the vastness of space, the number of stars Consider the laws and forces behind the formation of the universe and the earth: cold and heat, energy and matter, time and space, the speed of light, forces of attraction, the three states of matter, the effect of cold and heat on matter (contract/expand), volcanoes and water vapour Build knowledge of the history of the earth Undertake experiments using knowledge of safe use of materials, tools and equipment	Activities include: - <i>great story: the formation of the universe</i>, including <i>the history of the earth</i>, with demonstrations and experiments - <i>how to</i> lessons demonstrating safe use of materials, tools and equipment used in experiments - independent work with experiments and charts - <i>going out</i>, excursions and guest speakers - making timelines, charts and models, artwork - student presentations, discussions, factual and creative writing, drama - research projects. Resources include: - charts - equipment for demonstrations and experiments - reference and research materials (paper-based, digital, web-based, multimedia).

The coming of life	Build an overview of the history of the earth: - formative era - the coming of life: Precambrian era - the coming of plants and animals: Palaeozoic, Mesozoic, Cenozoic, Neozoic eras Explore ways of understanding the coming of life on earth (Precambrian era): the work of the sun, air, water and rocks; the cleaning of the oceans by the protozoa, the sponges and the corals Build understanding of the geological time scale Using the three kingdoms (<i>mineral, plant, animal</i>) as a guide/scaffold for thinking about the earth	Activities include: - <i>great story: the coming of life</i> - <i>clock of eras</i> presentation and activities - etymology lessons for the names of the eras - from <i>the clock of eras</i> to <i>the timeline of eras</i> - activities to explore <i>non-living/living; live/dead; the three kingdoms</i> (mineral, plant, animal) e.g. sorting activities, research in the environment, discussions - making timelines, charts and models, artwork - student presentations, discussions, debates (e.g. between the sun, air, water, rocks and tiny creatures), factual and creative writing, drama - research projects e.g. creation stories from different times and places used to explain the coming of humans to the earth. Resources include: - <i>clock of eras</i> - <i>timeline of eras</i> - card material - reference and research materials (paper-based, digital, web-based, multimedia).
The evolution of life	Build understanding of the evolution of life on earth: - eras: <i>Palaeozoic, Mesozoic, Cenozoic, Neozoic</i> - ages: <i>trilobites/invertebrates, sea lilies, fish, amphibians, carboniferous period, reptiles (Triassic and Jurassic), flowers, birds and giant, then smaller, mammals</i> Build understanding of the links between the evolution of life and the changing surface and climate of the earth e.g. volcanoes, ice ages, changes in continents and oceans Build understanding of the expanses of time before and after the arrival of life on earth Build understanding of the evolutionary time scale Consider questions such as: - how over time plants and animals evolved more effective ways to care for and protect their young - how a relatively small creature without sharp teeth or claws, with no scales nor fur, who cared not only for their own young, but for others, could become so influential on the earth	Activities include: - showing the transition from the <i>clock of eras</i> to the <i>time line of life</i> - the <i>time line of life</i> initial presentation and stories of each era and exercises - etymology lessons for terms on the timeline - exploring the symbols in the timeline: ice ages, continent maps, mountains, red lines - working with manipulable symbols and pictures of plants and animals on the blank timeline - making timelines, charts and models, artwork - student presentations, discussions, debates, factual and creative writing, drama - research projects e.g. movement of tectonic plates, volcanoes and ice ages, the rise and fall of different life forms, study of a particular era or age, fossils, making evolutionary timelines for particular plants and/or animals. Resources include: - timelines, manipulable pictures and labels, charts, models - reference and research materials (paper-based, digital, web-based, multimedia).
Human history		

Fundamental needs of humans	Recognise and build understanding of the fundamental survival needs of humans, both spiritual (religion, arts/culture, adornment) and material (food, clothing, defence, transport, shelter) Understand history in terms of humans attempting to meet their fundamental needs across time and place Track the development of ways humans have met each fundamental need across time (vertical study) Review the ways humans met all their fundamental needs at one point in history (horizontal study) Use the fundamental needs taxonomy to guide/scaffold exploration of customs and practices of family and local community Use the fundamental needs taxonomy to guide/scaffold exploration of different cultures in different times and places	Activities include: - <i>fundamental needs of humans</i> demonstrations, lessons and discussions - activities with <i>timeline of millennia</i> and picture material e.g. transportation through the ages (vertical); how people met their fundamental needs in an ancient civilisation or in Europe in the Middle Ages (horizontal) - <i>going out</i>, excursions and guest speakers - making timelines, charts and models, artwork - student presentations, debates, factual and creative writing, drama - research projects using the fundamental needs taxonomy as guide/scaffold e.g. history projects, researching the needs and roles of people (parents, teachers, doctors, fire fighters, farmers, bakers, police) and social institutions in the local community (home, school, library, clubs). Resources include - <i>fundamental needs of humans</i> charts 1 and 2 - <i>timeline of humans</i> 1 - <i>timeline of millennia</i> - card material: pictures, labels and written descriptions for how each human need was met at different points in history - artefacts - reference and research materials (paper-based, digital, web-based, multimedia).
The coming of humans	Build understanding of the coming of humans on earth Build understanding of the expanses of time before and after the arrival of humans on earth Build understanding of the links between the changing surface and climate of the earth (e.g. ice ages) and the development of humans Build understanding of relative length of time humans have been on the earth Gain some understanding of human ancestors, the world they lived in and their special characteristics: adaptable mammals walking upright with free hands, opposable thumbs; ability to think, reason, imagine, love, migrate, communicate Explore how early humans in Palaeolithic times learned to meet their fundamental	Activities include: - <i>great story: the coming of humans</i> - linking the <i>timeline of humans</i> with the <i>clock of eras</i>, <i>the long black line</i> and the <i>timeline of life</i> - the <i>hand chart</i> activities and discussions e.g. the significance of opposable thumbs - tracing the ages of humans from the Palaeolithic to the present - exploring how Palaeolithic humans met their fundamental needs - etymology lessons for the names of early humans and the ages of humans - making timelines, charts and models, artwork - student presentations, discussions, factual and creative writing, drama - <i>going out</i>, excursions and guest speakers e.g. Indigenous Australian speakers, members of different communities, museum visits - research projects e.g. creation stories from different times and places used to explain the coming of humans to the earth;

	needs Recognise the difference between pre-history and history	human ancestors; early humans Resources include: - <i>long black line</i> - <i>timeline of life</i> - <i>timeline of humans</i> - <i>the hand chart</i> - <i>fundamental needs of humans</i> charts 1 and 2 - card material - reference and research materials (paper-based, digital, web-based, multimedia).
Society and civilisation	Use the fundamental needs taxonomy to guide/scaffold exploration of how different civilisations have met their fundamental human needs Build first knowledge of some ancient civilisations e.g. Indigenous Australian, Mayan, Polynesian, Babylonian, Ancient Egyptian, Ancient Greek, Roman	Activities include: - presentations, lessons and discussions - making timelines, charts and models, artwork - student presentations, debates, factual and creative writing, drama - <i>going out</i>, excursions and guest speakers e.g. Indigenous Australian speakers, members of different communities, museum visits - research projects e.g. using <i>fundamental needs of humans</i> chart to research and prepare a project on an ancient civilisation Resources include: - <i>fundamental needs of humans</i> charts 1 and 2, and card material - <i>timeline of millennia</i> - <i>timeline of civilisations</i> (from 4,000 BC) - reference and research materials (paper-based, digital, web-based, multimedia).

See Appendix for Michigan and United States Curriculum

The Earth		
Globes to maps	Understand how 2D maps are used to represent the 3D globe Name and identify parts of the earth: <i>continents, oceans</i> Review and consolidate knowledge of the names of the continents and of the oceans	Activities include: - demonstrating how continents and oceans on a 3D globe can be represented on a 2D map - locating continents and oceans on the globe - activities to consolidate knowledge of names, including etymology and spelling - labelling continents and oceans on maps - making first maps - <i>going out</i>, excursions and guest speakers - research projects. Resources include: - sandpaper globe, blue and white globe - puzzle map of continents, labels - reference and research materials (paper-based, digital, web-based, multimedia).

Landforms	Review knowledge of and define major landforms: - <i>island/lake</i> - <i>peninsula/gulf</i> - <i>isthmus/strait</i> - <i>cape/bay</i> - <i>archipelago/chain of lakes</i> Locate on maps major land and water forms in: - the world - Australia - home state	Activities include: - demonstrations, model-making and labelling of pairs of landforms with modelling clay and water - building definitions - reading activities: sorting and matching pictures, labels and definitions; organising jumbled definitions, booklets - finding particular land and water forms on maps e.g. world map, map of Australia - making maps, charts, models and booklets - <i>going out</i> and excursions e.g. museums, land and water forms in the environment - guest speakers - research projects. Resources include: - globe - equipment for making models of <i>land and water</i> forms - card material: diagrams, labels, definitions, booklets - photographs and maps - map-making equipment - reference and research materials (paper-based, digital, web-based, multimedia).
Maps and plans	Understand the cardinal points of the compass and how they are used Use a compass Read maps to find locations Draw simple plans Make maps	Activities include: - the <i>story of direction</i>: north, south, east, west and intermediate directions e.g. north east - using a compass for orientation and to find the way - measure length and area using both informal and formal units (as detailed in Measurement and Geometry curriculum) - drawing plans for simple objects; using plans to build models - drawing plans and building models of a classroom or house (real and imaginary) - drawing plans of the local area, with a key and with directions marked - learning the <i>map-maker's alphabet</i> - creating and reading treasure maps - using maps to find the highest and lowest points on the earth - <i>going out</i>, excursions, guest speakers. Resources include: - globes, photographs and maps - equipment for making maps - points of the compass card material - reference and research materials (paper-based, digital, web-based, multimedia).

The creation of the universe	Explore and discuss the formation of the universe Explore laws and features of the universe: the cold of space, the speed of light, how small the Earth is Explore the three states of matter: - solid/liquid/gas - rigid/elastic/plastic solids - fluid/viscous liquids - how matter changes state	Activities include: - <i>great story: the formation of the universe</i>, including <i>the history of the earth</i>, with demonstrations and experiments e.g. experiments comparing solids, liquids and gases and their properties - <i>how to</i> lessons demonstrating safe use of materials, tools and equipment used in experiments, as needed - dramatising the three states of matter - independent work with experiments - <i>going out</i>, excursions and guest speakers - research projects. Resources include: - equipment for demonstrations and experiments - reference and research materials (paper-based, digital, web-based, multimedia).
The Earth and the solar system: the sun's family	Identify the major bodies of the solar system: <i>sun, planets, moons</i> Compare the relative sizes of the sun and the planets, and the distances between them Learn the names and sequence of the planets Explore forces acting on the planets: <i>attraction, centrifugal and centripetal, inertia, gravity</i>	Activities include: - solar system demonstrations and lessons; experiments - making charts and models of the solar system, including scale models outdoors - activities to learn names, including etymology and spelling - <i>going out</i>, excursions and guest speakers e.g. planetarium, observatory - research projects e.g. individual planets, the moon, the story of Pluto to explore the definition of a planet, comparing planets, other bodies in the solar system such as asteroids and comets, Earth as the 'Goldilocks' planet, crystals. Resources include: - sun and solar system charts and models - equipment for demonstrations and experiments - reference and research materials (paper-based, digital, web-based, multimedia).
The formation of the earth	Build knowledge of the geological development of the earth e.g. cooling of the earth, the settling of heavier and lighter substances Explore the changing of matter during the formation of the earth: - the cosmic dance: hot air rises - <i>the time of the volcanoes</i>: matter changing state - <i>the Sun's beautiful daughter</i>: erosion, evaporation, crystallisation Explore the formation of the layers of the earth: - weight/density - <i>barysphere (core and mantle)</i> - <i>lithosphere (crust)</i>	Activities include: - demonstrations and experiments e.g. how different solids and liquids settle according to weight; how the Earth's surface folds and fractures - independent work with experiments and charts - making simple models e.g. of the earth and its layers, rock strata, folds and fractures; labelling models - collecting different types of rocks; identifying strata, evidence of volcanoes, mountains, folds and fractures in the environment - <i>going out</i>, excursions and guest speakers

	- hydrosphere - atmosphere Consider how the surface of the earth (<i>the mineral kingdom</i>) was formed: <i>stratification of rocks, formation of mountains, folds and fractures, types of rocks</i>	- research projects, including those involving measurement of mass, distance and temperature (See Measurement and Geometry curriculum) and recording, displaying and interpreting of data (See Mathematics curriculum) Resources include: - charts e.g. <i>cosmic dance</i> (cooling of the earth), <i>the sun, the time of the volcanoes, the sun's beautiful daughter, solar system, layers of the earth</i> - equipment for demonstrations, experiments, measurement, recording and displaying - reference and research materials (paper-based, digital, web-based, multimedia).
Geography: first classification	Review the layers of the earth: - barysphere (<i>core and mantle</i>) - lithosphere (<i>crust</i>) - hydrosphere - atmosphere Name and explore parts of the atmosphere Name and define major features of the earth's surface (lithosphere): <i>islands, coasts, mountains, plains, valleys</i> Name and define major features of the hydrosphere: <i>seas, glaciers, rivers, lakes</i> Identify parts of volcanoes	Activities include: - demonstrations and model-making of features; building definitions - activities to learn names, including etymology and spelling - reading activities: sorting and matching pictures, labels and definitions; organising jumbled definitions, booklets - identifying features in the environment e.g. islands, coasts, mountains, volcanoes, plains, valleys, rivers, lakes - finding features on maps e.g. world map, map of Australia - making maps, charts, models and booklets - <i>going out</i> and excursions e.g. museums, features in the environment - guest speakers - research projects. Resources include: - equipment for making models - card material: diagrams, labels, definitions, booklets - <i>layers of the earth</i> chart - geography charts, photographs and maps - map-making equipment - reference and research materials (paper-based, digital, web-based, multimedia).
Solar energy and the Earth	Build knowledge of the effects of sun on the Earth: - sunlight absorbed and stored by the earth; visible and invisible heat - the rays of the sun falling on the earth at different angles (perpendicular and oblique) - the sun and the atmosphere: the blanket of the earth, rain (evaporation and condensation), the formation of wind (air takes up space, air and water, warm air expands and rises, cold air sinks, air currents), air pressure (high, low); heating and cooling (timing)	Activities include: - demonstrations using charts, models and card material e.g. globe and light bulb; representations of sun's rays falling on earth; using candle, incense and balloon to demonstrate how heat is stored and dispersed and warm air rises and expands; game of air - activities to learn names, including etymology and spelling - independent work with models - keeping records; making charts, models and booklets

		- <i>going out</i> and excursions e.g. museums, observation in the environment - guest speakers - research projects, including those that involve measurement of volume and temperature (see also Measurement and Geometry curriculum) and recording and displaying of observation data Resources include: - geography charts, photographs, models - equipment for making models and measuring - moveable card material: diagrams, labels, definitions; booklets - reference and research materials (paper-based, digital, web-based, multimedia).
Movement of the Earth	Build knowledge of the effects of the movement of the earth - the revolution of the Earth around the sun - the rotation of the Earth tilted on its axis - night and day; hottest and coldest parts of the day - time zones: longitude - seasons, solstices, equinoxes - calendars and leap years - latitude and the five parallels: <i>Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic circles</i> - the zones of the earth - climate	Activities include: - demonstrations using charts, models and card material e.g. globe and light bulb; what would happen if the earth did not rotate - activities to learn names, including etymology and spelling - independent work with models - keeping records; making charts, models, maps and booklets - <i>going out</i> and excursions e.g. museums, observation in the environment - guest speakers - research projects e.g. comparing Australia's time with time in other parts of the world, daylight saving time. Resources include: - equipment for making models - card material: diagrams, labels, definitions, booklets - <i>sun and earth</i> charts; <i>time zone</i> charts - photographs - reference and research materials (paper-based, digital, web-based, multimedia).
Seasons and weather: first knowledge	Undertake simple atmospheric experiments: - observe weather from season to season - measure weather elements e.g. rain, temperature, air pressure, wind speed Build understanding of types of weather, and their causes, in relation to the seasons	Activities include: - demonstrations and models - <i>how to</i> lessons for using equipment to measure temperature, rainfall, wind speed and air pressure - <i>how to</i> lessons on recording, representing and interpreting weather data, including comparing variables (see Mathematics curriculum) - daily observation and record-keeping - organising data on graphs or charts - <i>going out</i>, excursions and guest speakers - research projects. Resources include:

		- weather observation equipment - observation and record-keeping charts - reference and research materials (paper-based, digital, web-based, multimedia).
Economic geography: the work of humans	Build first knowledge of the economic work of humans and the products humans make and use by exploring questions such as: - <i>Who are the workers who produce the products we use everyday?</i> - <i>Where do food and clothes come from, who produces them and how do they reach us?</i> - <i>What do workers need so they can produce the things we use everyday?</i> - <i>What do different workers produce? e.g. the farmer, the baker</i> Develop gratitude for the work of others and how their work benefits us	Activities include: - demonstrations with real products, charts and card material - locating where products come from and exploring why - observation in the environment - <i>going out</i>, excursions and guest speakers - making art work, models, maps, drama - student presentations, factual and creative writing - independent research projects e.g. where different products come from, what different producers make; explore the work of those in service industries e.g. nurses, doctors, police, teachers - applying knowledge about money (see Mathematics curriculum) and representing and interpreting data (see Mathematics curriculum) to content covered in Economic Geography lessons and activities Resources include: - <i>economic geography</i> card material - objects and artefacts - reference and research materials (paper-based, digital, web-based, multimedia).
Biology		
The plant kingdom: kinds, parts, functions	Observe and name the parts of plants: - <i>leaf, root, stem, flower, fruit, seed</i> Understand the basic needs of plants Recognise, name and describe plants of different types in the local environment Build awareness of the relations between plants and humans e.g. useful, harmful Build first knowledge of a simple plant classification system: non-vascular and vascular, without and with seeds, non-flowering and flowering Compare fungi and plants Discover links between the system for plant classification and the evolution of plants	Activities include: - <i>how to</i> lessons, as needed, demonstrating safe use of materials, tools and equipment used in experiments and for gardening and horticulture - growing plants, gardening, caring for indoor plants - demonstrations and experiments - dissecting plants and labelling parts - drawing and recording - measuring length, mass and temperature as needed (See Measurement and Geometry curriculum) - recording, representing and interpreting data before and after manipulating variables such as water, sunlight, temperature (See Mathematics curriculum) - making models, charts and booklets - building definitions - <i>first knowledge of the plant kingdom</i> reading

	Build a first knowledge of the functions of the parts of plants e.g. plants and the nitrogen cycle, plants and the water cycle, roots and erosion, the leaf as a food factory/photosynthesis/making oxygen Explore variations in the parts of plants: types of leaves, roots, stems, flowers, fruits, and seeds	and sorting games and exercises - <i>first classification of the plant kingdom</i>: lessons, exercises, independent work - <i>needs and functions of plants</i>: demonstrations, experiments, independent work - classification of the parts of plants: demonstrations, experiments, observation, independent work - <i>going out</i>, excursions and guest speakers, <i>Bush Care</i> projects - botanical drawing - research projects e.g. one particular plant, the plants in a particular place such as the backyard, the park, a gully, a creek. Resources include: - <i>first knowledge of the plant kingdom</i> 'Who am I?' pictures, labels, descriptions, question cards - <i>first classification of the plant kingdom</i> demonstrations and exercises the <i>timeline of life</i> - botany charts: <i>needs of the plant</i> - botany charts: <i>leaf, root, stem, flower, fruit, seeds</i> - classification material: pictures, labels, cards, definitions, booklets - plant specimens - reference and research materials (paper-based, digital, web-based, multimedia).
The animal kingdom: kinds, parts, functions	Observe and build knowledge of a variety of animals Build first knowledge of Australian animals (native, domestic and exotic/feral), particularly in the local environment Build awareness of the relationships between animals and humans e.g. useful, harmful Identify the external parts of vertebrates Gain understanding of the classification of animals: <i>monera, invertebrates, vertebrates</i> Build a first knowledge of the five classes of vertebrates Build first knowledge of the functions of internal parts of vertebrates Build first knowledge of the external and internal parts of invertebrates Discover links between the system for animal classification and the evolution of animals	Activities include: - <i>how to</i> lessons for caring for classroom pets safely and in accord with animal welfare guidelines - demonstrations - drawing and recording - making models, charts and booklets - <i>first knowledge of the animal kingdom</i> reading and sorting games and exercises - <i>first classification of the animal kingdom</i> demonstrations and exercises - demonstrations, lessons, observations, reading and labelling games to explore the external and internal parts of vertebrates and invertebrates - <i>going out</i>, excursions and guest speakers - student presentations, factual and creative writing - research projects e.g. particular animals, animals living in a particular place such as the backyard, a rock pool, a farm. Resources include: - <i>first knowledge of the animal kingdom</i> 'Who am I?' pictures, labels, descriptions, question cards - <i>first classification of the animal kingdom</i>

		charts and card material - <i>external and internal parts of animals</i> - pictures, labels, cards, booklets and definitions - the <i>timeline of life</i> - live animals - reference and research materials (paper-based, digital, web-based, multimedia).
The vital functions of living things	Develop language to discuss the vital functions of living beings: <i>element, atom, molecule, cell, photosynthesis</i> Compare vital functions of different classes of plants and animals including: - preserving life/building new cells: <i>respiration, nutrition, circulation</i> - preserving life/relating to the outside: <i>support/skeleton, sensation, movement</i> - preserving the species: <i>reproduction, protection of the young</i>	Activities include: - <i>comparative study of vital functions</i> story, demonstrations, activities - reading, labelling and sorting activities - building an array of moveable material to compare vital functions - <i>going out</i>, excursions and guest speakers - student presentations, factual and creative writing - research projects. Resources include: - <i>vital functions</i> card material and chart - all materials for exploring the kinds, parts and functions of living things - reference and research materials (paper-based, digital, web-based, multimedia).

History, Geography and Science Curriculum for Children Aged Nine to Twelve Years

Content Strand	Knowledge, Skills and Understandings	Activities and Resources
	Typically children will:	
Time		
Time: extension	Complete, review, consolidate and extend knowledge of time covered in curriculum for children aged from six to nine years: - hours, minutes, seconds - telling the time: analogue/digital; 12-hour/24-hour - days, weeks, months, years - decades, centuries, eras Review knowledge of links between passage of time and the revolution and rotation of the Earth: - am/pm - time zones - seasons	Activities include: - activities to consolidate ability to keep track of and record the passing of time covered in the six to nine curriculum - activities to increase automaticity, speed and accuracy with telling, reading and recording the time using a variety of time-keeping methods - activities to build skills in reading a range of different types of timetables and itineraries - activities to build skills with using knowledge of time to plan and record work, experiences, experiments, field trips e.g. work diaries, project timelines, journals - <i>grace and courtesy</i> lessons and discussions to consider planning and punctuality - designing timelines for different time scales e.g. hours, days, weeks, months, years, decades, centuries, eras - research projects related to time e.g. the relation between time and space, use of time in navigation and astronomy, researching and building models of different time-keeping devices. Resources include: - watches and clocks - journals and diaries - materials in the environment - reference and research materials (paper-based, digital, web-based, multimedia).
The great fable of evolution	Explore what the unfolding history of evolution has to teach us: - as species grow more abundant and powerful, they do not necessarily increase in intelligence - less powerful species that are more adaptable and/or intelligent, and with the strongest instinct to protect others, survive the difficult times Identify significant evolutionary transitions: - from water to land (plants): algae, lichen, roots for water, leaves for food from sunlight, forests to make oxygen, development of pollen/fruit/flowers - from water to land (animals): gills to lungs, fins to legs, amphibians to reptiles to birds and mammals with feathers and fur,	Activities include: - the <i>time line of life (2nd level)</i> presentation and discussion - model-making, artwork, spoken presentations, debates, factual and creative writing, drama - research projects e.g. the rise and fall of different life forms, study of a particular era or age, Charles Darwin, the Wallace line, the evolution of particular plants and/or animals. Resources include: - the <i>timeline of life</i> - manipulable pictures and labels, charts, models - reference and research materials (paper-based, digital, web-based, multimedia).

	societies of insects - from small to large needing support (shell to exoskeleton to skeleton with spinal column) - enlargement at top of spinal column to brain - development of senses and circulation system with a heart e.g. fish	
The significance of the coming of humans	Review, consolidate and extend the overview of human history covered in the curriculum for children from six to nine years Extend exploration of the relation between geology, climate and the development of early humans and their societies (glacial and interglacial periods) Identify distinguishing human features: - erect posture, free hands and opposable thumbs, language, small teeth, developed brain - can only be human if they live in a human community - ability to reflect on the past (i.e. study history) and to work for the future - a conscience i.e. the ability to love, be concerned for and work for others, even those they might never meet Compare evolution of specialised organs in animals to adapt to particular environments and the evolution of specialised activities in humans to adapt to many environments (forest, plain, coast, mountain, river, valley; cold, temperate, hot) Trace the evolution and development of early humans in more detail: Australopithecus, <i>homo habilis</i>, <i>homo erectus</i>, Neanderthal, Cro-Magnon and modern humans Build an overview of human history from the Palaeolithic to the present Trace the evolution and development of human activities: tools, fire, art, clothing, hunting and gathering, shelter, settlement and farming Discuss the responsibilities that come with the expansion of human knowledge and power over the earth and the recognition that all non-living and living phenomena are interdependent	Activities include: - review and extension of the great story: <i>the significance of the coming of humans</i> - building a framework for studying the activities and achievements of human communities from early humans to the present - discussing the significance and role of humans on the Earth e.g. comparing natural phenomena and human structures and accomplishments; the responsibility of humans to use resources sustainably and to care for plant and animal life; ways humans can work with the environment in harmony with nature - <i>going out</i>, excursions and guest speakers - making timelines, charts and models, artwork - spoken presentations, debates, factual and creative writing, drama - research projects e.g. the evolution of the human hand, primates (society, tool use, communication), human origins in Africa, early tools and discoveries, what it means for humans to live sustainably (e.g. representing and comparing population and resource use data to identify trends and critical variables, and their effects) Resources include: - <i>fundamental needs of humans</i> charts 1, 2 - <i>timeline of humans</i> - <i>timeline of the hand</i> - <i>timeline of inventions</i> - <i>chart of interdependencies</i> - card material - reference and research materials (paper-based, digital, web-based, multimedia).

Society and civilization (2nd level)	Explore the rise and fall of human civilisations Consider questions raised by the study of human history, including: - <i>What is history?</i> e.g. people and events of the past; both joy and sorrow - <i>What do we study when we study history?</i> e.g. change and how it effects people - <i>What do historians use for evidence?</i> e.g. objects, graphic and written records - <i>Why do we read and write biographies?</i> e.g. to learn about people who shaped the past and influence the present - <i>Why do we study history?</i> e.g. to understand how the past shapes the present and influences the future; to understand our country and our world Consider questions raised by the study of each human civilisation, including: - <i>Why did the civilisation thrive in that location?</i> e.g. temperate climate, near a body of water, fertile soil - <i>Why did the civilisation fall?</i> e.g. natural disaster, famine and disease, poor use of resources, climate change, conflict and corruption Use the <i>history question</i> charts to guide/scaffold the study of a society or civilisation: - environment - tools and activities - culture - relations between people within the society and with other societies Explore great civilisations of the past including the civilisations of the Pacific, India, China, the Americas (Inuit, native American, Mayan, Toltec, Inca, Aztec, Olmec) Mesopotamia (Sumeria, Babylon, Assyria), Egypt, Phoenician, Hebrew, Persian, Greek, Roman	Activities include: - presentations: <i>time line of civilisations</i> (2nd level); <i>three phases of history</i>; using the <i>history question</i> charts to guide/scaffold research into different civilisations - making timelines of particular civilisations, charts and models, artwork - student presentations, discussions and debates, factual and creative writing, drama - <i>going out</i>, excursions and guest speakers - research projects e.g. in-depth study of one society or civilisation past or present. Resources include: - <i>fundamental needs of humans</i> charts 1 and 2, and card material - <i>timeline of millennia</i> - <i>timeline of civilisations</i> (from 4,000 BC) - <i>timeline of Indigenous Australians</i> - <i>history question</i> charts - <i>people of different zones</i> chart - <i>artefacts</i> - reference and research materials (paper-based, digital, web-based, multimedia).

Migration	Study the movement of humans across the globe over time Explore the impact of migration on human history	Activities include: - demonstrations and lessons; <i>three phases of history, migration charts</i> - making charts and maps of the migration of particular peoples, artwork and models - student presentations, discussions and debates, factual and creative writing, drama - <i>going out</i>, excursions and guest speakers e.g. Indigenous Australian speakers, members of different communities, museum visits - research projects e.g. migration to the Australian continent/Oceania region at different times in history, population data, statistics, trends and effects across time and place Resources include: - <i>fundamental needs of humans</i> charts 1 and 2, and card material - <i>timeline of millennia</i> - <i>timeline of civilisations</i> (from 4,000BC) - <i>history question</i> charts - <i>migration</i> charts - reference and research materials (paper-based, digital, web-based, multimedia).

The study of the world		
Study of countries other than The United States	Build knowledge and understanding of other countries in the world, using the following headings as a guide/scaffold: - position on the earth - physical geography - political geography - economic geography	Activities include: - demonstrations and lessons - <i>going out</i>, excursions, conducting interviews, writing letters, listening to guest speakers - making maps, posters, artwork and models - research projects e.g. studying one country in depth; comparing two or more contrasting or similar countries using one or more headings - student presentations, factual and creative writing. Resources include - <i>economic geography</i> card materials - artefacts and natural materials - maps, models, photographs - reference and research materials (paper-based, digital, web-based, multimedia).
Study of the United Nations	Build knowledge and understanding of the United Nations, its structure, its agencies and the work of the UN in aid work, food security, development, emergency relief and peace-keeping Build knowledge and understanding of other international organisations, both government and non-government, in fields such as aid and development, trade, culture, defence and sport Consider relations between nations: - world powers - developed and developing nations - treaties (bilateral, multilateral, international) - effects of one nation's actions on other nations	Activities include: - demonstrations and lessons - <i>going out</i>, excursions, conducting interviews and guest speakers - making maps, posters, artwork and models - debates and discussions - research projects e.g. studying one or more agencies or organisations in depth (e.g. Commonwealth of Nations, Pacific Islands Forum, ASEAN, EU); compare and evaluate two or more organisations that work in the same field; find out how children in developing nations meet their fundamental needs - review and interpret data provided by the UN and its agencies as relevant to project work (See Mathematics curriculum) - student presentations, factual and creative writing. Resources include - reference and research materials (paper-based, digital, web-based, multimedia).

The Earth		
Map reading and making	Review, consolidate and extend skills in compass and map reading	Activities include: - demonstrations and lessons: <i>the story of direction</i> - compass reading exercises and projects; making a compass - using the sky to navigate (sun and stars) - map-making exercises and projects; using and extending <i>the map-maker's alphabet</i>, designing keys - reading a scale and drawing to scale (<i>How big is it? How far is it?</i>) - drawing plans and building models of increasing complexity e.g. street maps, plans of rooms and buildings, plans of models - measuring mountains and representing them on paper - reading and drawing contour lines, large scale ordinance survey maps - <i>going out</i>, excursions and guest speakers - research projects e.g. history of cartography and navigation, mapping projects, orienteering. Resources include: - relief maps, atlas, different types of maps, street directories - different types of compasses - equipment for making maps
	Review, consolidate and extend map-making skills	
	Review, consolidate and extend skills in drawing plans	
	Review, consolidate and extend knowledge of longitude, latitude and degrees	

		- reference and research materials (paper-based, digital, web-based, multimedia).
Universe, solar system and the earth: 2nd level	Review, consolidate and extend knowledge of the formation of the universe and solar system covered in the curriculum for six to nine year olds, including: - forces that shape the universe: attraction, centrifugal and centripetal, inertia, gravity, friction - the structure of matter: atoms and molecules; elements and compounds; mixtures, suspensions and solutions; structure of crystals - types of energy: solar, kinetic, mechanical, chemical, nuclear, and their production - transfer of energy e.g. heat to mechanical energy - magnetism and electricity Review, consolidate and extend knowledge of the Solar System covered in the curriculum for six to nine year olds, including: - the sun and other stars - the relative size of the earth in the Universe and Solar System - the Sun's family: planets, moons, asteroids, comets Review, consolidate and extend knowledge of the formation of the earth covered in the curriculum for six to nine year olds, including - cooling of the earth - formation of the oceans - erosion - three states of matter; density - composition and layers of the earth - tectonic plates; continental drift - volcanoes and earthquakes Review, consolidate and extend knowledge of the surface of the earth (lithosphere; <i>the mineral kingdom</i>) covered in the curriculum for six to nine year olds, including - stratification of rocks - mountain building: folding, faults, fractures - classification of rocks, crystals and gems	Activities include: - demonstrations and lessons with charts, models and experiments - <i>going out</i>, excursions and guest speakers - observations and record-keeping - growing crystals, making rocks - independent research projects - artwork, making models and charts, drama - making simple machines and circuits - student presentations - factual and creative writing - measuring volume, mass, temperature and extend to learning about measurement of force and energy - recording observations and measurements and representing and interpreting data (See Mathematics curriculum) Resources include: - geography charts - equipment for demonstrations and experiments - reference and research materials (paper-based, digital, web-based, multimedia).
Solar energy and the Earth: 2nd level	Review, consolidate and extend knowledge of the effects of the sun on the earth covered in the curriculum for children aged from six to nine years, including: - sunlight absorbed, stored and dispersed by the earth - the rays of the sun falling on the earth at different angles (perpendicular and oblique) - the effect of the atmosphere on the sun's rays	Activities include: - demonstrations and lessons with charts, models and experiments - <i>going out</i>, excursions and guest speakers - independent research projects - observations and record-keeping e.g. measuring temperature, distance and angles, recording observations and measurements, and representing and interpreting data (See Mathematics

		curriculum) - artwork, making models and charts, drama - student presentations - factual and creative writing. Resources include: - geography charts - equipment for demonstrations and experiments - reference and research materials (paper-based, digital, web-based, multimedia).
Movement of the earth: 2nd level	Review, consolidate and extend knowledge of the effects of the movement of the earth covered in the curriculum for children aged from six to nine years, including: - the revolution of the Earth around the sun - the rotation of the Earth tilted on its axis - night and day; hottest and coldest parts of the day - time zones: longitude - seasons - latitude and the five parallels: <i>Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic circles</i> - temperature zones and climate	Activities include: - demonstrations and lessons with charts, models and experiments - <i>going out</i>, excursions and guest speakers - independent research projects - observations, measurements, record-keeping, representing and interpreting data (see Mathematics curriculum) - artwork, making models and charts, drama - student presentations - factual and creative writing. Resources include: - geography charts - equipment for demonstrations and experiments - reference and research materials (paper-based, digital, web-based, multimedia).
The work of air: atmosphere and wind	Build knowledge and understanding of atmospheric phenomena, including: - air pressure - how wind is formed and wind systems - sea and land breezes - the effect of the atmosphere on the earth's temperature - planetary winds Build knowledge and understanding of the work of the wind, including: - planetary winds and ocean currents - how waves are formed - wind erosion	Activities include: - demonstrations and lessons with charts, models and experiments - <i>going out</i>, excursions and guest speakers - independent research projects - observations, measurements, record-keeping, representing and interpreting data (see Mathematics curriculum) - artwork, making models and charts, drama - student presentations - factual and creative writing. Resources include: - geography charts, including <i>work of the air</i> charts - card material - equipment for demonstrations and experiments - reference and research materials (paper-based, digital, web-based, multimedia).

The work of water	Build knowledge and understanding of the work of water, including: - how rain is formed - clouds - snow and hail - dew, frost and fog - rivers: the origin of rivers, the life of a river, waterfalls, river mouth; rivers of the world; actions of a river - caves: stalactites and stalagmites - water erosion - valleys and canyons - plains - formation of earth pillars - lakes; underground water - destruction of rocks - the work of ice: freezing and thawing - glaciers, glacial valleys, moraines - the water cycle - water and plants	Activities include: - demonstrations and lessons with charts, models and experiments - observing and recording temperature, rain and wind direction; graphing temperature and other data, and comparing trends, variables and effects (see Mathematics curriculum) - reading and making weather maps - making snow flakes, clouds - making a model of a river - artwork, making models and charts, drama - student presentations - factual and creative writing - <i>going out</i>, excursions and guest speakers - independent research projects. Resources include: - geography charts, including <i>work of the water</i> charts, including river and erosion charts, water cycle and weather charts - card material - equipment for demonstrations and experiments - reference and research materials (paper-based, digital, web-based, multimedia).
Economic geography: the work of humans	Review, consolidate and extend knowledge of economic geography covered in the curriculum for children aged from six to nine, including: - interdependency of all humans - natural resources: non-renewable and renewable - production and consumption; cost of living - imports and exports - movement of products: world trade; balance of trade - movement of peoples: migration, refugees Build knowledge of current social and economic problems and opportunities, for example: - poverty and unemployment - social and economic reform - new and emerging technologies; the effects of technological change - global communication - resources: non-renewable, renewable, sustainable Undertake an enterprise: design, make and market a product Study in detail a person, past or present, whose life's work has been significant or influential	Activities include: - demonstrations and lessons with charts and models e.g. <i>great river</i>, <i>chart of interdependencies</i> - <i>going out</i>, excursions and guest speakers - independent research projects - making models, charts and timelines - collecting data, making graphs and other visual data displays for interpretation (see Mathematics curriculum) - student presentations and dramatic performances - factual and creative writing, biography - designing, making and marketing a product - community service. Resources include: - <i>chart of interdependencies</i> - economic geography card material - the <i>great river</i> chart - maps and graphs - project timeline - reference and research materials (paper-based, digital, web-based, multimedia).

Biology		
The plant kingdom: botany	Review, consolidate and extend knowledge of classification, parts and functions of plants Explore and build understanding of the vital functions of plants: - preserving life/building new cells: needs of plants, nutrition, transforming non-living to living, plants and water, roots and their growth, circulation of nutrients and water, transpiration, plants and the sun - preserving life/relating to the outside: plant sensitivity to light, water, gravity and heat; ways plants 'travel', how plants attach themselves - preserving the species: ways plants reproduce; ways seeds travel Extend knowledge of plant evolution and adaptation Understand the importance of plants in the web of life (ecology): providing food and oxygen, preventing erosion Respect and value the gifts plants give humans: converting the sun's energy into food, restoring and protecting the atmosphere and soil, shade, material for building, clothing and heating, beauty, renewable resource	Activities include: - applying knowledge of plants (classification, parts, functions) to gardening and horticulture experiments and projects - demonstrations, observations, measurements and experiments - collecting data, making graphs and other visual data displays for interpretation (see Mathematics curriculum) - exploring the functions of plants in more detail - building layouts with card material - dissecting plants, labelling parts, recording - botanical drawing and diagrams - making models, charts and booklets - building definitions - <i>going out</i>, excursions and guest speakers e.g. botanic gardens, herbarium, farm - student presentations, drama - factual and creative writing - research projects e.g. plants in zones/regions of the earth (arid, temperate, tropical, rainforest, savannah, arctic) - special projects including bush care and bush regeneration, building a vegetable or native garden, building a terrarium, growing and preserving fruit, flowers or grains/seeds, preparing meals with own produce. Resources include: - botany charts, card material, pictures, labels, definitions and booklets (classification, parts and function) - <i>vital functions</i> card material and charts - plant specimens - reference and research materials (paper-based, digital, web-based, multimedia).
The chemistry of the plant	Review: - knowledge of the three kingdoms of nature (mineral, plant and animal) - the needs of plants Build first knowledge of chemistry: - the formula and structure of a molecule - the <i>alphabet of the universe</i> (periodic table) Apply knowledge of chemistry to plants and their functions: - making food (from minerals to proteins) - nitrogen cycle - photosynthesis	Activities include: - demonstrations and lessons with charts and specimens - building molecules with concrete material and notating the formulae - exploring the elements of the periodic table, their characteristics and ways of combining into molecules - applying knowledge of chemistry to the notation of chemical processes relevant to plants - building definitions and formulae - <i>going out</i>, excursions and guest speakers - student presentations, drama - factual and creative writing - research projects e.g. the carbon cycle

		and climate change. Resources include: - <i>vital functions</i> card material and chart - <i>periodic table</i> chart and card material - plant specimens - microscope - manipulable concrete material for constructing models of molecules - dissecting and drawing equipment - reference and research materials (paper-based, digital, web-based, multimedia).
The animal kingdom: zoology	Review, consolidate and extend knowledge of classification, parts and functions of animals: - invertebrates: <i>porifera, coelenterates, worms, molluscs, arthropods, echinoderms, cephalochordates and chordates</i> - vertebrates Review, consolidate and extend knowledge of the vital functions of animals: - review the vital functions of animals - preserving life/building new cells: respiration, nutrition, circulation - preserving life/relating to the outside: locomotion, sensation - preserving the species: reproduction, protection of young Trace the evolution of each vital function, and the development of specialist organs, from protozoa to mammal Understand the importance of animals in the web of life (ecology): food chain, roles in different environments, biodiversity Respect and value the gifts animals give humans: fertilise the soil, food, companionship, beauty	Activities include: - applying knowledge of animals (classification, parts, functions) to the care and well being of animals - observation to explore the functions of animals in more detail - building layouts with card material - learning how to dissect animals or animal parts (invertebrates, fish, frog, chicken, rat, ox heart), labelling parts and recording - drawing and diagrams - making models, timelines, charts and booklets - building definitions - <i>going out</i>, excursions and guest speakers e.g. zoo, farm, veterinary clinic - student presentations, drama - factual and creative writing - research projects e.g. animals in a particular zone or region of the earth (arid, temperate, tropical, rainforest, savannah, arctic) - special projects including care of pets and native animals, organisations concerned with the welfare of animals (WIRES, RSPCA, animal refuge), protected endangered species, keeping domestic animals for food or clothing, spinning wool from different mammals. Resources include: - zoology charts, card material, pictures, labels, definitions and booklets (classification, parts and function) - <i>timeline of life</i> - <i>vital functions</i> card material and chart - live animal (if humane) - dissecting and drawing equipment - reference and research materials (paper-based, digital, web-based, multimedia).

Chinese boxes and Tree of Life	Expand knowledge of the plant and animal kingdoms to cover the five kingdoms of life: - monera - protista - fungi - plant - animal Build knowledge of cells: types and parts Study a plant in detail Study an animal in detail Consolidate and extend knowledge of ecology and ecosystems, including: - water, carbon and nitrogen cycles - ecosystems: interrelations between light, heat, humidity, soil quality - food chains and food webs - environmental threats and opportunities: pollution, climate change, sustainability, biodiversity	Activities include: - demonstrations and building layouts with card material - activities and exercises with <i>Chinese Boxes</i> card material and charts - linking <i>Chinese Boxes</i> to <i>Tree of Life</i> - activities and exercises <i>Tree of Life</i> card material and charts - observations and experiments - using a microscope and learning about units of microscopic measurement - drawing and diagrams, labelling parts - making models, charts and booklets - <i>going out</i>, excursions and guest speakers - student presentations, drama - factual and creative writing - detailed studies and research projects. Resources include: - <i>Chinese Boxes</i> card material and charts - <i>Tree of Life</i> card material and charts - <i>chart of interdependencies</i> - microscope and related equipment - reference and research materials (paper-based, digital, web-based, multimedia).
Human physiology	Extending knowledge and understanding of the external parts of the human body and their functions Building knowledge of the internal parts of the human body: - organs - systems Using vital functions as a guide/scaffold for studying human physiology: - preserving life/building new cells: <i>respiration, nutrition, circulation</i> - preserving life/relating to the outside: <i>locomotion, sensation</i> - preserving the species: <i>reproduction, protection of young</i> Apply knowledge of human physiology to healthy living and personal development	Activities include: - locating humans in the system for classifying animals - <i>the great river</i>: story, chart and card materials - demonstrations and experiments - observing and measuring vital functions e.g. growth (mass and height), pulse rate before and after exercise; energy in food (measured in calories) (see Measurement and Geometry curriculum); record-keeping, displaying and interpreting data; identifying trends, variables and effects (see Mathematics curriculum) - drawing and diagrams, labelling parts - making models, charts and booklets - <i>going out</i>, excursions and guest speakers e.g. health professionals - student presentations, drama - factual and creative writing - applying knowledge of human physiology to own health and personal development e.g. nutrition, exercise, sleep, hygiene, eye health, reproductive health (including puberty and sex education), preventative health (including drug and alcohol education); the needs of human infants; first aid; life-saving awards; mental health - research projects e.g. detailed study of an organ or system.

		Resources include: - the <i>great river</i> chart and card material - equipment for experiments - reference and research materials (paper-based, digital, web-based, multimedia).

Creative Arts

Overview

The Montessori classroom provides every child with opportunities to build knowledge, understanding and skills in all areas of the arts, including visual art, music, drama and dance. The primary goal of creative arts education is the aesthetic development of the student. In other words, this area of the curriculum nurtures the expression of creative ideas, while at the same time building knowledge and understanding of aesthetics as a discipline recognised in the wider culture to guide the development and execution of creative ideas. As with the exercises of *practical life*, creative arts activities begin with the music, art, dance and drama that is part of the culture of the country, region or community in which the school is located. Creative arts also become integrated and interrelated with other curricular areas, including language and mathematics, history and geography, as well as biology and the other sciences.

An essential ingredient in the creative process is the ability to concentrate, to immerse oneself in one's work. Children's ability to concentrate is strengthened through the use of materials and exercises offered at the moment of interest, a central component of Montessori pedagogy. Opportunities for independent work and repetition during blocks of uninterrupted time enable students to immerse themselves in creative arts projects alongside, or integrated into, their work in other areas of the curriculum.

The Montessori creative arts curriculum, as with other areas of the Montessori curriculum, are not 'worked through' in a rigid way. The curriculum is an expansive framework within which *key lessons* offer knowledge and skills needed for independent work. In creative arts the key lessons enable children to develop knowledge, understanding and appreciation, as well as the development of skills and techniques that enable them to follow their interests independently.

The Montessori approach to creativity is summarised by Dr Montessori (1965b: 289) in the following way, in this case, with reference to the teaching of visual arts:

To confer the gift of drawing we must create an eye that sees, a hand that obeys, a soul that feels; and in this task the whole of life must cooperate.

Similarly, in the context of the Montessori music curriculum, Miller (1996: 4) writes:

The development of perception is enhanced through all of the Montessori educational materials. The control of the body and hand is enhanced through manipulation of materials, through the arrangement of the environment so that it calls for muscular control, and through specific movement exercises. This basic control of hand and body make possible the further refinement of movement necessary for the development of techniques which are needed for creative expression ... Montessori activities are designed for the 'whole child' rather than just for the head, or just for the hands or just for the emotions.

The music curriculum includes the use of concrete materials through which children study the elements of music, including patterns of musical sound as well as musical notation and terminology. Building on this foundation, children develop knowledge and skill in composition and performance. In the same way children are given the opportunity to study the elements of visual art, language arts, drama and dance as a basis for future creative expression in these areas. In this way they build confidence in themselves as doers, thinkers and creators.

The key lessons of the creative arts curriculum, as much as possible, should be delivered by the classroom teacher. There are several reasons for using this approach. The use of specialist teachers interrupts the

extended work period and can inhibit spontaneous musical, artistic, dramatic or dance projects, because children are less likely to apply knowledge gained outside the classroom, from a specialist, to their own classroom work. Furthermore, when specialists are used, some children may feel they also must be 'a specialist' in order to undertake, for example, a simple musical project. Instead, children in Montessori classrooms are exposed to generalist teachers who exhibit confidence in undertaking any artistic study together with their students. In all this work, the purpose is to expose children to the arts, not to perfect techniques. Children whose interests are in perfecting techniques would need to pursue additional studies with private teachers. Specialist teachers, however, might at times be invited to the class to extend children's knowledge and skills in particular areas they wish to pursue in more detail or to a higher level. Specialists might also coordinate large group projects.

The creative arts curriculum outlined below covers a wide variety of strands and topics to enable children to pursue their own interests and abilities at their own pace. For this reason, curriculum documents for children aged from six to nine and for those aged from nine to twelve are the same. A lesson or presentation given at the younger level will be repeated and expanded at the older level, with the expectation that the older children will reach a higher level of achievement. As many of the elements of the content strands are interrelated, more than one area can be combined in a presentation with older children, for example, using household objects to print repeating patterns, using primary and secondary colours. This combines elements and principles of design, repetition, colour, pattern, variety, rhythm, with the technique of printing and the use of the medium of paint.

Art Appreciation

Art appreciation is an important aspect of the Montessori creative arts curriculum. By looking at the artworks of others children see how others have created unique works using a range of knowledge, skills and techniques. Children are encouraged to think about and discuss why something is painted a particular way, or the historical events that might have influenced the artist and the work. This habit of talking about art also creates a positive climate and a language for discussing their own artworks. In addition, when children explore the artwork of others, they are more able to develop their own ideas and approaches, for example, by emulating the style, technique or feelings conveyed by an artist they have studied. Montessori art appreciation card materials allow children to learn about different artists and their works independently.

Excursions and *goings out* include visiting museums and art galleries, and attending a variety of performances. Professional artists are also invited to visit the classroom, to talk about and demonstrate their works, methods and ideas. These activities widen the children's view of the creative arts and expose them to different cultures and ideas.

The appreciation of the work of artists and designers spans all areas of the curriculum. Because all areas of the curriculum are presented to students in the context of the innovation and creativity of those whose ideas lie behind specific areas of knowledge and skill, students are encouraged, at relevant points in the delivery of the curriculum, to develop their own interest and skills in and critical appreciation of, for example:

- the representation of designs in nature (e.g. images or models from fields such as astronomy, geology, meteorology, botany, biology)
- the design of a science experiment or the solution of a mathematical problem
- the design of an exterior or interior space (e.g. landscaping and garden design, interior design of a new classroom)
- design based on geometric shapes, both 2D and 3D
- works of literature as verbal art
- the composition of works that combine multiple modes of communication and design, for example, presentations (paper-based and electronic); drama and film; graphic novels, cartoons and comics; video and digital works (e.g. websites and other online presentations).

Visual Arts

The visual arts are integrated into the *Cosmic Education* curriculum because the natural and the human world are sources of inspiration for artistic expression, as described by Pottish-Lewis (2009:44) in the following way:

The first source of beauty to which a human is exposed is the earth and its inhabitants, whether organic or inorganic. ... The world is filled with special kind of aesthetic wonder: beauty surrounds us in the interaction of colour, line, shape and form: the colours of a sunset, the lines of the mountain tops, the shapes and forms created by canyons and hills, the geometric patterns on the shells of snails, the variety of corolla designs. Not only can we find beauty in the natural landscape, we can see it in buildings, bridges, buttresses, and many things that are the creation of the human's inventive mind.

In the Montessori view, educating the hand to draw and the eye to perceive and to make aesthetic judgements provides children with the skills needed to create their own visual art. Inspiration and artistic creation derive from both the development of mechanical technique and freedom of spirit. In Montessori classrooms prepared for children from six to twelve years old children participate in small and large group presentations in which they learn the basics elements and principles of the visual arts. They learn skills and techniques, and how to use a diverse array of media, as well as appreciation of art works relevant to the skill being taught. Each skill and technique is taught in isolation. Children are then given time to experiment with this skill alone, before creating works incorporating other skills and techniques. They are introduced to various art media and techniques in order that they may use it for their own creative expression rather than using it to duplicate someone else's creativity.

The Montessori classroom for children of this age includes an art area that is always available for the children to use. The material in the art area includes activities that isolate skills (e.g. motif design, wood carving, colour blending) and activities that allow for creativity using all the skills acquired in basic exercises. Through the exercises of practical life children are familiar with the routines involved in preparing and cleaning up art materials. Uninterrupted blocks of time allow children to complete artworks at their own pace and to their own satisfaction.

Montessori environments prepared for children aged from six to twelve have the atmosphere of a workshop. Materials for a variety of activities, including art materials, must be available at all times so that the children can integrate art activities into other activities across the spectrum of disciplines. Art activities are not organised as separate and individual activities, but in sets of related media and tools that the children must choose from according to the needs of the activity. Keeping the art materials in order requires cooperation between children and a high level of responsibility. This is very different from the self-contained activities of the *Children's House* and is a major aspect of the *practical life* of the class. There may also be an area or room designated for larger projects, projects requiring specialised equipment and cooperative art activities across levels, although this should not turn art into an activity only done in a specialty room.

Art making and design are frequently integrated across the curriculum, for example, in language (calligraphy, illustration), mathematics and geometry (2D and 3D design, technical drawing, diagrams, data display), the sciences (model-making, botanical drawing) and the social sciences (model-making, illustration, visual arts across time and cultures). Children's artwork is evaluated in its own right, relative to the goal of the work attempted, rather than in comparison to the work of others.

Geometry is an area of the curriculum that is intimately related to art. The Geometry materials are used for design work in a number of ways. Techniques using tools such as the compass, straight edge, protractor and ruler are shown early in the environment for six to nine year olds so that the children can do creative follow-up work with geometric design, angles, lines, shapes and both two- and three-dimensional constructions.

Handwork is an extremely important part of art activity in Montessori environments prepared for six to twelve year olds. It is connected to the 'hand that works' are of the history curriculum. The children benefit from being taught the basics of many types of handwork such as weaving, woodwork, needlework, clay, *papier-maché* and knot work, as well as work with yarn such as spinning, knitting, crocheting and dyeing. These folk traditions have had enormous significance for humanity and connect the children to their historical heritage.

In the Montessori view handwork is very important in a society that has become heavily mechanized. Dr Montessori believed that children, through handwork, stay connected to the source of human technological developments and, therefore, to their own humanity. Handwork also carries much cultural significance and can play an important part in preserving the integrity and identity of an individual culture in a world that outwardly moves towards homogenization. Folk art projects can also extend the children's understanding of other cultures and time periods and provide variety in the ways in which the children explore history and geography.

Visual arts activities also help build community. Beautifying the school, for example, can involve cooperation across age groups. The children might create displays, maintain a gallery of their work and combine efforts to bring art into every area of the school, both inside and outside, using a variety of media, e.g. a quilt or a sculpture garden. A community project might also include the use of a variety of media, including visual and verbal media, digital still and video cameras, online media, and performance, both dramatic and musical, that enable the students to share their work on the project with as many people in the community as possible.

Art Curriculum for Children Aged Six to Twelve Years

Content Strand	Knowledge, Skills and Understandings	Activities and Resources
	<i>Typically the child will:</i>	
Introduction to Art	Understand the reasons humans have developed and created art	Activities include: - story of art - group discussion - independent research. Resources include: - the fundamental needs of humans charts - timelines of humans.
Elements and Principles of Design		
The seven elements of design - line - shape - form - colour - value - texture - space	Recognise and understand the use of each design elements Experiment with the use of each element in isolation Analyse artworks to identify the elements Create artworks using each element Discuss critically and represent graphically the way elements of design are used to make an image pleasing or significant in some other way e.g. composition, unity, perspective Begin generating art works to communicate ideas	Activities include: - discussion of definitions, with examples, for each design element - review of each element - projects and activities relating to each element - integrating art with mathematics and geometry. Resources include: - art appreciation cards - prints - older children combine elements in more complex projects.
The seven principles of design - emphasis - balance and proportion - contrast - movement - rhythm - pattern - variety - harmony	Recognise and understand the use of each design principle Experiment with the use of each principle in isolation Analyse artworks to identify the principles Create artworks using each principle Discuss critically and represent graphically the way principles of design are used to make an image pleasing or significant in some other way e.g. composition, unity, perspective Begin generating art works to communicate ideas	Activities include: - group discussion of definitions, with examples of each design principle - review of each principle - projects and activities relating to each principle. Resources include: - art appreciation cards - print - older children combine elements in more complex projects.

Study of colour	Become familiar with historical colour derivation and use Name, recognise and experiment with primary and secondary colours and their relationships to one another Differentiate and experiment with values and hues Differentiate and experiment with warm and cool colours Differentiate and experiment with complementary colours Reflect upon the origin of colour and its use in art through history	Activities include: - the <i>story of colour</i> - experiments - using items from nature to derive dyes and other materials to use in art projects - independent projects around the theme of colour - independent projects exploring another design element or principle.
Skills and techniques, tools and media - drawing and line - collage - painting - pottery - printing - textiles - woodwork - mosaic - photography - electronic drawing tools - equipment for making video and animation	Realise what artists do, who they are and what they make Discuss, and represent graphically, qualities that make an image pleasing Demonstrate proper tool use, skills and technique in various media Begin generating art works to communicate ideas using a variety of skills, techniques, processes, conventions and technologies Express opinions and preferences about various media and their usage	Activities include: - group discussion - independent research (e.g. works by Australian artists) - exploration and application of various media - integration with other subject areas, e. g. exploration of different cultures or historical periods, making simple looms or making paper - school events/activities (e.g. exhibition, local competition, end of year concert, school play, book week) - excursions to art galleries, exhibitions, museums, cinema.
Sculpture and Ceramics - clay - papier maché - wire - recycled materials	Use the forms of sculpture to make artworks according to varying requirements Begin to interpret the meaning of 3-D artworks Experiment with and appreciate the use of particular techniques	Activities include: - group discussion - independent research (e.g. works by Australian sculptors and ceramicists) - exploration and application of various media - school events/activities (e.g. exhibition, local competition, end of year concert, school play, book week) - excursions to art galleries, exhibitions, museums. Resources include: - art card materials - art reference books - timelines.
Appreciation of visual arts		
Art History	Distinguish between contrasting styles of artists on the basis of elements and principles Be familiar with some of the names of famous	Activities include: - group discussion and activities revolving around similarities and differences of style

	artists Distinguish between contrasting periods in art history Discuss periods of art and express preferences using some art terminology Recognise and explore different schools of art e.g. Realism, Impressionism, Cubism Recognise and explore different art forms of different cultures through time	- independent research - experimentation with creating art works in the style of particular eras and schools - folk art projects. Resources include: - art appreciation card materials - art history reference books - prints - art timelines.
Artists: life and work	Understand that artists create for different reasons and that various interpretations of their works are possible Investigate subject matter as an attempt to represent likeness of things in the world Explore the role of art in society Identify connections between subject matter in artworks and what they refer to Appreciate the use of particular techniques Recognise that audiences respond in different ways to artworks and that there are different opinions about the value of artworks	Activities include: - group discussion - independent research, including Indigenous and other Australian artists of the past and present - experimentation with creating art works in the style of a particular artist - preparing responses, reviews and interpretations (spoken and written) to works of visual art. Resources include: - art appreciation cards - art history reference books - prints - art history timelines.
Folk Art	Experiment with techniques and media used by various peoples around the world Gain appreciation for the variety of artistic expression in various cultures Find links to work in history, geography and biology	Activities include a variety of activities using different types of media. Resources include: - art card materials - art reference books - prints - timelines.
Art projects: drama work and community building	Experiment with the building of props and scenery, the making of costumes, the creation of sound effects and sound tracks, using still and video cameras Participate in art activities that involve cooperative efforts, including dramatic performances, making of videos and animations, and community projects	Art activities related to: - a school event (e.g. an exhibition, local competition, end of year concert, school play, book week) - large cooperative projects for school beautification (The children are involved in all aspects of production.) - large cooperative projects combining a range of visual and other art forms (e.g. school plays and musicals, video and animation)

Music

The Montessori music programme includes listening, singing, music theory and ear training, eurhythmics (movement and rhythm), composition, production of music (playing of instruments), history and literature. Children experience, learn about and explore the elements of music, including pitch, rhythm, intensity, timbre, form and style are included. Montessori music activities are based on one of the following two principles:

- isolation of difficulty, where an element of music is isolated for study
- experience of the whole, where children experience a synthesis of musical elements working together to create a whole work

Key lessons in music are given individually, and in both small and large groups. These lessons enable children to use music for self-expression and communication. The lessons are sequenced to build children's skills progressively, but they are also given in response to children's emerging interests.

Music is integrated into the Montessori curriculum. Music lessons are not presented as separate from other curriculum areas. For example, as part of their normal class work, children may research a musical instrument or a composer, practise a musical instrument (with the exception of percussion instruments that might be too disturbing) or compose a short piece of music. For this reason the music materials and activities are always available for the children to use. They are prepared so children can use them independently and with as much repetition as they need. As with other activities and exercises in the Montessori environment, music activities build concentration, perseverance, success and confidence.

Two distinctive music materials found in the Montessori environment for children aged from six to twelve are:

- the Montessori bells
- the Montessori tone bars

The Montessori bells are a tuned musical instrument specially designed for young children to explore musical pitch, and learn to recognise and match musical notes. This instrument comprises two series of matching moveable bells (diatonic and chromatic) in the C Major Scale. The accompanying manipulative materials enable the children to explore, and learn how to use, musical notation.

The Montessori tone bars are a tuned musical instrument designed for older children. This instrument comprises twenty-five moveable tone bars on a wooden keyboard spanning two octaves. Accompanying manipulative materials enable children to explore musical notation further, and to begin experimenting with musical composition.

Music Curriculum for Children Aged Six to Nine Years

Content Strand	Knowledge, Skills and Understandings	Activities and Resources
	<i>Typically children will:</i>	
Listening	Develop listening skills in order to enjoy music	Activities include: - listening games - guided listening activities.
Percussion	Experience percussion instruments Play percussion accompaniment to a range of music, demonstrating awareness of musical concepts, including rhythm Improvise, experiment, select, combine and order sound using musical concepts Compose a percussion piece	Activities include: - guided activities and games - demonstration and use of 'invented notation'. Resources include percussion instruments, both found and conventional.

Singing	Experience different types of singing (e.g. singing softly, singing the scale, singing simple melodies) Sing to the accompaniment of a range of music Express oneself in song including creating lyrics to a familiar piece of music	Activities include: - guided group activities and games. - group/choral singing - classroom and school productions - independent projects Resources include manuals of simple songs.
Music theory with the Montessori bells	Understand care and use of the bells Differentiate high and low sounds Explore, create, select and organise sound in simple structures including matching, grading and simple melodies Explore and recognise the scale Name the notes of the scale Explore and recognise whole steps and half steps in relation to the scale Experience and use symbols to represent sounds	Resources include: - Montessori bells - Montessori music manipulatives, including card material, wooden discs, notes and clefs, staff boards, paper.
Music theory with Montessori tone bars - sensorial introduction - naming and notating - names of the degrees of the scale - intervals - sequence of major scales - key signatures - transposition of simple songs	Understand care and use of the tone bars Experience, name and use symbols to represent sounds Explore, recognise and name the degrees of the scale Explore, recognise and name intervals Explore, recognise and name the sequence of major scales, including sharps and flats Explore, recognise and name key signatures Explore the transposition of songs from one key to another	Activities include: - series of exercises with the tone bars - independent notation and composition projects. Resources include: - Montessori tone bars - card materials - notation sheets.
Movement - for control - for expression	Develop controlled movement to assist in acquiring musical skills Move to a range of music demonstrating awareness of musical concepts Experience and participate in combining music with drama	Activities include: - <i>walking</i> on the line - musical movement games - classroom and school performances - excursions.

Rhythm	Experience rhythm as clapping and chanting Experience rhythm as written note patterns Recognise rhythmic patterns in music Read and write note patterns	Activities include: - rhythm games - group discussions Resources include: - card materials - clapping charts - recordings - Montessori music manipulatives
Music appreciation		
Music history and literature	Recognise and explain different musical eras (e.g. in the Western classical tradition) and traditions of different cultures Investigate a range of composers Recognise and define contrasts in music, such as vocal/instrumental or solo/ensemble Build a vocabulary for talking about musical expression Experience, appreciate, respond to, review and evaluate a variety of musical performance Express musical likes and dislikes and the reasons for a choice Compare traditional European classical music to musical styles from other times and cultures	Activities include: - guided listening activities - group discussion - visiting musicians - visits to musical performances - stories about the lives of composers. Resources include: - music history timeline - recordings - card materials - research materials.
Instruments of the Orchestra	Undertake a scientific exploration of sound Experience and discuss sounds made by a variety of instruments (e.g. violin, flute, clarinet, trumpet, electronic keyboard) Investigate instruments of the Western classical tradition as well as instruments of different cultures Understand the history, construction and use of various instruments Become aware of families of instruments (e.g. woodwind, brass, strings, percussion)	Activities include: - science experiments with sound - presentation of each instrument, including experience playing the instrument if possible - visiting musicians and instrument makers - visits to musical performances. Resources include: - card material - reference books and other research materials.

Music Curriculum for Children Aged Nine to Twelve

Content Strand	Knowledge, Skills and Understandings	Activities and Resources
	<i>Typically children will:</i>	
Singing	Sing to an increased range of music including folk, historical, classical, pop and world music Experience a variety of songs and appreciate the role of song in history and culture Express oneself in song, including creating lyrics to a familiar piece of music Build a repertoire of songs	Activities include: - guided group singing activities - group discussion - classroom and school productions - independent song writing projects - visiting performers - visits to singing performances. Resources include: - repertoire of songs - music history timeline.
Movement	Experience and participate in combining music with drama Recognise and use movement as an integral part of musical expression in free movement, drama and formal dance	Activities include: - guided group activities - classroom and school productions - visits to performances.
Music theory with Montessori tone bars - sensorial introduction - naming and notating - names of the degrees of the scale - intervals - sequence of major scales - key signatures - transposition of simple songs	Understand care and use of the tone bars Experience, name and use symbols to represent sounds Explore, recognise and name the degrees of the scale Explore, recognise and name intervals Explore, recognise and name the sequence of major scales, including sharps and flats Explore, recognise and name key signatures Explore the transposition of songs from one key to another	Activities include: - series of exercises with the tone bars - independent notation and composition projects. Resources include: - Montessori tone bars - card materials - notation sheets.
Composition: percussion	Improvise, explore, select, combine and order sound Add voice to percussion sound Compose simple songs	Resources include: - rhythm cards - research materials - percussion instruments.

Music appreciation		
Music history and literature	Recognise and appreciate music, its history, eras, and traditions (e. g. in the Western classical tradition and traditions of different cultures and historical periods) Extend vocabulary for talking about musical expression Recognise and define contrasts in music, such as vocal/instrumental or solo/ensemble Appreciate music from a range of cultures and gain an understanding of the influence of culture on music Research composers and eras from a range of musical traditions Experience, appreciate, respond to, review and evaluate a variety of musical performances	Activities include: - guided listening activities - group discussion - visiting musicians - visits to musical performances - stories about the lives of composers - preparing responses, reviews and interpretations (spoken and written) of musical performances. Resources include: - music history timeline - recordings - card materials - research materials.
Understanding the orchestra	Identify the use of musical concepts and symbols in a range of repertoires Identify the use of musical concepts and symbols in a range of musical styles Become aware of different types of orchestra (e.g. symphony, chamber) Become aware of the arrangement of an orchestra on stage Collaborate to produce a musical piece	Activities include: - listening to recordings - research projects - visits to concerts - class, school and community performances.

Drama

Alongside the other areas of the creative arts, drama is integrated into the Montessori curriculum for children aged from six to twelve years. Here are some examples of ways drama is used across the Montessori curriculum.

The Montessori *grace and courtesy* lessons are presented and practised in the form of role-play. Children 'act out' effective, and less effective, ways of managing social situations. Through role-play children learn, for example, how to communicate in the classroom without disturbing others, how to ask for help, how to invite someone to join a group and how to answer the telephone.

Drama plays a key role in several areas of the language curriculum. For example, reading commands are games in which children act out what they have read. In other words, drama is used in the service of enhancing reading comprehension. In the Montessori grammar games children act out the meaning of variations in grammatical structures, in this way, learning the effect on meaning of even the slightest variation in grammatical structure. Through work with reading commands and grammar games children connect language and intentional movement.

The Montessori language curriculum also includes *interpretive reading* cards. Activities with these cards contribute to the drama curriculum for several reasons.

- They involve movement and require cooperation among the members of the group.

- They can be interpreted in a number of different ways, depending on answers to questions such as the following:
What happened before the small scene on the card?
What are the relationships between the characters in the scene?
What might happen next?
- They can be used for dramatic reading as well, helping the children discover the importance of articulation of meaning, character, emotional content, mood and intent through variation in the use of the voice and various speaking techniques, including:
loudness/softness
tempo
intonation
rhythm
emphasis
character: accent, dialect, style of speaking
articulation and enunciation

Children's independent work in subjects such as history, science and music, often lead them into preparing and performing their own simple dramatic productions. For example, in Science, groups of children act out the movement of particles in solids, liquids and gases to build greater understanding of the three states of matter, or they might prepare a dramatisation of the water cycle. Other excellent sources of material for plays include:

- fairytales and folktales from different cultures
- legends and myths
- timelines of human beings, fundamental needs of different cultures, including the children's own culture
- adaptations of professionally written plays, musicals, operas and operettas
- scenes performed in a language other than English
- dramatisations of biology, history and geography charts, for example the leaf as a food factory

Children learn specific interpretive or performance skills during drama 'games' introduced as part of a particular area of study, not as isolated instruction in drama. They put together small skits, scenes or dramatisations as their interest dictates. The children may also be involved in a play for the whole class, reflecting the work of the class. The children are involved in the writing and staging of scenes, music production, scenery, props and costumes. During projects of this kind the whole group collaborates to achieve a single goal, building community, self-discipline and a realisation of how important every detail is in a group venture on this scale. Individual children may participate at different levels, depending on age, level and interest. Through involvement in the staging of dramatic performances children experience of all the aspects of a complex creative process and come to understand the time and effort required. They also come to appreciate the work involved in theatre productions they attend during excursions and *going out* activities. Ideally, children of this age, who are interested in what happens behind the scenes, should have opportunities to visit back stage and to talk to actors, directors and those involved in staging the production.

Many drama activities can be incorporated into the physical education programme. These include theatre games, role plays and exercises that involve movement, cooperative effort, spatial orientation, coordination, body awareness, breathing techniques, improvisation and mime. An example of this is 'mirroring', where two children stand face to face. One child initiates the movements and one follows, mirroring the movements of the leader. Interpretations of music may also be done in this same context or during music lessons in the classroom.

Whole class and school dramatic and/or musical productions are also often developed and performed to celebrate special events (e.g. Children's Day, graduation). Children play key roles in all aspects of these productions, from inception to performance.

Drama Curriculum for Children Aged Six to Nine Years

Content Strand	Knowledge, Skills and Understandings	Activities and Resources
	<i>Typically children will:</i>	
Role Play	Enact with guidance the appropriate and inappropriate behaviour for everyday social situations	Activities are <i>grace and courtesy lessons</i> i.e. role-plays illustrating correct/incorrect behaviours
Drama games	Gain experience of the following: - body awareness and control - spatial awareness and intentional movement - cooperation - coordination of movement - improvisation - mime	Activities include drama and theatre games that: - isolate and build individual skills - combine skills in increasingly complex ways.
Interpreting Text	Read and dramatise the text of a specific 'command'	Resources include: - interpretive reading cards - grammar commands - grammar boxes and command cards.
Musical interpretation	Move to music to interpret and illustrate musical concepts (e.g. the life cycle of a seed to dramatise the musical scale) Move to music to express feelings and emotions conveyed by the music	Activities include: - dramatic music games - free movement to a variety of music.
Dramatic Productions	Convey story, depict events and express feelings by using the elements of drama and the expressive skills of movement and voice Build dramatic action by using the elements of drama, movement and voice Collaborate to communicate dramatic action Sequence the action of the drama to create meaning for an audience Adapt small stories from a text form to a dramatic form through the use of dramatisation and dialogue Participate in performances of plays/dramatic productions	Activities include: - reading and study of plays and dramas - excursions to dramatic performances - presentations on specific structural elements of drama and dramatic skills - group work - adapting fairy tales, narratives and story material from across the curriculum - staging plays written by or for the children in the group - videoing and/or animating plays and performances
Related activities	Experience the knowledge and skills needed to stage a dramatic production	Activities include: - costume making and prop making - scenography - creating sound tracks and sound effects - staging and direction.

Drama Curriculum for Children Aged Nine to Twelve Years

Content Strand	Knowledge, Skills and Understandings	Activities and Resources
	<i>Typically children will:</i>	
Role Play	Enact with guidance the appropriate and inappropriate behaviour for everyday social situations	Activities are <i>grace and courtesy lessons</i> (i. e. role-plays illustrating correct/incorrect behaviours)
Drama Games	Gain experience of the following: - body awareness and control - spatial awareness and intentional movement - cooperation - coordination of movement - improvisation and mime	Activities include drama and theatre games that: - isolate and build individual skills - combine skills in increasingly complex ways.
History of Drama	Develop an understanding of the role of drama in human life and culture through the ages	Activities include: - research - dramatic story telling.
Musical Drama	Use aspects of music to express and convey drama	- Activities include: - musical dramas with percussion instruments - musical dramas with a wider range of instruments music - musical drama with songs, including songs composed by the children - excursions to opera and ballet.
Dramatic Performance	Interpret and convey dramatic meaning by using the elements of drama and a range of movement and voice skills in a variety of drama forms. Understand there are different types of drama (e.g. plays, pantomimes, movies, puppetry, musicals, opera, ballet, film) Understand there are different dramatic genres (e.g. tragedy, comedy, historical)	Activities include: - discuss, read, study and perform dramas in class - experiment with playwriting - excursions to dramatic performances including musical and dance performances (e.g. opera, ballet, pantomimes, puppet shows, poetry readings and dance) - preparing responses, reviews and interpretations (spoken and written) of drama performances.
Concert Production	Devise, act and rehearse drama for performance to an audience	Activities include: - key lessons on aspects of dramatic production - rehearsals to prepare for school concert - engaging in all aspects of a dramatic performance (e.g. acting, directing, costume and sets, lighting, front of house).
Related activities	Experience the knowledge and skills needed to stage a dramatic production	Activities include: - costume making and prop making - scenography - creating sound tracks and sound effects - staging and direction - videoing and/or animating plays and performances

Dance

Learning to dance and learning to appreciate dance are both included in the Montessori creative arts curriculum, and also play a significant role in physical education. Dance is an extension of the many opportunities children in Montessori classrooms have to refine their movement and whole body coordination. Dance is often taught using specialist teachers. In this way children can be introduced to different styles of dance (e.g. folk dance, modern creative movement, jazz dance, bush dance). Children use the knowledge and skill they gain through learning dance in other areas of the curriculum. Dance is also often combined with music and drama performance. For example, the music and dance of different cultures and times may be studied in other areas of the curriculum.

Like other forms of physical activity, dance promotes awareness of the body and its potential. Dance exercises bring the children's awareness to their body alignment and their breathing, as well as the range of movement of each body part in isolation and together. Expressing oneself through dance requires exploration and the learning of techniques designed to extend range of motion, coordinate movements of different body parts, strengthen muscles and improve self-control in order to move with intent. Activities such as yoga and stretching exercises can be incorporated to draw attention to flexibility, concentration and breathing.

As well as learning about the body and its potential for movement, dance teaches the relationship of movement and space and of movement and time. The elements of dance (e.g. tempo, rhythm, dynamics, level, direction, focus and shape) bring the children into direct contact with their environment in a new and exciting way. The intimate relationship between dance and music makes dance a natural part of both the music and physical education curriculum.

Children of this age should be encouraged to practice what they have learned by creating their own dance compositions, individual, interactive and collaborative. Dance is an area of the curriculum where cooperation is encouraged. Many folk dances are excellent ways to promote social cooperation. Movement games often call for children to maintain their personal space, while respecting other's personal space (i.e. moving in different ways without bumping into each other). Other movement games require the children to coordinate different movements into a whole (e.g. creating a 'machine' with many moveable parts).

Dance Curriculum for Children Aged Six to Nine Years

Content Strand	Knowledge, Skills and Understandings	Activities and Resources
	<i>Typically children will:</i>	
History of Dance	Appreciate the role dancing has played in the human life throughout history	Activities include: - presentations, stories and research relating to the origins of dance as a fundamental human need - using dance to communicate and express meanings and feelings of peoples in different times and places.
Principles of Movement and Choreography - locomotor (travelling) movement - body awareness - non-locomotor (standing) movement - weight	Demonstrate awareness of the range of movement of the human body and its parts Demonstrate kinesthetic awareness and concentration in movement, i.e. ability to mirror another's movements Demonstrate non-locomotor movements (e.g. bend, twist, stretch, swing, sway) Demonstrate 8 basic locomotor movements (e.g. walk, run, hop, jump, leap, gallop, slide, turn)	Activities include: - movement games and exercises - stretching exercises - dancing to various types of music.

- posture - balance - space - tempo - rhythm - level - shape - direction - gesture - dynamics, energy - emotion	Demonstrate understanding of spatial concepts and locomotor movements (e. g. moving in different pathways without bumping into each other, making various shapes and defining and maintaining personal space) Demonstrate different types of changes in locomotor movement (e.g. tempo, level, dynamic) Identify and demonstrate basic dynamic contrasts (e.g. fast-slow, gentle-strong) Demonstrate accuracy in memorizing and reproducing simple movement phrases	
Dancing to Music	Demonstrate accuracy in moving to a musical beat and respond to changes in tempo and rhythm Explore and select movement, using the elements of dance to express ideas, feelings or moods Perform dances demonstrating expressive qualities and control over a range of locomotor (travelling) and non-locomotor movement.	Activities include: - movement games with rhythm and tempo - experimental/free dancing to a variety of musical styles - collaboration on projects involving dance - performance.
Composing	Explore aspects of space (e.g. relationships with others, group tableaux, changing levels and directions of actions) Create shapes in response to a stimulus (e.g. curved, square, tall, tired, animal) Link shapes by moving from one shape to another in a specific order Use elements of dance to vary movements (e.g. pathway, level, direction, tempo, duration) Create symmetrical and asymmetrical shapes Combine movement ideas in simple sequences Demonstrate the ability to use dramatic imagery or themes to improvise simple movement sequences	Activities include: - creating tableaux and dances in response to cues and imagery - composing dances to support work in other disciplines - composing dances to various types of music - composing dances in the context of drama.

Dance Styles	Perform dances from a range of contexts (e.g. bush and folk dancing, multicultural dances, modern, jazz and pop, Indigenous) Demonstrate movement skills, expressive qualities and an understanding of the elements of dance Explore, select and combine movement, using the elements of dance to communicate ideas, feelings or moods Express personal opinions about a variety of dances and their purpose	Activities include: - learning a variety of dances - visiting dancers - excursions to dance performances - dance composition.
Appreciation	Look for and identify elements of dance in their own performing and composing experiences Look for and identify dance movement in relation to themes (i.e. interpret meaning) Look for and identify the use of dance elements in dance pieces Gain experience with the vocabulary of dance elements and principles	Activities include: - viewing and discussing performances, live or on video - performing and discussing own performances.

Dance Curriculum for children Aged Nine to Twelve Years

Content Strand	Knowledge, Skills and Understandings	Activities and Resources
	<i>Typically children will:</i>	
History of Dance	Perform dances from a range of contexts Demonstrate movement skills, expressive qualities and an understanding of the elements of dance	Activities include: - learning a variety of dances from different times and places - research the origin of a dance style - visiting dancers - excursions to dance performances.
Principles of Movement and Choreography - locomotor (travelling) movement - body awareness - non-locomotor (standing) movement - weight - posture - balance - space - tempo - rhythm	Using accurate vocabulary to describe the parts of the body and types of movement Demonstrate the ability to emphasise and isolate specific body parts. Perform locomotor and non-locomotor sequences that include more complex coordination of body parts (e.g. arms and legs moving at different tempi and through different planes) Demonstrate a wide range of movement quality (e.g. abstract qualities such as sustained/percussive, vibratory, forceful, suspended)	Activities include: - movement games and exercises - stretching exercises, breathing exercises - dancing to various forms of music.

- level - Shape - direction - gesture - dynamics, energy - emotion	Demonstrate movement qualities that represent mood or character in a stylised way. Show an ability to vary elements of dance. Demonstrate safe dance practices by performing technical exercises correctly and maintaining alignment while standing and travelling. Demonstrate accuracy in memorizing and reproducing more complex movement phrases	
Dancing to Music	Explore, select and combine movement, using the elements of dance to communicate ideas, feelings or moods Perform dance sequences to different time signatures	Activities include: - experimental/free dancing to a variety of musical styles - dance appreciation - collaboration on projects involving dance - creating and performing dances - independent work according to interest.
Composing	Explore more complex aspects of the elements of dance to vary movements in composition (e.g. level, direction, size, pathway, tempo, duration, floor patterns, formations, contrast) Combine movement ideas to create phrases of movement, developing simple transitions to move from one shape or movement to another Create original shapes and movement qualities that can communicate intent (e.g. pushing/pulling, accelerating/decelerating, aggressive/gentle) Demonstrate an ability to compose individually, in pairs and in larger groups Explore ways to structure movement (e.g. repetition, contrast, floor patterns) Reflect upon the dance compositions they make	Activities include: - composition exercises - improvisation - composing dance pieces as part of dramatising particular themes or researching other areas of the curriculum - composing dances in relation to larger performance pieces - independent work according to interest.

Dance Styles	Perform dances from a range of styles, eras and cultures (e.g. bush and folk dancing, multicultural dances, modern, jazz and pop, Indigenous) Demonstrate movement skills, expressive qualities and an understanding of the elements of dance Explore, select and combine movement, using the elements of dance to communicate ideas, feelings or moods Express personal opinions about a variety of dances and their purpose	Activities include: - learning a variety of dances - visiting dancers - excursions to dance performances - preparing reviews and interpretations (spoken and written) of dance performances - integrate dances of different styles, eras and cultures into larger performances.
Appreciation	Discuss and interpret the relationship between content, meaning and context of their own and others' dances Formulate questions about dance Express opinions about dance based on knowledge of dance elements, the cultural background of the dance and music, using dance specific vocabulary Gain experience with the vocabulary of dance elements and principles through exercises and composition	Activities include: - watching performances and discussions - discussing own compositions.
School Concert	Work collaboratively to create dances which reflect particular themes and musical styles	Students choreograph, produce and perform dance routines as part of the annual school concert..

Personal Development, Health and Physical Education (PDHPE)

Overview

Movement, fitness and health have been incorporated into the Montessori curriculum from the time of the first school established by Dr Montessori more than a hundred years ago. Drawing on her medical training, Dr Montessori was keenly interested in the health of the human body, and argued strongly that physical activity and good nutrition were essential to the well-being of children. A key component of the Montessori curriculum, from birth, is a focus on the development and refinement of coordinated movement. Dr Montessori also designed gymnastic equipment for the children in her schools, and encouraged games in the open air for younger children and outdoor adventure education for older children.

The Montessori curriculum provides a repertoire of activities to enable individual Montessori schools to develop customised programmes to meet their own requirements and those of local education authorities. For children from six to twelve years, the *Cosmic Education* curriculum provides many opportunities for considering ways of improving quality of life for themselves and others in the classroom and wider community in terms of health and lifestyle, personal relationships, values education, social responsibility and social justice. Here are some examples:

- Children move freely around the classroom during the day to complete their work and to care for their environment. They can vary their place of work depending on need e.g. to sit on a chair or on the floor, to stand or walk, to have more or less light, to talk with others or to work quietly.
- Many of the activities and exercises of the curriculum incorporate physical activity, including reading and grammar games.
- The study of biology includes the story of the great river, a story that initiates the study of human physiology and emphasises the interdependence of all the organs of the human body.
- The study of history is organised around an understanding of the fundamental needs of humans, including spiritual needs (personal and artistic expression and religion), as well as material needs (food, clothing, housing, transport and defence, including defence from disease).

As in all areas of the Montessori curriculum, materials and activities designed for PDHPE are prepared to enable self-directed, independent work for individuals and groups. These materials are placed on the shelves as another choice available to the children at any time of the day, rather than at set times only. Children are also involved in research-based projects relating to PDHPE.

The key components of the Montessori PDHPE programme are:

- personal development (incorporating lessons of grace and courtesy)
- health awareness
- physical education

Personal Development (Incorporating Lessons in Grace and Courtesy)

In the Montessori classroom social behaviour is learned through observation and imitation. The three-year age range includes children at varying stages of social and emotional maturity. Older children have the opportunity to become role models and to assist younger children with resolving issues and building their social skills.

Children are shown how to manage social interactions in effective ways during small group lessons known as the lessons in *grace and courtesy*. These lessons are given at point of need in order to draw children's attention to ways of interacting with others that respect everyone in the class community and that promote harmony. These lessons can take several forms, including:

- short role-plays or mini-dramas, often highlighting inappropriate behaviour in humorous ways, then modelling more effective behaviour, or asking the children to act out more effective behaviour
- story-telling
- group discussions

Lessons in *grace and courtesy* (sometimes called *how to* lessons) include:

- how to put a chair under a table without disturbing others

- how to interrupt politely
- how to introduce one person to another
- how to express your feelings without hurting others.

As much as possible appropriate social behaviours are taught through modelling and *grace and courtesy lessons* rather than through correction. It takes time and much repetition of the *grace and courtesy lessons* before children understand and incorporate the appropriate behaviour into their own behaviour. The lessons are, therefore, repeated as necessary, but the teacher never draws attention to a particular child or group of children who 'need' the lesson. In the Montessori view, correction that embarrasses children, or makes them self-conscious, is damaging and usually counterproductive.

At all times respect of oneself and for others is emphasised. Friendships are also valued as these lay the foundation for future extended relationships. Everyday in Montessori classrooms children make their own decisions about their work and their interpersonal relationships. Children are encouraged to work together to create a miniature and harmonious society.

At the beginning of every school year each class meets to work out the rules the class needs to follow if they are to work harmoniously and productively together. The rules are reviewed from time to time and adjusted if needed. Because the children have discussed and voted on the rules themselves, they adhere to them and 'police' them far more rigorously than an adult would. Class meetings continue to be held weekly to discuss problems and issues that have arisen during the week and to work out solutions. In this way children experience the roles and responsibilities of community living.

Students in Montessori schools traditionally involve themselves in community service. This might include participation in voluntary work that assists the school community, such as fund-raising activities or events that strengthen community bonds, for example, days celebrating one or more cultures of families within the school, or activities that promote the health and well-being of members of the school community. It also might include participation in activities that contribute to the well-being of the local or wider community.

Health Awareness

There are many features of the Montessori curriculum that show children the importance of a healthy lifestyle.

- Through exercises in *practical life* children learn to care for themselves and their environment, including routines for maintaining health, hygiene and cleanliness (e.g. washing hands, cleaning teeth, pouring water to drink, preparing fruit, dressing for the climate, cleaning surfaces, washing up, sweeping floors).
- During the study of history the *fundamental needs of humans* charts initiate discussions of those things humans need to live, including good food, safe and secure housing and defence against disease. Follow-up discussions and research projects extend children's exploration and knowledge to cover nutrition, personal safety and prevention of disease.
- During the study of biology, beginning with the *story of the great river* (a metaphor for the circulation system of the human body), children learn about the functions of the different organs of the body, and the way they work together. With this knowledge children are able to consider how best to keep each organ, and their whole body, healthy and functioning properly.
- During the study of botany, children grow plants. As part of this study, they are encouraged to grow plants for food. They can then harvest and prepare the food.
- As in all other areas of the curriculum children are encouraged to research PDHPE topics, matched to children's age and interest, and to present their research to the class. Topics might include, for example, nutrition, the effect of exercise on the body, sun and road safety, or the uses of medication and/or drugs.

Physical Education

In 1947, during a training course in India, Dr Montessori described the most effective school for children aged from six to twelve in the following way:

The school for this age must be full of activity, not only for knowledge, not only for the development of the mind, but also for the development of the body.

Gymnastics was an activity Dr Montessori particular valued for the following reason:

Just as (with) movement, the gymnastics of children is necessary because, as is well known, muscles which are not exercised become incapable of performing the variety of movements of which the muscular system is capable.

She was also an early advocate of teaching young children to swim from as early as the age of four. Regular physical activity is, therefore, an essential component of the Montessori curriculum.

Very young children, infants and toddlers, are very active. They are constantly moving, whether crawling, walking, running, climbing, jumping, swinging or balancing. It is important, as children grow older, to create an environment in which they can maintain this level of physical activity, and extend their stamina and physical endurance. To achieve this, the school environment must be designed to promote regular physical activity and to extend children's physical skill and capacity. As well as opportunities for free movement in the classroom, children in Montessori schools participate in a range of games and exercises that enable them to build agility, strength and coordination progressively, from individual skills to combined, and increasingly more complex, skills. In addition they participate in a range of fitness activities, including team sport, athletics, water safety/swimming/aquatics, tennis, yoga and dance.

In the Montessori curriculum physical education lessons, materials and activities are designed following the same principles as lessons in other curriculum areas.

- Materials and activities are prepared to enable self-directed, independent work for individuals and groups. The equipment is attractive, child-sized, stored in an orderly fashion and is easily accessible to students.
- Brief initial lessons, called key lessons, give children just enough information to enable independent exploration (e.g. to introduce a skill, the rules of a game or the safe use of equipment).
- Children are free to choose to work with the materials and exercises during the work period and for as long as they like.

The Montessori sports curriculum does not emphasise competitive games. Dr Montessori (1989/1930:17) argued that once children are concentrating on an activity, they are more interested in the activity than in competition. Games are played with an emphasis on:

- enjoyment
- the gaining of new skills
- team work and collaboration
- being a good sport
- safety

Wherever possible new skills are introduced by skilled adults (e.g. certified swimming teacher).

PDHPE Curriculum for Children Aged Six to Nine Years

Content Strand	Knowledge, Skills and Understandings	Activities and Resources
	<i>Typically children will:</i>	
Personal development (incorporating lessons in <i>grace and courtesy</i>)	Acquire and use appropriate social customs and manners Accept responsibility for actions and the consequences that follow Identify ways to communicate, cooperate and care for others Use communication and cooperation skills to share feelings and meet basic needs when interacting with others Develop the ability to make decisions as an individual and as a group member Develop respect for self and for others Develop meaningful and lasting relationships and friendships	Activities include: - lessons in grace and courtesy - collaborating on learning and research - creating and reviewing class rules collectively - regular class meeting - discussing values e.g. respect, care, compassion, responsibility, tolerance, inclusion - discussing class rules that have been composed and agreed upon by the children - story-telling, role-play, drama. - participating in community service, both within and beyond the school Resources include: - three-year age range of the class community - whole school and wider community
Health Awareness	Recognise that positive health choices can promote well-being Recognise that safety depends on the environment and the behaviour of self and others Learn safety measures in the home, at school, on the street Discuss and understand factors influencing personal health choices Develop an appreciation for a healthy lifestyle Name and understand the basic internal/external parts and systems of the body and understand their functions	Activities include: - discussing and researching relevant topics e.g. nutrition/diet, grooming, hygiene including teeth, safety including road, sun, water, fire, home, school - growing fruit and vegetables to prepare and/or cook - studying internal/external parts and systems of the human body and their function. Resources include: - fundamental needs of humans chart - body function material - the great river story and chart.

Physical Education: <i>basic physical fitness</i>	Participate in physical activity, recognising that it can be both enjoyable and important for health Understand the relationship between regular and varied physical activity and health Improve physical fitness	Activities include: - free movement within the classroom - practising a variety of movements e.g. balancing, walking, running, galloping, hopping, skipping - participating in regular aerobic exercise (e.g. jogging, skipping, dance) in 10 minute sessions three to five times a week - exercises of practical life e.g. cleaning, tidying, gardening, cooking - active games across the curriculum e.g. interpretive reading, grammar games.
Physical Education: <i>sport – ball skills</i>	Follow a simple sequence that links basic movement patterns Develop eye/hand and eye/foot coordination and balance Develop ball handling skills	Activities include practising ball handling skills e.g. catching, dribbling, striking, bouncing. Resources include a range of surfaces e.g. hard flat surface, vertical wall with hard surface, large grassed area) and sports equipment (e.g. balls, bats, hoops, ropes.
Physical Education: <i>sport – game skills</i>	Perform fundamental movement skills with equipment in minor games Develop the physical skills necessary for the enjoyment of and participation in a variety of sports Develop social skills such as collaboration and a healthy approach to winning and losing Develop a sense of fair play and sportsmanship	Activities include: - key lessons and practice e.g. two/three 30 minute sessions per week or a 1- 1½ hour sport session a week - forming and working in teams - discussions, activities and exercises on the meaning of fair play.
Physical education: <i>staying safe</i>	Develop an understanding of safety in the environment and the need for safe behaviours	Activities include discussions, role-plays and exercises around safety and the practice of safe behaviours.
Physical education: <i>a selection of activities</i>	Demonstrate control in performing sequences of introductory gymnastic movements (e.g. static balance; vertical jump; spatial awareness) Participate in physical activity, recognising that it can be both enjoyable and important for health Participate in physical activity, recognising that it can be both enjoyable and important for health Perform simple dance sequences incorporating basic movement skills and patterns	Activities include participating in a range of activities adapted to children's age and capacity and appropriately supervised e.g. gymnastics, yoga, swimming and water safety, dance, athletics, bushwalking. Resources include appropriately trained teachers and appropriate venues and facilities.

	Perform familiar movement patterns in a variety of dance situations Develop strength, endurance and coordination Experience individual accomplishment, teamwork and the value of sportsmanship Build endurance and strength while participating in and enjoying the surrounding environment (particularly nature)	

PDHPE Curriculum for Children Aged Nine to Twelve Years

Content Strand	Knowledge, Skills and Understandings	Activities and Resources
	<i>Typically children will:</i>	
Personal development (incorporating lessons in <i>grace and courtesy</i>)	Display appropriate verbal and physical behaviour in everyday situations Use interpersonal processes and the related communication and cooperation skills to contribute to and enhance interpersonal and group interactions Make decisions as an individual and as a group member Use a range of problem-solving strategies in personal and social situations Develop meaningful and lasting relationships and friendships Communicate confidently in a variety of situations Demonstrate tolerance for others as unique individuals and for their culture and customs Come to an understanding of personal strengths and needs Act in ways that enhance the contribution of self and others in a range of cooperative situations	Activities include: - lessons in <i>grace and courtesy</i> - collaborating on learning and research - creating and reviewing class rules collectively - regular class meetings - discussing values e.g. respect, care, compassion, responsibility, tolerance, inclusion - story-telling, role-play, drama - school camp - peer support and mentoring - participating in community service, both within and beyond the school Resources include: - three-year age range of the class community - whole school and wider community
Health Awareness	Name and understand the internal and external parts and systems of the body and understand their functions Explain the consequences of personal lifestyle choices Describe safe practices appropriate to a range of situations Study first aid	Activities include: - detailed study of the human body e.g. structure of cells, parts and functions of the brain, glands, genes. - Life Education lessons e.g. nutrition, drug education - guest speakers and visiting health professionals - first aid information and demonstration by qualified instructor.
Physical education: <i>basic physical fitness</i>	Enjoy physical activity Improve physical fitness	Activities include: - participating in regular aerobic exercise (e.g. jogging, skipping, dance, circuits) in 10 minute sessions three to five times a week - obstacle course - partner activities.

Physical education: sport – ball skills	Develop appropriate ball skills for particular ball games and sporting situations	Activities include practising ball games regularly (e.g. handball, softball, netball, badminton, table tennis, cricket, tennis, volleyball, squash) in two/three 30 minute sessions a week or once a week at a 1-1½ hour sport session.
Physical education: sport – game skills	Participate in and use equipment in a variety of non-competitive games and modified sports Apply movement skills in team games and sports that require communication, collaboration, decision-making and observation of rules	Activities include: - non-competitive games and modified sports - discussions, activities and exercises on the meaning of <i>fair play</i> .
Physical education: staying safe	Develop an understanding of safety in the environment and the need for safe behaviours	Activities include: - discussions, role-plays and exercises around safety and the practice of safe behaviours - peer support and mentoring.
Physical education: a selection of activities	Demonstrate coordinated actions of the body when performing gymnastic sequences Refine and apply movement skills creatively to a variety of challenging situations Show how to maintain and improve the quality of an active lifestyle Perform a range of dance styles and sequences confidently Develop strength, endurance and coordination Experience individual accomplishment, teamwork and the value of sportsmanship Build endurance and strength while participating in and enjoying the surrounding environment (particularly nature) Build orienteering skills Experience success in challenging activities in a collaborative atmosphere	Activities include: - participating in a range of activities adapted to children's age and capacity and appropriately supervised e.g. gymnastics, yoga, swimming and water safety, surfing, dance, athletics, bushwalking, camping, orienteering, cycling, riding - planning for activity e.g. preparing equipment including safety equipment such as first aid kit and mobile phone; organising appropriate venue and safe transport to venue; ensuring appropriate adult supervision is available; becoming familiar with safety procedures - initial training in sport-related skills e.g. coaching, referee, life-saving, first aid, bicycle repair, care of horses Resources include appropriately trained teachers and appropriate venues and facilities..

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K-2 OVERVIEW

K-2 Grade-Specific Contexts

Kindergarten	Myself and Others	Using a familiar context for five- and six-year-olds, kindergarteners learn about the social studies disciplines (history, geography, civics and government, and economics) through the lens of "Myself and Others."
1st	Families and Schools	Students continue to explore the social studies disciplines of history, geography, civics and government, and economics through an integrated approach using the context of school and families. This is the students' first introduction to social institutions.
2nd	The Local Community	Students continue the integrative approach to social studies through the context of the local community. Students are introduced to a social environment larger than their immediate surroundings.

K-2 Social Studies Overview Chart

History	Geography	Civics and Government	Economics	Public Discourse, Decision Making, and Citizen Involvement
Living and Working Together Use historical thinking to understand the past in the local community.	The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective. Places and Regions Understand how regions are created from common physical and human characteristics. Human Systems Understand how human activities help shape the Earth's surface. Environment and Society Understand the effects of human-environment interactions.	Purposes of Government Explain why people create governments. Democratic Values and Constitutional Principles of American Government Understand Democratic Values and Constitutional Principles of American government. Structure and Function of Government Describe the structure of government in the United States and how it functions. Civic Participation Explain important rights and how, when, and where people can demonstrate their responsibilities by participating in government.	Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.	Identifying and Analyzing Public Issues Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions. Persuasive Communication Communicate a reasoned position on a public issue. Civic Participation Act constructively to further the public good.

3RD-5TH GRADE OVERVIEW

3rd-5th Grade-Specific Contexts

3rd	Michigan Studies	Students explore the social studies disciplines of history, geography, civics and government, and economics through the context of Michigan studies.
4th	U.S. Studies	Using the context of the state of Michigan post statehood and the United States, 4th grade students learn significant social studies concepts within an increasingly complex social environment. They examine fundamental concepts in geography, civics and government, and economics organized by topic, region, or issue.
5th	Integrated U.S. History	Building upon the geography, civics and government, and economics concepts of the United States mastered in 4th grade and historical inquiry from earlier grades, the 5th grade expectations begin a more discipline-centered approach concentrating on the early history of the United States. Students begin their study of American history with Indigenous Peoples before the arrival of European explorers and conclude with the adoption of the Bill of Rights in 1791. Although the content expectations are organized by historical era, they build upon students' understanding of the other social studies disciplines from earlier grades and require students to apply these concepts within the context of American history.

3rd-4th Grade Social Studies Overview Chart

History	Geography	Civics and Government	Economics	Public Discourse, Decision Making, and Citizen Involvement
Living and Working Together Use historical thinking to understand the past in the local community. Michigan History Use historical thinking to understand the past in Michigan.	The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective. Places and Regions Understand how regions are created from common physical and human characteristics. Human Systems Understand how human activities help shape the Earth's surface. Environment and Society Understand the effects of human-environment interactions.	Purposes of Government Explain why people create governments. Democratic Values and Constitutional Principles of American Government Understand Democratic Values and Constitutional Principles of American government. Structure and Function of Government Describe the structure of government in the United States and how it functions. Civic Participation Explain important rights and how, when, and where people can demonstrate their responsibilities by participating in government.	Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy. National Economy Use fundamental principles and concepts of economics to understand economic activity in the United States. International Economy Use fundamental principles and concepts of economics to understand economic activity in the global economy.	Identifying and Analyzing Public Issues Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions. Persuasive Communication Communicate a reasoned position on a public issue. Civic Participation Act constructively to further the public good.

5th Grade Integrated U.S. History Overview Chart

History	Geography	Civics and Government	Economics	Public Discourse, Decision Making, and Civic Participation
U1 USHG Era 1 Beginnings to 1620 U2 USHG Era 2 Colonization and Settlement U3 USHG Era 3 Revolution and the New Nation	G Geographic Perspective - The World in Spatial Terms - Places and Regions - Physical Systems - Human Systems - Environment and Society	C Civic Perspective - Purposes of Government - Roles and Functions of Government - Democratic Values and Constitutional Principles in American Democracy - Civic Participation	E Economic Perspective - Individual, Business, and Government Choices - Economic Systems	P Public Discourse, Decision Making, and Civic Participation - Identifying and Analyzing Public Issues - Persuasive Communication - Civic Participation

6TH-8TH GRADE OVERVIEW

6th-8th Grade Social Studies Overview Chart

Grade 6 World Geography	Grade 7 World History and Geography	Grade 8 Integrated U.S. History
Grade Level Focus	Grade Level Focus	Grade Level Focus
GEOGRAPHY G1 The World in Spatial Terms G2 Places and Regions G3 Physical Systems G4 Human Systems G5 Environment and Society G6 Global Issues CIVICS AND GOVERNMENT C1 Purposes of Government C3 Structure and Functions of Government C4 Relationship of the United States to Other Nations and World Affairs ECONOMICS E1 The Market Economy E2 The National Economy E3 International Economy PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION - Identifying and Analyzing Public Issues - Persuasive Communication - Civic Participation	HISTORY H1 The World in Temporal Terms W1 WHG Era 1 The Beginnings of Human Society W2 WHG Era 2 Early Civilizations and the Emergence of Pastoral Peoples W3 WHG Era 3 Classical Traditions, World Religions, and Major Empires W4 WHG Era 4 Case Studies from Three Continents EMBEDDED IN THE CONTEXT OF HISTORY: GEOGRAPHY G1 The World in Spatial Terms G4 Human Systems G5 Environment and Society G6 Global Issues PUBLIC DISCOURSE AND CIVIC PARTICIPATION - Identifying and Analyzing Public Issues - Persuasive Communication - Civic Participation	THEMATIC ANALYSIS U.S. HISTORY ERAS 1-5 U1 USHG Era 1 Beginnings to 1620 U2 USHG Era 2 Colonization and Settlement 1585-1763 U3 USHG Era 3 Revolution and the New Nation 1754-1800 U4 USHG Era 4 Expansion and Reform 1792-1861 U5 USHG Era 5 Civil War and Reconstruction 1850-1877 EMBEDDED IN THE CONTEXT OF HISTORY: G Geographic Perspective - The World in Spatial Terms - Places and Regions - Human Systems - Physical Systems - Environment and Society C Civic Perspective - Conceptual Foundations - Role and Functions of Government - Purposes of Government - Values and Principles of American Democracy - Role of the Citizen in American Democracy E Economic Perspective - Individual, Business, and Government Choices - Competitive Markets - Prices, Supply, and Demand - Role of Government - Economic Interdependence P PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION - Identifying and Analyzing Public Issues - Persuasive Communication - Civic Participation

The logo for the Michigan Department of Education. It features the word "MICHIGAN" in large, black, sans-serif capital letters. A blue silhouette of the state of Michigan is positioned behind the letters "I" and "G". Inside the lower part of the Michigan silhouette, there is a white icon of a person sitting at a desk, representing a student. Below "MICHIGAN", the words "Department of" are written in a smaller, black, sans-serif font. To the right of "Department of", the word "Education" is written in a large, blue, serif font.

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THE GOALS OF SOCIAL STUDIES

Introduction

Michigan's Social Studies Content Expectations describe what students should know and be able to do in order to succeed in college, career, and civic life. In 2013, the State of Michigan began revising the content expectations and involved educators from local, ISD, university, and state-level organizations. The project was focused on updating the existing 2007 standards around the charge of "clearer, fewer, and higher" and the result of this work is presented here.

Writing teams met on a regular basis throughout the revision process and several opportunities for public review and commentary were provided. Sessions took place around the state in 2015, 2018, and again in 2019. As a result, a diverse representation of Michigan's educators and citizens provided additional feedback, which was used to shape the final version of this document.

This document is not intended to be a state curriculum. The revised content in the standards is coupled with the Arc of Inquiry and skills delineated in the C3 Framework. In a "local control" state such as Michigan, each district can use the document as it sees fit to revise curriculum and create a foundation from which it can continue to improve instruction.

Purpose of Social Studies

The purpose of social studies is to promote the knowledge, skills, intellectual processes, and dispositions required of people to be actively engaged in fulfilling their responsibility of civic participation. As members of a culturally diverse, democratic society in an interdependent world, young people need to learn how to make informed and reasoned decisions for the public good. Social studies fosters a renewed and reinvigorated commitment to the ideal, "government of the people, by the people, and for the people," as expressed by President Lincoln in his *Gettysburg Address*. The expectations outlined below are designed to fulfill that purpose.

Literacy in Social Studies

The digital revolution has fostered a sizable shift not only in how students acquire information, but how educators make social studies more relevant and meaningful. Teachers are welcoming into their classrooms students who have grown up in a world where multiple modes of communication and interaction are an indispensable part of everyday life. Instant communication has made distances between locations practically invisible; the pace of change is now at a staggering rate, and there is a sizable and expanding role of civic participation. As a result, students need to be equipped with a more sophisticated level of literacy than ever before — one that transcends basic technical and functional knowledge and skills.

For many, literacy means different things from a wide variety of perspectives. One constant, however, is that the notion of literacy is often associated with the mastery of the technical skills of oral and written communication, dialogue, and questioning. Today's society demands an urgent need to move beyond content-based teaching and the application of discipline-specific skill sets (e.g., thinking like a historian, geographer, economist). Critical literacy is the next cerebral step as students move toward an approach to see and "read" themselves and the world.

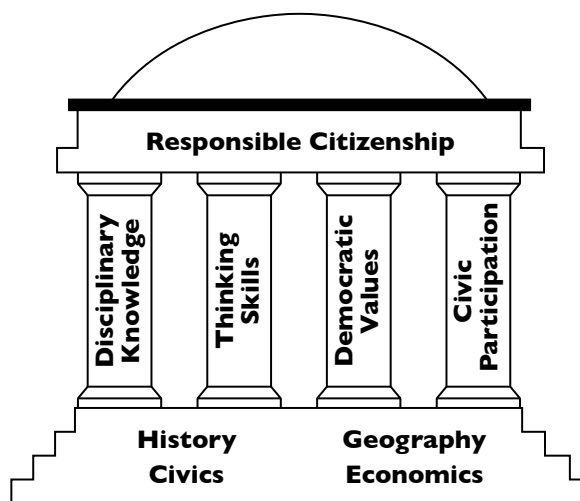
Embedded in literacy practices, critical literacy provides opportunities for students to utilize an integrated approach. Critical literacy has been defined as "learning to read and write as part of the process of becoming conscious of one's experiences as historically constructed within specific power relations" (Anderson & Irvine, 1982). In simpler terms, critical literacy is about how students evaluate society and possess the necessary abilities and the desire to interact with the world. The combined approach of the skill sets of disciplinary literacy along with the tools of critical literacy for critical thinking empowers students with multiple perspectives and questioning habits. It encourages them to think and take informed action on their decisions through dialogue, civic participation, and their daily decisions about how to live so that they can help make their world better.

The Responsibilities of Civic Participation

Responsible citizenship requires active participation in our communities. Therefore, social studies instruction should engage students so they simultaneously learn about civic participation while being involved in the civic life of their communities, our state, and our nation. Social studies prepares students to participate in political life, to serve their communities, and to conduct themselves responsibly.

Being a responsible student in and beyond the classroom means:

- Using knowledge of the past to construct meaningful understanding of our diverse cultural heritage and inform their civic judgments. **(Historical Perspective)**
- Using knowledge of spatial patterns on earth to understand processes that shape both the natural environments and the diverse societies that inhabit them. **(Geographic Perspective)**
- Understanding American government and politics to make informed decisions about governing and their community. **(Civic Perspective)**
- Using knowledge of the production, distribution, and consumption of goods and services to make personal, career, and societal decisions about the use of resources. **(Economic Perspective)**
- Using methods of social science investigation to answer questions about society. **(Inquiry)**
- Knowing how, when, and where to construct and express reasoned positions on public issues. **(Public Discourse and Decision Making)**
- Acting constructively to further the public good **(Civic Participation)**



THE C3 FRAMEWORK ARC OF INQUIRY

Dimension 1: Developing Questions and Planning Inquiries

Dimension 2: Applying Disciplinary Concepts and Tools

Dimension 3: Evaluating Sources and Using Evidence

Dimension 4: Communicating Conclusions and Taking Informed Action

C3 Provides a lens for reviewing Michigan Social Studies Content Standards

The College, Career, and Civic Life (C3) Framework

The College, Career, and Civic Life (C3) Framework was developed by more than twenty-six state agencies and social studies organizations over the course of several years. It introduces an Arc of Inquiry that a teacher may find valuable when planning social studies instruction. Inquiry, as an instructional practice, can be a powerful tool for local- or site-level curriculum planning and development, or for teachers in refining their practice.

The Guiding Principles of the C3 Framework

The following principles about high-quality social studies education guided the development of the C3 Framework.

Social studies prepares the nation's young people for college, careers, and civic life. The third "C" — representing civic life — is an essential component of preparation for the future of the United States.

It is in the K-12 social studies classrooms that the youth comprising our future will learn about civil discourse, the history of our families, schools, communities, state, nation and world, and how to be a productive member of society.

Inquiry is at the heart of social studies. It is through identification of questions and problems, studying various disciplinary lenses, learning to use and evaluate sources and evidence, and communicating possible conclusions that students can be prepared to face the challenges of the modern world.

Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. From studying questions like “Who makes up a community?” to grappling with bigger issues like “Can one person change the world?”, the acquisition of both content knowledge and skills is essential.

Social studies emphasizes skills and practices as preparation for democratic decision making. Strong content knowledge, like the standards outlined in the Michigan Social Studies Standards, is only one part of preparing students for life beyond the walls of a school. That content knowledge must be coupled with strong, foundational skills that prepare students to navigate a complex and ever-changing world.

Social studies education should have direct and explicit connections to other standards, both local and national. The Michigan Social Studies Standards outline content that can be further developed at the local level with the addition of local examples. By including portions of the C3 Framework alongside Michigan’s revised standards, districts now have a blueprint for the integration of literacy, social studies content, and other disciplines such as science, art, and the humanities.

The Critical Component: Instructional Shifts of the Frameworks

The C3 Framework represents a substantial shift in the way that social studies was most commonly taught in the past. To meet the changing needs of students in the Information Age, and to prepare them for the challenges of a dynamic world environment, the following instructional shifts are necessary:

1. Inquiry should be a primary form of instruction in all social studies classes.
2. Students (and teachers) should craft investigative questions that matter.
3. Teachers should establish a collaborative context to support student inquiry.
4. Teachers should integrate content and skills meaningfully and in a rigorous manner.
5. Teachers should help students articulate disciplinary literacy practices and outcomes (thinking, reading, writing, speaking like a historian, like a geographer, like an economist, etc.).
6. Teachers should provide, and help students develop, tangible opportunities to take informed action.

Inquiry can be a powerful tool for teaching the content outlined in Michigan’s Grade Level Content Expectations. As humans, we are naturally prone to questioning as we try to make sense of the world around us. While the C3 Framework is not assessed on state-level assessments, such as the M-STEP, it provides guidance for teachers and students on how to practice structured inquiry at the classroom level. It is set up around an instructional arc outlined below, with more information available by downloading the full document from the National Council for the Social Studies. A full copy of the C3 Framework can be found online.

Inquiry Arc

The inquiry arc highlights the structure of and rationale for the organization of the C3 Framework’s four dimensions. The arc focuses on the nature of inquiry in general and the pursuit of knowledge through questions in particular. The C3 Framework, alongside the Michigan Social Studies Content Expectations, connect with the Michigan ELA Standards.

Dimensions and Subsections

The C3 Framework is organized into the four dimensions, which support a robust social studies program rooted in inquiry.

Dimensions 2, 3, and 4 are further broken down into subsections. For example, Dimension 2, Applying

Disciplinary Concepts and Tools, includes four subsections, one for each of the major social studies disciplines — civics, economics, geography, and history — which include descriptions of the structure and tools of the disciplines as well as the habits of mind common in those disciplines.

Dimension 1: Developing Questions and Planning Inquiries	Dimension 2: Applying Disciplinary Concepts and Tools	Dimension 3: Evaluating Sources and Using Evidence	Dimension 4: Communicating Conclusions and Taking Informed Action
Developing Compelling and Supporting Questions and Planning Inquiries	Civics Economics Geography History	Gathering and Evaluating Sources Developing Claims and Using Evidence	Communicating and Critiquing Conclusions Taking Informed Action

Unique Structure of Dimension 2

Dimension 2 has an additional layer of three to four categories within each disciplinary subsection. These categories provide an organizing mechanism for the foundational content and skills within each discipline. For example, within the subsection of economics, there are four categories: (1) Economic Decision Making; (2) Exchange and Markets; (3) The National Economy; and (4) The Global Economy.

CIVICS	ECONOMICS	GEOGRAPHY	HISTORY
Civic and Political Institutions	Economic Decision Making	Geographic Representations: Spatial Views of the World	Change, Continuity, and Context
Participation and Deliberation: Applying Civic Virtues and Democratic Principles	Exchange and Markets	Human-Environment Interaction: Place, Regions, and Culture	Perspectives
Processes, Rules, and Laws	The National Economy	Human Population: Spatial Patterns and Movements	Historical Sources and Evidence
	The Global Economy	Global Interconnections: Changing Spatial Patterns	Causation and Argumentation

MICHIGAN'S GRADE LEVEL CONTENT EXPECTATIONS FOR SOCIAL STUDIES

MICHIGAN'S SOCIAL STUDIES STANDARDS

The purpose of social studies instruction is to develop social understanding and civic efficacy. The Grade Level Content Expectations (GLCE) balance disciplinary content with processes and skills that contribute to responsible citizenship and form a foundation for high school social studies coursework.

The disciplinary knowledge found in this document can be used by students to construct meaning through understanding of powerful ideas drawn from the disciplines of history, geography, civics and government, and economics.

Effective social studies instruction and assessment incorporate methods of inquiry, involve public discourse and decision making, and provide opportunities for citizen involvement. These methods in the updated standards fit well with the four dimensions of the C3 Framework.

The K-12 Social Studies GLCE was revised to meet these goals:

Increasing rigor and ensuring they were challenging enough to equip students with necessary skills to succeed at the next grade level, while still representing the essential core content of a discipline.

Providing more clarity to teachers and educational stakeholders. Standards need to be widely understood and accepted by teachers, parents, school boards, and others who have a stake in the quality of schooling.

Specific enough to provide sufficient detail for districts who are developing curricula and teachers planning instruction, while providing enough focus to delineate which facts, concepts, and skills should be emphasized at each grade level.

Moving from simple to complex, from concrete to abstract, the Michigan standards needed to clearly delineate a progression of both knowledge and skills across grade levels, with each grade level providing a brick on the road toward mastery of the high school content.

Reflecting a coherent structure of the discipline and/or revealing significant relationships among the strands, as appropriate.

Accurate enough for all Michigan students to see themselves.

UNDERSTANDING SOCIAL STUDIES GLCE CODING

In use since the 2007 standards, each social studies GLCE code is made up of four parts: the grade, the standard category, the standard, and the expectation. In grades K-4, the "standard category" is described by discipline; in grades 5 through high school, "standard category" is described by topic. As a result, K-4 expectations are organized using the standard categories, and do not use the standard codes listed in the K-12 organizational chart.

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Grade Standard Category Standard Expectation

K-4 expectations are organized by discipline and standard category, standard, and expectation.

Kindergarten example: K – G1.0.2 = Kindergarten, 1st Geography Standard Category, 2nd Expectation

4th Grade example: 4 – C5.0.3 = Grade 4, 5th Civics Standard Category, 3rd Expectation

(The "0" is used as a place holder and indicates that K-4 expectations are organized using the standard categories, and do not use the standard codes listed in the K-12 organizational chart).

5th and 8th grades focus on an integrated study of United States history. The expectations are organized by U.S. History and Geography (USHG) era. The code indicates the era, the standard, and the expectation.

5th Grade example: 5 – U3.2.1 = Grade 5, 3rd USHG Era, 2nd Standard, 1st Expectation

6th and 7th grades focus on an integrated study of the world. The expectations are organized by discipline and standard category (or World History and Geography [WHG] era), standard, and expectation.

6th Grade example: 6 – G4.4.1 = Grade 6, 4th Geography Standard Category, 4th Standard, 1st Expectation

7th Grade example: 7 – W2.1.5 = Grade 7, 2nd WHG Era, 1st Standard, 5th Expectation

MICHIGAN'S PROCESS AND SKILLS STANDARDS

Michigan's Process and Skills Standards identify the inquiry, communication, evaluation, and decision-making abilities that can be developed in all disciplines and at many grade levels. Local districts and teachers integrate work on inquiry processes and communication skills throughout the curriculum in ways that best respond to the needs of the district's children.

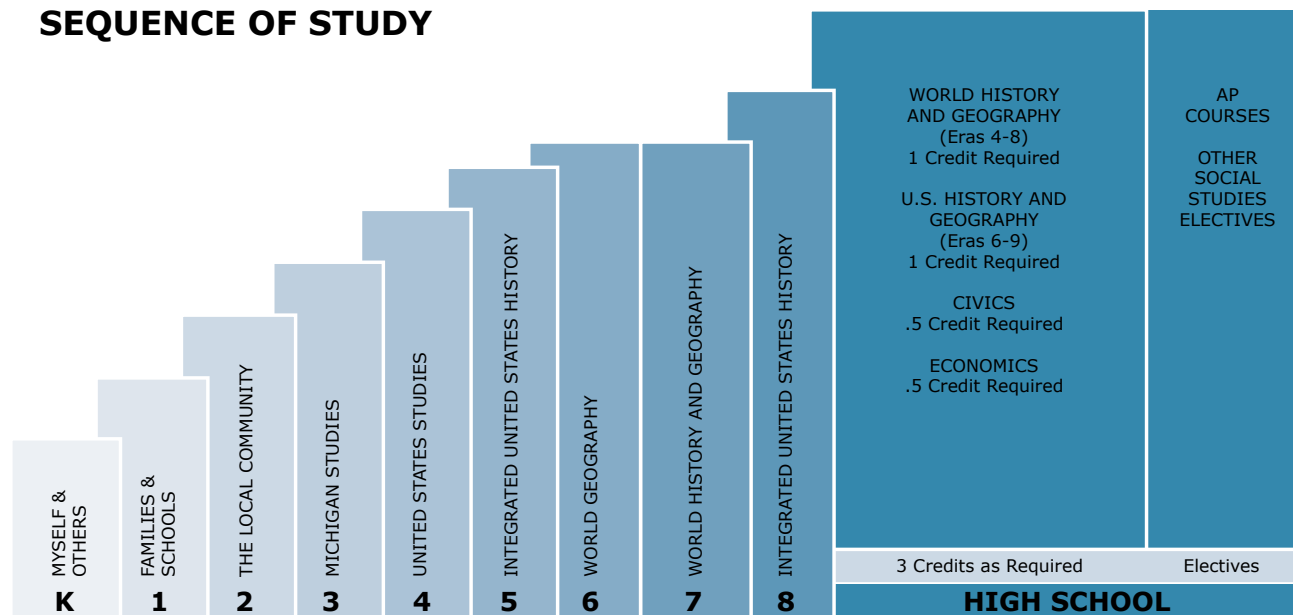
Michigan's Process and Skills Standards align well with the C3 Arc of Inquiry, as shown below:

THE C3 FRAMEWORK ARC OF INQUIRY		
Dimension 1: Develop Questions and Plan Investigations	Dimension 2: Apply Disciplinary Concepts and Tools Dimension 3: Evaluate Sources and Use Evidence	Dimension 4: Communicate Conclusions and Take Informed Action
P2: Inquiry, Research, and Analysis P2.1 Apply methods of inquiry to investigate social scientific problems. P3.1 Clearly state an issue as a question of public policy, gather and interpret information about the issue, analyze various perspectives, and generate and evaluate possible alternative solutions.	P1: Reading and Communication – Read and communicate effectively P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts. P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference. P1.4 Express social studies ideas clearly in written, spoken, and graphic forms. P1.5 Present an argument supported with evidence. P2: Inquiry, Research, and Analysis P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts. P2.3 Find, organize, and interpret information from a variety of sources. P2.4 Use resources from multiple perspectives to analyze issues.	P3: Public Discourse and Decision Making P4 Citizen Involvement P3.2 Discuss public policy issues, clarifying issues, considering opposing views, applying Democratic Values or Constitutional Principles, and refining claims. P3.3 Construct arguments expressing and justifying decisions on public policy issues. P4.1 Act out of respect for the rule of law and hold others accountable to the same standard. P4.2 Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy. P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy.
MICHIGAN CONTENT EXPECTATIONS		

Michigan Process and Skills Standards have been changed from the 2007 standards in several ways. First, they are fewer and clearer to provide teachers with more focused guidelines. Second, Process and Skill Standards have now been included for elementary, middle school, and high school in a developmentally appropriate manner instead of just for high school. Last, they specifically include the development of compelling and supporting questions.

USING THE SOCIAL STUDIES GLCE

SEQUENCE OF STUDY



Several considerations are important as teachers use the GLCE to plan instruction.

Integrate acquisition of content (in the GLCE) with process and skill development. Development of basic skills in interpreting text, data, graphs, and maps in elementary and middle schools is important for success in high school. Development of basic citizenship and discussion skills, while never tested on state exams, is nonetheless critical for success in and out of high school.

Active social studies inquiry is essential. The Arc of Inquiry from College, Career, and Civic Life (C3) is a description of a process that helps students develop the kind of reasoned and informed decision-making skills needed for active participation in American society. Using the Arc of Inquiry begins with the development of compelling questions. Exemplars for the use of compelling questions will be included in the instructional material being developed to accompany the revised standards.

The GLCE is a content guide, not a curriculum organizer; it does not specify lessons, units, or a curriculum sequence. World Geography can be taught regionally or thematically. History can be taught past to present, or present to past. One teacher may develop a community activity at the beginning of the year to help develop a sense of purpose, and another might wait until year's end as part of a capstone project.

On numerous occasions, the expectations will include examples to help clarify teachable content. These specific examples are suggestions. Educators may use other examples to meet the expectations or to guide instruction and the creation of a local curriculum and resources. Specific examples included for each standard are clearly labeled underneath each standard by using the language "examples may include but are not limited to." These examples are not assessable outside of a stimulus text on state summative assessments. The focus of a state assessment question will be the language and content delineated in the content expectation itself. In the example below, the content standard is about the origins of the American education system. Benjamin Franklin, Benjamin Rush, Noah Webster, and Horace Mann are just four of the many examples that could be used when teaching the standard.

8 – U4.3.1 Explain the origins of the American education system.

Examples may include but are not limited to: Benjamin Franklin, Benjamin Rush, Noah Webster, and Horace Mann.

THE SOCIAL STUDIES STANDARDS AND MICHIGAN LAW:

Michigan Public Act No. 170 of 2016 states:

“Beginning in the 2016-2017 school year, the board of a school district or board of directors of a public school academy shall ensure that the school district’s or public school academy’s social studies curriculum for grades 8 to 12 includes age- and grade-appropriate instruction about genocide, including, but not limited to, the Holocaust and the Armenian Genocide. The legislature recommends a combined total of 6 hours of this instruction during grades 8 to 12.”

Careful attention, review, and revision work was conducted to ensure that the mandate of Public Act No. 170 of 2016 was met with the revisions to the Michigan K-12 Standards for Social Studies. The law also states that genocide instruction may take place over time, between grade levels, and across classes and disciplines. A student may read a compelling novel such as *Night* by Elie Wiesel and learn about the Holocaust in both the context of their English/Language Arts class and either their high school World History and Geography Course (HS-WHG 7.2.3, 7.2.6) or their high school United States History and Geography course (HS-US 7.2.4). A student may also study the Armenian Genocide in both courses, with complementary social studies instruction found in HS-WHG 7.2.1 and 7.2.6.

Opportunities to meet the requirement of this law exist both within the confines of the revised Michigan K-12 Standards for Social Studies and beyond the boundaries of the social studies classroom.

K-2 OVERVIEW

K-2 Grade-Specific Contexts		
Kindergarten	Myself and Others	Using a familiar context for five- and six-year-olds, kindergarteners learn about the social studies disciplines (history, geography, civics and government, and economics) through the lens of "Myself and Others."
1st	Families and Schools	Students continue to explore the social studies disciplines of history, geography, civics and government, and economics through an integrated approach using the context of school and families. This is the students' first introduction to social institutions.
2nd	The Local Community	Students continue the integrative approach to social studies through the context of the local community. Students are introduced to a social environment larger than their immediate surroundings.

K-2 Social Studies Overview Chart				
History	Geography	Civics and Government	Economics	Public Discourse, Decision Making, and Citizen Involvement
Living and Working Together Use historical thinking to understand the past in the local community.	The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective. Places and Regions Understand how regions are created from common physical and human characteristics. Human Systems Understand how human activities help shape the Earth's surface. Environment and Society Understand the effects of human-environment interactions.	Purposes of Government Explain why people create governments. Democratic Values and Constitutional Principles of American Government Understand Democratic Values and Constitutional Principles of American government. Structure and Function of Government Describe the structure of government in the United States and how it functions. Civic Participation Explain important rights and how, when, and where people can demonstrate their responsibilities by participating in government.	Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.	Identifying and Analyzing Public Issues Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions. Persuasive Communication Communicate a reasoned position on a public issue. Civic Participation Act constructively to further the public good.

THE ARC OF INQUIRY: GRADES K-2

Dimension 1: Developing Questions and Planning Inquiries Central to a rich social studies experience is the capability for developing questions that can frame and advance an inquiry. Those questions come in two forms: compelling and supporting questions.

Individually and collaboratively, students construct compelling questions and:

- explain why the compelling question is important to students.
- identify disciplinary ideas associated with a compelling question.
- identify facts and concepts associated with a compelling question.
- make connections between supporting questions and compelling questions.
- determine the kinds of sources that will be helpful in answering compelling and supporting questions.

Dimension 2: Applying Disciplinary Concepts and Tools The four disciplines within social studies provide the intellectual context for studying how humans have interacted with each other and with the environment over time. Each of these disciplines — civics, economics, geography, and history — offers a unique way of thinking and organizing knowledge as well as systems for verifying knowledge. Dimension 2 focuses on the disciplinary concepts and tools students need to understand and apply as they study the specific content described in Michigan’s state standards.

Dimension 3: Evaluating Sources and Using Evidence Dimension 3 includes the skills students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims.

Individually and collaboratively, students:

- gather relevant information from one or two sources while using the origin and structure to guide their selection.
- evaluate a source by distinguishing between fact and opinion.

Dimension 4: Communicating Conclusions and Taking Informed Action Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community.

Individually and collaboratively, students:

- construct an argument with reasons.
- construct explanations using correct sequence and relevant information.
- present a summary of an argument using print, oral, and digital technologies.
- ask and answer questions about arguments.
- ask and answer questions about explanations.
- identify and explain a range of local, regional, and global problems and some ways in which people are trying to address these problems.
- identify ways to take action and help address local, regional, and global problems.
- use listening, consensus building, and voting procedures to decide on and take action in their classrooms.

Sample K-2 Compelling and Supporting Questions		
Kindergarten	How do we get along with others?	1) Why do I have rules at home and at school? 2) Why can't I have everything I want? 3) What are some fair ways to make decisions in a group? Standards connections: K – C1.0.1, K – C2.0.2, K – C5.0.1
1st	Why is it important to learn about the past?	1) What historical sources can you use to learn about family and school life in the past? 2) What conclusions can you draw about family life in the past? 3) What conclusions can you draw about school life in the past? Standards connections: 1 – H2.0.1, 1 – H2.0.2, 1 – H2.0.3, 1 – H2.0.4
2nd	How do people work together in a community?	1) How does scarcity affect people? 2) How can people make good economic choices? 3) How do people use resources to produce goods and services? 4) Why do people trade? Standards connections: 2 – E1.0.2, 2 – E1.0.3, 2 – E1.0.4, 2 – E1.0.5

SOCIAL STUDIES PROCESS AND SKILLS STANDARDS K-2

P1 READING AND COMMUNICATION – READ AND COMMUNICATE EFFECTIVELY

P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.

P1.2 Differentiate between primary and secondary source documents.

P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.

P1.4 Identify point of view and bias.

P2 INQUIRY, RESEARCH, AND ANALYSIS

P2.1 Use compelling and supporting questions to investigate social studies problems.

P2.2 Differentiate between compelling questions and supporting questions.

P2.3 Use supporting questions to help answer compelling social studies questions.

P2.4 Know how to find relevant evidence from a variety of sources.

P2.5 Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.

P3 PUBLIC DISCOURSE AND DECISION MAKING

P3.1 State an issue as a question of public policy and discuss possible solutions from different perspectives.

P3.2 Apply Democratic Values or Constitutional Principles to support a position on an issue.

P3.3 Construct an argument and justify a decision supported with evidence.

P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places.

P4 CIVIC PARTICIPATION

P4.1 Act out of the rule of law and hold others to the same standard.

P4.2 Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy.

P4.3 Explain different strategies students and others could take to address problems and predict possible results.

P4.4 Use democratic procedures to make decisions on civic issues in the school or classroom.

SOCIAL STUDIES CONTENT EXPECTATIONS: KINDERGARTEN**HISTORY**

Individually and collaboratively, students will engage in planned inquiries to investigate ways people learn about the past.

H2 Living and Working Together

Use historical thinking to understand the past.

K – H2.0.1 Distinguish among the past, present, and future.

K – H2.0.2 Create a timeline using events from their own lives.

K – H2.0.3 Describe ways people learn about the past.

GEOGRAPHY

Individually and collaboratively, students will engage in planned inquiries to investigate how the environment provides for people's needs and wants.

G1 The World in Spatial Terms

Use geographic representations to acquire, process, and report information from a spatial perspective.

K – G1.0.1 Recognize that maps and globes represent places.

K – G1.0.2 Use directions or positional words to identify significant locations in the classroom.

Examples may include but are not limited to: up/down, in/out, above/below, left/right.

G2 Places and Regions

Understand how regions are created from common physical and human characteristics.

K – G2.0.1 Identify and describe places in the immediate environment.

Examples may include but are not limited to: classroom, home, playground.

G5 Environment and Society

Understand the effects of human-environment interactions.

K – G5.0.1 Describe ways in which the environment provides for basic human needs and wants.

Examples may include but are not limited to: food, shelter, clothing.

CIVICS AND GOVERNMENT

Individually and collaboratively, students will engage in planned inquiries to investigate ways in which people can get along with each other.

C1 Purposes of Government

Explain why people create governments.

K – C1.0.1 Identify and explain reasons for rules at home and in school.

Examples may include but are not limited to: safety, fairness, organization.

C2 Democratic Values and Constitutional Principles of American Government

K – C2.0.1 Identify the American flag as an important symbol of the United States.

K – C2.0.2 Explain why people do not have the right to do whatever they want.

Examples may include but are not limited to: promote fairness, ensure the common good, maintain safety.

K – C2.0.3 Describe fair ways for groups to make decisions.

C5 Civic Participation

Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.

K – C5.0.1 Describe situations in which they demonstrated self-discipline and individual responsibility.

Examples may include but are not limited to: caring for a pet, completing chores, following school rules, working in a group, taking turns.

ECONOMICS

Individually and collaboratively, students will engage in planned inquiries to investigate how people meet their economic wants.

E1 Market Economy

Use fundamental principles and concepts of economics to understand economic activity in a market economy.

K – E1.0.1 Describe economic wants they have experienced.

K – E1.0.2 Distinguish between goods and services.

K – E1.0.3 Recognize situations in which people trade.

PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)**P3.1 Identifying and Analyzing Public Issues**

Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

K – P3.1.1 Identify classroom issues.

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.

P3.3 Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

K – P3.3.1 Express a position on a classroom issue.

P4.2 Civic Participation

Act constructively to further the public good.

K – P4.2.1 Develop and implement an action plan to address or inform others about a classroom issue.

K – P4.2.2 Participate in projects to help or inform others.

SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE ONE

HISTORY

Individually and collaboratively, students will engage in planned inquiries to investigate family life in the past.

H2 Living and Working Together in Families and Schools

Use historical thinking to understand the past.

- 1 – H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.

Examples may include but are not limited to: using a calendar to distinguish among days, weeks, and months.

- 1 – H2.0.2 Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.

- 1 – H2.0.3 Use historical sources to draw possible conclusions about family or school life in the past.

Examples may include but are not limited to: photos, diaries, oral histories, videos, artifacts.

- 1 – H2.0.4 Compare life today with life in the past using the criteria of family, school, jobs, or communication.

- 1 – H2.0.5 Identify the events or people celebrated during U.S. national holidays and why we celebrate them.

Examples may include but are not limited to: Independence Day, Constitution Day, Martin Luther King Jr. Day, Presidents Day, Veterans Day.

GEOGRAPHY

Individually and collaboratively, students will engage in planned inquiries to investigate ways in which people interact with their environments.

G1 The World in Spatial Terms

Use geographic representations to acquire, process, and report information from a spatial perspective.

- 1 – G1.0.1 Construct simple maps of the classroom to demonstrate aerial perspective.

- 1 – G1.0.2 Describe places using absolute location or relative location.

Examples may include but are not limited to: home address (absolute location), positional words such as in front of, behind, between (relative location).

1 – G1.0.3 Distinguish between landmasses and bodies of water using maps and globes.

Examples may include but are not limited to: islands and continents (landmasses), rivers, lakes, oceans (bodies of water).

G2 Places and Regions

Understand how regions are created from common physical and human characteristics.

1 – G2.0.1 Distinguish between physical and human characteristics of places.

Examples may include but are not limited to: trees, landmasses, bodies of water (physical/natural), buildings, playgrounds, sidewalks, roads (human).

1 – G2.0.2 Describe the unifying characteristics and boundaries of different school regions.

Examples may include but are not limited to: playground, reading corner, library, restroom.

G4 Human Systems

Understand how human activities help shape the Earth's surface.

1 – G4.0.1 Use components of culture to describe diversity in family life.

Examples may include but are not limited to: foods, language, religion, traditions.

G5 Environment and Society

Understand the effects of human-environment interactions.

1 – G5.0.1 Describe ways in which people are part of, modify, and adapt to their physical environments.

Examples may include but are not limited to: being part of the environment (interacting with the environment by taking a walk, swimming in a lake, or fishing), modifying the environment (building homes, planting gardens, mowing lawns), and adapting to the environment (wearing different clothes in different seasons).

1 – G5.0.2 Describe ways in which the physical environment in a place or region affects people's lives.

Examples may include but are not limited to: warm clothes in winter, light jackets in summer, swimming in summer, sledding in winter, the water around us allowing us to move goods and people.

CIVICS AND GOVERNMENT

Individually and collaboratively, students will engage in planned inquiries to investigate ways in which people can get along, including finding fair ways to make decisions and resolve conflicts.

C1 Purposes of Government

Explain why people create governments.

1 – C1.0.1 Explain the need for rules and purposes of rules.

Examples may include but are not limited to: safety, organization, fairness.

1 – C1.0.2 Give examples of the use of power with authority and power without authority in school.

Examples may include but are not limited to: principal, teacher, bus driver, line leader of safety patrol (power with authority), types of bullying, taking cuts in line (power without authority).

C2 Democratic Values and Constitutional Principles of American Government

1 – C2.0.1 Explain fair ways to make decisions and resolve conflicts in the school community.

Examples may include but are not limited to: majority rules, taking turns, voting, talking it out, referring to an authority.

1 – C2.0.2 Identify important symbols of the United States of America and what they represent.

Examples may include but are not limited to: the U.S. flag, Statue of Liberty, White House, Bald Eagle.

C5 Civic Participation

Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.

1 – C5.0.1 Describe some responsibilities people have at home and at school.

Examples may include but are not limited to: taking care of oneself, respect for the rights of others, following rules, getting along with others.

1 – C5.0.2 Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.

Examples may include but are not limited to: cleaning the playground, helping others, helping solve a problem, respecting the rights of others.

ECONOMICS

Individually and collaboratively, students will engage in planned inquiries to investigate how scarcity and choice impact decision making.

E1 Market Economy

Use fundamental principles and concepts of economics to understand economic activity in a market economy.

- 1 – E1.0.1 Distinguish between producers and consumers of goods and services.
- 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.

Examples may include but are not limited to: providing goods and services to others, jobs.

- 1 – E1.0.6 Describe how money simplifies trade.

PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)

P3.1 Identifying and Analyzing Public Issues

Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

- 1 – P3.1.1 Identify public issues in the school community.
- 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.

P3.3 Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

- 1 – P3.3.1 Express a position on a public policy issue in the school community and justify the position with a reasoned argument.

P4.2 Civic Participation

Act constructively to further the public good.

- 1 – P4.2.1 Develop and implement an action plan to address or inform others about a school issue.
- 1 – P4.2.2 Participate in projects to help or inform others.

SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE TWO

HISTORY

Individually and collaboratively, students will engage in planned inquiries to investigate the past in their own and other communities.

H2 Living and Working Together in Communities

Use historical thinking to understand the past.

2 – H2.0.1 Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.

2 – H2.0.2 Examine different perspectives of the same event in a community and explain how and why they are different.

2 – H2.0.3 Explain how individuals and groups have made significant historical changes.

2 – H2.0.4 Describe changes in the local community over time.

Examples may include but are not limited to: types of businesses, architecture and landscape, jobs, transportation, population.

2 – H2.0.5 Describe how community members responded to a problem in the past.

Examples may include but are not limited to: natural disasters, factories closing, poverty, homelessness, closing of military bases, environmental issues.

2 – H2.0.6 Construct a historical narrative about the history of the local community from a variety of sources.

Examples may include but are not limited to: data gathered from local residents, artifacts, photographs.

GEOGRAPHY

Individually and collaboratively, students will engage in planned inquiries to investigate ways in which people interact with their community's environment and consequences of those interactions.

G1 The World in Spatial Terms

Use geographic representations to acquire, process, and report information from a spatial perspective.

2 – G1.0.1 Construct maps of the local community that contain symbols, labels, and legends denoting human and physical characteristics of place.

2 – G1.0.2 Use maps to describe the spatial organization of the local community by applying concepts including relative location, and using distance, direction, and scale.

2 – G1.0.3 Use maps to describe the location of the local community within the state of Michigan in relation to other significant places in the state.

Examples may include but are not limited to: next to, near, between, cardinal directions, comparison.

G2 Places and Regions

Understand how regions are created from common physical and human characteristics.

2 – G2.0.1 Compare the physical and human characteristics of the local community with those of another community.

2 – G2.0.2 Describe how the local community is part of a larger region.

Examples may include but are not limited to: county, metropolitan area, tribal reservation, state.

G4 Human Systems

Understand how human activities help shape the earth's surface.

2 – G4.0.1 Describe land use in the community.

Examples may include but are not limited to: where people live, where services are provided, where products are made, where people play, where people interact with the land.

2 – G4.0.2 Describe the means people create for moving people, goods, and ideas within the local community.

2 – G4.0.3 Use components of culture to describe diversity in the local community.

Examples may include but are not limited to: foods, language, religion, traditions.

G5 Environment and Society

Understand the effects of human-environment interactions.

2 – G5.0.1 Suggest ways in which people can responsibly interact with the environment in the local community.

2 – G5.0.2 Describe positive and negative consequences of changing the physical environment of the local community.

CIVICS AND GOVERNMENT

Individually and collaboratively, students will engage in planned inquiries to investigate how local government affects people living in a community.

C1 Purposes of Government

Explain why people create governments.

- 2 – C1.0.1 Explain why people form governments.
- 2 – C1.0.2 Distinguish between government action and private action.

Examples may include but are not limited to: city snowplows clearing roads (government action), clearing the snow on your sidewalk or driveway (private action).

C2 Democratic Values and Constitutional Principles of American Government

- 2 – C2.0.1 Explain how local governments balance individual rights with the common good to solve local community problems.
- 2 – C2.0.2 Describe how the Pledge of Allegiance reflects the Democratic Value of patriotism.

Examples may include but are not limited to: promoting unity and patriotism.

C3 Structure and Functions of Government

Describe the structure of government in the United States and how it functions.

- 2 – C3.0.1 Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community.
- 2 – C3.0.2 Use examples to describe how local government affects the lives of people in a community.

Examples may include but are not limited to: setting speed limits to promote safety, putting up traffic lights, clearing roads, monitoring water quality, removing unsafe buildings.

- 2 – C3.0.3 Identify services commonly provided by local governments.

Examples may include but are not limited to: police, fire departments, schools, libraries, parks.

C5 Civic Participation

Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.

- 2 – C5.0.1 Identify ways in which people participate in community decisions.
- 2 – C5.0.2 Distinguish between personal and civic responsibilities and explain why they are important in community life.

Examples may include but are not limited to: taking care of your dog, recycling, caring for family members (personal responsibility), getting a dog license, putting recycling in the appropriate place, serving on a jury (civic responsibility).

- 2 – C5.0.3 Design and participate in community improvement projects that help or inform others.

ECONOMICS

Individually and collaboratively, students will engage in planned inquiries to investigate economic activity in their own and other communities.

E1 Market Economy

Use fundamental principles and concepts of economics to understand economic activity in a market economy.

- 2 – E1.0.1 Identify the opportunity cost involved in a consumer decision.
- 2 – E1.0.2 Describe how businesses in the local community meet economic wants of consumers.
- 2 – E1.0.3 Describe the natural, human, and capital resources needed for production of a good or service in a community.
- 2 – E1.0.4 Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants (interdependence).
- 2 – E1.0.5 Utilize a decision-making process to analyze the benefits and costs of a personal decision.

PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)

P3.1 Identifying and Analyzing Public Issues

Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

- 2 – P3.1.1 Identify public issues in the local community that influence people's daily lives.
- 2 – P3.1.2 Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.
- 2 – P3.1.3 Give examples of how conflicts over Democratic Values lead people to differ on resolutions to a public policy issue in the local community.

Examples may include but are not limited to: common good, equality, individual rights, justice (fairness).

P3.3 Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

- 2 – P3.3.1 Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.

P4.2 Civic Participation

Act constructively to further the public good.

2 – P4.2.1 Develop and implement an action plan to address or inform others about a community issue.

2 – P4.2.2 Participate in projects to help or inform others.

3RD-5TH GRADE OVERVIEW

3rd-5th Grade-Specific Contexts		
3rd	Michigan Studies	Students explore the social studies disciplines of history, geography, civics and government, and economics through the context of Michigan studies.
4th	U.S. Studies	Using the context of the state of Michigan post statehood and the United States, 4th grade students learn significant social studies concepts within an increasingly complex social environment. They examine fundamental concepts in geography, civics and government, and economics organized by topic, region, or issue.
5th	Integrated U.S. History	Building upon the geography, civics and government, and economics concepts of the United States mastered in 4th grade and historical inquiry from earlier grades, the 5th grade expectations begin a more discipline-centered approach concentrating on the early history of the United States. Students begin their study of American history with Indigenous Peoples before the arrival of European explorers and conclude with the adoption of the Bill of Rights in 1791. Although the content expectations are organized by historical era, they build upon students' understanding of the other social studies disciplines from earlier grades and require students to apply these concepts within the context of American history.

3rd-4th Grade Social Studies Overview Chart

History	Geography	Civics and Government	Economics	Public Discourse, Decision Making, and Citizen Involvement
Living and Working Together Use historical thinking to understand the past in the local community. Michigan History Use historical thinking to understand the past in Michigan.	The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective. Places and Regions Understand how regions are created from common physical and human characteristics. Human Systems Understand how human activities help shape the Earth's surface. Environment and Society Understand the effects of human-environment interactions.	Purposes of Government Explain why people create governments. Democratic Values and Constitutional Principles of American Government Understand Democratic Values and Constitutional Principles of American government. Structure and Function of Government Describe the structure of government in the United States and how it functions. Civic Participation Explain important rights and how, when, and where people can demonstrate their responsibilities by participating in government.	Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy. National Economy Use fundamental principles and concepts of economics to understand economic activity in the United States. International Economy Use fundamental principles and concepts of economics to understand economic activity in the global economy.	Identifying and Analyzing Public Issues Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions. Persuasive Communication Communicate a reasoned position on a public issue. Civic Participation Act constructively to further the public good.

5th Grade Integrated U.S. History Overview Chart

History	Geography	Civics and Government	Economics	Public Discourse, Decision Making, and Civic Participation
U1 USHG Era 1 Beginnings to 1620 U2 USHG Era 2 Colonization and Settlement U3 USHG Era 3 Revolution and the New Nation	G Geographic Perspective - The World in Spatial Terms - Places and Regions - Physical Systems - Human Systems - Environment and Society	C Civic Perspective - Purposes of Government - Roles and Functions of Government - Democratic Values and Constitutional Principles in American Democracy - Civic Participation	E Economic Perspective - Individual, Business, and Government Choices - Economic Systems	P Public Discourse, Decision Making, and Civic Participation - Identifying and Analyzing Public Issues - Persuasive Communication - Civic Participation

THE ARC OF INQUIRY: GRADES 3-5

Dimension 1: Developing Questions and Planning Inquiries Central to a rich social studies experience is the capability for developing questions that can frame and advance an inquiry. Those questions come in two forms: compelling and supporting questions.

Individually and collaboratively, students construct compelling questions and:

- explain why compelling questions are important to others (e.g., peers, adults).
- identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.
- identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.
- explain how supporting questions help answer compelling questions in an inquiry.
- determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

Dimension 2: Applying Disciplinary Concepts and Tools The four disciplines within social studies provide the intellectual context for studying how humans have interacted with each other and with the environment over time. Each of these disciplines — civics, economics, geography, and history — offers a unique way of thinking and organizing knowledge as well as systems for verifying knowledge. Dimension 2 focuses on the disciplinary concepts and tools students need to understand and apply as they study the specific content described in Michigan's state standards.

Dimension 3: Evaluating Sources and Using Evidence Dimension 3 includes the skills students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims.

Individually and collaboratively, students:

- gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
- use distinctions among fact and opinion to determine the credibility of multiple sources.
- identify evidence that draws information from multiple sources in response to compelling questions.
- use evidence to develop claims in response to compelling questions.

Dimension 4: Communicating Conclusions and Taking Informed Action Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community.

Individually and collaboratively, students:

- construct arguments using claims and evidence from multiple sources.
- construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
- present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).
- critique arguments.
- critique explanations.
- draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.
- explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions; use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.
- use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

Sample 3rd-5th Grade Compelling and Supporting Questions		
3rd	What makes Michigan special?	1) How is the geography of Michigan similar to or different from the geography of other states? 2) How is the geography different in different places in Michigan? 3) How does Michigan's location in North America influence its resources? Standards Connection: 3 – G2.0.1, 3 – G2.0.2, 3 – G4.0.1, 3 – G4.0.2, 3 – G4.0.3, 3 – G4.0.4
4th	How does the U.S. economy work?	1) What are the characteristics of a market economy? 2) How does a market economy work? 3) How does specialization and division of labor increase productivity? 4) How is the U.S. economy impacted by global competition? Standards Connection: 3 – E1.0.1, 3 – E1.0.2, 3 – E1.0.3, 3 – E1.0.4, 3 – E1.0.5, 3 – E1.0.6, 3 – E1.0.7, 3 – E1.0.8, 3 – E2.0.1
5th	Does geography determine destiny?	1) What conditions and connections determine the fate of a settlement? 2) How did Europeans benefit from the Triangular Trade and what impact did it have on the lives of West Africans? 3) How and why did different colonial regions develop differently? Standards Connection: 5 – U2.1.1, 5 – U2.1.2, 5 – U2.1.3, 5 – U2.1.4

SOCIAL STUDIES PROCESS AND SKILLS STANDARDS 3-5

P1 READING AND COMMUNICATION – READ AND COMMUNICATE EFFECTIVELY

P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.

P1.2 Differentiate between primary and secondary source documents.

P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.

P1.4 Identify point of view and bias.

P2 INQUIRY, RESEARCH, AND ANALYSIS

P2.1 Use compelling and supporting questions to investigate social studies problems.

P2.2 Differentiate between compelling questions and supporting questions.

P2.3 Use supporting questions to help answer compelling social studies questions.

P2.4 Know how to find relevant evidence from a variety of sources.

P2.5 Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.

P3 PUBLIC DISCOURSE AND DECISION MAKING

P3.1 State an issue as a question of public policy and discuss possible solutions from different perspectives.

P3.2 Apply Democratic Values or Constitutional Principles to support a position on an issue.

P3.3 Construct an argument and justify a decision supported with evidence.

P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places.

P4 CIVIC PARTICIPATION

P4.1 Act out of the rule of law and hold others to the same standard.

P4.2 Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy.

P4.3 Explain different strategies students and others could take to address problems and predict possible results.

P4.4 Use democratic procedures to make decisions on civic issues in the school or classroom.

HISTORY

Individually and collaboratively, students will engage in planned inquiries to investigate early Michigan history.

H3 The History of Michigan (Through Statehood)

Use historical thinking to understand the past.

3 – H3.0.1 Identify questions historians ask in examining the past in Michigan.

Examples may include but are not limited to: 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.

Examples may include but are not limited to: the Erie canal, more people came, statehood.

3 – H3.0.4 Draw upon traditional stories and/or teachings of Indigenous Peoples who lived and continue to live in Michigan in order to better understand their beliefs and histories.

Examples may include but are not limited to: Teachings of the Seven Grandfathers.

3 – H3.0.5 Use informational text and visual data to compare how Indigenous Peoples and non-Indigenous Peoples in the early history of Michigan interacted with, adapted to, used, and/or modified their environments.

3 – H3.0.6 Use a variety of sources to describe interactions that occurred between Indigenous Peoples and the first European explorers and settlers in Michigan.

3 – H3.0.7 Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).

3 – H3.0.8 Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan (pre-statehood).

3 – H3.0.9 Describe how Michigan attained statehood.

3 – H3.0.10 Create a timeline to sequence and describe major eras and events in early Michigan history.

GEOGRAPHY

Individually and collaboratively, students will engage in planned inquiries to investigate ways people have interacted with the environment of Michigan now and in the past, and consequences of those interactions.

G1 The World in Spatial Terms

Use geographic representations to acquire, process, and report information from a spatial perspective.

3 – G1.0.1 Use cardinal directions (north, south, east, west) to describe the relative locations 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 – G1.0.3 Use a world map to describe North America in relation to the equator and other continents and oceans, and Michigan within North America.

Examples may include but are not limited to: locate Michigan in relation to the United States, the North Pole, and the equator.

G2 Places and Regions

Understand how regions are created from common physical and human characteristics.

3 – G2.0.1 Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.

Examples may include but are not limited to: physical features (lakes versus land), land use (forest, agriculture, urban), and political (state, county, and tribal boundaries).

3 – G2.0.2 Describe different regions to which Michigan belongs.

Examples may include but are not limited to: Great Lakes region, Midwest, United States, North America.

G4 Human Systems

Understand how human activities help shape the Earth's surface.

3 – G4.0.1 Describe major kinds of economic activity in Michigan today, such as agriculture, forestry, manufacturing, services and tourism, and research and development, and explain the factors influencing the location of these economic activities.

Examples of economic activities may include but are not limited to: agriculture (e.g., corn, cherries, dairy, Christmas trees); manufacturing (e.g., automobiles, wood products); and research and development (e.g., Automation Alley, life sciences corridor, university communities).

Examples of factors influencing location may include but are not limited to: primary industries located near natural resources; manufacturing influenced by accessibility to resources, labor, markets, and capital; and services, which are often located close to markets.

3 – G4.0.2 Describe diverse groups that have migrated into a region of Michigan and reasons why they came (push/pull factors).

Examples may include but are not limited to: Finnish migrating to the upper peninsula, Chaldeans migrating into southeastern Michigan, Dutch migrating to western Michigan.

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 – G4.0.4 Use data and current information about the Anishinaabek and other Indigenous Peoples living in Michigan today to describe the cultural aspects of modern life.

Examples may include but are not limited to: tribal citizenship, tribal governments, treaty rights, reservation boundaries, cultural events.

G5 Environment and Society

Understand the effects of human-environment interactions.

3 – G5.0.1 Describe how people are a part of, adapt to, use, and modify the physical environment of Michigan.

Examples may include but are not limited to: interdependence of people and the environment, interaction of people with the environment, appreciation for the environment, e.g., taking a walk, watching birds, swimming in a lake, fishing, hunting, photography, harvesting maple syrup.

3 – G5.0.2 Locate natural resources in Michigan and explain the consequences of their use.

CIVICS AND GOVERNMENT

Individually and collaboratively, students will engage in planned inquiries to investigate the structure and functions of Michigan's government and rights and responsibilities of citizenship.

C1 Purposes of Government

Explain why people create governments.

3 – C1.0.1 Give an example of how Michigan state government fulfills one of the purposes of government.

Examples may include but are not limited to: protecting individual rights, promoting the common good, ensuring equal treatment under the law.

C2 Democratic Values and Constitutional Principles of American Government

3 – C2.0.1 Describe how the Michigan state government reflects the principle of representative government.

C3 Structure and Functions of Government

Describe the structure of government in the United States and how it functions.

- 3 – C3.0.1 Distinguish between the roles of tribal, state, and local governments.
- 3 – C3.0.2 Identify goods and services provided by the state government and describe how they are funded.

Examples of services may include but are not limited to: maintaining highways, state parks, state forests.

Examples of how things are funded may include but are not limited to: taxes, fees, fines.

- 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.

C5 Civic Participation

Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.

- 3 – C5.0.1 Identify and explain rights and responsibilities of citizenship.

Examples of rights may include but are not limited to: freedom of speech, freedom of religion, right to own property.

Examples of responsibilities may include but are not limited to: respecting the rights of others, voting, obeying laws.

ECONOMICS

Individually and collaboratively, students will engage in planned inquiries to investigate the economy of Michigan.

E1 Market Economy

Use fundamental principles and concepts of economics to understand economic activity in a market economy.

- 3 – E1.0.1 Using a Michigan example, explain how scarcity, choice, and opportunity cost affect what is produced and consumed.
- 3 – E1.0.2 Identify incentives that influence economic decisions people make in Michigan.

Examples may include but are not limited to: sales, coupons, tax incentives, recycling.

3 – E1.0.3 Analyze how Michigan’s location and natural resources influenced its economic development.

Examples may include but are not limited to: how waterways and other natural resources have influenced economic activities such as farming, 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 entrepreneurship and business development in Michigan’s economic future.

E2 National Economy

Use fundamental principles and concepts of economics to understand economic activity in the United States.

3 – E2.0.1 Using a Michigan example, explain how specialization leads to increased interdependence.

Examples may include but are not limited to: cherries grown in Michigan are sold in Florida; oranges grown in Florida are sold in Michigan.

E3 International Economy

Use fundamental principles and concepts of economics to understand economic activity in the global economy.

3 – E3.0.1 Identify products produced in other countries and consumed by people in Michigan.

PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)

P3.1 Identifying and Analyzing Public Issues

Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

3 – P3.1.1 Identify public issues in 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 Democratic Values lead people to differ on resolutions to a public policy issue in Michigan.

Examples may include but are not limited to: common good, equality, individual rights, justice (fairness).

P3.3 Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

- 3 – P3.3.1 Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument.

P4.2 Civic Participation

Act constructively to further the public good.

- 3 – P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.
- 3 – P4.2.2 Participate in projects to help or inform others.

HISTORY

Individually and collaboratively, students will engage in planned inquiries to investigate post-statehood Michigan history.

H3 The History of Michigan (Beyond Statehood)

Use historical thinking to understand the past.

4 – H3.0.1 Use historical inquiry questions to investigate the development of Michigan’s major economic activities from statehood to present.

Examples of questions may include but are not limited to: What happened? When did it happen? Who was involved? How and why did it happen? How does it relate to other events or issues in the past, in the present, or in the future? What is its significance?

Examples of economic activities may include but are not limited to: agriculture, mining, manufacturing, lumbering, tourism, technology, and research.

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 – H3.0.3 Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and in the Great Lakes region.

4 – H3.0.4 Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continue to affect the location and growth of Michigan cities.

4 – H3.0.5 Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same activity or a related activity in the past.

4 – H3.0.6 Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan.

Examples may include but are not limited to: stories, photos, artifacts, oral history, letters.

4 – H3.0.7 Describe past and current threats to Michigan’s natural resources and describe how state government, tribal and local governments, schools, organizations, and individuals worked in the past and continue to work today to protect its natural resources.

Examples may include but are not limited to: the Flint water crisis, invasive species, loss of sturgeon and wild rice.

GEOGRAPHY

Individually and collaboratively, students will engage in planned inquiries to investigate ways in which people have interacted with the environment of Michigan now and in the past, and consequences of those interactions.

G1 The World in Spatial Terms

Use geographic representations to acquire, process, and report information from a spatial perspective.

4 – G1.0.1 Identify questions geographers ask in examining the United States.

Examples may include but are not limited to: Where is it? What is it like there? How is it connected to other places?

4 – G1.0.2 Identify and describe the characteristics and purposes of a variety of technological geographic tools.

Examples of purposes may include but are not limited to: measure distance, determine relative or absolute location, classify a region.

Examples of tools and technologies may include but are not limited to: globe, map, Geographic Information Systems (GIS), satellite image.

4 – G1.0.3 Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.

4 – G1.0.4 Use maps to describe elevation, climate, and patterns of population density in the United States.

4 – G1.0.5 Use hemispheres, continents, oceans, and major lines of latitude to describe the relative location of the United States on a world map.

G2 Places and Regions

Understand how regions are created from common physical and human characteristics.

4 – G2.0.1 Describe ways in which the United States can be divided into different regions.

Examples may include but are not limited to: political regions, land-use regions, land-form regions, vegetation regions.

4 – G2.0.2 Locate and describe human and physical characteristics of major U.S. regions and compare them to the Great Lakes region.

G4 Human Systems

Understand how human activities help shape the Earth's surface.

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.

Examples may include but are not limited to: forms of shelter, language, food.

4 – G4.0.3 Describe some of the movements of resources, goods, people, and information to, from, or within the United States, and explain the reasons for the movements.

Examples may include but are not limited to: movement of fossil fuels, clothing, retirees, refugees, migrant farm workers, and manufacturing jobs into and within the United States.

G5 Environment and Society

Understand the effects of human-environment interactions.

4 – G5.0.1 Assess the positive and negative consequences of human activities on the physical environment of the United States and identify the causes of those activities.

CIVICS AND GOVERNMENT

Individually and collaboratively, students will engage in planned inquiries to investigate the structure and functions of Michigan's government, and rights and responsibilities of citizenship.

C1 Purposes of Government

Explain why people create governments.

4 – C1.0.1 Identify questions political scientists ask in examining the United States.

Examples may include but are not limited to: What does government do? What are the basic values and principles of American democracy? What are the roles of the citizen in American democracy?

4 – C1.0.2 Describe the purposes of government as identified in the Preamble of the Constitution.

C2 Democratic Values and Constitutional Principles of American Government

4 – C2.0.1 Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.

Examples may include but are not limited to: individual rights (e.g., freedom of religion, freedom of expression, and freedom of press).

4 – C2.0.2 Describe how rights guaranteed by the Constitution, including the Bill of Rights, and Democratic Values are involved in everyday situations.

Examples of rights may include but are not limited to: voting, freedom of religion, freedom of expression, and freedom of press.

Examples of values may include but are not limited to: common good, equality, individual rights, justice (fairness), right to alter laws.

C3 Structure and Functions of Government

Describe the structure of government in the United States and how it functions.

4 – C3.0.1 Give examples of ways the Constitution limits the powers of the federal government.

Examples may include but are not limited to: election of public officers, separation of powers, checks and balances, Bill of Rights.

4 – C3.0.2 Give examples of powers exercised by the federal government, tribal governments and state governments.

Examples for federal government may include but are not limited to: coining of money, declaring war.

Examples for tribal governments may include but are not limited to: issuing hunting, gathering, and fishing licenses, issuing tribal identification cards.

Examples for state governments may include but are not limited to: issuing driver's licenses, issuing marriage licenses.

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.

Examples may include but are not limited to: 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, Supreme Court Justices are elected or appointed.

Examples may include but are not limited to: elections versus appointments.

4 – C3.0.7 Explain how the federal government uses taxes and spending to serve the purposes of government.

C5 Civic Participation

Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life

4 – C5.0.1 Explain the responsibilities of members of American society.

Examples may include but are not limited to: initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror.

4 – C5.0.2 Explain rights of citizenship, why rights have limits, and the relationships between rights and responsibilities.

4 – C5.0.3 Describe ways in which people can work together to promote the values and principles of American democracy.

ECONOMICS

Individually and collaboratively, students will engage in planned inquiries to investigate the economy of Michigan.

E1 Market Economy

Use fundamental principles and concepts of economics to understand economic activity in a market economy.

4 – E1.01 Identify a good or service produced in the United States and apply the three economic questions all economies must address.

Examples may include but are not limited to: What goods and services will be produced? How will these goods and services be produced? Who will consume the goods and services?

4 – E1.0.2 Describe characteristics of a market economy.

Examples may include but are not limited to: private property rights, voluntary exchange, competition, consumer sovereignty, incentives, specialization.

4 – E1.0.3 Describe how positive and negative incentives influence behavior in a market economy.

Examples of positive incentives may include but are not limited to: responding to a sale, saving money, earning money.

Examples of negative incentives may include but are not limited to: library fines.

4 – E1.0.4 Explain how price affects decisions about purchasing goods and services.

Examples may include but are not limited to: substitute goods, complementary goods.

4 – E1.0.5 Explain how specialization and division of labor increase productivity.

Examples may include but are not limited to: assembly lines.

4 – E1.0.6 Explain how competition among buyers results in higher prices, and competition among sellers results in lower prices.

Examples may include but are not limited to: supply, demand.

4 – E1.0.7 Describe the role of money in the exchange of goods and services.

Examples may include but are not limited to: people earn income and use the income to purchase goods and services.

4 – E1.0.8 List goods and services governments provide in a market economy and explain how these goods and services are funded.

Examples of goods and services may include but are not limited to: libraries, roads, parks, the Mackinac Bridge.

Examples of funding may include but are not limited to: taxes, tolls, fees.

E2 National Economy

Use fundamental principles and concepts of economics to understand economic activity in the United States.

4 – E2.0.1 Explain how changes in the United States economy impact levels of employment and unemployment.

Examples may include but are not limited to: changing demand for natural resources, changes in technology, changes in competition.

E3 International Economy

Use fundamental principles and concepts of economics to understand economic activity in the global economy.

4 – E3.0.1 Identify advantages and disadvantages of global competition.

PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)

P3.1 Identifying and Analyzing Public Issues

Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

4 – P3.1.1 Identify public issues in the United States that influence the daily lives of its citizens.

4 – P3.1.2 Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.

4 – P3.1.3 Give examples of how conflicts over Democratic Values lead people to differ on resolutions to a public policy issue in the United States.

Examples may include but are not limited to: common good, equality, individual rights, justice (fairness).

P3.3 Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

4 – P3.3.1 Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.

P4.2 Civic Participation

Act constructively to further the public good.

4 – P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.

4 – P4.2.2 Participate in projects to help or inform others.

5TH GRADE INTEGRATED U.S. HISTORY

INTEGRATED* U.S. HISTORY ORGANIZED BY ERA – GRADE 5

USHG ERA 1 – Beginnings to 1620

- 1.1 Indigenous Peoples' Lives in the Americas
- 1.2 European Exploration
- 1.3 African Life Before the 16th Century
- 1.4 Three World Interactions

USHG ERA 2 – Colonization and Settlement (1585-1763)

- 2.1 European Struggle for Control of North America
- 2.2 European Slave Trade and Slavery in Colonial America
- 2.3 Life in Colonial America

USHG ERA 3 – Revolution and the New Nation (1754-1800)

- 3.1 Causes of the American Revolution
- 3.2 The American Revolution and its Consequences
- 3.3 Creating New Governments and a New Constitution (introduced in 5th grade; begins 8th grade expectations)

Note: U.S. historians, history books, history standards, and the peoples themselves have used, at one time or another, "Native American" and "American Indian," while Canadian history uses "First Peoples" to refer to inhabitants of North America prior to European exploration, conquest, and settlement. While we are using "Indigenous Peoples" throughout the content expectations, students should be familiar with the different names and specific tribal identities as they will likely encounter variations over the course of their studies.

*Geography, Civics and Government, and Economics are integrated into the historical context.

U1 USHG ERA 1 – BEGINNINGS TO 1620

Individually and collaboratively, students will engage in planned inquiries to understand how early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples.

U1.1 Indigenous Peoples' Lives in the Americas

Describe the lives of the Indigenous Peoples living in North America prior to European contact.

5 – U1.1.1 Use maps to locate peoples in the Eastern Woodland (the Woodland Peoples east of the Mississippi River), desert Southwest, the Pacific Northwest, and the nomadic nations of the Great Plains.

5 – U1.1.2 Compare how Indigenous Peoples in the Eastern Woodland and another tribal region adapted to or modified the environment.

5 – U1.1.3 Describe Eastern Woodland life with respect to governmental and family structures, trade, and their relationship to the land.

U1.2 European Exploration

Identify the causes and consequences of European exploration and colonization.

5 – U1.2.1 Explain the technological and political developments that made sea exploration possible.

Examples may include but are not limited to: the invention of the astrolabe, improved maps, the rise of nation-states.

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.

Examples may include but are not limited to: the economic, political, cultural, and religious consequences of colonization, including who was impacted.

U1.3 African Life Before the 16th Century

Describe the lives of peoples living in West Africa prior to the 16th century.

5 – U1.3.1 Use maps to locate the major regions of Africa (North Africa, West Africa, Central Africa, East Africa, Southern Africa).

5 – U1.3.2 Describe the life and cultural development of people living in West Africa before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade.

U1.4 Three World Interactions

Describe the environmental, political, and cultural consequences of the interactions among European, African, and Indigenous Peoples in the late 15th century through the 17th century.

5 – U1.4.1 Describe the convergence of Europeans, Indigenous Peoples, and Africans in the Americas after 1492 from the perspective of these three groups.

5 – U1.4.2 Use primary and secondary sources to compare Europeans, Africans, and Indigenous Peoples who converged in the Western Hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use.

Examples may include but are not limited to: letters, diaries, maps, documents, narratives, pictures, graphic data.

5 – U1.4.3 Explain the cultural impact that occurred between the British, French, and Spanish on the lives of Indigenous Peoples.

5 – U1.4.4 Describe the Columbian Exchange and its impact on Europeans, Indigenous Peoples, and Africans.

U2 USHG ERA 2 – COLONIZATION AND SETTLEMENT (1585-1763)

Individually and collaboratively, students will engage in planned inquiries to understand how European values and institutions transferred to and modified in the colonies, and how slavery reshaped European and African life in the Americas.

U2.1 European Struggle for Control of North America

Compare the regional settlement patterns and describe significant developments in Southern, New England, and the Mid-Atlantic colonies.

5 – U2.1.1 Describe significant developments in the Southern colonies, including:

- patterns of settlement and control, including the impact of geography (land-forms and climate) on settlement.
- the establishment of Jamestown.
- the development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia).
- interactions with Indigenous Peoples, including the trading of goods, services, and ideas among Europeans and Indigenous Peoples.
- the development of colonial representative assemblies (House of Burgesses).
- the development of slavery.

5 – U2.1.2 Describe significant developments in the New England colonies, including:

- patterns of settlement and control including the impact of geography (land-forms and climate) on settlement.

- interactions with Indigenous Peoples, including the trading of goods, services, and ideas among Europeans and Indigenous Peoples, growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies.
- the development of government, including the establishment of town meetings, development of colonial legislatures, and growth of royal government.
- religious tensions in Massachusetts that led to the establishment of other colonies in New England.

5 – U2.1.3 Describe significant developments in the Middle colonies, including:

- patterns of settlement and control, including the impact of geography (land-forms and climate) on settlement.
- interactions with Indigenous Peoples, including the trading of goods, services, and ideas among Europeans and Indigenous Peoples.
- the growth of economies in the Middle colonies, the Dutch settlement in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle colonies.
- immigration patterns leading to ethnic diversity in the Middle colonies.

5 – U2.1.4 Compare the regional settlement patterns of the Southern colonies, New England, and the Middle colonies.

5 – U2.1.5 Explain the economic, political, cultural, and religious causes of migration to colonial North America.

U2.2 European Slave Trade and Slavery in Colonial America

Analyze the development of the slave system in the Americas and its impact.

5 – U2.2.1 Describe Triangular Trade, including:

- the trade routes.
- the people and goods that were traded.
- the Middle Passage.
- the impact on life in Africa.

5 – U2.2.2 Describe the lives of enslaved Africans and free Africans, including fugitive and escaped slaves in the American colonies.

5 – U2.2.3 Describe how enslaved and free Africans struggled to retain elements of their diverse African histories and cultures to develop distinct African-American identities.

Examples may include but are not limited to: Gullah Islands, Louisiana, The Carolinas.

U2.3 Life in Colonial America

Distinguish among and explain the reasons for regional differences in colonial America.

5 – U2.3.1 Locate the New England, Middle, and Southern colonies on a map.

5 – U2.3.2 Describe the daily lives 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.

Examples may include but are not limited to: perspectives of wealthy landowners, farmers, merchants, indentured servants, laborers, the poor, women, enslaved people, free Africans, and Indigenous Peoples.

5 – U2.3.4 Describe the development of the emerging labor force in the colonies.

Examples may include but are not limited to: cash-crop farming, slavery, indentured servants.

5 – U2.3.5 Make generalizations about the reasons for regional differences in colonial America.

U3 USHG ERA 3 REVOLUTION AND THE NEW NATION (1754-1800)

Individually and collaboratively, students will engage in planned inquiries to investigate the causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory.

U3.1 Causes of the American Revolution

Identify the major political, economic, and ideological reasons for the American Revolution.

5 – U3.1.1 Describe how the French and Indian War affected British policy toward the colonies and subsequent colonial dissatisfaction with the new policy.

5 – U3.1.2 Describe the causes and effects of events such as the Stamp Act, the Boston Massacre, the Boston Tea Party, and the Intolerable Acts.

5 – U3.1.3 Using an event from the Revolutionary era, explain how British and colonial views on authority and the use of power without authority differed (views on representative government).

Examples may include but are not limited to: the Boston Tea Party, quartering of soldiers, writs of assistance, the closing of colonial legislatures.

5 – U3.1.4 Describe the role of the First and Second Continental Congresses in unifying the colonies.

Examples may include but are not limited to: addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation.

5 – U3.1.5 Use the Declaration of Independence to explain why many colonists wanted to separate from Great Britain and why they believed they had the right to do so.

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 – U3.1.7 Describe how colonial experiences with self-government and ideas about government influenced the decision to declare independence.

Examples may include but are not limited to: Mayflower Compact, House of Burgesses and town meetings; the Iroquois Confederacy; protecting individual rights and promoting the common good; natural rights; limited government; representative government.

5 – U3.1.8 Identify a problem that people in the colonies faced, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.

U3.2 The American Revolution and its Consequences

Explain the multi-faceted nature of the American Revolution and its consequences.

5 – U3.2.1 Describe the advantages and disadvantages each side had during the American Revolution with respect to military leadership, geography, types of resources, and motivations.

5 – U3.2.2 Describe the importance of Valley Forge, the Battle of Saratoga, and the Battle of Yorktown in the American Revolution.

5 – U3.2.3 Investigate the role of women, enslaved and freed Africans, Indigenous Peoples, and France in helping shape the outcome of the war.

5 – U3.2.4 Describe the significance of the Treaty of Paris (establishment of the United States and its initial boundaries).

U3.3 Creating New Government(s) and a New Constitution

Explain some of the challenges faced by the new nation under the Articles of Confederation, and analyze the development of the Constitution as a new plan for governing.

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.

Examples may include but are not limited to: 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 issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution.

Examples may include but are not limited to: the Great Compromise, the Three-Fifths Compromise.

5 – U3.3.5 Give reasons why the Framers wanted to limit the power of government.

Examples may include but are not limited to: fear of a strong executive, representative government, and the 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.

Examples may include but are not limited to: the Tenth Amendment, enumerated powers, 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 of individuals protected in the Bill of Rights (the first 10 amendments) to the U.S. Constitution.

PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)

P3.1 Identifying and Analyzing Public Issues

Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

5 – P3.1.1 Identify contemporary public issues related to the U.S. 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 U.S. Constitution and evaluate alternative resolutions.

5 – P3.1.3 Give examples of how conflicts over Democratic Values lead people to differ on contemporary Constitutional issues in the United States.

P3.3 Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

5 – P3.3.1 Compose a short essay expressing a position on a contemporary public-policy issue related to the Constitution and justify the position with a reasoned argument.

P4.2 Civic Participation

Act constructively to further the public good.

5 – P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.

5 – P4.2.2 Participate in projects to help or inform others.

6TH-8TH GRADE OVERVIEW

6th-8th Grade Social Studies Overview Chart

Grade 6 World Geography	Grade 7 World History and Geography	Grade 8 Integrated U.S. History
Grade Level Focus	Grade Level Focus	Grade Level Focus
GEOGRAPHY G1 The World in Spatial Terms G2 Places and Regions G3 Physical Systems G4 Human Systems G5 Environment and Society G6 Global Issues CIVICS AND GOVERNMENT C1 Purposes of Government C3 Structure and Functions of Government C4 Relationship of the United States to Other Nations and World Affairs ECONOMICS E1 The Market Economy E2 The National Economy E3 International Economy PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION - Identifying and Analyzing Public Issues - Persuasive Communication - Civic Participation	HISTORY H1 The World in Temporal Terms W1 WHG Era 1 The Beginnings of Human Society W2 WHG Era 2 Early Civilizations and the Emergence of Pastoral Peoples W3 WHG Era 3 Classical Traditions, World Religions, and Major Empires W4 WHG Era 4 Case Studies from Three Continents EMBEDDED IN THE CONTEXT OF HISTORY: GEOGRAPHY G1 The World in Spatial Terms G4 Human Systems G5 Environment and Society G6 Global Issues PUBLIC DISCOURSE AND CIVIC PARTICIPATION - Identifying and Analyzing Public Issues - Persuasive Communication - Civic Participation	THEMATIC ANALYSIS OF U.S. HISTORY ERAS 1-5 U1 USHG Era 1 Beginnings to 1620 U2 USHG Era 2 Colonization and Settlement 1585-1763 U3 USHG Era 3 Revolution and the New Nation 1754-1800 U4 USHG Era 4 Expansion and Reform 1792-1861 U5 USHG Era 5 Civil War and Reconstruction 1850-1877 EMBEDDED IN THE CONTEXT OF HISTORY: G Geographic Perspective - The World in Spatial Terms - Places and Regions - Human Systems - Physical Systems - Environment and Society C Civic Perspective - Conceptual Foundations - Role and Functions of Government - Purposes of Government - Values and Principles of American Democracy - Role of the Citizen in American Democracy E Economic Perspective - Individual, Business, and Government Choices - Competitive Markets - Prices, Supply, and Demand - Role of Government - Economic Interdependence P PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION - Identifying and Analyzing Public Issues - Persuasive Communication - Civic Participation

THE ARC OF INQUIRY: GRADES 6-8

Dimension 1: Developing Questions and Planning Inquiries Central to a rich social studies experience is the capability for developing questions that can frame and advance an inquiry. Those questions come in two forms: compelling and supporting questions.

Individually and collaboratively, students construct compelling questions and:

- explain why compelling questions are important to others (e.g., peers, adults).
- identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.
- identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.
- explain how supporting questions help answer compelling questions in an inquiry.
- determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

Dimension 2: Applying Disciplinary Concepts and Tools The four disciplines within social studies provide the intellectual context for studying how humans have interacted with each other and with the environment over time. Each of these disciplines — civics, economics, geography, and history — offers a unique way of thinking and organizing knowledge as well as systems for verifying knowledge. Dimension 2 focuses on the disciplinary concepts and tools students need to understand and apply as they study the specific content described in Michigan's state standards.

Dimension 3: Evaluating Sources and Using Evidence Dimension 3 includes the skills students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims.

Individually and collaboratively, students:

- gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
- use distinctions among fact and opinion to determine the credibility of multiple sources.
- identify evidence that draws information from multiple sources in response to compelling questions.
- use evidence to develop claims in response to compelling questions.

Dimension 4: Communicating Conclusions and Taking Informed Action Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community.

Individually and collaboratively, students:

- construct arguments using claims and evidence from multiple sources.
- construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
- present a summary of arguments and explanations to others outside the classroom using print and oral technologies (posters, essays, letters, debates, speeches, and reports) and digital technologies (Internet, social media, digital documentary).
- critique arguments.
- critique explanations.
- draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.
- explain different strategies and approaches that students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.
- use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

SOCIAL STUDIES PROCESS AND SKILLS STANDARDS: GRADES 6-8**P1 READING AND COMMUNICATION – READ AND COMMUNICATE EFFECTIVELY**

- P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
- P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.
- P1.3 Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.
- P1.4 Present an argument supported with evidence.

P2 INQUIRY, RESEARCH, AND ANALYSIS

- P2.1 Use compelling and supporting questions to investigate social scientific problems.
- P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts.
- P2.3 Know how to find, organize, and interpret information from a variety of sources.
- P2.4 Use resources in multiple forms and from multiple perspectives to analyze issues.

P3 PUBLIC DISCOURSE AND DECISION MAKING

- P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, and generate and evaluate possible alternative resolutions.
- P3.2 Discuss public policy issues, clarifying position, considering opposing views, and applying Democratic Values or Constitutional Principles to develop and refine claims.
- P3.3 Construct arguments expressing and justifying decisions on public policy issues supported with evidence.
- P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places.

P4 CIVIC PARTICIPATION

- P4.1 Act out of the rule of law and hold others to the same standard.
- P4.2 Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy.
- P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy.

WORLD GEOGRAPHY: GRADE 6

Sixth-grade students will explore the tools and mental constructs used by geographers as they study contemporary world geography. Contemporary civics/government and economics content is integrated throughout the year. As a capstone, the students will conduct an investigation of a global issue. Using knowledge, research, and inquiry, they will analyze an issue and propose a plan for the future, including a persuasive essay.

GEOGRAPHY

- G1 The World in Spatial Terms: Geographical Habits of Mind (Foundational for Grade 7)
 - 1.1 Spatial Thinking
 - 1.2 Geographical Inquiry and Analysis
 - 1.3 Geographical Understanding
- G2 Places and Regions
 - 2.1 Physical Characteristics of Place
 - 2.2 Human Characteristics of Place
- G3 Physical Systems
 - 3.1 Physical Processes
 - 3.2 Ecosystems
- G4 Human Systems
 - 4.1 Cultural Mosaic
 - 4.2 Technology Patterns and Networks
 - 4.3 Patterns of Human Settlement
 - 4.4 Forces of Cooperation and Conflict
- G5 Environment and Society
 - 5.1 Humans and the Environment
 - 5.2 Physical and Human Systems
- G6 Global Issues
 - 6.1 Global Topic Investigation and Issue Analysis

CIVICS AND GOVERNMENT

- C1 Purposes of Government
 - 1.1 Nature of Civic Life, Politics, and Government
- C3 Structure and Functions of Government
 - 3.6 Characteristics of Nation-States
- C4 Relationship of United States to Other Nations and World Affairs
 - 4.3 Conflict and Cooperation Between and Among Nations

ECONOMICS

- E1 The Market Economy
 - 1.1 Individual, Business, and Government Choices
- E2 The National Economy
 - 2.3 Role of Government
- E3 The International Economy
 - 3.1 Economic Systems
 - 3.3 Economic Interdependence

PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION

Sample World Geography Compelling and Supporting Question

6th	How do diffusion, trade, and migration affect people in different places?	1) How have cultural ideas diffused among different places? 2) Why do people engage in trade? 3) Why do people migrate among different countries? Standards Connection: 6 – G1.2.3, 6 – G1.3.1, 6 – G2.2.1, 6 – G2.2.2, 6 – G4.1.1, 6 – G4.1.3, 6 – G4.1.4, 6 – G4.2.1, 6 – G4.3.3, 6 – G4.4.1

GEOGRAPHY**G1 THE WORLD IN SPATIAL TERMS: GEOGRAPHICAL HABITS OF MIND**

The use of technology has dramatically enhanced the ability of teachers and students to see the world in different ways. Geo-spatial technology includes geographic information systems (GIS), remote sensing, and global positioning systems (GPS), and the ability to look at places all around the world has allowed students to do geography, not just learn it.

Learning how to use technology is only part of learning to think spatially. Geographically literate people: know about our complex interconnected world; understand science and social science concepts; use maps, data and geo-spatial technologies; and use spatial reasoning. Spatial reasoning involves the following: looking at patterns; analyzing connections between places; understanding how the conditions at one place can be similar or very different from another; trying to understand how location is important; and seeing why some characteristics tend to occur together in places.

Geographers also look at the world with an ecological perspective. What are the relationships within ecosystems, and what role do humans have in using, modifying, and adapting to different environments from a local to global scale?

G1.1 Spatial Thinking

Use maps and other geographic tools to acquire and process information from a spatial perspective.

6 – G1.1.1 Use a variety of geographic tools (maps, globes, and web-based geography technology) to analyze the world at global, regional, and local scales.

Examples may include but are not limited to: looking for the significance of location, making comparisons among places and regions, identifying spatial patterns and comparing patterns, exploring how places and people are connected as well as how people are part of, use, and impact the environment. Spatial analysis can also involve looking at an issue at different scales in order to provide different insights.

6 – G1.1.2 Draw a sketch map, or add information to an outline map, of the world or a world region.

Examples may include but are not limited to: locate the following on a world map: the United States, North and South America, Africa, Europe, and Asia; continents; oceans; and latitude lines — equator, Prime Meridian, tropics of Cancer and Capricorn, Arctic and Antarctic circles using Geographic Information Systems (GIS), drawing, or web-based programs.

G1.2 Geographical Inquiry and Analysis

Use skills of geographic inquiry and analysis to answer important questions about relationships between people, their cultures, and their environments, in their communities and within the larger world context. Students use information to make reasoned judgments based on the authenticity of the information, critically analyze the information, and present the results.

6 – G1.2.1 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a geographic problem or issue.

6 – G1.2.2 Explain why maps of the same place may vary, including the perspectives and purposes of the cartographers.

Examples may include but are not limited to: different countries may label disputed territories differently, remote sensing images provide information not visible to humans.

6 – G1.2.3 Use, interpret, and create maps and graphs representing population characteristics, natural features, and land use of the region under study.

6 – G1.2.4 Use images as the basis for answering geographic questions about the human and physical characteristics of places and major world regions.

Examples may include but are not limited to: pictures, aerial photos, and remote sensing images.

6 – G1.2.5 Locate and use information from GIS and satellite remote sensing to answer geographic questions.

Examples may include but are not limited to: Google Earth and ArcGIS on-line have multiple teacher applications. Clickable PDFs provide overlay strategies for students without technology skills.

6 – G1.2.6 Create or interpret a map of the population distribution of a region and generalize about the factors influencing the distribution of the population.

Examples may include but are not limited to: how natural characteristics are associated with sparse population densities, how different combinations of natural and human factors lead to different densities, and why major cities are located where they are.

G1.3 Geographical Understanding

The purpose of middle school geography curriculum is to develop content, themes, skills, and perspectives that can help students understand a diverse and interconnected world.

6 – G1.3.1 Use the fundamental themes of geography (location, place, human-environment interaction, movement, region) to describe regions or places on earth.

Examples may include but are not limited to:

- “place” deals with the natural and human characteristics of a place while “location” deals with where the place is, especially relative to other places.
- “human-environment interaction” deals with resources, human adaptation, and human impact, as well as natural catastrophes.
- “movement” includes migration of people, transportation of goods and services, and the diffusion of information, as well as the movement of material in natural cycles, such as water through hydrology.
- “regions” are generalizations about the common characteristics of areas.

6 – G1.3.2 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

G2 PLACES AND REGIONS

Describe the cultural groups and diversities among people who are rooted in particular places and in human constructs called regions. Analyze the physical and human characteristics of places and regions.

G2.1 Physical Characteristics of Places

Describe the physical characteristics of places.

6 – G2.1.1 Locate and describe the basic patterns of landforms.

Examples may include but are not limited to: patterns at a continental scale or larger.

6 – G2.1.2 Locate and describe the basic patterns and processes of plate tectonics.

Examples may include but are not limited to: the location of continental plates and the Ring of Fire. Processes include plate movement, uplift, earthquakes, and volcanism.

6 – G2.1.3 Locate and describe the characteristics and patterns of major world climates and ecosystems.

Examples may include but are not limited to: tropical wet and tropical wet-dry, arid and semi-arid, sub-tropical, continental, and arctic climates. Ecosystems include tropical rain forest, savanna, grassland, desert, temperate and coniferous forests, tundra, oceans, and ice caps.

G2.2 Human Characteristics of Places

Describe the human characteristics of places.

6 – G2.2.1 Describe the human characteristics of the region under study, including languages, religions, economic system, governmental system, cultural traditions.

6 – G2.2.2 Explain how communities are affected positively or negatively by changes in technology.

Examples may include but are not limited to: how changes in transportation and communication technology influence where people live, how changes in manufacturing influence where factories are located, and how changes in energy technology reduce or increase economic activity and environmental impact. Examples also include negative impacts on communities, such as job loss when a technology changes and economic activities move.

6 – G2.2.3 Explain how culture and experience influence people's perceptions of places and regions.

Examples may include but are not limited to: how an immigrant and a resident might view a community, how a tourist might see a culture differently than someone who was born and lives there, and how international travel might change a person's perspective.

6 – G2.2.4 Interpret population pyramids from different countries including birth rates, death rates, male-female differences, and the causes and consequences of the age structure of the population.

6 – G2.2.5 Generalize about how human and natural factors have influenced how people make a living and perform other activities in a place.

Examples may include but are not limited to: how physical features, including mountains, rivers, coasts, deserts, and natural resources, as well as human factors such as political boundaries and accessibility, can affect community size and location. Additional examples might include how groups of people with different levels of economic or political power might choose or be restricted to different locations.

G3 PHYSICAL SYSTEMS

Describe the physical processes that shape the Earth's surface that, along with plants and animals, are the basis for both sustaining and modifying ecosystems. Identify and analyze the patterns and characteristics of the major ecosystems on Earth.

G3.1 Physical Processes

Describe the physical processes that shape the patterns of the Earth's surface.

6 – G3.1.1 Interpret and compare climographs from different latitudes and locations.

Examples include but are not limited to: how latitude and elevation impact South American ecosystems, how latitude and seasons affect African ecosystems, and how climate change impacts ecosystems.

6 – G3.1.2 Explain the factors that cause different climate types.

G3.2 Ecosystems

Describe the characteristics and spatial distribution of ecosystems on Earth's surface.

6 – G3.2.1 Locate major ecosystems and explain how and why they are similar or different as a consequence of latitude, elevation, land-forms, location, and human activity.

Examples may include but are not limited to: deciduous forest versus prairies in the United States, tropical rain forest versus savanna and desert in Africa, and tundra versus coniferous forests in Canada or Russia.

G4 HUMAN SYSTEMS

Explain that human activities may be seen on Earth's surface. Human systems include the way people divide the land, decide where to live, develop communities that are part of the larger cultural mosaic, and engage in the cultural diffusion of ideas and products within and among groups.

G4.1 Cultural Mosaic

Describe the characteristics, distribution, and complexity of Earth's cultural mosaic.

6 – G4.1.1 Define culture and describe examples of cultural change through diffusion, including what has diffused, why and where it has spread, and positive and negative consequences of the change.

Examples may include but are not limited to: describing the spread of businesses such as fast food franchises, sports like karate or soccer, products like athletic shoes, languages like English, or diseases like the Zika virus.

6 – G4.1.2 Compare and contrast the gender roles assigned to men and women in different societies.

Examples may include but are not limited to: how different religions and/or nations assign, expect, or require different roles for men and women, such as who can vote, own property, or hold office. Note that gender roles are culturally defined and vary widely. Within a culture, the majority of traditional roles have varying degrees of acceptance and change over time.

6 – G4.1.3 Describe cultures of the region being studied, including the major languages and religions.

6 – G4.1.4 Explain how culture influences the daily lives of people.

Examples may include but are not limited to: how people make a living, raise families, educate children and practice their religion in different cultures and communities.

G4.2 Technology Patterns and Networks

Describe how technology creates patterns and networks that connect people, resources, products, and ideas.

6 – G4.2.1 Identify and describe the advantages, disadvantages, and impacts of different technologies used to transport people and products, and spread ideas throughout the world.

Examples may include but are not limited to: the advantages and disadvantages of trucks, trains, ships, and planes for transporting people and/or material; the advantages and disadvantages of print, radio, television, the Internet, and social media for moving information.

G4.3 Patterns of Human Settlement

Describe patterns, processes, and functions of human settlement.

6 – G4.3.1 Explain how people have modified the environment and used technology to make places more suitable for humans, as well as how modifications sometimes have negative/unintended consequences.

Examples may include but are not limited to: recovering land in the Netherlands, irrigating deserts or clearing forests for agriculture, and using air conditioning in the southern United States. A technology example might be how irrigation technology changed farming in the Great Plains or how the Green Revolution changed farming in Asia.

6 – G4.3.2 Describe patterns of settlement and explain why people settle where they do and how people make their livings.

Examples may include but are not limited to: coastal and river towns in the past and present, the location of mega-cities, and how people make their livings in different locations. Examples also include forced settlement and/or restrictions on resettlement.

6 – G4.3.3 Explain the patterns, causes, and consequences of major human migrations.

Examples may include but are not limited to: refugee migrations, economic migrations, seasonal migration, and migrations from rural to urban.

G4.4 Forces of Cooperation and Conflict

Explain how forces of cooperation and conflict among people influence the division of the Earth's surface and its resources.

6 – G4.4.1 Identify factors that contribute to cooperation and conflict between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).

6 – G4.4.2 Evaluate examples of cooperation and conflict within the region under study from different perspectives.

Examples may include but are not limited to: cooperation between the United States and Canada to protect the fresh water of the Great Lakes, cooperation efforts to stop the spread of diseases among populations, or conflict over control of islands in the South China Sea.

G5 ENVIRONMENT AND SOCIETY

Explain that the physical environment is modified by human activities, which are influenced by the ways in which human societies value and use the Earth's natural resources, and by Earth's physical features and processes. Explain how human action modifies the physical environment and how physical systems affect human systems.

G5.1 Humans and the Environment

Describe how humans use and modify the environment.

6 – G5.1.1 Describe examples of how humans have impacted and are continuing to impact the environment in different places as a consequence of population size, resource use, level of consumption, and technology.

Examples may include but are not limited to: how population pressure impacts deforestation in Brazil, how higher standards of living increase pollution in China, how the use of plastics in the United States can impact water resources, and how use of fossil fuels leads to climate change.

6 – G5.1.2 Explain how different technologies can have positive and negative impacts on the environment.

Examples may include but are not limited to: water management, energy examples include advantages and disadvantages of wind and solar power generation, as well as fracking and tar sands mining; transportation examples might include road and rail transportation and expansion of cities; agricultural examples might include terracing, deforestation, or the use of pesticides and herbicides.

6 – G5.1.3 Analyze ways in which human-induced changes in the physical environment in one place can cause changes in other places.

Examples may include but are not limited to: how cutting forests in one region may result in flooding downstream, how plastic litter in the watershed leads to lake and ocean pollution, how over-fertilization and phosphate use can lead to changes in water quality, and how different factors lead to global climate change, which may impact regions differently.

6 – G5.1.4 Define natural resources and explain how people in different places use, define, and acquire resources in different ways.

G5.2 Physical and Human Systems

Describe how physical and human systems shape patterns on the Earth's surface.

6 – G5.2.1 Analyze the effects that a change in the physical environment could have on human activities and the actions people would be required to make (or would choose to make) in response to the change.

Examples may include but are not limited to: how drought in Africa and Syria is leading to emigration, how coral bleaching is leading to reduced tourism in Australia and the Caribbean, how earthquakes are leading to revised building codes, or how sea level rise is leading to coastal flooding and barrier construction.

6 – G5.2.2 Analyze how combinations of human decisions and natural forces can lead to (or help people avoid) a natural disaster.

Examples may include but are not limited to: how building in flood plains increases the likelihood of a natural disaster, and how the federal Soil Conservation Service works to prevent a natural disaster, such as the Dust Bowl.

G6 GLOBAL ISSUES

A global issue is one that has an impact affecting many regions of the world.

G6.1 Global Topic Investigation and Issue Analysis

6 – G6.1.1 Identify global issues.

Examples may include but are not limited to: natural disasters, immigration, food production, food distribution, the impact of climate change, population growth, resource use and depletion, meeting the needs of refugees, migration, poverty, economic development, conflict, and terrorism.

6 – G6.1.2 Investigate a contemporary global issue by applying the skills of geographic inquiry.

Examples may include but are not limited to: asking geographic questions; acquiring, organizing, and analyzing geographic information; answering geographic questions when practical; using inquiry methods to acquire content knowledge and appropriate data about the issue; identifying the causes and consequences and analyzing the impact, both positive and negative.

6 – G6.1.3 Develop a plan for action:

- share and discuss findings of research and issue analysis in group discussions and debates.
- compose a persuasive essay justifying a position with a reasoned argument.
- develop an action plan to address or inform others about the issue, at local to global scales.

CIVICS AND GOVERNMENT

C1 PURPOSES OF GOVERNMENT

Analyze how people identify, organize, and accomplish the purposes of government.

C1.1 Nature of Civic Life, Politics, and Government

Describe civic life, politics, and government and explain their relationships.

6 – C1.1.1 Compare and contrast different ideas about the purposes of government in different nations, nation-states or governments.

Examples may include but are not limited to: protecting individual rights, promoting the common good, providing economic security, molding the character of citizens, or promoting a particular religion. Purposes may also include keeping an ethnic group or party in power. Governments may include those of nation-states, newly independent states, emerging states, and other governmental entities such as tribal governments.

C3 STRUCTURE AND FUNCTIONS OF GOVERNMENT

Explain that governments are structured to serve the people. Describe the major activities of government, including making and enforcing laws, providing services and benefits to individuals and groups, assigning individual and collective responsibilities, generating revenue, and providing national security.

C3.6 Characteristics of Nation-States

Describe the characteristics of nation-states and how they may interact.

6 – C3.6.1 Define the characteristics of modern nation-states.

Examples may include but are not limited to: a specific territory, clearly defined boundaries, citizens, collect taxes and provide services, jurisdiction over people who reside there, laws, and government.

6 – C3.6.2 Compare and contrast various forms of government around the world.

Examples may include but are not limited to: democracies, parliamentary systems, dictatorships, oligarchies, and theocracies.

C4 RELATIONSHIP OF UNITED STATES TO OTHER GOVERNMENTS, WORLD ISSUES, AND WORLD GOVERNING ORGANIZATIONS

Explain ways in which governments interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, military force, and the threat of force.

C4.3 Conflict and Cooperation Between and Among Nations

Explain the various ways that governments interact both positively and negatively.

6 – C4.3.1 Explain how governments address national and international issues and form policies, and how the policies may not be consistent with those of other nation-states.

Examples may include but are not limited to: climate change, and human and civil rights; within the United States, federal/tribal relations in the United States.

6 – C4.3.2 Explain the challenges to governments to address global issues, and the international cooperation needed to do so.

6 – C4.3.3 Analyze the impact of treaties, agreements, and international organizations on global issues.

Examples may include but are not limited to: the North American Free Trade Agreement (NAFTA) or subsequent agreements, the North Atlantic Treaty Organization (NATO), the Organization of American States (OAS), the United Nations (UN), the Universal Declaration of Human Rights, and the Paris Climate Accord.

ECONOMICS

E1 THE MARKET ECONOMY

Describe the market economy in terms of the relevance of limited resources, how individuals and institutions make and evaluate decisions, the role of incentives, how buyers and sellers interact to create markets, how markets allocate resources, and the economic role of government in a market economy.

E1.1 Individual, Business, and Government Choices

Describe how individuals, businesses, and government make economic decisions when confronting scarcity or surpluses in the market economy.

6 – E1.1.1 Explain how incentives and disincentives in the market economy can change the decision-making process.

Examples may include but are not limited to: acquiring money, profit, and goods; wanting to avoid loss of position in society; job placement; taxes on cigarettes to discourage smoking; raising prices to increase profit.

E2 THE NATIONAL ECONOMY

Use economic concepts, terminology, and data to identify and describe how a national economy functions and to study the role of government as a provider of goods and services within a national economy.

E2.3 Role of Government

Describe how national governments make decisions that affect the national economy.

6 – E2.3.1 Analyze the impact of sanctions, tariffs, treaties, quotas, and subsidies.

Examples may include but are not limited to: implications of economic sanctions on all countries involved.

E3 INTERNATIONAL ECONOMY

Analyze reasons for individuals and businesses to specialize and trade, why individuals and businesses trade across international borders, and the comparisons of the benefits and costs of specialization and the resulting trade for consumers, producers, and governments.

E3.1 Economic Systems

Describe how societies organize to allocate resources to produce and distribute goods and services.

6 – E3.1.1 Explain and compare how economic systems (traditional, command, market) answer the three basic economic questions: What goods and services will be produced? How will they be produced? For whom will they be produced? Also, who will receive the benefits or bears the costs of production?

6 – E3.1.2 Compare and contrast the economic and ecological costs and benefits of different kinds of energy production.

Examples may include but are not limited to: oil, coal, natural gas, nuclear, biomass, solar, hydroelectric, geothermal, wind, and the impact of each.

E3.3 Economic Interdependence

Describe patterns and networks of economic interdependence, including trade.

6 – E3.3.1 Use charts and graphs to compare imports and exports of different countries in the world and propose generalizations about patterns of economic interdependence.

6 – E3.3.2 Diagram or map the flow of materials, labor, and capital used to produce a consumer product.

Examples may include but are not limited to: global supply chain, computer production, automobile production.

6 – E3.3.3 Explain how communication innovations have affected economic interactions and where and how people work.

Examples may include but are not limited to: Internet-based home offices, international work teams, international companies, online shopping.

PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)**P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Global Issue, and Civic Participation**

6 – P3.1.1 Integrate Michigan process and skills standards into a grade-appropriate project. Clearly state a global issue as a question of public policy, trace the origins of the issue, analyze various perspectives, and generate and evaluate alternative resolutions. Identify public policy issues related to global topics and issues studied. For example:

- use Michigan social studies process and skills methods to acquire content knowledge and appropriate data about the issue.
- identify the causes and consequences and analyze the impact, both positive and negative.
- share and discuss findings of research and issue analysis in group discussions and debates.
- compose a persuasive essay justifying a position with a reasoned argument.
- develop an action plan to address or inform others about the issue at a local, national, or global scale.

P4.2 Civic Participation

Act constructively to further the public good.

6 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.

6 – P4.2.2 Engage in activities intended to contribute to solving the local, national or global issues studied.

6 – P4.2.3 Participate in projects to help or inform others.

WORLD HISTORY AND GEOGRAPHY: GRADE 7

Seventh-grade students will review the tools and mental constructs used by historians and geographers. They will develop an understanding of World History, Eras 1–4. Geography, Civics/Government, and Economics content is integrated throughout the year. As a capstone, the students will conduct investigations about past and present global issues. Using significant content knowledge, research, and inquiry, they will analyze the issue and propose a plan for the future. As part of the inquiry, they will compose civic, persuasive essays using reasoned argument.

HISTORY

- H1 The World in Temporal Terms: Historical Habits of Mind
 - 1.1 Temporal Thinking
 - 1.2 Historical Inquiry and Analysis
 - 1.4 Historical Understanding
- W1 WHG Era 1 – The Beginnings of Human Society
 - 1.1 Peopling of Earth
 - 1.2 Agricultural Revolution
- W2 WHG Era 2 – Early Civilizations and Cultures and the Emergence of Pastoral Peoples
 - 2.1 Early Civilizations and Early Pastoral Societies
- W3 WHG Era 3 – Classical Traditions, World Religions, and Major Empires
 - 3.1 Classical Traditions in Regions of the Eastern and Western Hemispheres
 - 3.2 Growth and Development of World Religions
- W4 WHG Era 4 – Bridge to Era 4: Case Studies From Three Continents
 - 4.1 Crisis in the Classical World
 - 4.2 Africa to 1500 CE
 - 4.3 North America to 1500 CE

GEOGRAPHY

- G1 The World in Spatial Terms: Geographical Habits of Mind
(Foundational Expectations Addressed in Grade 6)
 - G1.2 Geographical Inquiry and Analysis
- G4 Human Systems
 - G4.1 Cultural Mosaic
 - G4.2 Technology Patterns and Networks
 - G4.3 Patterns of Human Settlement
 - G4.4 Forces of Conflict and Cooperation
- G5 Environment and Society
 - G5.1 Humans and the Environment
- G6 Global Issues
 - G6.1 Inquiry and Analysis

PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT

- P3 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement
- P4 Civic Participation

Sample World History and Geography Compelling and Supporting Question

7th	How does historical thinking help us understand our world?	1) How do we learn about the past? 2) Does thinking about the world with historical habits of mind help to make a better world? 3) What steps and tools do historians use to do their job? 4) How do historians collect and analyze evidence? 5) How do historians use evidence to construct theories, perspectives and hypotheses (claims), and accounts about the past? Standards Connection: 7 – H1.1.1, 7 – H1.2.1, 7 – H1.2.2, 7 – H1.2.3, 7 – H1.2.4, 7 – H1.2.5, 7 – H1.2.6

WORLD HISTORY AND GEOGRAPHY: GRADE SEVEN

HISTORY

H1 THE WORLD IN TEMPORAL TERMS: HISTORICAL HABITS OF MIND

Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

H1.1 Temporal Thinking

Use historical conceptual devices to organize and study the past.

7 – H1.1.1 Compare and contrast several different calendar systems used in the past and present and their cultural significance.

Examples may include but are not limited to: sundial; lunar solar; Gregorian calendar: BC/AD; contemporary secular: BCE/CE; Chinese; Hebrew; Islamic/Hijri.

H1.2 Historical Inquiry and Analysis

Use historical inquiry and analysis to study the past.

7 – H1.2.1 Explain how historians use a variety of sources to explore the past.

Examples may include but are not limited to: artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, and DNA analysis.

7 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.

Examples may include but are not limited to: a wide range of Document-Based Questions (DBQs) are available to develop case studies appropriate to the era in both AfroEurasia and the Americas.

7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.

7 – H1.2.4 Compare and evaluate differing historical perspectives based on evidence.

7 – H1.2.5 Describe how historians use methods of inquiry to identify cause/effect relationships in history, noting that many have multiple causes.

7 – H1.2.6 Identify the role of the individual in history and the significance of one person's ideas.

H1.4 Historical Understanding

Use historical concepts, patterns, and themes to study the past.

7 – H1.4.1 Describe and use cultural institutions to study an era and a region.

Examples may include but are not limited to: political and economic institutions, religion and beliefs, science and technology, written language, education, and family structure.

7– H1.4.2 Describe and use themes of history to study patterns of change and continuity.

Examples may include but are not limited to: several lists of history themes are available, including: SPEC (social, political, economic, and cultural) and the *World History For Us All*¹ themes (Patterns of Population; Economic Networks and Exchange; Uses and Abuses of Power; Haves and Have-Nots; Expressing Identity; Science, Technology, and the Environment; and Spiritual Life and Moral Codes).

7 – H1.4.3 Use historical perspectives to analyze global issues faced by humans long ago and today.

W1 WHG ERA 1 – THE BEGINNINGS OF HUMAN SOCIETY: BEGINNINGS TO 4000 BCE

Explain the basic features of and differences between hunter-gatherer societies and pastoral nomads. Analyze and explain the geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture.

W1.1 Peopling of Earth

Describe the spread of people during Era 1.

7 – W1.1.1 Explain how and when human communities populated major regions of the world and adapted to a variety of environments.

7 – W1.1.2 Explain what archaeologists have learned about Paleolithic and Neolithic societies.

W1.2 Agricultural Revolution

Describe the Agricultural Revolution and explain why it was a turning point in history.

7 – W1.2.1 Describe the transition of many cultures from hunter-gatherers to sedentary agriculture (domestication of plants and animals).

7 – W1.2.2 Explain the importance of the natural environment in the development of agricultural settlements in different locations.

Examples may include but are not limited to: the importance of available water for irrigation, adequate precipitation, fertile soil, locally available plants and animals, and adequate growing seasons.

¹ World History For Us All is a project of the National Center for History in the Schools at UCLA in cooperation with San Diego State University. See their work on themes at their website.

7 – W1.2.3 Explain the impact of the first Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements, changes to the environment, and changes to hunter-gatherer societies).

WHG ERA 2 – EARLY CIVILIZATIONS AND CULTURES AND THE EMERGENCE OF PASTORAL PEOPLES, 4000 TO 1000 BCE AND WESTERN HEMISPHERE 4000 BCE TO 1500 CE

Describe and compare defining characteristics of early civilization and pastoral societies, where they emerged, and how they spread. This era includes civilizations in AfroEurasia from 4000 to 1000 BCE as well as cultures in developing the Western Hemisphere from 4000 BCE into Eras 3 and 4 so teachers can compare early civilizations around the globe.

W2.1 Early Civilizations and Major Empires

Analyze early civilizations and pastoral societies.

7 – W2.1.1 Describe the importance of the development of human communication (oral, visual, and written) and its relationship to the development of culture.

Examples may include but are not limited to: standardization of physical (rock, bird) and abstract (love, fear) words. In addition, examples may include forms of non-verbal communication from pictographs to abstract writing (governmental administration, laws, codes, history, and artistic expressions).

7 – W2.1.2 Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns).

7 – W2.1.3 Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements and development of early civilizations.

Examples may include but are not limited to: the Tigris and Euphrates, Huang He, Nile, Indus, and Mississippi rivers.

7 – W2.1.4 Examine early civilizations to describe their common features, including environment, economies, and social institutions.

Examples may include but are not limited to: the Nile, Tigris/Euphrates, and Indus river civilizations in deserts, and Huang He and Mississippi river valley civilizations, and Mesoamerican and Andean civilizations. Topics might include ways of governing, stable food supplies, economic and social structures, use of resources and technology, division of labor, and forms of communication.

7 – W2.1.5 Define the concept of cultural diffusion and explain how ideas and technology spread from one region to another.

Examples may include but are not limited to: the spread of iron; agriculture; and cultural changes associated with permanent settlements. Cultural diffusion involves identifying the innovation, how it is being spread, who the adopters are, and the intended or unintended consequences of the innovation.

7 – W2.1.6 Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes.

Examples may include but are not limited to: the steppes of Central Asia, the savannas of East Africa, the tundra of northern Eurasia, or the mountains of Tibet or South America.

W3 WHG ERA 3 – CLASSICAL TRADITIONS, WORLD RELIGIONS, AND MAJOR EMPIRES, 1000 BCE TO 300 CE

Analyze classical civilizations and empires and the emergence of major world religions and large-scale empires. During this era, innovations and social, political, and economic changes occurred through the emergence of classical civilizations in Africa, Eurasia, and the Americas. Africa and Eurasia moved in the direction of human interchange as a result of trade, empire building, and the diffusion of skills and ideas. Similar interactions occurred in the Americas. Six of the world's major faiths and ethical systems emerged and classical civilizations established institutions, systems of thought, and cultural styles that would influence neighboring peoples and endure for centuries.

W3.1 Classical Traditions

Analyze classical civilizations and empires and their lasting impact.

7 – W3.1.1 Describe the characteristics that classical civilizations share.

Examples may include but are not limited to: institutions, cultural styles, laws, religious beliefs and practices, and systems of thought that influenced neighboring peoples and have endured for several centuries.

7 – W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.

7 – W3.1.3 Compare and contrast the defining characteristics of a city-state, civilization, and empire.

7 – W3.1.4 Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions.

7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, Southwest and Central Asian, Mesoamerican, and Andean civilizations.

7 – W3.1.6 Use historic and modern maps to locate and describe trade networks linking empires in the classical era.

Examples may include but are not limited to: the early Silk Road.

7 – W3.1.7 Use a case study to describe how trade integrated cultures and influenced the economy within empires.

Examples may include but are not limited to: Assyrian and Persian Empires, Egypt and Nubia/Kush, Phoenician and Greek networks, early Silk Road, Mesoamerican and Andean Empires.

7 – W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires.

Examples may include but are not limited to: the Chin and Han Dynasties, the Mauryan Empire, Egypt, Greek city-states, the Roman Empire, as well as the Aztec, Mayan, and Incan Empires.

7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages, and communications in the development of large regional empires.

Examples may include but are not limited to: Mesopotamian Empires: cuneiform, Code of Hammurabi; the Ten Commandments, the Tang Code; the Roman Justinian Code; Indian Empires: Sanskrit; Nile River Empires: hieroglyphs; Chinese Empire: character writing, belief system of Confucianism, Daoism, Legalism; American Empires: Incan knot language, Mayan codices.

7 – W3.1.10 Create a timeline that illustrates the rise and fall of classical empires during the classical period.

7 – W3.1.11 Explain the role of economics in shaping the development of classical civilizations and empires.

Examples may include but are not limited to: trade routes and their significance, and supply and demand for products.

W3.2 Growth and Development of World Religions

Explain how world religions or belief systems of Hinduism, Judaism, Buddhism, Christianity, Confucianism, Sikhism, and Islam grew and their significance (Sikhism and Islam are included here even though they came after 300 CE). The world's major faiths and ethical systems emerged, establishing institutions, systems of thought, and cultural styles that would influence neighboring peoples and endure for centuries.

7 – W3.2.1 Identify and describe the core beliefs of major world religions and belief systems, including Hinduism, Judaism, Buddhism, Christianity, Confucianism, Sikhism and Islam.

Examples may include, but are not limited to: comparing major figures, sacred texts, and basic beliefs (ethnic vs. universalizing; monotheistic vs. polytheistic) among religions; case studies of continuity of local indigenous belief systems or animistic religions; comparisons with religious traditions that developed after 1500 CE such as Protestantism.

7 – W3.2.2 Locate the geographical center of major religions and map the spread through 1500 CE.

W4 WHG ERA 4 – BRIDGE TO ERA 4 – CASE STUDIES FROM THREE CONTINENTS

Case studies from Europe, Africa, and the Americas are intended to set the stage for Integrated U.S. History in Grade 8.

7 – W4.1.1 Crisis in the Classical World – analyze the environmental, economic, and political crises in the classical world that led to the collapse of classical empires and the consolidation of Byzantium.

Examples may include but are not limited to: the fall of Rome, collapse of the Mayans, demise of the Incan Empire.

7 – W4.1.2 Africa to 1500 CE – use a case study to describe how trade integrated cultures and influenced the economy within early African empires.

Examples may include but are not limited to: comparing characteristics of Aksum, Ghana, Mali, or Songhai civilizations; interpreting maps of the Trans-Saharan trade in gold and salt.

7 – W4.1.3 North America to 1500 CE – use a case study to describe the culture and economy of Indigenous Peoples in North America prior to 1500.

Examples may include but are not limited to: Eastern Woodland (Iroquois, Anishinaabek), Southeast (Cherokee, Seminole), Middle America/Mexico (Aztec), Southwest (Navajo, Apache), Northwest (Salish, Muckleshoot), and Great Plains (Lakota, Blackfeet).

G1 THE WORLD IN SPATIAL TERMS

G1.2 Geographical Inquiry and Analysis

Use geographical inquiry and analysis to answer questions about relationships between peoples, cultures, and their environments, and interaction among places and cultures within the era under study.

7 – G1.2.1 Use a variety of geographical tools (maps, globes, geographic information systems [GIS], and web-based geography technology) to analyze what is happening at different times in different locations.

Examples may include but are not limited to: using maps to explain the Bantu migration patterns and describe their contributions to agriculture, technology, and language environments, or investigating how goods and services flowed in the Roman Empire.

7 – G1.2.2 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a geographic problem or issue.

Examples may include but are not limited to: analyzing the natural and human factors that limited the extent of the Roman Empire.

7 – G1.2.3 Use, interpret, and create maps and graphs representing places and regions in the era being studied.

Examples include but are not limited to: using and interpreting maps in historical atlases, creating hand-drawn maps, and using basic GIS.

7 – G1.2.4 Locate and use information from maps and GIS to answer geographic questions on the era and region being studied.

Examples may include but are not limited to: Google Earth and ArcGIS on-line have multiple teacher applications. Clickable PDFs provide overlay strategies for students without technology skills.

G3 INVESTIGATION AND ANALYSIS

Throughout the school year, the students are introduced to topics that address issues that integrate time and place. Included are capstone projects that entail the investigation of historical issues that have significance for the student and are clearly linked to the world outside the classroom. The topics and issues are developed as possible capstone projects within units and at the end of the course.

G3 Investigation and Analysis (P1, P2)

7 – G3.1.1 Investigations Designed for World History Eras 1-3 – conduct research on topics and issues, compose persuasive essays, and develop a plan for action.

Era 1 Examples may include but are not limited to: population growth and resources (investigate how population growth affects resource availability) and migration (the significance of migrations of peoples and the resulting benefits and challenges).

Era 2 Examples may include but are not limited to: agriculture (investigate the development of different forms of early or contemporary agriculture and its role in helping societies produce enough food for people, and the consequences of agriculture).

Era 3 Examples may include but are not limited to: trade (investigate the impact of trade and trade routes on civilizations) or power (analyze common factors that influence the rise and fall of empires).

G4 HUMAN SYSTEMS

In each era, the language and perspective of geography can help students understand the past and make comparisons with the present.

G4.2 Technology Patterns and Networks

Describe how technology creates patterns and networks that connect people, products, and ideas.

7 – G4.2.1 Identify and describe the advantages, disadvantages, and impacts of different technologies used to transport products and ideas in the era being studied.

Examples may include but are not limited to: the development of the wheel; different sail, boat, and navigation technologies; road-building technologies in the Incan and Roman Empires; the use of horses in different cultures.

G4.3 Patterns of Human Settlement

Describe patterns, processes, and functions of human settlement.

7 – G4.3.1 Explain how people in the past have modified the environment and used technology to make places more suitable for humans.

Examples may include but are not limited to: agricultural technologies including irrigation.

7 – G4.3.2 Describe patterns of settlement and explain why people settled where they did.

Examples may include but are not limited to: areas appropriate for hunter-gatherers or farmers, coastal and/or river towns located for trade, or mountain towns for defense.

7 – G4.3.3 Explain the patterns, causes, and consequences of major human migrations.

Examples may include but are not limited to: early human migration around the world, seasonal migration of pastoral people, and forced migration as a result of war or environmental problems.

G4.4 Forces of Cooperation and Conflict

Explain how forces of conflict and cooperation among people influence the division of the Earth's surface and its resources.

7 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups.

Examples may include but are not limited to: conflict over natural resources, trade routes, or wealth.

7 – G4.4.2 Describe examples of cooperation and conflict in the era being studied.

Examples may include but are not limited to: conflict among Greek states and the Persian Empire or the expansion of the Roman Empire and the later invasions into the Roman Empire; examples of cooperation through trade/peaceful co-existence include the development of early exchange routes between Europe and Asia and Africa.

G5 ENVIRONMENT AND SOCIETY

Explain how humans used, adapted to, and modified the environment in the era studied.

7 – G5.1.1 Describe examples of how humans modified the environment in the era being studied.

Examples may include but are not limited to: how hunter-gatherers, farmers, and pastoral nomads may have used and adapted to different environments in different ways.

7 – G5.1.2 Explain how different technologies were used in the era being studied.

Examples may include but are not limited to: irrigation in major river valley civilizations, island creation among the Aztecs, iron technology in Africa, silk and pottery technology in China.

7 – G5.1.3 Explain how people defined and used natural resources in the era being studied.

PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)

P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication about a Public Issue, and Citizen Involvement

7 – P3.1.1 Clearly state an issue as a question of public policy in contemporary or historical context, or as a contemporary/historical comparison. Trace the origins of an issue, analyze and synthesize various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness:

- identify public policy issues related to global topics and issues studied.
- clearly state the issue as a question of public policy orally or in written form.
- use inquiry methods to acquire content knowledge and appropriate data about the issue.
- identify the causes and consequences and analyze the impact, both positive and negative.
- share and discuss findings of research and issue analysis in group discussions and debates.
- compose a persuasive essay justifying the position with a reasoned argument.
- develop an action plan to address or inform others about the issue at the different scales.

P4.2 Civic Participation

Act constructively to further the public good.

7 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.

7 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.

Examples may include but are not limited to: service learning projects.

7 – P4.2.3 Participate in projects to help or inform others.

INTEGRATED U.S. HISTORY, GRADE 8

Eighth-grade students continue their study of U.S. history from the development of the Constitution through Reconstruction. Geographic, civics/government, and economics content is integrated within the historical context under study. Students should understand the relevancy and connections of this history to their lives. Students will use significant content knowledge, research skills, and inquiry practices to analyze issues and communicate conclusions.

INTEGRATED U.S. HISTORY, ORGANIZED BY ERA (USHG)

Foundational Issues in USHG Eras 1-3 (Review of Grade 5 Social Studies)

F1 Political and Intellectual Transformations

USHG ERA 3 – REVOLUTION AND THE NEW NATION (1754-1800s)

3.3 Creating New Government(s) and a New Constitution (introduced in Grade 5; begins Grade 8 expectations)

USHG ERA 4 – EXPANSION AND REFORM (1792-1861)

4.1 Challenges to an Emerging Nation

4.2 Regional and Economic Growth

4.3 Reform Movements

USHG ERA 5 – CIVIL WAR AND RECONSTRUCTION (1850-1877)

5.1 The Coming of Civil War

5.2 Civil War

5.3 Reconstruction

USHG ERA 6 – THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES (1870-1898)

6.1 America in the last half of the 19th Century (Introduced in Grade 8; begins high school USHG)

6.2 Policy Issues in USHG Eras 3-6 (P2)

Note: U.S. historians, history books, history standards, and the peoples themselves have used, at one time or another, "Native American" and "American Indian," while Canadian history uses "First Peoples" to refer to inhabitants of North America prior to European exploration, conquest, and settlement. While we are using "Indigenous Peoples" throughout the content expectations, students should be familiar with the different names and specific tribal identities as they will likely encounter variations over the course of their studies.

Sample Integrated U.S. History and Geography Compelling and Supporting Question

8th	How does growth change a nation?	1) What kinds of growth does a new nation experience? 2) How did the federal government protect slaveholders and slave states during expansion efforts in the 19th century? 3) How did westward expansion change the geographic, social, political, economic, and cultural landscape of the United States?
Standards Connection: 8 – U4.2.1, 8 – U4.2.2, 8 – U4.2.3, 8 – U4.2.4		

INTEGRATED U.S. HISTORY: GRADE EIGHT**FOUNDATIONS IN U.S. HISTORY AND GEOGRAPHY ERAS 1-2**

These foundational expectations are included to help students draw upon their previous study of American history and connect 8th Grade U.S. History with the history studied in 5th grade.

To set the stage for the study of U.S. history that begins with the development of the U.S. Constitution, students should be able to draw upon an understanding of these philosophies and intellectual foundations.

F1 Political and Intellectual Transformations

F1.1 Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing:

- colonial ideas about government.
- experiences with self-government.

Examples may include but are not limited to: limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights, House of Burgesses and town meetings, changing interactions with the royal government of Great Britain after the French and Indian War.

F1.2 Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing:

- colonists' views of government.
- their reasons for separating from Great Britain.

F1.3 Describe the consequences of the American Revolution by analyzing and evaluating the relative influences of:

- establishment of an independent republican government.
- creation of the Articles of Confederation.
- changing views on freedom and equality.
- concerns over the distribution of power within government, between government and the governed, and among people.

U3 USHG ERA 3 – REVOLUTION AND THE NEW NATION

Individually and collaboratively, students will engage in planned inquiries to analyze the institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system.

U3.3 Creating New Government(s) and a New Constitution

Explain the challenges faced by the new nation and analyze the development of the Constitution as a new plan for governing (Foundations for Civics HSCE Standard 2.1).

Note: Expectations U3.3.1 – U3.3.5 address content that was introduced in Grade 5, but asks for explanation and analysis at a higher level than expected in Grade 5. They are included here to support an in-depth discussion of the historical and philosophical origins of constitutional government in the United States.

8 – U3.3.1 Explain the reasons for the adoption and subsequent failure of the Articles of Confederation.

Examples may include but are not limited to: why its drafters created a weak central government, challenges the nation faced under the Articles, Shay’s Rebellion, conflicts over western lands.

8 – U3.3.2 Identify economic, political, and cultural issues facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention.

8 – U3.3.3 Describe the major issues debated at the Constitutional Convention, including the distribution of political power among the states and within the federal government, the conduct of foreign affairs, commerce with tribes, rights of individuals, the election of the executive, and the enslavement of Africans as a regional and federal issue.

8 – U3.3.4 Explain how the new Constitution resolved (or compromised) the major issues, including sharing and separation of power and checking of power among federal government institutions; dual sovereignty (state-federal power); rights of individuals; the Electoral College; the Three-Fifths Compromise; the Great Compromise; and relationships and affairs with tribal nations.

8 – U3.3.5 Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution.

8 – U3.3.6 Explain how the Bill of Rights reflected the concept of limited government, protection of basic freedoms, and the fear among many Americans of a strong central government.

8 – U3.3.7 Use important ideas and documents to describe the philosophical origins of constitutional government in the United States with an emphasis on the following ideals: social contract, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.

Examples may include but are not limited to: the Mayflower Compact, Iroquois Confederacy, Common Sense, Declaration of Independence, Northwest Ordinance, Federalist Papers.

U4 USHG ERA 4 – EXPANSION AND REFORM (1792-1861)

Individually and collaboratively, students will engage in planned inquiries to investigate the territorial expansion of the United States between 1801-1861, how the Industrial Revolution, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions, and the sources and character of cultural, religious, and social reform movements during the antebellum period.

U4.1 Challenges to an Emerging Nation

Analyze the challenges the new federal government faced and the roles of political and social leaders in meeting those challenges.

8 – U4.1.1 Washington’s Farewell – use President George Washington’s farewell address to analyze Washington’s perspective on the most significant challenges the new nation faced.

Examples may include but are not limited to: deciding if and when to get involved in foreign conflicts, the risk of political factions, establishing the limits of executive power.

8 – U4.1.2 Establishing America’s Place in the World – assess the changes in America’s relationships with other nations by analyzing the origins, intents, and purposes of treaties.

Examples may include but are not limited to: The Jay Treaty (1795), French Revolution, Pinckney’s Treaty (1795), Louisiana Purchase, War of 1812, and the Monroe Doctrine.

8 – U4.1.3 Challenge of Political Conflict – examine the origins and intentions of early American political parties, including how they emerged, who participated, and what influenced their ideologies.

Examples may include but are not limited to: examine the competing ideas, experiences, and fears of Thomas Jefferson and Alexander Hamilton (and their followers), despite the worries the Founders had concerning the dangers of political division, by analyzing disagreements over relative power of the national government, the Whiskey Rebellion, Alien and Sedition Acts, foreign relations, economic policy, the creation of a national bank, assumption of revolutionary debt.

8 – U4.1.4 Establishing a National Judiciary and its Power – use *Marbury v. Madison* to explain the development of the power of the Supreme Court through the doctrine of judicial review.

U4.2 Regional and Economic Growth

Describe and analyze the nature and impact of territorial, demographic, and economic growth in the first three decades of the new nation, using maps, charts, and other evidence.

8 – U4.2.1 Comparing the Northeast and the South – compare and contrast the social and economic systems of the Northeast, the South, and the Western Frontier (Kentucky, Ohio Valley, etc.) with respect to geography, climate, and the development of:

- agriculture, including changes in productivity, technology, supply and demand, and price.
- industry, including the entrepreneurial development of new industries, such as textiles.
- the labor force, including labor incentives and changes in labor forces.
- transportation, including changes in transportation (steamboats and canal barges) and the impact on economic markets and prices.
- immigration and the growth of nativism.
- race relations.
- class relations.

8 – U4.2.2 The Institution of Slavery – explain the ideology of the institution of slavery, its policies, and consequences.

8 – U4.2.3 Westward Expansion – analyze the annexation of the west through the Louisiana Purchase, the removal of Indigenous Peoples from their ancestral homelands, the Mexican-American War, the growth of a system of commercial agriculture, and the idea of Manifest Destiny.

Examples may include but are not limited to: The Indian Removal Act of 1830 (the Trail of Tears, the Trail of Death), the Treaty of Chicago (1833), the Treaty of Fort Wayne (1809).

8 – U4.2.4 Consequences of Expansion – develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on Indigenous Peoples, efforts to maintain and sustain the institution of slavery, and the relations between free and slave-holding states.

U4.3 Reform Movements

Analyze the growth of antebellum American reform movements.

8 – U4.3.1 Explain the origins of the American education system.

Examples may include but are not limited to: the contributions of Benjamin Franklin, Benjamin Rush, Noah Webster, and Horace Mann.

8 – U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders and the response of southerners and northerners to the abolitionist movement.

Examples may include but are not limited to: John Brown and the armed resistance, Harriet Tubman, the Underground Railroad, Sojourner Truth, Maria Stewart, William Lloyd Garrison, and Frederick Douglass.

8 – U4.3.3 Analyze the antebellum women's rights (and suffrage) movement by discussing the goals of its leaders and comparing primary source documents from this era to the Declaration of Independence.

Examples may include but are not limited to: Susan B. Anthony, Elizabeth Cady Stanton; the Declaration of Sentiments, Elizabeth Cady Stanton's Address on Women's Rights (September 1848).

8 – U4.3.4 Analyze the goals and effects of the antebellum temperance movement.

8 – U4.3.5 Investigate the role of religion in shaping antebellum reform movements.

Examples may include but are not limited to: differences in beliefs by different denominations of Christianity.

U5 USHG ERA 5 – CIVIL WAR AND RECONSTRUCTION (1850-1877)

Individually and collaboratively, students will engage in planned inquiries to understand the causes, course, and character of the Civil War and its effects on people, as well as how various Reconstruction plans succeeded or failed.

U5.1 The Coming of the Civil War

Analyze and evaluate the early attempts to abolish or contain slavery and to realize the ideals of the Declaration of Independence.

8 – U5.1.1 Compare the differences in the lives of free black people (including those who escaped from slavery) with the lives of free white people and enslaved people.

8 – U5.1.2 Describe the impact of the Northwest Ordinance on the expansion of slavery.

Examples may include but are not limited to: the establishment of free states, including Michigan, as a result of the Northwest Ordinance.

8 – U5.1.3 Describe the competing views of John C. Calhoun, Daniel Webster, and Henry Clay on the nature of the union among the states.

Examples may include but are not limited to: sectionalism, nationalism, federalism, state rights.

8 – U5.1.4 Draw conclusions about why the following increased sectional tensions:

- the Missouri Compromise (1820).
- the Wilmot Proviso (1846).
- the Compromise of 1850, including the Fugitive Slave Act.
- the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas.
- the *Dred Scott v. Sandford* decision (1857).
- changes in the party system.

Examples may include but are not limited to: the death of the Whig party, rise of the Republican party, and division of the Democratic party.

8 – U5.1.5 Describe the resistance of enslaved persons and effects of their actions before and during the Civil War.

Examples may include but are not limited to: Nat Turner, Harriet Tubman and the Underground Railroad, Michigan's role in the Underground Railroad.

8 – U5.1.6 Describe how major issues debated at the Constitutional Convention, such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, the election of the executive, and slavery, help explain the Civil War.

U5.2 Civil War

Evaluate the multiple causes, key events, and complex consequences of the Civil War.

8 – U5.2.1 Discuss the social, political, economic, and cultural reasons for secession.

8 – U5.2.2 Make an argument to explain the reasons why the North won the Civil War by considering the following:

- critical events and battles in the war.
- the political and military leadership of the North and South.
- respective advantages and disadvantages of each side, including geographic, demographic, economic, and technological.

8 – U5.2.3 Examine Abraham Lincoln's presidency with respect to:

- his military and political leadership.
- the evolution of his emancipation policy (including the Emancipation Proclamation).
- The role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence.

8 – U5.2.4 Describe the role of African-Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved people.

8 – U5.2.5 Construct generalizations about how the war affected combatants, civilians (including the role of women and Indigenous Peoples), the physical environment, and the future of warfare, including technological developments.

U5.3 Reconstruction

Using evidence, develop an argument regarding the character and consequences of Reconstruction.

8 – U5.3.1 Compare the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, Democrats, and African-Americans.

8 – U5.3.2 Describe the early responses to the end of the Civil War by describing:

- the policies of the Freedmen’s Bureau.
- the restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes.

8 – U5.3.3 Describe the new role of African-Americans in local, state, and federal government in the years after the Civil War and the national and regional resistance to this change, including the Ku Klux Klan.

8 – U5.3.4 Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.

8 – U5.3.5 Explain the decision to remove Union troops from the South in 1877 and investigate its impact on Americans.

U6 USHG ERA 6 – THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES (1870-1930)

Grade 8 begins to address trends and patterns in the last half of the 19th century, through 1898.

U6.1 America in the Last Half of the 19th Century

Analyze the major changes in communication, transportation, demography, and urban centers, including the location and growth of cities linked by industry and trade, in the last half of the 19th century. The purpose of this section is to introduce some of the major changes in American society and the economy in the last part of the 19th century. This era will be addressed in depth and with greater intellectual sophistication in the high school U.S. History and Geography content expectations.

8 – U6.1.1 America at Century's End – compare and contrast the United States in 1800 with the United States in 1898, focusing on similarities and differences in:

- territory.
- population.
- systems of transportation.
- governmental policies promoting economic development.
- economic change.
- the treatment of African-Americans.
- the policies toward Indigenous Peoples.

Examples may include but are not limited to:

Territory: the size of the United States and land use.

Population: immigration, reaction to immigrants, the changing demographic structure of rural and urban America.

Systems of transportation: canals, railroads, etc.

Governmental policies: promoting economic development, tariffs, banking, land grants, mineral rights, the Homestead Act.

Economic change: industrialization, increased global competition, the impact of conditions of farmers and industrial workers.

Policies toward African-Americans: the rise of segregation as endorsed by the Supreme Court decision in *Plessy v. Ferguson*, the response of African-Americans.

Policies toward Indigenous Peoples: the Dawes Act of 1887, the response of Indigenous Peoples.

U6.2 Investigation Topics and Issue Analysis (P2)

Use the historical perspective to investigate a significant historical topic from U.S. History Eras 3-6 that also has significance as an issue or topic in the United States today.

8 – U6.2.1 U.S. History Investigation Topic and Issue Analysis, Past and Present – use historical perspectives to analyze issues in the United States from the past and the present; conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings (e.g., oral, visual, video, or electronic presentation, persuasive essay, or research paper); include causes and consequences of the historical action and predict possible consequences of the contemporary action.

Examples of Investigation Topics and Questions (and examples from U.S. history): Balance of Power – how has the nation addressed tensions between state and federal governmental power? (e.g., Articles of Confederation, U.S. Constitution, states’ rights issues, secession, others). Liberty versus Security – how has the nation balanced liberty interests with security interests? (e.g., Alien and Sedition Acts, suspension of habeas corpus during the Civil War). The Government and Social Change – how have governmental policies, the actions of reformers, and economic and demographic changes affected social change? (e.g., abolitionist movement, women’s movement, Reconstruction policies). Movement of People – how has the nation addressed the movement of people into and within the United States? (e.g., Indigenous Peoples, immigrants).

PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)

P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Civic Participation

8 – P3.1.1 Identify, research, analyze, discuss, and defend a position on a national public policy issue.

- identify a national public policy issue.
- clearly state the issue as a question of public policy orally or in written form.
- use inquiry methods to trace the origins of the issue and to acquire data about the issue.
- generate and evaluate alternative resolutions to the public issue and analyze various perspectives (causes, consequences, positive and negative impact) on the issue.
- identify and apply Democratic Values or Constitutional Principles.
- share and discuss findings of research and issue analysis in group discussions and debates.
- compose a persuasive essay justifying the position with a reasoned argument.
- develop an action plan to address or inform others about the issue.

P4.2 Civic Participation

Act constructively to further the public good.

8 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.

8 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.

8 – P4.2.3 Participate in projects to help or inform others.

THE ARC OF INQUIRY: GRADES 9-12

Dimension 1: Central to a rich social studies experience is the capability for developing questions that can frame and advance an inquiry. Those questions come in two forms: compelling and supporting questions.

Individually and collaboratively, students construct compelling questions and:

- explain how a question reflects an enduring issue in the field.
- explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
- explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
- explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

Dimension 2: The four disciplines within social studies provide the intellectual context for studying how humans have interacted with each other and with the environment over time. Each of these disciplines — civics, economics, geography, and history — offers a unique way of thinking and organizing knowledge as well as systems for verifying knowledge. Dimension 2 focuses on the disciplinary concepts and tools students need to understand and apply as they study the specific content described in Michigan’s state standards.

Dimension 3: Dimension 3 includes the skills students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims.

Individually and collaboratively, students:

- gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- evaluate the credibility of a source by examining how experts value the source.
- identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
- refine claims and counterclaims, attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

Dimension 4: Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community.

Individually and collaboratively, students:

- construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
- present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- critique the use of claims and evidence in arguments for credibility.
- critique the use of the reasoning, sequencing, and supporting details of explanations.
- use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
- assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

SOCIAL STUDIES PROCESS AND SKILLS STANDARDS: HIGH SCHOOL

P1 READING AND COMMUNICATION – READ AND COMMUNICATE EFFECTIVELY

- P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.
- P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.
- P1.3 Explain points of agreement and disagreement experts have about the interpretation of sources and the application of disciplinary concepts.
- P1.4 Express social science ideas clearly in written, spoken, and graphic forms.
- P1.5 Construct and present an argument supported with evidence.

P2 INQUIRY, RESEARCH, AND ANALYSIS

- P2.1 Apply methods of inquiry, including asking and answering compelling and supporting questions, to investigate social science problems.
- P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information.
- P2.3 Know how to find, organize, evaluate, and interpret information from a variety of credible sources.
- P2.4 Use relevant information from multiple credible sources representing a wide range of views considering the origin, authority, structure, and context to answer a compelling or supporting question.

P3 PUBLIC DISCOURSE AND DECISION MAKING

- P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.
- P3.2 Discuss public policy issues, by clarifying position, considering opposing views, and applying Democratic Values or Constitutional Principles to develop and refine claims.
- P3.3 Construct claims and refine counter-claims that express and justify decisions on public policy issues.
- P3.4 Critique the use of reasoning, sequence, and supporting details in creating a claim and the subsequent evidence used to support a claim for credibility.

P4 CIVIC PARTICIPATION

- P4.1 Act within the rule of law and hold others to the same standard.
- P4.2 Assess options for individual and collective action to advance views on matters of public policy and to address local, regional, or global problems.
- P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy and to address local, regional, or global problems.

MICHIGAN'S GRADE LEVEL CONTENT EXPECTATIONS FOR SOCIAL STUDIES (9-12)

High School Social Studies Overview Chart			
World History and Geography	U.S. History and Geography	Civics	Economics
Course/Credit Focus	Course/Credit Focus	Course/Credit Focus	Course/Credit Focus
F1 World Historical and Geographical Inquiry and Literacy Practices Global Analysis of World History Eras 4-7 from Two Perspectives: Global and Interregional W4 WHG - Era 4 Expanding and Intensified Hemispheric Interactions, 300-1500 CE W5 WHG - Era 5 The Emergence of the First Global Age, 15th-18th Centuries W6 WHG - Era 6 An Age of Global Revolutions, 18th Century-1914 W7 WHG - Era 7 Global Crisis and Achievement, 1900-Present Global Issues	Historical and Geographical Knowledge and Perspective Historical and Geographical Analysis and Interpretation Thematic Analysis of U.S. History Eras 6-9 F Foundations USHG ERAS 1-5 U6 USHG - Era 6 The Development of an Industrial, Urban, and Global United States, 1870-1930 U7 USHG - Era 7 The Great Depression and World War II, 1920-1945 U8 USHG - Era 8 Post-World War II United States, 1945-1989 U9 USHG - Era 9 America in a New Global Age, 1980-Present	Civics Knowledge Intellectual Skills Participatory Skills Civics Dispositions C1 Philosophical Foundations of Civic Society and Government C2 Origins and Foundations of Civic Society and Government C3 Structure and Function of Governments in the United States C4 Rights and Liberties in the United States of America C5 The United States of America and World Affairs C6 Citizenship and Civic Participation in the United States of America	Economics Knowledge Intellectual Skills Economic Literacy E1 The Market Economy E2 The National Economy E3 International Economy

Sample World History and Geography Compelling and Supporting Question		
HSWHG	Have increased migration and cross-cultural interactions made humans more connected?	1) What were the social, political, economic, and cultural motives for imperialism in the 19th century? 2) Why were European powers able to spread imperialism through Africa, the Middle East, and Asia so quickly? 3) How did native people respond to and/or resist imperialism? 4) What were long-term social, political, economic, and cultural consequences of imperialism? Standards Connection: 5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 6.2.1, 6.2.4

WORLD HISTORY AND GEOGRAPHY

The World in Time and Space: Michigan's Content Expectations

Michigan's World History and Geography content expectations encourage students to work with and across different scales of time and space to:

- investigate global patterns and developments over time while connecting more local patterns to larger interregional and global patterns.
- employ different analytical schemes, including global, regional, national and local, to understand developments over time.
- make comparisons within and among regions and societies, and across time.
- develop an understanding of the historical and geographic context of human commonalities and differences, particularly in considering claims of universal standards or of cultural diversity.

In their studies, students will focus on five large historical and geographic patterns:

- the causes, consequences, and patterns of changes in human governance systems and changes over time.
- the causes, consequences, and patterns of interactions among societies and regions, including trade, war, diplomacy, and international institutions.
- the impact of demographic, technological, environmental, and economic changes on people, their cultures, and their environments.
- the causes, consequences, and patterns of cultural, intellectual, religious and social changes.
- the relationship between the environment and developments in population, settlement, economy, and politics.

Using time, the K-12 expectations are presented in seven overlapping historical eras. Era 4 content in the high school expectations provides important context for the First Global Age in Era 5 (as well as subsequent eras), and builds upon Era 4 content that students are assumed to have learned in 7th grade (see page 70). The high school expectations include Eras 4-7 and conclude with a set of contemporary global issues. A contextualized review of major ideas from Eras 1-4 studied in 7th grade may be helpful.

Era 4: Expanding and Intensified Hemispheric Interactions, 300 to 1500 CE

Era 5: The Emergence of the First Global Age, 15th to 18th Centuries

Era 6: An Age of Global Revolutions, 18th Century to 1914

Era 7: Global Crisis and Achievement, 1900 to Present Day

Contemporary Global Issues

Global or cross-temporal expectations focus on large-scale patterns occurring in several areas of the globe, such as the collapse or decline of empires, growth of trade networks, war, industrialism, and the diffusion of religions or philosophies. Expectations at this level also include comparisons that span across time (or eras), such as comparing the growth of world religions before 1500 CE with growth after 1500 or comparing the agricultural economic system of the 17th century with the industrial economic system of the 18th century.

Interregional or comparative expectations offer students an opportunity to investigate significant developments, processes, and patterns in and across particular regions of the globe, and connect developments there to global developments during the same era. These expectations also include cross-spatial comparisons, such as comparing the social and economic impacts of industrialism in particular regions of the world and comparing 20th century independence movements in India, Africa, and Southeast Asia.

Although the expectations are divided into eras and spatial scales for the purpose of organization, teachers and students need not see fixed lines between eras and spatial scales. These are not absolute compartments but rather fluid, nested categories used to help organize content expectations. For example, teachers and students should be able to move from a global look at trade networks in the 10th century, through an interregional look, to a look at the impact of trade in regions such as South Africa, Japan, or Cuba. The connections between and among these temporal eras and spatial scales are the most important features of world history and geography.

USING THE WORLD HISTORY AND GEOGRAPHY HSCE: THINGS TO REMEMBER

Several considerations are important as teachers use the High School Content Expectations to plan instruction.

- The High School Content Expectations are the foundation for developing historical, geographic, civic, and economic thinking.
- Active social studies inquiry is essential. The Arc of Inquiry is a description of the process that helps students develop the kind of reasoned and informed decision making needed for active citizenship in American society.
- Beyond the high school courses needed to develop state assessments, the HSCE does not specify lessons, units, or an instructional sequence. World geography can be taught regionally or thematically, and history can be taught past to present, or present to past.
- On numerous occasions, the expectations will include examples to help clarify teachable content. These specific examples are suggestions. Educators may use other examples to meet the expectations or to guide instruction and the creation of local curriculum and resources. The examples are not required content but may appear in a prompt of an assessment question; however, the focus of a state summative assessment question will be the language and content of the expectation itself.

Process and Skills

The Social Studies Process and Skills for High School are repeated in each of the Course/Credit standards.

WORLD HISTORY AND GEOGRAPHY (WHG) CONTENT STATEMENT OUTLINE

SOCIAL STUDIES PROCESS AND SKILLS STANDARDS

- P1 Reading and Communication
- P2 Inquiry, Research, and Analysis
- P3 Public Discourse and Decision Making
- P4 Civic Participation

WORLD HISTORY AND GEOGRAPHY

Eras 4-7 Addressed in WHG HSCE. NOTE: Some content from Era 4 is represented in the 7th grade expectations. Teachers may wish to review the 7th grade content as well.

F1 World Historical and Geographical Inquiry and Literacy Practices

WHG Era 4 – Expanding and Intensified Hemispheric Interactions, 300-1500 CE

- 4.1 Growth and Interactions of World Religions, and Intensifying Trade Networks and Contacts
- 4.2 Growth of Islam and Dar al-Islam, Unification of Eurasia under the Mongols, and Spheres of Interaction and Influence in the Americas

WHG Era 5 – The Emergence of the First Global Age, 15th to 18th Centuries

- 5.1 Emerging Global System and Diffusion of World Religions
- 5.2 Cultural Encounters and the Columbian Exchange, the Trans-Atlantic Slave Trade, and Afro-Eurasian Empires

WHG Era 6 – An Age of Global Revolutions, 18th Century-1914

- 6.1 Global Revolutions, Worldwide Migrations and Population Changes, and Increasing Global Interconnections
- 6.2 Comparing Political Revolutions and/or Independence Movements, Growth of Nationalism and Nation-States, Industrialization, and Imperialism

WHG Era 7 – Global Crisis and Achievement, 1900-PRESENT DAY

- 7.1 Power and Resistance, Global Conflict, Genocide in the 20th Century, and Technological, Scientific, and Cultural Exchanges
- 7.2 World War I, Interwar Period, World War II, Cold War Conflicts, Revolution, Decolonization, and Democratization, and Case Studies of Genocide

Contemporary Global Issues 1-4 (Population, Resources, Patterns of Global Interactions, Conflict, Cooperation, and Security)

WORLD HISTORY AND GEOGRAPHY**FOUNDATIONS OF HIGH SCHOOL WORLD HISTORY AND GEOGRAPHY**

How do world historians make sense of a global past? Why are geography and spatial reasoning important for understanding world history? These foundational expectations help students answer such questions, and introduce them to the tools they will need to study world history. Individually and collaboratively, students can engage in planned inquiries.

F1 World Historical and Geographical Inquiry and Literacy Practices

Explain and use disciplinary processes and tools from world history. These processes and tools include but are not limited to:

- framing questions to guide inquiry.
- determining historical significance.
- applying concepts of change over time, continuity, and multiple causes and consequences.
- contextualizing evidence and historical phenomena under study.
- explaining and applying different periodization schemes.
- using and connecting different spatial frames (examples may include but are not limited to global, interregional, regional).
- recognizing that perspectives are shaped by different experiences across time and space.
- sourcing, analyzing, and corroborating multiple sources of evidence (examples may include but are not limited to primary and secondary; verbal and visual; in print, three-dimensional, and digital).
- analyzing maps and graphs to understand large-scale movement, trends, and patterns.
- using spatial reasoning to evaluate the role of human-environment interactions in history.
- comparing and contrasting physical, political, economic, and cultural characteristics across time and space.

WHG ERA 4: EXPANDING AND INTENSIFIED HEMISPHERIC INTERACTIONS, 300 TO 1500 CE

How do religion and philosophy shape the development of societies? How does trade affect culture? Prior to the great global convergence, how did the worldviews of people in Afro-Eurasia compare with the worldviews of people in the Americas? These Era 4 expectations help students answer such questions, and provide a context for the emergence of the first global age in Era 5. Individually and collaboratively, students can use maps, graphs, primary sources, and other documents in planned inquiries.

4.1 Global or Cross-Temporal Expectations

Analyze important hemispheric interactions and temporal developments during an era of increasing regional power, religious expansion, and the collapse of some powerful empires.

4.1.1 Growth and Interactions of World Religions – analyze the significance of the growth of and interactions between world religions.

Examples may include but are not limited to: increasing trade between Islam and Christianity; the Crusades; tensions between Catholic and Orthodox Christianity; conflict and cooperation between Muslims, Christians, and Jews in medieval Spain; the influence of Islam and Christianity on African culture; influences of Islam and Hinduism in South Asia.

4.1.2 Intensifying Trade Networks and Contacts – compare and contrast the development, interdependence, specialization, and importance of interregional land-based and sea-based trading systems both within and between societies.

Examples may include but are not limited to: trans-Saharan trading in gold and salt; intensification of trade around the Indian Ocean; increasing trade and the growth of towns and cities in western Europe; the spread of the plague and significance of its consequences; networks of exchange in North, Central, and South America.

4.2 Interregional or Comparative Expectations

Analyze and compare important hemispheric interactions and cross-regional developments, including the growth and consequences of an interregional system of communication, trade, and culture exchange during an era of increasing regional power and religious expansion.

4.2.1 Growth of Islam and Dar al-Islam (a country, territory, land, or abode where Muslim sovereignty prevails) – explain the significance of Islam in an interconnected Afro-Eurasia.

Examples may include but are not limited to: investigating geographic extent of Muslim empires; the artistic, scientific, technological, and economic features that developed in Muslim society through cultural interactions and exchanges; diverse religious traditions of Islam; the cultural, political, and economic influence of Dar al-Islam in Afro-Eurasia; the caliphate as both a religious and political institution.

4.2.2 Unification of Eurasia under the Mongols – analyze the significance of Mongol rule in Afro-Eurasia and the impact of the Mongol Empire’s disintegration.

Examples may include but are not limited to: investigating geographic patterns of Mongol conquest and expansion; characteristics and consequences of the Pax Mongolica; revival of long-distance trading networks between China and the Mediterranean world.

4.2.3 Spheres of Interaction and Influence in the Americas – compare and contrast the diverse characteristics and interactions of peoples in the Americas.

Examples may include but are not limited to: case studies of the Maya, Aztec, Inca, Pueblo, and/or Eastern Woodland; the role of the environment in shaping different societies; goods exchanged between societies; shifting power and influence of groups in each region.

WHG ERA 5 – THE EMERGENCE OF THE FIRST GLOBAL AGE, 15TH TO 18TH CENTURIES

What happens when separate “worlds” converge? Did the world become a better place to live because of the global convergence? Why did some societies emerge with more power, and others with less? In Era 5, students can investigate questions such as these through both global and interregional lenses. Individually and collaboratively, students can use maps, graphs, primary sources, and other documents in planned inquiries.

5.1 Global or Cross-Temporal Expectations

Analyze the global impact of and significant developments caused by transoceanic travel and the linking of all the major areas of the world by the 18th century.

5.1.1 Emerging Global System – differentiate between the global systems of trade, migration, and political power from those in the previous era.

Examples may include but are not limited to: investigating the influence of mercantilism and capitalism; the role of sugar and silver in the global economy; movement of people, commodities, and ideas across the Atlantic basin; rising nationalism, militarism, and absolutism; emergence of European maritime power in Asia and land control in the Americas.

5.1.2 Diffusion of World Religions – evaluate the impact of the diffusion of world religions and belief systems on social, political, cultural, and economic systems.

Examples may include but are not limited to: investigating the expulsion of Muslims and Jews from Spain; Reformation and expansion of Christianity to the Americas; expansion of Islam to Southeast Asia; Sikhism’s contribution to the Punjab area of South Asia; Buddhism’s growth in East and Southeast Asia; Taoist and Confucian political influences; cases of religious syncretism (blending of beliefs and traditions); continuity of local, indigenous beliefs throughout the world.

5.2 Interregional or Comparative Expectations

Evaluate the impact of the global convergence on interregional developments and interactions in various contexts.

5.2.1 Cultural Encounters and the Columbian Exchange – explain the demographic, environmental, and political consequences of European oceanic travel and conquest.

Examples may include but are not limited to: investigating the near-elimination of indigenous civilizations and peoples in the Americas; diet and population changes in Africa, Asia, and Europe; social stratification of peninsulares, creoles, mestizos, slaves, and Indigenous Peoples; ecological impact of exchanges of flora and fauna across the Atlantic.

5.2.2 The Trans-Atlantic Slave Trade – analyze the causes and development of the Atlantic trade system with respect to the capture and sale of Africans, the creation of the gun-slave cycle, the Middle Passage, and forced migration of Africans to the Americas, the establishment of the plantation complex, and the rise of slave resistance in the New World.

5.2.3 Afro-Eurasian Empires – compare and contrast the different ways governments expanded or centralized control across various parts of Afro-Eurasia, and analyze the consequences of these changes.

Examples may include but are not limited to: case studies of political, economic, and cultural transformations in the Ottoman, Mughal, Safavid, Songhai, and Russian Empires, Ming and Qing Dynasties, and/or Tokugawa Shogunate.

WHG ERA 6 – AN AGE OF GLOBAL REVOLUTIONS, 18TH CENTURY-1914

What constitutes a “revolution?” What makes people want to change their government? How do political and economic forces shape people’s identities? In Era 6, students can investigate questions such as these through both global and interregional lenses. Individually and collaboratively, students can use maps, graphs, primary sources, and other documents in planned inquiries.

6.1 Global or Cross-Temporal Expectations

Evaluate the causes, characteristics, and consequences of revolutions of the intellectual, political, and economic structures in an era of increasing global trade and consolidations of power.

6.1.1 Global Revolutions – explain the characteristics, extent, and impact of the global revolutions, including but not limited to changes in economic and political systems, and shifts in relative political and military power.

6.1.2 Worldwide Migrations and Population Changes – analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations, including the impact of industrialism, imperialism, changing diets, and scientific advances.

6.1.3 Increasing Global Interconnections – describe the increasing global interconnections and new global networks that resulted in the spread of major innovations in governance, economic systems, cultural traits, technologies, and commodities.

Examples may include but are not limited to: investigating constitutionalism, communism and socialism, republicanism, nationalism, capitalism, human rights, and secularization.

6.2 Interregional or Comparative Expectations

Analyze and compare the interregional patterns of nationalism, state building, social and economic reform, and imperialism.

6.2.1 Comparing Political Revolutions and/or Independence Movements – compare and contrast the American Revolution, the French Revolution, and one other revolution or independence movement that occurred in a region external to Europe from the standpoint of political, economic, and social causes and consequences.

Examples may include but are not limited to: case studies of Chinese, Haitian, Mexican and/or other Latin American revolutions; others who fought for a new political order against oppression, like Tacky's War in Jamaica in 1760, the rebellion of Tupac Amaru in 1780, or the Indian Rebellion of 1857.

6.2.2 Growth of Nationalism and Nation-States – compare and contrast the rise of nation-states in a western and non-western context.

Examples may include but are not limited to: case studies of Germany, Italy, Japan.

6.2.3 Industrialization – compare and contrast the causes and consequences of industrialization around the world, including social, economic, and environmental impacts.

Examples may include but are not limited to: case studies of industrialization in Great Britain, Belgium, France, Germany, France, Russia, and/or Japan; effects on women and children; the rise of organized labor movements; the extent and consequences of urbanization.

6.2.4 Imperialism – analyze the political, economic, and social causes and consequences of imperialism in different regions.

Examples may include but are not limited to: case studies of Japan (Meiji Restoration), Qing China, India, Egypt, Ethiopia and/or the Congo; encounters between imperial powers (Europe, Japan) and local people in India, Africa, Central Asia, and East Asia; the connection between imperialism and racism, including the social construction of race.

WHG ERA 7 – GLOBAL CRISIS AND ACHIEVEMENT, 1900-Present

Why was the 20th century so violent? Did an accelerating pace of technological and scientific innovations improve people’s lives? How does increasing global interaction affect individuals? In Era 7, students can investigate questions such as these through both global and interregional lenses. Individually and collaboratively, students can use maps, graphs, primary sources, and other documents in planned inquiries.

7.1 Global or Cross-Temporal Expectations

Analyze the impact of changes in global balances of military, political, economic, and technological power throughout the 20th century and to the present.

7.1.1 Power and Resistance – describe the global reconfigurations and restructuring of political and economic relationships throughout the 20th century and to the present, including state-organized efforts to expand power and the role of resistance movements against such efforts.

7.1.2 Global Conflict – compare and contrast the nature, extent, and impact of modern warfare with warfare in the previous eras, including the roles of ideology, technology, and civilians.

7.1.3 Genocide in the 20th Century – differentiate genocide from other atrocities and forms of mass killing and explain its extent, causes, and consequences in the 20th century and to the present.

7.1.4 Technological, Scientific, and Cultural Exchanges – describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity.

7.2 Interregional or Comparative Expectations

Assess the interregional causes and consequences of the global wars, revolutions, and independence movements during this era.

7.2.1 World War I – explain the causes, characteristics, and long-term consequences of World War I, including the major decisions of the Versailles Treaty.

Examples may include but are not limited to: investigating effects of nationalism, industrialization, disputes over territory, systems of alliances, imperialism, the role of colonial peoples and militarism, total war ideology and the Armenian Genocide; distinctive characteristics and impacts of the war on the soldiers and people at home, including the use of propaganda; consequences of the mandate system, reparations, and national self-determination around the globe.

7.2.2 Interwar Period – analyze the transformations that shaped world societies between World War I and World War II, including the economic depression, and the spread of fascism, communism, and nationalism in different world regions.

Examples may include but are not limited to: case studies of the economic depression on different regions, nations, and the globe; case studies of the rise of fascism and the spread of communism in Europe and Asia; comparing and contrasting the rise of nationalism in China, Turkey, and India.

7.2.3 World War II – analyze the causes, course, characteristics, and consequences of World War II, including the emergence the United States and Soviet Union as global superpowers.

Examples may include but are not limited to: investigating the role of aggression and conflict appeasement that led to war in Europe and Asia; the development and enactment of Hitler’s “Final Solution” policy and the Holocaust, major turning points and unique characteristics of the war; spatial and political impact of the Allied negotiations on the nations of Eastern Europe and throughout the world; immediate consequences of the war’s end, including the devastation, effects on population, dawn of the atomic age, and the occupation of Germany and Japan.

7.2.4 Cold War Conflicts – analyze the causes and consequences of major Cold War conflicts, including the global reconfigurations and restructuring of political and economic relationships in the post-World War II era.

Examples may include but are not limited to: investigating economic, political, and military origins of the Cold War; arms race and space race; comparing and contrasting conflicts in Asia, Africa, and Central America; the significance of the Cold War as a 20th century event, including transitions from bipolar to multipolar center(s) of power.

7.2.5 Revolution, Decolonization, and Democratization – evaluate the causes and consequences of revolutionary and independence movements in different world regions.

Examples may include but are not limited to: case studies of the Russian Revolution, Mexican Revolution, and/or Iranian Revolution; legacy of imperialism in Africa, Southeast Asia, and Latin America; importance of the massive resistance and non-violent philosophy of Mahatma Gandhi; independence movements and formation of new nations in the Indian Subcontinent, Africa, Eastern Europe, and Southeast Asia; the development of the State of Israel; conflicts such as Arab-Israeli disputes, Palestine, the Suez Crisis, and Sunni-Shi’a conflicts.

7.2.6 Case Studies of Genocide – analyze the development, enactment, and consequences of, as well as the international community’s responses to, the Holocaust (or Shoah), Armenian Genocide, and at least one other genocide.

Examples may include but are not limited to: investigating the ideology and policies that led to genocide; policies to address and prevent genocide; cases studies of genocides such as Herero and Namaqua, Cambodia, Rwanda, Ukraine, and/or Bosnia.

CG CONTEMPORARY GLOBAL ISSUES

How have world historical events, patterns, and forces shaped contemporary global issues? To what extent are contemporary global issues a continuation of world historical trends? Students can investigate questions such as these, and/or pose their own questions about contemporary global issues, focusing on themes like population, resources, global interactions, and conflict, cooperation and security. Individually and collaboratively, students can use maps, graphs, primary sources, and other documents in planned inquiries.

CG1 Population

Explain the causes and consequences of contemporary population changes by analyzing the:

- population change (including birth rate, death rate, life expectancy, growth rate, doubling time, aging population, changes in science and technology).
- distributions of population (including relative changes in urban-rural populations, gender, age, patterns of migration, and population density).
- relationship of the population changes to global interactions, and their impact on different regions of the world.

CG2 Resources

Explain changes in the use, distribution, and importance of natural resources (including land, water, energy, food; and renewable, non-renewable, and flow resources) on human life, settlement, and interactions by describing and evaluating:

- changes in spatial distribution and use of natural resources.
- the differences in ways societies have been using and distributing natural resources.
- social, political, economic, and environmental consequences of the development, distribution, and use of natural resources.
- major changes in networks for the production, distribution, and consumption of natural resources, including the growth of multinational corporations and governmental and non-governmental organizations.
- the impact of humans on the global environment.

CG3 Patterns of Global Interactions

Define the process of globalization and evaluate the merit of this concept to describe the contemporary world by analyzing:

- economic interdependence of the world's countries, world trade patterns, and the impact on those who labor, including voluntary and forced migration such as human trafficking.
- the exchanges of scientific, technological, and medical innovations.
- cultural diffusion and the different ways cultures/societies respond to "new" cultural ideas.
- the comparative economic advantages and disadvantages of regions, regarding cost of labor, natural resources, location, and tradition.
- distribution of wealth and resources and efforts to narrow the inequitable distribution of resources.

CG4 Conflict, Cooperation, and Security

Analyze the causes and challenges of continuing and new conflicts by describing:

- tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
- causes of and responses to ethnic cleansing/genocide/mass killing.
- local and global attempts at peacekeeping, security, democratization, and administration of international justice and human rights.
- the types of warfare used in these conflicts, including terrorism, private militias, and new technologies.

THE ARC OF INQUIRY: GRADES 9-12

Dimension 1: Central to a rich social studies experience is the capability for developing questions that can frame and advance an inquiry. Those questions come in two forms: compelling and supporting questions.

Individually and collaboratively, students construct compelling questions and:

- explain how a question reflects an enduring issue in the field.
- explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
- explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
- explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

Dimension 2: The four disciplines within social studies provide the intellectual context for studying how humans have interacted with each other and with the environment over time. Each of these disciplines — civics, economics, geography, and history — offers a unique way of thinking and organizing knowledge as well as systems for verifying knowledge. Dimension 2 focuses on the disciplinary concepts and tools students need to understand and apply as they study the specific content described in Michigan’s state standards.

Dimension 3: Dimension 3 includes the skills students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims.

Individually and collaboratively, students:

- gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- evaluate the credibility of a source by examining how experts value the source.
- identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
- refine claims and counterclaims, attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

Dimension 4: Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community.

Individually and collaboratively, students:

- construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
- present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- critique the use of claims and evidence in arguments for credibility.
- critique the use of the reasoning, sequencing, and supporting details of explanations.
- use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
- assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

SOCIAL STUDIES PROCESS AND SKILLS STANDARDS: HIGH SCHOOL

P1 READING AND COMMUNICATION – READ AND COMMUNICATE EFFECTIVELY

- P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.
- P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.
- P1.3 Explain points of agreement and disagreement experts have about the interpretation of sources and the application of disciplinary concepts.
- P1.4 Express social science ideas clearly in written, spoken, and graphic forms.
- P1.5 Construct and present an argument supported with evidence.

P2 INQUIRY, RESEARCH, AND ANALYSIS

- P2.1 Apply methods of inquiry, including asking and answering compelling and supporting questions, to investigate social science problems.
- P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information.
- P2.3 Know how to find, organize, evaluate, and interpret information from a variety of credible sources.
- P2.4 Use relevant information from multiple credible sources representing a wide range of views, considering the origin, authority, structure, and context, to answer a compelling or supporting question.

P3 PUBLIC DISCOURSE AND DECISION MAKING

- P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.
- P3.2 Discuss public policy issues, by clarifying positions, considering opposing views, and applying Democratic Values or Constitutional Principles to develop and refine claims.
- P3.3 Construct claims and refine counter-claims expressing and justifying decisions on public policy issues.
- P3.4 Critique the use of reasoning, sequence, and supporting details in creating a claim and the subsequent evidence used to support a claim for credibility.

P4 CIVIC PARTICIPATION

- P4.1 Act within the rule of law and hold others to the same standard.
- P4.2 Assess options for individual and collective action to advance views on matters of public policy and address local, regional, or global problems.
- P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy and to address local, regional, or global problems.

UNITED STATES HISTORY AND GEOGRAPHY

The disciplined study of history and geography is vital and essential for citizens in a democratic society such as the United States. History and geography help us understand the origins, development, growth, and challenges of our institutions and our culture. These disciplines help to locate ourselves in both time and space and thus help us think about who we are and about our possible futures. The study of history and geography of the United States prepares us to take up the challenges of life in contemporary society, by helping us see the common and diverse strands that formed and continue to shape our present life while developing the habits of mind essential for democratic citizenship.

Since the content expectations use both geography and history, it is vital that Michigan teachers understand the major features of geography and history to understand the design of these expectations.

HISTORY: AN INTEGRATIVE, DISCIPLINED STUDY

History is an integrative discipline that studies change over time in people, places, and environments. The content of history consists of human beings and how, at different times and in different places, people and their cultures and societies have changed and developed. Historians study the past to understand the present, drawing upon a vast storehouse of information about human behavior, relationships between people and environments, and the ways that people have developed solutions to meet their perceived problems. History is important for students in the 21st century, because of the role the past plays in shaping the present. As a philosopher once remarked, “We live our lives forward, but we understand them backward.”

Like geography, the study of history also seeks to foster citizens who actively and systematically investigate the world and its relationships. The disciplined study of history requires students to develop important questions, conduct inquiry, and evaluate and develop historical arguments. Like all disciplines, historical study begins with problems, questions, and curiosities. Historians wonder about how things came to be the way they are, or how interpretations of the past influence action in the present. History, however, requires the ability to engage in investigations using different types of evidence and data, including those generated by other disciplines such as economics and geography. The study of history requires students to analyze and use a wide range of sources — such as public and private documents, numerical data, and maps — to develop the most accurate picture of the past possible. Studying history also requires students to analyze and evaluate conflicting interpretations and assess past examples of change over time. The study of history thus provides frequent opportunities to engage in reasoned debate, to assess the merits of competing claims about the present and the past, and to consider the world from different perspectives. It helps students understand the complexity involved in most changes while attending to the continuities often obscured by dramatic change. Students studying history also learn to make reasoned arguments, supported by facts and evidence, and informed by competing perspectives.

History thus not only helps us use facts to understand the context and background of our institutions, cultures and societies; it also helps increase our ability to analyze change, evaluate others’ interpretations, and develop and improve our own. It draws on a wide range of information and approaches to investigate the dynamic historical processes and interpretations that shape the world in which we live.

GEOGRAPHY: AN INTEGRATIVE, DISCIPLINED STUDY

Geography is an integrative discipline that brings together the physical and human dimensions of the world in the study of people, places, and environments. The content of geography is Earth’s surface and the processes that result in natural environments, the relationships between people and environments, and the ways that people use and view places both near and far. Geography is important because the world facing students in the 21st century is more crowded, the maintenance of a sustainable physical environment is more challenging, and the global economy is more competitive and interconnected. Comprehending issues and making decisions about local places, regions, the world, and the diverse environments and the economies requires competencies with geography from the local to global scale.

The purpose of studying geography is to foster the development of citizens who will actively seek and systematically use a spatial perspective in viewing the world. The spatial perspective is the ability to view the patterns and dynamic processes on Earth. These patterns and processes occur as webs of relationships within and between the natural world and the activities of human societies. A spatial perspective enables an individual to visualize, comprehend, and ask questions about why the human and physical systems occur in particular patterns and combinations, such as: Where are they on Earth's surface? Why are they there? What are the consequences for people and the environment? For example, large quantities of the world's petroleum resources are located near the Persian Gulf. They are at that location due to Earth's physical processes in the past. The consequences are that availability and cost of petroleum are affected by the political, economic, territorial, and military events that occur in and near the Persian Gulf region.

The study of geography as a discipline is approached in two ways. One is as a regional study in which Earth is examined by areas that share a similar criterion or continuity. For example, a regional criterion may be geopolitical. Examples include Michigan as a state and Canada as a country, each with its particular geopolitical boundaries and legal jurisdictions. The second approach is systematic geography. Earth is examined by topics that share common attributes, but may occur in different regions. Examples include urbanization and the spatial structure and function of cities. Most cities have a central business district, satellite business centers in the suburbs, and social, economic, and ethnic residential patterns that spread across the urban space. At times, regional and systematic geographic studies merge, such as the study of migration to urban centers in Mexico, Central, and South America. A similar study of migration could be completed for Africa or Asia. Among the systematic topics are human/cultural, economic, historical, physical, and political geography. Geographic studies may be based on continents, groups of countries, an individual country, or a region within a country. The criteria for a region may include religion, language, and ethnicity. The spatial pattern of topics may cross political boundaries and connect continents, such as Islam within Africa, Europe, and Asia.

Geography bridges the social and physical sciences by asking questions and seeking answers to those questions through inquiry. In doing so, students apply skills and develop habits of mind that they will be able to use in the diverse societies and workplaces of the community, the nation, and the world. Maps, satellite images of Earth, Geographic Information Systems (GIS), Geographic Positioning Systems (GPS), and other resources on the world wide web provide valuable information about the spatial patterns on Earth. The tools of modern geography are based on modern technology. The technology is the means to explore the world and inquire about the spatial patterns and dynamic processes that shape the world in which we live.

MICHIGAN'S CONTENT EXPECTATIONS

The high school expectations begin with a short set of foundational expectations, and include United States Historical Eras 5-9, culminating in current policy debates.

Foundational Issues in United States History and Geography:

ERA 6 – The Development of an Industrial, Urban, and Global United States, 1870-1930

ERA 7 – The Great Depression and World War II, 1920-1945

ERA 8 – Post-war United States, 1945-1989

ERA 9 – America in a New Global Age, 1989 to the present

CONCLUSION

As Michigan students study United States History and Geography, they will learn about the American experience over time and space. They will encounter powerful and sometimes conflicting ideas while learning about people and events in different places and times. They will investigate our diverse and common traditions, and work to understand the complex interactions among various environmental, human, and social forces that have influenced and continue to influence America and Americans. Studying United States History and Geography connects us to people and events across time and space, illuminating the range and depth of human experience on grand as well as local scales. It involves an analytical study of the nation's political ideals, as well as times and places where people or events challenged, violated, or expanded those ideals.

This offers Michigan teachers and students both rewards and challenges. We should harbor no illusions about the challenges awaiting teachers and students engaged in such study. Historical and geographic literacy demands that students learn to read critically; analyze and evaluate arguments; and decide which positions, given the evidence, are more or less plausible, better, or worse. While they learn about the facts, events, and significant developments, historical and geographic study asks students to consider what they know, how they know it, and how confidently or tentatively they hold their views.

It is equally important to remember the pleasures that such historical study can provide both teachers and students. A disciplined study of history and geography helps us to locate ourselves and our society among other peoples and societies in the world. It prepares us to take up the challenges of life in the 21st century, by enabling us to understand the world that we encounter daily and developing the habits of mind essential for democratic citizenship. Using history and geography, teachers can fill the class with enduring human dramas and dilemma, grand successes and equally grand tragedies, fascinating mysteries, and an amazing cast of characters involved in events that exemplify the best and worst of human experience. In what other field of study can students experience such a range of possibilities and get to know so many people and places?

The study of history and geography is well worth our efforts because it is so vital. Learning about our nation and its place in the world is essential for every individual. Understanding the world’s peoples, cultures, and societies and the story of our past is no longer a luxury but a necessity for Americans in the 21st century. Michigan students need the best understanding of the world and its past we can give them. A disciplined study of world history and geography promotes exactly the type of reasoned thought our students deserve, and that democratic societies so desperately need.

Sample U.S. History and Geography Compelling and Supporting Question		
HS USHG	Was the vote enough?	1) Why did some Americans oppose granting suffrage to women? 2) What were the primary arguments used by the suffragettes and the opposition? 3) What were some rights not gained in the Nineteenth Amendment? 4) What was the Equal Rights Amendment? Standards Connection: 6.3.1, 6.3.2, 6.3.3

USING THE U.S. HISTORY AND GEOGRAPHY HSCE: THINGS TO REMEMBER

There are a number of important considerations for teachers to keep in mind as they use these United States History and Geography expectations to plan instruction. It is important to remember that this document:

INTEGRATES GEOGRAPHY AND HISTORY

In meeting these expectations, students will use the content and habits of mind of both history and geography to study America's past and present. This document uses a temporal organizational scheme to present the content expectations.

USES HISTORICAL AND GEOGRAPHIC THINKING

All of the expectations require students to think – analyze, synthesize, evaluate, compare, contrast, argue – using history's and geography's habits of mind. In meeting the expectations, students will use historical and geographic thinking to analyze and interpret information in developing their understanding. Students will gather, analyze, and use information and evidence in their thinking. In identifying specific events and patterns, these expectations do not intend to stress memory over meaning, or coverage over understanding. While knowledge of specific names, places, dates, and facts is essential for historical and geographical study, high quality teaching and learning demands a great deal more than just the mastery of discrete collections of facts.

REQUIRES ACTIVE, DISCIPLINED INQUIRY

In using history and geography's habits of mind, students should engage in active, disciplined inquiry, analysis, and argumentation. This entails learning how to read, write, and use history and geography to understand and participate in the world around us. This calls upon students to frame important historical and geographic problems and questions concerning cause and effect, continuity and change, place and time; to locate and analyze appropriate evidence and data; and to determine significance in building reasoned and evidenced-based interpretations, arguments, or decisions. In short, historical and geographic inquiry provides Michigan students with the kind of reasoned and informed decision making that should characterize each citizen's participation in American society.

REPRESENTS CONTENT EXPECTATIONS AND NOT PEDAGOGICAL ORGANIZATION

This document lists content expectations for students. It does not establish a suggested organization for teaching or learning this content. For example, this document does not present expectations in a suggested instructional sequence. Further, individual expectations do not represent single lessons, a day's worth of instruction, or even a unit. Michigan teachers and curriculum coordinators should combine expectations to structure meaningful learning experiences for their students. For example, a teacher could use a compelling historical or geographic issue or problem to organize weeks of study, while coherently employing many content expectations.

DIFFERENTIATES BETWEEN REQUIRED AND SUGGESTED CONTENT

On numerous occasions, the expectations will include examples to help clarify teachable content. These specific examples are suggestions. Educators may use other examples to meet the expectations or to guide instruction and the creation of local curriculum and resources. The examples are not required content but may appear in a prompt of an assessment question; however, the focus of a state summative assessment question will be the language and content of the expectation itself.

Process and Skills

The Social Studies Process and Skills for High School are repeated in each of the Course/Credit standards.

U.S. History and Geography Content Expectations

History Themes

1. Change and Continuity in American Society
2. The Gathering and Interactions of Peoples, Cultures, and Ideas
3. Economic and Technological Changes and Their Relationship to Society, Cultures, and Ideas, and the Environment
4. The Changing Role of America in the World

Geography Themes

1. Space and Place
2. Environment and Society
3. Spatial Dynamics and Connections
4. U.S./Global Issues and Events

Disciplinary Knowledge

- Historical and Geographical Knowledge and Perspective
- Historical and Geographical Analysis and Interpretation
- Thematic Analysis of U.S. History Eras 6-9

Era 1 (Grade 5) Beginnings to 1620

- Indigenous Peoples Life in the Americas
- American Democratic Values and Constitutional Principles
- Three World Interactions

Era 2 (Grade 5) Colonization and Settlement (1585-1763)

- European Struggle for Control of North America
- Atlantic Slave Trade and Origins of Black America
- Comparative Life in North America Structure, Functions, and Enumerated Powers of National Government

Era 3 (Grades 5 & 8) Revolution and the New Nation (1754-1800)

- Causes of the American Revolution
- The American Revolution and Its Consequences
- Creating New Government(s) and a New Constitution
- Formation and Implementation of U.S. Foreign Policy

Era 4 (Grade 8) Expansion and Reform (1792-1861)

- Political, Economic, and Regional Growth
- Reform Movements

Era 5 (Grade 8) Civil War and Reconstruction (1850-1877)

- Abolition and Anti-Slavery
- Civil War
- Reconstruction

Era 6 (HS) Development of Industrial, Urban, and Global United States (1870-1930)

- Growth of an Industrial and Urban America (introduced in Grade 8; begins SS-HSCE)
- Becoming a World Power
- Progressivism and Reform

Era 7 (HS) Great Depression and World War II (1920-1945)

- Growing Crisis of Industrial Capitalism and Responses
- World War II

Era 8 (HS) Post-World War II United States (1945-1989)

- Cold War and the United States
- Domestic Policies
- Civil Rights in the Post-World War II Era

Era 9 (HS) America in a New Global Age

- Impact of Globalization on the United States
- Changes in America's Role in the World
- Policy Debates

GENERAL SOCIAL SCIENCE KNOWLEDGE, PROCESSES, AND SKILLS

- P1 Reading and Communication
- P2 Inquiry, Research, and Analysis
- P3 Public Discourse and Decision Making
- P4 Civic Participation

UNITED STATES HISTORY AND GEOGRAPHY

Eras 6-9 Addressed in USHG HSCE

F1 Foundational Issues in USHG – Eras 1-5 (review of content taught in Grades 5 and 8)

- F1 Political and Intellectual Transformations of America to 1877

USHG ERA 6 – THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES (1870-1930)

- 6.1 Growth of an Industrial and Urban America (included in Grade 8; begins SS-HSCE)
- 6.2 Becoming a World Power
- 6.3 Progressive Era

USHG ERA 7 – THE GREAT DEPRESSION AND WORLD WAR II (1920-1945)

- 7.1 Growing Crisis of Industrial Capitalism and Responses
- 7.2 World War II

USHG ERA 8 – POST-WORLD WAR II UNITED STATES (1945-1989)

- 8.1 Cold War and the United States
- 8.2 Domestic Changes and Policies
- 8.3 Civil Rights in the Post-World War II Era

USHG ERA 9 – AMERICA IN A NEW GLOBAL AGE

- 9.1 Impact of Globalization on the United States
- 9.2 Changes in America's Role in the World
- 9.3 Policy Debates

FOUNDATIONS IN UNITED STATES HISTORY AND GEOGRAPHY: ERAS 1-5

These foundational expectations are included to help students draw upon their previous study of integrated United States History and to connect high school United States History and Geography with 5th and 8th grade content.

F1 Political and Intellectual Transformations of America to 1877

F1.1 Identify the core ideals of American society as reflected in the documents below, and analyze the ways that American society moved toward and/or away from its core ideals:

- the Declaration of Independence.
- the original United States Constitution (including the Preamble).
- the Bill of Rights.
- the Gettysburg Address.
- the Thirteenth, Fourteenth, and Fifteenth Amendments.

F1.2 Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change.

F1.3 Analyze how the changing character of American political society from 1791 to 1877 had significant impact on the responsibilities of governments through the principle of federalism.

USHG ERA 6 – THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES (1870-1930)

Individually and collaboratively, students will engage in planned inquiries to understand how the rise of corporations, heavy industry, and mechanized farming transformed the American people, how massive immigration after 1870 as well as new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity, and how the rise of the American labor movement and political issues reflected social and economic change.

6.1 Growth of an Industrial and Urban America

Explain the causes and consequences — both positive and negative — of the Industrial Revolution and America's growth from a predominantly agricultural, commercial, and rural nation to a more industrial and urban nation between 1870 and 1930.

6.1.1 Factors in the American Second Industrial Revolution – analyze the factors that enabled the United States to become a major industrial power, including:

- the organizational revolution.
- the economic policies of government and industrial leaders.
- the advantages of physical geography.
- the increase in labor through immigration and migration.
- the growing importance of the automobile industry.

Examples may include but are not limited to: the development of corporations and organized labor movements; A. Phillip Randolph, Andrew Carnegie and John D. Rockefeller.

6.1.2 Labor's Response to Industrial Growth – evaluate the different responses of labor to industrial change, including the development of organized labor and the growth of populism and the populist movement.

Examples may include but are not limited to: the Knights of Labor, American Federation of Labor, the United Mine Workers; Farmer's Alliance, Grange, Platform for the Populist Party, Bryan's "Cross of Gold" speech.

6.1.3 Urbanization – explain the causes and consequences of urbanization, including:

- the location and expansion of major urban centers and their link to industry and trade.
- internal migration, including the Great Migration.
- the development of cities divided by race, ethnicity, and class, as well as the resulting tensions among and within groups.
- different perspectives about the immigrant experience.

6.1.4 Growth and Change – explain the social, political, economic, and cultural shifts taking place in the United States at the end of the 19th century and beginning of the 20th century, by:

- describing the developing systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society.
- describing governmental policies promoting economic development.
- evaluating the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court’s decision in *Plessy v. Ferguson*, and describing the response of African-Americans to this inequality.
- describing the policies toward Indigenous Peoples, including removal, reservations, the Dawes Act of 1887, and the response of Indigenous Peoples to these policies.

6.2 Becoming a World Power

Describe and analyze the major changes – both positive and negative – in the role the United States played in world affairs after the Civil War, and explain the causes and consequences of this changing role.

6.2.1 Growth of U.S. Global Power – describe how America redefined its foreign policy between 1890 and 1914 and analyze the causes and consequences of the U.S. emergence as an imperial power in this time period, using relevant examples of territorial expansion and involvement in foreign conflicts.

6.2.2 World War I – explain the causes of World War I, the reasons for American neutrality and eventual entry into the war, and America’s role in shaping the course of the war.

6.2.3 Domestic Impact of World War I – analyze the domestic impact of World War I on the growth of the government, the expansion of the economy, the restrictions on civil liberties, the expansion of women’s suffrage, and on internal migration.

Examples may include but are not limited to: War Industries Board, the growth of anti-immigrant sentiments, the Sedition Act, the Red Scare, the Palmer Raids.

6.2.4 Wilson and His Opponents – explain how President Woodrow Wilson’s “Fourteen Points” differed from proposals by others, including French and British leaders and domestic opponents, in the debate over:

- the Treaty of Versailles.
- U.S. participation in the League of Nations.
- the redrawing of European political boundaries and the resulting geopolitical tensions that continued to affect Europe.

6.3 Progressive Era

Select and evaluate major public and social issues emerging from the changes in industrial, urban, and global America during this period; analyze the solutions or resolutions developed by America and their consequences (positive/negative – anticipated/unanticipated).

6.3.1 Describe the extent to which industrialization and urbanization between 1895 and 1930 created the need for progressive reform.

Examples may include but are not limited to: urban and rural poverty, child labor, immigration, political corruption, racial and gender discrimination, public health, unsafe living conditions, poor working conditions, monopolies, unfair labor practices.

6.3.2 Analyze the social, political, economic, and cultural changes that occurred during the Progressive Era.

Examples may include but are not limited to: the successes and failures of efforts to expand women's rights, including the work of important leaders such as Susan B. Anthony, Elizabeth Cady Stanton, Alice Paul; the role of reform organizations and movements and individuals in promoting change; the Women's Christian Temperance Union; settlement house movement; conservation movement; the National Association for the Advancement of Colored People; Carrie Chapman Catt; Eugene Debs; W.E.B. DuBois; Upton Sinclair; Ida Tarbell; major changes in the Constitution, including Sixteenth, Seventeenth, Eighteenth, and Nineteenth Amendments; the Supreme Court's role in supporting or slowing reform; new regulatory legislation; the Pure Food and Drug Act; the Sherman and Clayton Antitrust Acts; the successes and failures of the Indian Citizenship Act of 1924.

6.3.3 Evaluate the historical impact of the Progressive Era with regard to governmental and industrial reforms.

6.3.4 Women's Suffrage – Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the Nineteenth Amendment.

USHG ERA 7 – THE GREAT DEPRESSION AND WORLD WAR II (1920-1945)

Individually and collaboratively, students will engage in planned inquiries to understand the changing role of the United States in world affairs through World War II, investigate the causes of the Great Depression and how it affected American society, and how the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state.

7.1 Growing Crisis of Industrial Capitalism and Responses

Evaluate the key events and decisions surrounding the causes and consequences of the global depression of the 1930s and World War II.

7.1.1 The Twenties – explain and evaluate the significance of the social, cultural, and political changes and tensions in the “Roaring Twenties” including:

- cultural movements such as the Jazz Age, the Harlem Renaissance, and the “Lost Generation.”
- the increasing role of advertising and its impact on consumer purchases.
- the NAACP legal strategy to attack segregation.

Examples may include but are not limited to: the Scopes trial, views on and restrictions to immigration, Prohibition, roles of women, mass consumption, fundamentalism, modernism, the Indian Citizenship Act of 1924, the Carlisle Indian Industrial School, the Mount Pleasant Indian Industrial Boarding School, Harbor Springs Indian Boarding School, the resurgence of the Ku Klux Klan, and nativism.

7.1.2 Causes and Consequences of the Great Depression – 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, underconsumption, speculation, the 1929 crash, and the Dust Bowl.
- the economic and social toll of the Great Depression, including unemployment and environmental conditions that affected farmers, industrial workers, and families.
- President Herbert Hoover’s policies and their impact, including the Reconstruction Finance Corporation.

7.1.3 The New Deal Era – explain and evaluate President Franklin Roosevelt’s policies and tactics during the New Deal era, including:

- the changing role of the federal government’s responsibilities to protect the environment, meet challenges of unemployment, and to address the needs of workers, farmers, Indigenous Peoples, the poor, and the elderly.
- opposition to the New Deal and the impact of the Supreme Court in striking down and then accepting New Deal laws.
- the impact of the Supreme Court on evaluating the constitutionality of various New Deal policies.
- consequences of New Deal policies.

Examples may include but are not limited to: Frances Perkins, the Dust Bowl and the Tennessee Valley, promoting workers’ rights, development of a Social Security program, banking and financial regulation, conservation practices, crop subsidies, the Indian Reorganization Act (IRA), the Termination Policy, the Deportation Act of 1929 Federal housing policies and agricultural efforts (AAA) and impacts on housing for marginalized groups, Charles Coughlin, Huey Long.

7.2 World War II

Draw conclusions about the causes and the course of World War II, and the effects of the war on U.S. society and culture, and its role in world affairs.

7.2.1 Causes of World War II – analyze the factors contributing to World War II in Europe and in the Pacific region, and America’s entry into war, including:

- political and economic disputes over territory.
- the differences in the civic and political values of the United States and those of Nazi Germany and Imperial Japan.
- U.S. neutrality.
- the bombing of Pearl Harbor.

Examples may include but are not limited to: failure of the Treaty of Versailles; the League of Nations; the Munich Agreement; the Neutrality Acts; the Lend Lease Act; oil embargo; fascism; militarism, nationalism; imperialism.

7.2.2 United States and the Course of World War II – evaluate the role of the United States in fighting the war militarily, diplomatically, and technologically across the world.

Examples may include but are not limited to: Germany-First strategy, the Big Three Alliance, and the development of atomic weapons.

7.2.3 Impact of World War II on American Life – analyze the changes in American life brought about by U.S. participation in World War II, including:

- the mobilization of economic, military, and social resources.
- the role of women, African Americans, and ethnic minority groups in the war effort, including the work of A. Philip Randolph and the integration of U.S. military forces.
- the role of the home front in supporting the war effort.
- the conflict and consequences around the internment of Japanese-Americans.

7.2.4 Responses to Genocide – investigate the responses to Hitler’s “Final Solution” policy by the Allies, the U.S. government, international organizations, and individuals.

Examples may include but are not limited to: concentration camp liberation, Nuremberg war crimes tribunals, and actions by individuals such as Oskar Schindler and Irena Sendler as examples of the “righteous among the nations”.

USHG ERA 8 – POST-WORLD WAR II UNITED STATES (1945-1989)

8.1 Cold War and the United States

Individually and collaboratively, students will engage in planned inquiries to investigate the social transformation of post-war United States, how the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics, and how the struggle for racial and gender equality and the extension of civil liberties impacted the United States.

8.1.1 Origins and Beginnings of the Cold War – analyze the factors that contributed to the Cold War, including:

- differences in the civic, ideological, and political values, and in the economic and governmental institutions, of the United States and the Soviet Union (U.S.S.R.).
- diplomatic and political actions by both the United States and the U.S.S.R. in the last years of World War II and the years afterward.

Examples may include but are not limited to: the differences between Communism and Capitalism, diplomatic decisions made at the Yalta and Potsdam conferences, the use of the atomic bomb, the Marshall Plan, Truman Doctrine, United Nations, North American Treaty Organization (NATO), and the Warsaw Pact.

8.1.2 Foreign Policy During the Cold War – compare the causes and consequences of the American policy of containment including:

- the development and growth of a U.S. national security establishment and intelligence community.
- the direct and/or armed conflicts with Communism (for example, but not limited to: Berlin, Korea, Cuba).
- U.S. involvement in Vietnam, and the foreign and domestic consequences of the war.
- indirect (or proxy) confrontations within specific world regions.
- the arms race and its implications on science, technology, and education.

Examples may include but are not limited to: the Department of Defense; the Department of State; the Central Intelligence Agency; direct conflicts within specific world regions, such as Chile, Angola, Iran, Guatemala, and Afghanistan; the relationship and conflicts with the Soviet Union and China; U.S. military policies and practices, special operations, and teams; the launch of Sputnik and the beginning of the space race; and the National Defense Education Act (NDEA).

8.1.3 End of the Cold War – describe the factors that led to the end of the Cold War.

Examples may include but are not limited to: detente, policies of the U.S. and U.S.S.R. and their leaders President Reagan and Premier Gorbachev, the political breakup of the Soviet Union, and the Warsaw Pact.

8.2 Domestic Policies

Investigate demographic changes, domestic policies, conflicts, and tensions in post-World War II America.

8.2.1 Demographic Changes – use population data to produce and analyze maps that show the major changes in population distribution and spatial patterns and density, including the Baby Boom, new immigration, suburbanization, reverse migration of African-Americans to the South, the Indian Relocation Act of 1956, and the flow of population to the Sunbelt.

8.2.2 Policy Concerning Domestic Issues – analyze major domestic issues in the post-World War II era and the policies designed to meet the challenges by:

- describing issues challenging Americans, such as domestic anticommunism (McCarthyism), labor, poverty, health care, infrastructure, immigration, and the environment.
- evaluating policy decisions and legislative actions to meet these challenges.

Examples may include but are not limited to: G.I. Bill of Rights (1944), Taft-Hartley Act (1947), Twenty-Second Amendment to the U.S. Constitution (1951), Federal Highways Act (1956), National Defense Act (1957), EPA (1970).

8.2.3 Comparing Domestic Policies – focusing on causes, programs, and impacts, compare and contrast President Franklin Roosevelt’s New Deal initiatives, President Lyndon Johnson’s Great Society programs, and President Ronald Reagan’s market-based domestic policies.

8.2.4 Domestic Conflicts and Tensions – analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions, the Vietnam War, the environmental movement, the movement for Civil Rights (See U.S. History Standards 8.3) and the constitutional crisis generated by the Watergate scandal.

Examples may include but are not limited to: *Roe v. Wade*, *Gideon v. Wainwright*, *Miranda v. Arizona*, *Tinker v. Des Moines*, *Hazelwood v. Kuhlmeier*, Kent State, Students for a Democratic Society (SDS), Robert McNamara, Martin Luther King Jr., Muhammad Ali, “flower power,” hippies, beatniks, Rachel Carson, Winona LaDuke, the American Indian Movement (AIM), the occupation of Alcatraz, Ralph Nader.

8.3 Civil Rights in the Post-World War II Era

Examine and analyze the Civil Rights Movement using key events, people, and organizations.

8.3.1 Civil Rights Movement – analyze key events, ideals, documents, and organizations in the struggle for African-American civil rights including:

- the impact of World War II and the Cold War.
- Responses to Supreme Court decisions and governmental actions.
- the Civil Rights Act (1964).
- protest movements.
- rights.
- organizations.
- civil actions.

Examples may include but are not limited to: racial and gender integration of the military; “An American Dilemma”; Jim Crow laws; de jure segregation; *Brown v. Board of Education*; the Civil Rights Act (1957); Little Rock school desegregation; the Civil Rights Act (1964); the Voting Rights Act (1965); the integration of baseball; Montgomery Bus Boycott (1955-1956); March on Washington; the Freedom Rides; the National Association for the Advancement of Colored People; the Southern Christian Leadership Conference; the Student Non-violent Coordinating Committee; the Nation of Islam; the Black Panthers; Orval Faubus; Rosa Parks; sit-ins; James Meredith; Medgar Evers; Fannie Lou Hamer; Malcolm X; Yuri Kochiyama; the Twenty-Fourth Amendment; violence in Birmingham; *Milliken v. Bradley*; the Elliott Larsen Act.

8.3.2 Ideals of the Civil Rights Movement – compare and contrast the ideas in Martin Luther King’s March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.

8.3.3 Women’s Rights – analyze the causes, course, and reaction to the women’s rights movement in the 1960s and 1970s.

Examples may include but are not limited to: the role of population shifts; birth control; increasing number of women in the work force; National Organization for Women (NOW); Equal Rights Amendment (ERA); Betty Friedan; and Phyllis Schlafly.

8.3.4 Civil Rights Expanded – evaluate the major accomplishments and setbacks in securing civil rights and liberties for all Americans over the 20th century.

Examples may include but are not limited to: Indigenous Peoples; Latinos/Latinas; new immigrants; people with disabilities; the gay and lesbian community; the Stonewall riots; the Rehab Act (1973); ADA (1990); American Indian Religious Freedom Act (1978); United Farmworkers; Harvey Milk (1978); Ruth Ellis; the Indian Civil Rights Act (1968).

8.3.5 Tensions and Reactions to Poverty and Civil Rights – analyze the causes and consequences of the civil unrest that occurred in American cities, by comparing civil unrest in Detroit with at least one other American city.

Examples may include but are not limited to: Los Angeles, Cleveland, Chicago, Atlanta, Newark.

USHG ERA 9 – AMERICA IN A NEW GLOBAL AGE

Individually and collaboratively, students will engage in planned inquiries to understand recent developments in foreign and domestic politics, and the economic, social, and cultural developments in the contemporary United States.

9.1 The Impact of Globalization on the United States

Explain the impact of globalization on the U.S. economy, politics, society, and role in the world.

9.1.1 Economic Changes – using the changing nature of the American automobile industry as a case study, evaluate changes in the American economy created by new markets, natural resources, technologies, corporate structures, international competition, new sources/methods of production, energy issues, and mass communication.

9.1.2 Transformation of American Politics – analyze the transformation of American politics in the late 20th and early 21st centuries, including:

- the growth of the conservative movement in national politics, including the role of Ronald Reagan.
- the role of evangelical religion in national politics.
- the intensification of partisanship.
- the partisan conflict over the role of government in American life.
- the role of regional differences in national politics.

9.2 Changes in America's Role in the World

Examine the shifting role of the United States on the world stage from 1980 to the present.

9.2.1 United States in the Post-Cold War World – explain the role of the United States as a superpower in the post-Cold War world, including advantages, disadvantages, and new challenges.

Examples may include but are not limited to: military missions in Lebanon, Somalia, Haiti, Bosnia, Kosovo, and the Gulf War.

9.2.2 9/11 and Responses to Terrorism – analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies.

Examples may include but are not limited to: the Office of Homeland Security, Patriot Act, wars in Afghanistan and Iraq, role of the United States in the United Nations, NATO.

9.3 Policy Debates

9.3.1 Make a persuasive argument on a public policy issue, and justify the position with evidence from historical antecedents and precedents, and Democratic Values or Constitutional Principles.

THE ARC OF INQUIRY: GRADES 9-12

Dimension 1: Central to a rich social studies experience is the capability for developing questions that can frame and advance an inquiry. Those questions come in two forms: compelling and supporting questions.

Individually and collaboratively, students construct compelling questions and:

- explain how a question reflects an enduring issue in the field.
- explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
- explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
- explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

Dimension 2: The four disciplines within social studies provide the intellectual context for studying how humans have interacted with each other and with the environment over time. Each of these disciplines — civics, economics, geography, and history — offers a unique way of thinking and organizing knowledge as well as systems for verifying knowledge. Dimension 2 focuses on the disciplinary concepts and tools students need to understand and apply as they study the specific content described in Michigan’s state standards.

Dimension 3: Dimension 3 includes the skills students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims.

Individually and collaboratively, students:

- gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- evaluate the credibility of a source by examining how experts value the source.
- identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
- refine claims and counterclaims, attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

Dimension 4: Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community.

Individually and collaboratively, students:

- construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
- present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- critique the use of claims and evidence in arguments for credibility.
- critique the use of the reasoning, sequencing, and supporting details of explanations.
- use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
- assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

SOCIAL STUDIES PROCESS AND SKILLS: HIGH SCHOOL

P1 READING AND COMMUNICATION – READ AND COMMUNICATE EFFECTIVELY

P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.

P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.

P1.3 Explain points of agreement and disagreement experts have about the interpretation of sources and the application of disciplinary concepts.

P1.4 Express social science ideas clearly in written, spoken, and graphic forms.

P1.5 Construct and present an argument supported with evidence.

P2 INQUIRY, RESEARCH, AND ANALYSIS

P2.1 Apply methods of inquiry, including asking and answering compelling and supporting questions, to investigate social science problems.

P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information.

P2.3 Know how to find, organize, evaluate, and interpret information from a variety of credible sources.

P2.4 Use relevant information from multiple credible sources representing a wide range of views considering the origin, authority, structure, and context to answer a compelling or supporting question.

P3 PUBLIC DISCOURSE AND DECISION MAKING

P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

P3.2 Discuss public policy issues, by clarifying position, considering opposing views, and applying core values or Constitutional Principles to develop and refine claims.

P3.3 Construct claims and refine counter-claims that express and justify decisions on public policy issues.

P3.4 Critique the use of reasoning, sequence, and supporting details in creating a claim and the subsequent evidence used to support a claim for credibility.

P4 CIVIC PARTICIPATION

P4.1 Act within the rule of law and hold others to the same standard.

P4.2 Assess options for individual and collective action to advance views on matters of public policy and to address local, regional, or global problems.

P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy and to address local, regional, or global problems.

CIVICS

“We have it in our power to begin the world over again.” Thomas Paine introduced the great American experiment with anticipation of what might happen next. When framing their hopes for a new world, the founding generation kept one eye on the past and one on the future. Putting aspirations, goals, and law to paper, the Declaration of Independence, the Articles of the Confederation, and the Constitution illustrate how people may come together united in hope for a better society.

A proposition for every new generation is:

- 1) how to acknowledge contradictions between Democratic Values and the inequalities of their practice;
- 2) how to resolve competing, complementary, and vague processes outlined in the founding documents; and
- 3) how interpretations of the values and principles may differ producing vigorous dialogue, discussion, and debate.

This document provides a framework to encourage students to understand, appreciate, and participate in the conversation.

2019 REVISIONS

Standard expectations provide the necessary benchmarks for an educated, informed civic society. These standards seek to allow teachers to elevate the classroom discussion to one where students grapple with the historical and contemporary realities of civic society. Organized into the following six strands, there is both greater clarity of purpose and precision of language:

GENERAL SOCIAL SCIENCE KNOWLEDGE, PROCESSES, AND SKILLS

- P1 Reading and Communication
- P2 Inquiry, Research, and Analysis
- P3 Public Discourse and Decision Making
- P4 Civic Participation

CIVICS CONTENT STATEMENT OUTLINE

- C1 Philosophical Foundations of Civic Society and Government
- C2 Origins and Foundations of Government of the United States of America
 - 2.1 Origins of American Constitutional Government
 - 2.2 Democratic Values and Constitutional Principles
- C3 Structure and Function of Governments in the United States of America
 - 3.1 Structures, Functions, Powers, and Limits of the Federal Government
 - 3.2 Structure, Functions, Powers, and Limits of the State, Local, and Tribal Governments
- C4 Rights and Liberties in the United States of America
 - 4.1 Application of the Bill of Rights
 - 4.2 The Extension of Civil Rights and Liberties
 - 4.3 Examining Tensions and Limits on Rights and Liberties
- C5 The United States of America and World Affairs
 - 5.1 Formation and Implementation of U.S. Foreign Policy
 - 5.2 U.S. Role in International Institutions and Affairs
- C6 Citizenship and Civic Participation in the United States of America
 - 6.1 Citizenship in the United States of America
 - 6.2 Rights and Responsibilities in Civic Society
 - 6.3 Dispositions for Civic Participation
 - 6.4 Civic Inquiry, Public Policy, Civic Action, and Public Discourse

In the charts below, each strand is followed by examples of compelling questions. A compelling question addresses an enduring issue, concern, or debate that provides opportunities for students to explore our polity in an in-depth and thorough fashion. Examples of compelling questions illustrate ways in which the underlying tension, essence, and/or bigger civic question may emerge.

Each strand also includes processes and skills necessary for successful participation in our form of government. Analytical and research skills help students identify, describe, explain, and analyze information and arguments, as well as evaluate, take, and defend positions on public policies. The process and skills possibilities listed below are examples that may tie together content expectations with skills for lively and interactive civics classrooms. Translating the classroom experience into real life, knowledge, dispositions, Democratic Values, and participatory skills are intertwined to position students to be positive members of American society.

Outline of the Civic Strands, Compelling Questions, and Process Skills Possibilities

C1 Philosophical Foundations of Civic Society and Government

Compelling Questions:

- How might both the pursuit of the common good and the protection of unalienable rights (including life, liberty, and the pursuit of happiness) create tension in the structure and pursuit of governance?
- In what ways does the structure of government influence our possibilities as a society and reveal societal values?

Process and Skills Possibilities:

- Collaboratively design your own society to represent the rights you envision each person or group of people to have alongside appropriate governmental powers.

C2 Founding and Development of the Government of the United States of America

Compelling Questions:

- In what ways might the federal and state governments reflect characteristics of both direct democracy and a representative republic (or neither)? What might be the best forms of representation?
- In what ways has the Constitution created a just government? In what ways has the Constitution created an unjust government? What, if any, remedies were embedded to address problems in the Constitution?

Process and Skills Possibilities:

- Analyze founding documents to find Democratic Values. Connect the Democratic Values to mechanisms in the Constitution or subsequent documents.
- Convene a Constitutional Convention in your class in which you decide what to keep and what to update collaboratively from the Constitution and the Amendments.

C3 Structure and Function of Governments in the United States of America

Compelling Questions:

- In what ways has the Constitution, and its competitive policy-making process, served to represent the people's will and limit government power to ensure that the people's will is represented?
- In what ways do the branches of the national government compete and cooperate in order to govern?
- How has the intent of federalism been impacted by provisions within the Constitution and policies over time?

Process and Skills Possibilities:

- As a classroom, propose a law and walk it through the complexities of becoming law at the federal level.
- As a classroom, propose a law and walk it through the complexities of becoming law at the state level.

C4 Rights and Liberties in the United States of America

Compelling Questions:

- In what ways has the development and interpretation of the Constitution influenced policies that impact citizens and people living in the United States?
- How has (or might) the will of the majority upheld or infringed upon rights of the unenfranchised, disenfranchised, or underrepresented?
- How might the tension between life and liberty balance against the desire for security in an open society?

Process and Skills Possibilities:

- Research an issue concerning one of the First Amendment five protections (speech, assembly, religion, press, petition). Put on a mock trial using the evidence from the case to review the evidence and decide. The case could be historical, breaking in the news, or one pending in front of a court.
- Identify a pressing issue under the Fourteenth Amendment's equal protection of the law. Research and write amicus briefs exploring all sides of the issue. Present and question the briefs.

C5 The United States of America and World Affairs

Compelling Questions:

- To what degree, if any, should questions of sovereignty and openness impact the United States and its foreign policy? What possibilities and challenges are posed in open and closed societies?
- What, if any, rights of people extend beyond the borders of the United States? What, if any, rights of people from abroad exist inside the borders of the United States?
- In what ways have American political ideas, ideals, and the American Constitutional system influenced other governments?

Process and Skills Possibilities:

- Choose an issue of international importance and convene an international conference where different countries discuss their perspectives. As a class, create a position paper on how the United States of America views the issue and why.
- Identify, research, evaluate, take, and defend positions regarding why some aspects of the American Constitutional system that have been effective in the United States either have or have not been used or have not been successful in other countries.

C6 Citizenship and Civic Participation in the United States of America

Compelling Questions:

- What civic skills are necessary for vibrant Constitutional democracies and how might schools cultivate healthy civic virtue?
- To what degree should citizens be required to be involved in the responsibilities of citizenship? What might be some of the most important legal and moral rights and obligations of citizenship?

Process and Skills Possibilities:

- Collaboratively, identify and discuss community needs that have potential public policy solutions. Develop possible solutions, evaluate their pros and cons, and choose one to defend in a simulated public hearing. Develop and defend a proposal for appropriate public policy officials.
- Research and design a campaign to educate and encourage students in your school to vote. Create simulated voting opportunities for students throughout your district to experience voting.

Governance, Democratic Values, Constitutional Principles, and a Right to Remedy – Possibilities and Pitfalls

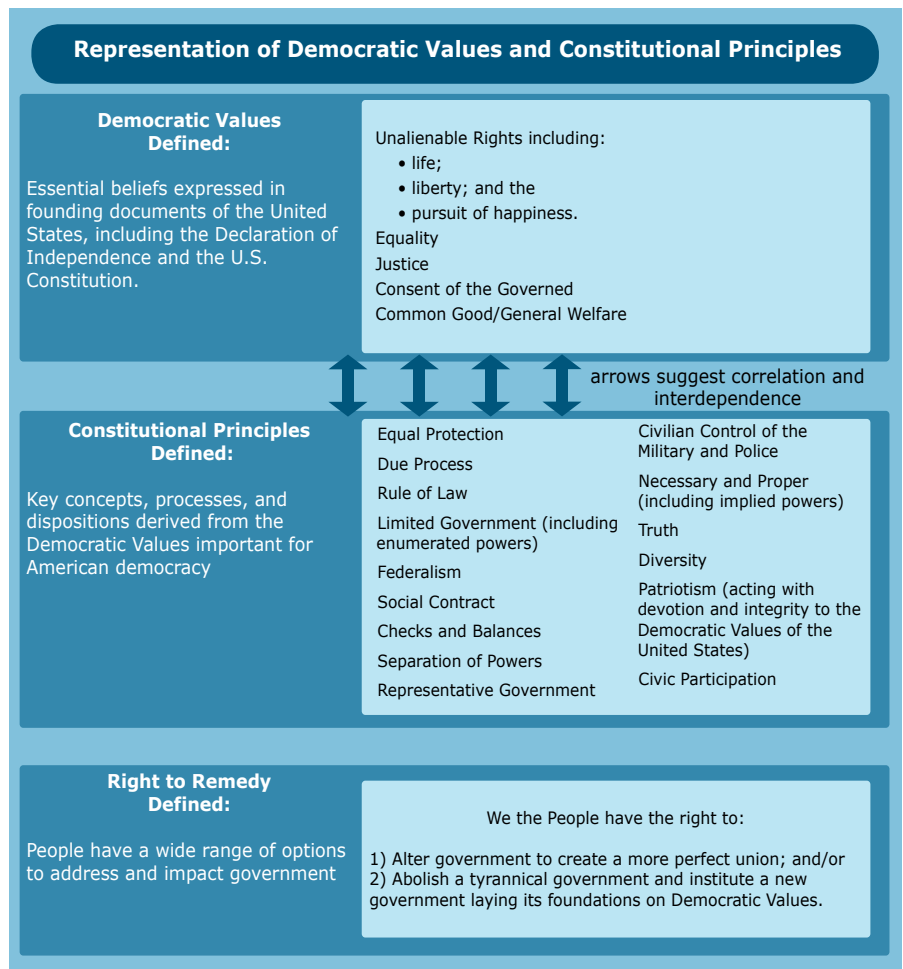
In acknowledging the complexities of American governance, various terminologies materialize. To clarify the intent of the Michigan Standards, Democracy refers to the overarching idea that the United States is a government by and for the people (“We the People”). The question continues — How do we implement the principles of democracy while ensuring the protection of rights and liberties of all persons in the United States? Under this umbrella question, multiple forms of governance arise. Examples include but are limited to a representative republic, direct democracy, and outliers that challenge both conventions of thought.

Listing the Democratic Values of the United States of America alongside essential Constitutional Principles reveals the complexities of the historical documents, coupled with the hopes and hypocrisy of the times themselves. Like the formative documents of the United States themselves, this list represents compromise, hope, and a willingness to work together to keep forging ahead in pursuit of clearer standards. For the purposes of this document, “Democratic Values” are essential aspirational goals rooted in founding essential documents, including the Declaration of Independence and the Constitution of the United States; “Constitutional Principles” are ideas and processes derived from Democratic Values as expressed in the Declaration of Independence and the Constitution of the United States. The “right to remedy” refers to a continuum of options people have for impacting government. The list below provides one way in which Democratic Values and Constitutional Principles could be organized and does not represent the full possibilities of what such a list could look like. These items have been organized in the following manner:

This chart illustrates one way a classroom can work through complex questions of competing and reinforcing ideals (Democratic Values) against competing and reinforcing mechanisms to achieve those ideals (Constitutional Principles). Moreover, exploring a continuum of remedy from writing letters, voting, protest, running for office, direct action, and all the way through to abolishing a government under the most extreme circumstances, allows classrooms to explore appropriate action for issues they wish to remedy.

To be fleshed out as a suggestion during professional learning, the concept of a taxonomy is an intellectually rigorous and rewarding exercise. Classrooms could collaborate to create their own taxonomies to see when, how, and if various Constitutional Principles align with particular Democratic Values. Benefits of such an exercise include:

- opportunities to build perspective and empathy in students as they reflect and demonstrate how, if at all, the interpretation of Democratic Values and Constitutional Principles may change based on someone’s point of view, social situation, or place in time.
- opportunities to assess the relative effectiveness of Constitutional Principles at upholding certain Democratic Values.
- opportunities for continual teacher assessment to guide students in their learning as they discuss their ongoing understanding of the Democratic Values and Constitutional Principles.
- opportunities to evaluate change over time by utilizing primary documents and the narratives of real



- people throughout history, demonstrating how the meaning or actualization of Democratic Values may change in changing cultures.
- opportunities for students to reflect for themselves their own belief systems and where and how they prioritize Democratic Values and Constitutional Principles.

USING THE CIVICS HSCE: THINGS TO REMEMBER

There are a number of important considerations for teachers to keep in mind as they use these Civics expectations to plan instruction. It is important to remember that the application of content of this document:

USES CIVICS THINKING

The expectations require students to think — describe, analyze, synthesize, evaluate, compare, contrast, argue respectfully — using political and civics habits of mind. These expectations do not intend to stress memory over meaning, or coverage over understanding. While knowledge of names, definitions, and facts is essential, high-quality teaching and learning demand a great deal more than just the mastery of discrete collections of facts or terms.

REQUIRES ACTIVE INQUIRY AND PARTICIPATION

Civic education requires students have an active civic identity — active as investigators, political scientists, social scientists, researchers, voters, elected officials, writers, testifiers, organizers, campaigners, and so much more in the civic activities of their schools and communities. Shifting student identity from passive recipients of knowledge to engaged and purposeful members of society requires continued and deliberate practice of deliberative dialogue and discussion.

Civics entails critical reading, writing, and advocacy. Civics entails knowing how, when, and where to use Civics concepts and knowledge to understand and participate in the world.

This calls upon students to: frame important questions; locate and analyze appropriate evidence and data; consider differing points of view, apply concepts and principles to build reasoned and evidence-based interpretations, arguments, or decisions; and participate in democratic deliberations around public policy issues. In short, Civics should help Michigan students make reasoned and informed decisions and understand how to fully participate in American society.

REPRESENTS CONTENT EXPECTATIONS AND NOT PEDAGOGICAL ORGANIZATION

This document lists content expectations for students. It does not establish suggested organization for teaching or learning this content. For example, this document is not presenting expectations in a suggested instructional sequence. The expectations do not represent single lessons, a day's worth of instruction, or even a unit. Michigan teachers and curriculum coordinators can combine expectations to structure meaningful learning experiences for their students. For example, a teacher could use a compelling public policy issue or problem to organize weeks of study, while coherently employing many content expectations.

DIFFERENTIATES BETWEEN REQUIRED AND SUGGESTED CONTENT

On numerous occasions, the expectations will include examples to help clarify teachable content. Examples are listed in "Examples may include but are not limited to" below the content expectation. Local districts and the teachers may use these ideas as starting points for their instruction and may include examples to reflect their own local experiences relevant to the curriculum. The examples are not required content, yet may appear in a prompt of an assessment question; however, the focus of a state summative assessment question will be the language and content of the expectation itself.

Process and Skills

The Social Studies Process and Skills for High School are repeated in each of the Course/Credit Standards.

CIVICS

C1 Philosophical Foundations of Civic Society and Government

C – 1.1.1 Describe, compare, and contrast political philosophers views on purposes of government(s) including but not limited to Aristotle, Locke, Hobbes, Montesquieu, and Rousseau.

C – 1.1.2 Identify, provide examples of, and distinguish among different systems of government by analyzing similarities and differences in sovereignty, power, legitimacy, and authority.

Examples may include but are not limited to: anarchy, dictatorship, democracy, monarchy, oligarchy, republic, theocracy, military junta, socialist, and tribal governments.

C – 1.1.3 Compare, contrast, and evaluate models of representation in democratic governments including presidential and parliamentary systems.

Examples may include but are not limited to: direct democracy, constitutional democracy, constitutional republic, representative democracy, indirect democracy/ republic.

C – 1.1.4 Compare and contrast federal, confederal, and unitary systems of government by analyzing similarities and differences in sovereignty and distribution of governmental powers.

C2 Founding and Development of the Government of the United States of America**C2.1 Origins of the American Constitutional Government**

C – 2.1.1 Analyze the historical and philosophical origins of American Constitutional Democracy and analyze the influence of ideas found in the Magna Carta, Declaration of Independence, Articles of Confederation, and John Locke's Second Treatise.

Examples may include but are not limited to: the Iroquois Confederation, English Bill of Rights, Mayflower Compact, Northwest Ordinance, Virginia Statute for Religious Freedom, Montesquieu's Spirit of Laws, Paine's Common Sense, Aristotle's Politics, and select Federalist Papers (10th, 14th, and 51st).

C – 2.1.2 Identify and analyze various Democratic Values of the United States as found in the Declaration of Independence.

Examples of Democratic Values may include but are not limited to: justice, unalienable rights (life, liberty, pursuit of happiness), and equality.

Analysis may include but is not limited to: how might the ideals in the Declaration have been in tension with reality?

C – 2.1.3 Explain the impact of the major debates and compromises underlying the drafting and ratification of the American Constitution including the Virginia and New Jersey plans, the Great Compromise, debates between Federalists and Anti-Federalists, debates concerning slavery, and the promise for a Bill of Rights after ratification.

C2.2 Democratic Values and U.S. Constitutional Principles

C – 2.2.1 Analyze relationships between Democratic Values and Constitutional Principles.

Examples may include but are not limited to: ways in which the Constitutional Principle of due process of laws correlates with the Democratic Value of justice, ways in which the Constitutional Principle of equal protection of the law correlates with the Democratic Value of equality.

C – 2.2.2 Analyze how influential historical speeches, writings, cases, and laws express Democratic Values and influenced changes in American culture, law, and the Constitution.

Examples may include but are not limited to: equality; drawing upon Martin Luther King’s “I Have a Dream” speech and “Letter from Birmingham City Jail”; the Universal Declaration of Human Rights; the Declaration of Sentiments; the Equal Rights Amendment; and *Dred Scott v. Sandford*, *Plessy v. Ferguson*, *Loving v. Virginia*, the Americans With Disabilities Act, and *Obergefell v. Hodges*.

C – 2.2.3 Use examples to investigate why people may agree on Democratic Values and Constitutional Principles in the abstract, yet disagree over their meaning when they are applied to specific situations.

Examples may include but are not limited to: liberty and authority/order, justice and equality, individual rights and the common good.

C3 Structure and Function of Governments in the United States of America

C3.1 Structure, Functions, Powers, and Limits of Federal Government

C – 3.1.1 Identify and describe the purposes, organization, powers, processes, and election of the legislative branch as enumerated in Article I of the Constitution.

Examples may include but are not limited to: the House of Representatives and Senate (including election and qualifications to hold office), advise and consent, impeachment, power of the purse, approval of treaties, and war powers.

C – 3.1.2 Identify and describe the purposes, organization, powers, processes, and election of the executive branch as enumerated in Article II of the Constitution.

Examples may include but are not limited to: the President (including election and qualifications to hold office), Commander-in-Chief, appointment power, presidential pardon, executive departments, due care (faithful execution of the laws) clause, independent regulatory agencies, treaty negotiations, veto power, electoral college, Twenty-fifth Amendment.

C – 3.1.3 Identify and describe the purposes, organization, powers, processes, and appointment or election of the judicial branch as enumerated in Article III of the Constitution and as established in *Marbury v. Madison*.

Examples may include but are not limited to: the Supreme Court (nomination and appointment process, lifetime tenure), original and appellate jurisdictions, resolution of disputes.

C – 3.1.4 Examine and evaluate the effectiveness the role of separation of powers and checks and balances in regard to the distribution of power and authority between the three branches of government.

Examples may include but are not limited to: advise and consent, power of the purse, veto power, judicial review, war powers, treaty negotiation and approval, the necessary and proper clause, and impeachment.

C – 3.1.5 Analyze the various levels and responsibilities in the federal and state judicial systems and explain the relationships among them.

C – 3.1.6 Evaluate major sources of revenue and major expenditures of the federal government.

Examples may include but are not limited to: discretionary spending, federal income tax, and mandatory spending.

C – 3.1.7 Identify and explain how Supreme Court decisions and provisions in the U.S. Constitution have impacted the power of the federal government.

Examples may include but are not limited to: the Bill of Rights, rule of law, enumerated powers, implied powers, federalism, and *McCulloch v. Maryland*.

C3.2 Structure and Functions of State, Local, and Tribal Governments

C – 3.2.1 Describe limits the U.S. Constitution places on powers of the states and on the federal government's power over the states.

Examples of limits on state power include but are not limited to: prohibitions against coining money, impairing interstate commerce, making treaties with foreign governments.

Examples of limits on federal power over states include but are not limited to: federal government cannot abolish a state; Tenth Amendment reserves powers to the states; federal government cannot commandeer state employees.

C – 3.2.2 Explain interactions and tensions among federal, state, and local governments using the necessary and proper clause, the Commerce Clause, and the Tenth Amendment.

C – 3.2.3 Describe how state, local, and tribal governments are organized, their major responsibilities, and how they affect the lives of people residing in their jurisdiction(s).

C – 3.2.4 Analyze sovereignty of tribal governments in interactions with U.S. governments, including treaty formation, implementation, and enforcement between federal, state, and local governments and tribal governments.

C – 3.2.5 Evaluate the major sources of revenue and expenditures for state, local, and tribal governments.

C – 3.2.6 Describe and evaluate referendums, initiatives, and recall as mechanisms used to influence state and local government. Use a case study to examine the impact of one such listed mechanism.

C3.3 Additional Actors and Influences in American Civic Society

C – 3.3.1 Describe and analyze how groups and individuals influence public policy.

Examples may include but are not limited to: political action committees, voluntary organizations, professional organizations, civic organizations, media.

C – 3.3.2 Describe the evolution of political parties and their contemporary influence on public policy.

C – 3.3.3 Explain the concept of public opinion, factors that shape it, and contrasting views on the role it should and does play in public policy.

C – 3.3.4 Explain the significance of campaigns and elections in American politics, current criticisms of campaigns, and proposals for their reform.

C – 3.3.5 Identify and discuss roles of non-governmental organizations in American civic society.

C – 3.3.6 Explain functions and possible influence of various news and other media sources in political communication.

Examples may include but are not limited to: television, print, press, Internet (including social media), radio.

C – 3.3.7 Analyze the credibility and validity of various forms of political communication.

Examples of analysis may include but are not limited to: logic, factual accuracy, selective omission, emotional appeal, distorted evidence, appeals to bias or prejudice, confirmation and source bias.

C4 Rights and Liberties in the United States of America

C4.1 Application of the Bill of Rights

C – 4.1.1 Describe the five essential rights protected by the First Amendment. Through the use of court cases and examples, explore and analyze the scope and limits of First Amendment rights.

Examples may include but are not limited to: *Schenck v. United States*, *Brandenburg v. Ohio*, *Tinker v. Des Moines Independent Community School District*, *Bethel School District v. Fraser*, *Hazelwood School District v. Kuhlmeier*, *Texas v. Johnson*, *New York Times Co. v. United States*, *Village of Skokie v. National Socialist Party*, *Minersville School District v. Gobitis*, *West Virginia State Board of Education v. Barnette*, *Engel v. Vitale*, *Lemon v. Kurtzman*, *Wisconsin v. Yoder*, *NAACP v. Alabama*.

C – 4.1.2 Using the Fourth, Fifth, Sixth, Seventh, and Eighth Amendments, describe the rights of the accused; using court cases and examples, describe the limit and scope of these rights.

Examples may include but are not limited to: search and seizure, right to an attorney, due process, double jeopardy, right to speedy trial, right to impartial jury, right to witnesses, no cruel or unusual punishment. Court cases include, but are not limited to: *Mapp v. Ohio*, *Katz v. United States*, *New Jersey v. T.L.O.*, *Riley v. California*, *Gideon v. Wainwright*, *Miranda v. Arizona*, *Gregg v. Georgia*.

C4.2 Extensions of Civil Rights and Civil Liberties

C – 4.2.1 Explain how the Civil War led to the creation of the Thirteenth, Fourteenth, and Fifteenth Amendments to the U.S. Constitution. Analyze each Amendment's relative effectiveness.

C – 4.2.2 Explain how significant historical events, including but not limited to the suffrage movements and the civil rights movements, resulted in changes to the interpretation of and Amendments to the U.S. Constitution.

Examples may include but are not limited to: suffrage movements (Fifteenth, Nineteenth, Twenty-Third, Twenty-Fourth, Twenty-Sixth Amendments), and the civil rights movements (Twenty-Fourth, Twenty-Sixth Amendments).

C – 4.2.3 Using the Fourteenth Amendment, describe the impact of the doctrine of incorporation, due process of law, and equal protection of law on the articulation and extension of rights.

Examples may include court cases and pieces of legislation that include but are not limited to: Civil Rights Act of 1964, Voting Right Act of 1965, *Barron v. Baltimore*, *Slaughterhouse cases*, *Gitlow v. New York*, *Gideon v. Wainwright*, *Mapp v. Ohio*, *Meyer v. Nebraska*, *Griswold v. Connecticut*, *Roe v. Wade*, *Cantwell v. Connecticut*, *McDonald v. Chicago*, *Shelby County v. Holder*, *Obergefell v. Hodges*, *United States v. Wong Kim Ark*.

C4.3 Examining Tensions and Limits on Rights and Liberties

C – 4.3.1 Identify and explain personal rights, political rights, and economic rights as well as how these rights might conflict.

Examples of personal rights include but are not limited to: freedom of thought, conscience, expression, association, movement and residence, privacy, personal autonomy, due process of law, free exercise of religion, and equal protection of the law.

Examples of political rights include but are not limited to: freedom of speech, press, assembly, and petition; the right to vote and run for public office.

Examples of economic rights include but are not limited to: acquire, use, transfer, and dispose of property; choose one's work, change employment, join labor unions and professional associations; establish and operate a business; copyright protection; enter into lawful contracts; just compensation for the taking of private property for public use.

C – 4.3.2 Describe considerations, criteria, and examples that have been used to deny, limit, or extend protection of individual rights.

Examples may include but are not limited to: clear and present danger; time, place, and manner restrictions on speech; compelling government interest; security; libel or slander; public safety; and equal opportunity.

Examples may include but are not limited to: *Dred Scott*, *Plessy v. Ferguson*, *Korematsu v. United States*.

C5 The United States of America and World Affairs

C5.1 Formation and Implementation of U.S. Foreign Policy

C – 5.1.1 Identify and describe ways in which foreign policy is made including Constitutional powers of the executive, legislative, and judicial branches and how those powers have been clarified or interpreted over time.

Examples may include but are not limited to: Senate treaty ratification powers, Senate advise and consent of political appointments, Congressional declarations of war, War Powers Act of 1973, executive orders and related injunctions, power of the purse.

C – 5.1.2 Analyze past and present examples of U.S. foreign policy, its implementation, and its impact on American and international institutions and individuals.

Examples of policies may include but are not limited to: immigration policies, nuclear treaties, Paris Accords and climate change, war on terrorism, space treaties, privatization and militarism of space, the Spanish-American War, American isolationism, the Atlantic Charter, cold war containment, post-cold war policy, modern treaties, tariffs, trade wars, cyber-security, gag rules.

Examples of implementation may include but are not limited to: diplomacy, sanctions, treaties, military actions, covert actions, Peace Corps, humanitarian aid.

C – 5.1.3 Describe ways in which groups and individuals influence foreign policy.

Examples may include but are not limited to: political action committees, voluntary organizations, professional organizations, civic organizations, media, individuals' public opinions, interest groups, the media news cycles, think tanks, foreign policy.

C5.2 U.S. Role in International Institutions and Affairs

C – 5.2.1 Analyze the influence and impact of U.S. political, economic, technological, and cultural developments on countries and people around the world.

Examples may include but are not limited to: foreign policy, popular culture, fashion, music, Democratic Values, Constitutional Principles, backlash.

C – 5.2.2 Analyze how international political, economic, technological, and cultural developments impact U.S. institutions and individuals.

Examples may include but are not limited to: multinational corporations, terrorism, regional organizations, trade, migration, human trafficking, telecommunications.

C – 5.2.3 Identify and evaluate the roles and responsibilities of the United States in international governmental organizations including bilateral and multilateral agreements.

Examples may include but are not limited to: the United Nations, North Atlantic Treaty Organization, Organization of American States, USMCA, Helsinki Accords, Antarctic Treaty, Most Favored Nation Agreements, Paris Climate Accords, and Nuclear Non-Proliferation Treaty.

C – 5.2.4 Identify and evaluate international non-governmental organizations.

Examples may include but are not limited to: International Red Cross, Amnesty International, Doctors Without Borders.

C6 Citizenship and Civic Participation in the United States of America

C6.1 Citizenship in the United States of America

C – 6.1.1 Describe and evaluate the requirements and process for becoming a citizen of the United States.

C – 6.1.2 Explain how the United States has limited and expanded citizenship over time.

Examples may include but are not limited to: legislation, Constitutional Amendments.

C – 6.1.3 Compare and contrast rights and representation among U.S. people and citizens living in states, territories, federal districts, and on tribally governed land.

Examples may include but are not limited to: District of Columbia, Guam, Puerto Rico, Northern Mariana Islands, U.S. Virgin Islands, American Samoa, Tribal Governments.

C6.2 Rights and Responsibilities in Civic Society

C – 6.2.1 Using examples, explain the rights and responsibilities of U.S. citizens as well all people living in the United States.

Examples unique to citizens include but are not limited to*: voting in national, state, and local elections, serving as a juror, running for elected office.

Examples for all persons living in the United States as lawful permanent residents include but are not limited to: serving in the armed forces, voting in local jurisdictions, serving on some local juries, registering to vote.

Examples for all persons living in the United States include but are not limited to:

- participating in public life.
- participating in political life.
- being informed about laws that govern society.
- respecting and obeying just laws.
- stay informed and attentive about public issues.
- monitoring political leaders and governmental agencies.
- assuming community leadership when appropriate.
- paying taxes.
- registering to vote and voting knowledgeably on candidates and issues.
- performing public service.
- assuming leadership when appropriate.

*incarceration is an exception in some states.

C6.3 Dispositions for Civic Participation

C – 6.3.1 Explain the personal dispositions that contribute to knowledgeable and engaged participation in civic communities.

Examples may include but are not limited to: concern for the well-being of others, civility, respect for the rights of other individuals, respect for law, honesty, open-mindedness, negotiation and compromise, persistence, civic-mindedness, compassion, patriotism, courage, and tolerance for ambiguity.

C – 6.3.2 Explain how informed members of society influence civic life.

Examples may include but are not limited to: obeying just law, disobeying unjust law, being informed and attentive to public issues, monitoring political leaders and governmental agencies, assuming leadership when appropriate, paying taxes, registering to vote and voting knowledgeably on candidates and issues, serving as a juror, serving in the armed forces, performing public service.

C6.4 Civic Inquiry, Public Policy, Civic Action, and Public Discourse

C – 6.4.1 Explain and evaluate how people, individually or collectively, seek to bring the United States closer to its Democratic Values.

C – 6.4.2 Identify, discuss, and analyze methods individuals and/or groups have chosen to attempt social and legal change. Assess the effects of civil disobedience, social movements, demonstrations, protests on society and law.

Examples may include but are not limited to: abolitionists, women's suffrage movement, Civil Rights movement, direct action, sit-down strikes, walk-outs.

C – 6.4.3 Identify and describe a local, state, national, or international public policy issue; research and evaluate multiple solutions; analyze the consequences of each solution and propose, defend, and take relevant action to address or resolve the issue.

Considerations for research may include but are not limited to: primary and secondary sources, legal documents (Constitutions, court decisions, state law), non-text based information (oral speeches/presentations, political cartoons, campaign advertisements), and other forms of political communication (speeches and blogs).

Considerations for analyzing credible sources may include but are not limited to: logical validity, factual accuracy and/or omission, emotional appeal, unstated assumptions, logical fallacies, inconsistencies, distortions, appeals to bias or prejudice, overall strength of argument.

C – 6.4.4 Equip students with the skills and knowledge to explore multiple pathways for knowledgeable, civic engagement through simulations and/or real-world opportunities for involvement.

Examples may include but are not limited to: trials, school board meetings, congressional hearings, running for office, letters to the editor, political campaigns.

THE ARC OF INQUIRY: GRADES 9-12

Dimension 1: Central to a rich social studies experience is the capability for developing questions that can frame and advance an inquiry. Those questions come in two forms: compelling and supporting questions.

Individually and collaboratively, students construct compelling questions and:

- explain how a question reflects an enduring issue in the field.
- explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
- explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
- explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

Dimension 2: The four disciplines within social studies provide the intellectual context for studying how humans have interacted with each other and with the environment over time. Each of these disciplines — civics, economics, geography, and history — offers a unique way of thinking and organizing knowledge as well as systems for verifying knowledge. Dimension 2 focuses on the disciplinary concepts and tools students need to understand and apply as they study the specific content described in Michigan’s state standards.

Dimension 3: Dimension 3 includes the skills students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims.

Individually and collaboratively, students:

- gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- evaluate the credibility of a source by examining how experts value the source.
- identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
- refine claims and counterclaims, attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

Dimension 4: Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community.

Individually and collaboratively, students:

- construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
- present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- critique the use of claims and evidence in arguments for credibility.
- critique the use of the reasoning, sequencing, and supporting details of explanations.
- use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
- assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

SOCIAL STUDIES PROCESS AND SKILLS STANDARDS: HIGH SCHOOL

P1 READING AND COMMUNICATION – READ AND COMMUNICATE EFFECTIVELY

- P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.
- P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.
- P1.3 Explain points of agreement and disagreement experts have about the interpretation of sources and the application of disciplinary concepts.
- P1.4 Express social science ideas clearly in written, spoken, and graphic forms.
- P1.5 Construct and present an argument supported with evidence.

P2 INQUIRY, RESEARCH, AND ANALYSIS

- P2.1 Apply methods of inquiry, including asking and answering compelling and supporting questions, to investigate social science problems.
- P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information.
- P2.3 Know how to find, organize, evaluate, and interpret information from a variety of credible sources.
- P2.4 Use relevant information from multiple credible sources representing a wide range of views, considering the origin, authority, structure, and context, to answer a compelling or supporting question.

P3 PUBLIC DISCOURSE AND DECISION MAKING

- P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.
- P3.2 Discuss public policy issues, by clarifying positions, considering opposing views, and applying democratic values or Constitutional Principles to develop and refine claims.
- P3.3 Construct claims and refine counter-claims expressing and justifying decisions on public policy issues.
- P3.4 Critique the use of reasoning, sequence, and supporting details in creating a claim and the subsequent evidence used to support a claim for credibility.

P4 CIVIC PARTICIPATION

- P4.1 Act within the rule of law and hold others to the same standard.
- P4.2 Assess options for individual and collective action to advance views on matters of public policy and address local, regional, or global problems.
- P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy and to address local, regional, or global problems.

ECONOMICS

Understanding economics — often referred to as economic literacy — is becoming essential for citizens in our national and increasingly interconnected world economy. Productive members of society must be able to identify, analyze, and evaluate the causes and consequences of individual economic decisions and public policy, including issues raised by constraints imposed by scarcity, how economies and markets work, and the benefits and costs of economic interaction and interdependence. Such literacy includes analysis, reasoning, problem solving, and decision making that helps people function as consumers, producers, savers, investors, and responsible citizens.

Students who meet the expectations will understand how economies function and how to apply the concepts and principles of economics to their lives as individuals and as citizens. Understanding and applying these concepts and principles should help students make sense of daily events and enable them to analyze, investigate, and develop reasoned thinking about economic challenges and public policies. To cite the “Goals 2000: Educate America Act” of 1994, the study of economics (among other subjects) should ensure that students learn to “use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation’s modern economy.”

The economics content is necessary for the understanding and the analysis of a wide variety of applications, including those involving individual and household choices, personal finance issues, business and entrepreneurial decisions, and public policy. Students analyze and study economic concepts and principles in three contextual areas: the individual and household context; a business context; and a government or public context. Their study is focused around four content areas: the Market Economy; the National Economy; the International Economy; and Personal Finance.

Content in the Market Economy includes much of what is traditionally described as microeconomics. The core content focuses on the importance of scarcity and limited resources; the roles of economic institutions, such as legal systems, corporations, and labor unions in the market economy; the influence of prices and supplies on the interaction of buyers and sellers; and trade-offs and incentives in people’s behavior.

Content in the National Economy includes much of what is traditionally described as macroeconomics. The National Economy content area includes the concepts, terminology, and data used to identify and describe inflation, unemployment, output, and growth; the factors that cause changes in those conditions; the role of money and interest rates in an economy; and the mechanics and the appropriate uses of Federal Reserve monetary policies and federal government fiscal policies.

Content in the International Economy includes the reasons for individuals and businesses to specialize and trade; the rationale for specialization and trade across international borders; and the comparison of the benefits and costs of that specialization and resulting trade for consumers, producers, and governments.

Content in Personal Finance includes the role of economic concepts in understanding personal finance issues and in creating personal finance strategies.

USING THE ECONOMICS HSCE: THINGS TO REMEMBER

There are a number of important considerations for teachers to keep in mind as they use these Economics expectations to plan instruction. It is important to remember that the expectation content described in this document:

USES ECONOMICS THINKING

All of the expectations require students to think – analyze, synthesize, evaluate, compare, contrast, argue – using economics habits of mind. In meeting the expectations, students will use such thinking to analyze and interpret information in developing their understanding. These expectations are not intended to stress memory over meaning, or coverage over understanding. While knowledge of names and definitions is essential for economics study, high-quality teaching and learning demand a great deal more than just the mastery of discrete collections of facts or terms.

REQUIRES ACTIVE ECONOMIC INQUIRY

In using economics concepts and habits of mind, students should engage in active, disciplined inquiry, analysis, and argumentation. Learning involves purposeful investigations within a community that has established goals, standards, criteria, and procedures for study. It entails learning how to read, write, and use economics to understand and participate in the world around us. This calls upon students to frame important economic problems and questions; to locate and analyze appropriate evidence and data; and to apply economic concepts and principles to build reasoned and evidenced-based interpretations, arguments, or decisions. In short, economics should provide Michigan students with the kind of reason and informed decision making that will enable them to function effectively both in their personal lives and as citizens and participants in an increasingly connected world economy.

REPRESENTS CONTENT EXPECTATIONS AND NOT PEDAGOGICAL ORGANIZATION

This document lists content expectations for students. It does not establish suggested organization for teaching or learning this content. For example, this document is not presenting expectations in a suggested instructional sequence. The expectations do not represent single lessons, a day's worth of instruction, or even a unit. Michigan teachers and curriculum coordinators can combine expectations to structure meaningful learning experiences for their students. For example, a teacher could use a compelling economic issue or problem to organize weeks of study, while coherently employing many content expectations.

DIFFERENTIATES BETWEEN REQUIRED AND SUGGESTED CONTENT

On numerous occasions, the expectations will include examples to help clarify teachable content. These specific examples are suggestions. Educators may use other examples to meet the expectations or to guide instruction and the creation of local curriculum and resources. The examples are not required content but may appear in a prompt of an assessment question; however, the focus of a state summative assessment question will be the language and content of the expectation itself.

Process and Skills

The Social Studies Process and Skills for High School are repeated in each of the course/credit standards.

The Market Economy

- Relevance of limited resources.
- How individuals and institutions make and evaluate decisions.
- The role of incentives.
- How buyers and sellers interact to create markets.
- How these markets allocate resources.
- The economic role of government in a market economy.
- Evaluation of short-run and long-run decisions.
- The comparison of benefits and costs when making a decision.
- The role of entrepreneurs.
- Concepts – scarcity, choice, opportunity costs, supply and demand, profit, competition, incentives, individual incomes, marginal analysis, markets, market structures, elasticity, property rights, market and government failure.

The National Economy

- The data that describe the overall conditions in the U.S. economy.
- The factors that cause changes in those conditions.
- The role of money and interest rates in an economy.
- The mechanics and appropriate use of Federal Reserve monetary and federal government fiscal policies.
- How economies use different systems of allocating goods and services and comparison of the benefits and costs of different methods.
- The ways in which governments generate revenue and use it to supply goods and services.
- The consequences of tax and spending policies to achieve macroeconomic goals.
- Concepts – unemployment, inflation, output, economic growth, money, gross domestic product (GDP), interest rates.

The International Economy

- Reasons for individuals and businesses to specialize and trade, and the rationale for specialization and trade across international borders.
- Comparison of the benefits and costs of specialization and resulting trade for consumers, producers, and governments.
- Understanding that trade brings additional complications.
- Benefit and cost comparison of policies that alter trade barriers between nations.
- The processes and consequences of exchange rate determination.
- Concepts – voluntary exchange, specialization, interdependence, comparative advantage, imports and exports, and barriers to trade (tariffs, quotas).

Personal Finance

- Concepts: earning income, buying goods and services, saving, using credit, financial investing, protecting and insuring.

Adapted from Economics Framework for the 2006 NAEP

E1: The Market Economy

- Individual, Business, and Government Choices
- Competitive Markets
- Prices, Supply, and Demand
- Role of Government

E2: The National Economy

- Understanding National Markets
- Role of Government in the U.S. Economy

E3: The International Economy

- Economic Systems
- Economic Interdependence – Trade

E4: Personal Finance

- Decision Making

Economics Knowledge

- Understand the fundamental constraints imposed by limited resources, the resulting choices people have to make, and the trade-offs they face.
- Understand how economies and markets work and how people function within them.
- Understand the benefits and costs of economic interaction and interdependence among people and nations.

Intellectual Skills

- Economic reasoning.
- Problem solving.
- Decision making.
- Analyzing real-life situations.

Components of Economics Literacy

- The ability to identify, analyze, and evaluate the consequences of individual decisions and public policy.

GENERAL SOCIAL SCIENCE KNOWLEDGE, PROCESSES, AND SKILLS

- P1 Reading and Communication
- P2 Inquiry, Research, and Analysis
- P3 Public Discourse and Decision Making
- P4 Civic Participation

ECONOMICS SECONDARY CONTENT STATEMENT OUTLINE

E1 – THE MARKET ECONOMY

- 1.1 Individual and Business Decision Making
- 1.2 Competitive Markets
- 1.3 Prices, Supply, and Demand
- 1.4 Government Impact on Households and Businesses

E2 – THE NATIONAL ECONOMY

- 2.1 Economic indicators in the Economy
- 2.2 Role of Government in the U.S. Economy

E3 – THE INTERNATIONAL ECONOMY

- 3.1 Economic Systems
- 3.2 Economic Interdependence – Trade

E4 – PERSONAL FINANCE

- 4.1 Decision Making

Sample Economics Compelling and Supporting Question		
HS ECONOMICS	Do taxes help or hurt U.S. citizens?	1) In what ways does the government of the United States collect taxes, and how is that money spent? 2) What are the seven different income tax brackets and four categories that U.S. citizens must file under with the United States Internal Revenue Service? 3) How do taxes affect people from different socio-economic backgrounds? Standards Connection: 1.4.3, 1.4.4, 4.1.1

E1 The Market Economy

1.1 Individual, Business, and Government Decision Making

Individually and collaboratively, students will engage in planned inquiries to explain and demonstrate how individuals confront scarcity, and how market forces influence how they organize, produce, use, and allocate resources in its presence.

1.1.1 Scarcity, Choice, Opportunity Costs, Incentives – using examples, explain how scarcity, choice, opportunity costs, and incentives affect decisions made by households, businesses, and governments.

1.1.2 Entrepreneurship – analyze the risks and rewards of entrepreneurship and associate the functions of entrepreneurs with alleviating problems associated with scarcity.

1.1.3 Marginal Analysis – weigh marginal benefits and marginal costs in decision making.

1.2 Competitive Markets

Individually and collaboratively, students will engage in planned inquiries to analyze how the functions and constraints of business structures, the role of price in the market, and relationships of investment to productivity and growth, impact competitive markets.

1.2.1 Institutions – describe the roles of various economic institutions and purposes they serve in a market economy.

Examples may include but are not limited to: banks, labor unions, markets, corporations, co-operatives, sole proprietorships, partnerships, and not-for-profit organizations.

1.2.2 Market Structures – identify the characteristics of perfect competition, monopolistic competition, oligopoly, and monopoly market structures.

Examples may include but are not limited to: number of producers, similarity of products, barriers to entry, control over prices.

1.3 Prices, Supply, and Demand

Compare how supply, demand, price, equilibrium, elasticity, and incentives affect the workings of a market.

1.3.1 Supply And Demand – use the laws of supply and demand to explain household and business behavior.

Examples may include but are not limited to: determinants of demand and determinants of supply.

1.3.2 Price, Equilibrium, Elasticity, and Incentives – analyze how prices change through the interaction of buyers and sellers in a market, including the role of supply, demand, equilibrium, and elasticity, and explain how incentives (monetary and non-monetary) affect choices of households and economic organizations.

1.4 Role of Government in the Market

Individually and collaboratively, students will engage in planned inquiries to describe the varied ways in which government impacts households and businesses through policy decisions, regulatory laws, and ordinances, as well as apply key economic elements to how governments and markets allocate resources differently and explain why these differences matter in terms of growth and prosperity across the mass population.

1.4.1 Public Policy and the Market – analyze the impact of a change in public policy on consumers, producers, workers, savers, and investors.

Examples may include but are not limited to: an increase in the minimum wage, a new tax policy, a change in interest rates, or price controls on the quantity of a good or service.

1.4.2 Government and Consumers – analyze the role of government in protecting consumers and enforcing contracts (including property rights), and explain how this role influences the incentives (or disincentives) for people to produce and exchange goods and services.

1.4.3 Government Revenue and Services – analyze the ways in which local and state governments generate revenue and use that revenue to supply public services.

1.4.4 Market Failure – explain the role for government in addressing both negative and positive externalities.

Examples may include but are not limited to: pollution, vaccinations, education, medical research, government/private partnerships.

1.4.5 Consequences of Governmental Policy – assess the incentives for political leaders to implement policies that disperse costs widely over large groups of people and benefit small and politically powerful groups.

Examples may include but are not limited to: subsidies, tariffs, import quotas.

1.4.6 Price Controls – analyze the impact of price ceilings and price floors on the quantity of a good or service supplied and demanded in a market.

E2 The National Economy of the United States of America

2.1 Understanding National Markets

Individually and collaboratively, students will engage in planned inquiries to explain why inflation, unemployment, output, and growth in potential output matter to consumers and producers, as well as associate stable money and interest rates with economic prosperity.

2.1.1 Circular Flow and the National Economy – using the concept of circular flow, analyze the roles of and relationship between households, business firms, and government in the economy of the United States.

2.1.2 Economic Indicators – using a number of indicators, such as gross domestic product (GDP), per capita GDP, unemployment rates, and consumer price index, analyze the current and future state of an economy.

2.2 Role of Government in the U.S. Economy

Individually and collaboratively, students will engage in planned inquiries to analyze the role of government in the economy of the United States by identifying macroeconomic goals, comparing perspectives on government roles, analyzing fiscal and monetary policy, assessing the protective role of government, and describing the role of government as a producer and consumer of public goods and services. Students will also analyze how governmental decisions on taxation, spending, protections, and regulations impact macroeconomic goals.

2.2.1 Government Involvement in the Economy – evaluate the three macroeconomic goals of an economic system (stable prices, low unemployment, and economic growth).

2.2.2 Government Revenue and Services – evaluate the ways in which the federal government generates revenue on consumption, income, and wealth, and uses that revenue to supply government services and public goods, and protect property rights.

Examples may include but are not limited to: parks and highways, national defense, social security, Medicaid, Medicare.

2.2.3 Fiscal Policy and its Consequences – analyze the consequences (intended and unintended) of using various tax and spending policies to achieve macroeconomic goals of stable prices, low unemployment, and economic growth.

2.2.4 Federal Reserve and Monetary Policy – explain the roles and responsibilities of the Federal Reserve system and compare and contrast the consequences (intended and unintended) of different monetary policy actions of the Federal Reserve Board as a means to achieve macroeconomic goals of stable prices, low unemployment, and economic growth.

E3 The International Economy

3.1 Economic Systems

Individually and collaboratively, students will engage in planned inquiries to explain how different economic systems, including free market, command, and mixed systems, coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.

3.1.1 Developing Nations – assess how factors such as availability of natural resources, investments in human and physical capital, technical assistance, public attitudes and beliefs, property rights, and free trade can affect economic growth in developing nations.

3.1.2 International Organizations and the World Economy – evaluate the diverse impact of trade policies of the World Trade Organization, World Bank, or International Monetary Fund on developing economies of Africa, Central America, or Asia, and on the developed economies of the United States and Western Europe.

3.1.3 Comparing Economic Systems – compare and contrast the characteristics, advantages, and disadvantages of traditional, command, market, and mixed economic systems.

Examples may include but are not limited to: GDP, inflation, unemployment.

3.1.4 Impact of Transitional Economies – analyze the impact of transitional economies, such as in China and India, on the global economy in general and the American economy in particular.

3.2 Economic Interdependence – Trade

Individually and collaboratively, students will engage in planned inquiries to describe how trade generates economic development and interdependence, and analyze the benefits and costs for individuals, producers, and governments.

3.2.1 Absolute and Comparative Advantage – use the concepts of absolute and comparative advantages to explain why goods and services are produced in one nation or locale versus another.

3.2.2 Domestic Activity and World Trade – assess the impact of trade policies, monetary policy, exchange rates, and interest rates on domestic activity and world trade.

Examples may include but are not limited to: tariffs, quotas, export subsidies, product standards, other barriers.

3.2.3 Exchange Rate and World Trade – analyze the effects on trade from a change in an exchange rate between two currencies.

3.2.4 The Global Economy and the Marketplace – analyze and describe how the global economy has changed the interaction of buyers and sellers.

E4 Personal Finance

4.1 Decision Making

Individually and collaboratively, students will engage in planned inquiries to describe and demonstrate how the economic forces of scarcity and opportunity costs impact individual and household choices.

4.1.1 Earning Income – conduct research regarding potential income and employee benefit packages, non-income factors that may influence career choice, benefits and costs of obtaining the necessary education or technical skills, taxes a person is likely to pay, and other possible sources of income.

Examples may include but are not limited to: interest, dividends, capital appreciation, income support from the government, social security.

4.1.2 Buying Goods And Services – describe the factors that consumers may consider when purchasing a good or service, including the costs, benefits, and the role of government in obtaining the information.

4.1.3 Saving – identify the incentives people have to set aside income for future consumption, and evaluate the impact of time, interest rates, and inflation upon the value of savings.

4.1.4 Using Credit – evaluate the benefits, costs, and potential impacts of using credit to purchase goods and services.

4.1.5 Financial Investing – analyze the risks, expected rate of return, tax benefits, impact of inflation, role of government agencies, and importance of diversification when investing in financial assets.

4.1.6 Protecting and Insuring – assess the financial risk of lost income, assets, health, or identity, and determine if a person should accept the risk exposure, reduce risk, or transfer the risk to others by paying a fee now to avoid the possibility of a larger loss later.

THE MICHIGAN K-12 SOCIAL STUDIES STANDARDS

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Ms. Isra El-beshir, Education & Public
Programming Curator
Arab American National Museum

Mr. Chad Folkersma, Teacher
Sault Area High School & Career
Center

Ms. Tina Frazier, Teacher
Edison Elementary School

Ms. Cindy Gilseman, American History
Teacher, Lakeview High School

Mr. Marius Guseth, Teacher
Old Redford Academy Prep. High
School

Ms. Elspeth Inglis, Assistant Director
for Educational Services
Kalamazoo Valley Museum

Mr. David Kallman, Attorney
Kallman Legal Group

Ms. Erin Mersino
Thomas More Law Center

Mr. Ron Miller, Principal
St. Clair High School

Ms. Melissa Montoya, Interim
Education Director,
Saginaw Chippewa Indian Tribe

Mr. James Muffett
Student Statesmanship Institute and
Citizens for Traditional Values

Ms. Donna Odom, Executive Director
The Southwest Michigan Black
Heritage Society

Mr. Andrew Sias, World History
Teacher, Kingsley Middle School

Mr. Todd Simmons, Principal
Pewamo-Westphalia Middle/High
School

Mr. Lincoln Stocks, President
East Detroit Federation of Teachers

Dr. Joseph Stoltman, Professor
Department of Geography,
Western Michigan University

Ms. Chasity Sutton
Eastern Upper Peninsula ISD

Dr. Karen Thomas-Brown,
Social Studies Associate Professor
School of Education, University of
Michigan - Dearborn

Mr. Michael Warren, Oakland Circuit
Court Judge, General Civil/Criminal
Division, Oakland County Courthouse,
Court Room 5B

Senator Patrick Colbeck
Michigan Senate District 7

2018 TASK FORCE MEMBERS

K-4 Task Force:

Chairs: Carol Egbo, Stan Masters

Robin Barney-Lees, Retired Social
Studies Teacher

Amy Bradfield, Education Program
Manager, Historical Society of
Michigan

Angeline Brown, Teacher, Gaylord
Community Schools

Jannan Cotto, Michigan Tribal
Education Directors

Frank Hamet, School Board Member,
Flatrock Community Schools

Kathryn Holmes-Gonzales,
Instructional Coach, Saginaw Public
Schools

Jill Larkins, School Administrator,
Hamtramck Public Schools

Zemen Marrugi, Teacher –
Instructional Coach, Flagship
Academy and Warrendale Academy

Brett Meteyer, Teacher, Williamston
Community Schools

Shelika Tate, Western Michigan
University, Cooley Law School

Amanda Weinert, Curriculum
Specialist, Little Traverse Bay Band of
Odawa Indians

Susan Welch, Teacher, Fenton Area
Public Schools

Annie Whitlock, Professor, University
of Michigan, Flint

U.S. History Task Force:

Chairs: Rebecca Bush, David A.
Johnson

Mike Donovan, Teacher, Godfrey Lee
Public Schools

Eric Hemenway, Little Traverse Bay
Band of Odawa Indians

Tamika Henry, Principal, Allendale
Public Schools

Andrew Irons, Student

Allyson Klak, Teacher, Shepherd Public Schools

Cormac Lynn, Superintendent, Nouvel Catholic Central Schools, Saginaw

Richard Matrella, Teacher, Bessemer Schools

Sean O'Neill, Professor, Grand Valley State University

Shelia Richardson, Parent

Spencer Richardson, Student

Evan Rokicki, Teacher, Troy Public Schools

Carrie Rowan, Retired Teacher

Adam Spina, Superintendent, Williamston Schools

Erika Sponsler, Teacher, Western School District

Dustin Webb, Teacher, Lake City Area Schools

World History And Geography Task Force:

Chairs: Dr. Michael Libbee, Dr. Tamara Shreiner

Dr. Jared Aumen, Teacher, Scarlett Middle School

Robert Behnke, Superintendent, Adrian Public Schools

Cindy Bloom, Teacher, Comstock Middle School

Robin Bott, Teacher, Northeast Middle School

Alaina Brown, Teacher, Novi Public Schools

Lisa Childers, Teacher, Fraser Public Schools

David Copedge, NAACP

Brandon Crimmins, Student

Dr. Dave Eaton, Professor, Grand Valley State University

Anthony Francis, Oakland University

Maria Gonzalez, Teacher, Holy Family School

Matthew Grandstaff, Teacher, Ovid-Elsie Public Schools

Emma Haygood, Curriculum Coach, Berrien Springs Public Schools

Heather Hopkins, Teacher, Sault Area Middle School

Jennifer Jacobs, Teacher, Detroit Innovation Academy

Alicia Kubacki, Instructional Consultant, BA-ISD Instructional Consultant for SS

Sean McBrady, Social Studies

Consultant, Macomb ISD

Ed McGovern, Teacher, Wayne-Westland Community Schools

Judy Pamp, Assistant Director and Educational Director, Zibiwing Center

Pudmaja Rao, South Asian American Voices for Impact

Dr. Joe Stoltman, Professor, Western Michigan University

Ben Washburn, Principal, Detroit Civil Service Commission, Parent

High School Civics Task Force:

Chairs: Tom Hinken, Ellen Zwarensteyn

Hillary Baker, School Administrator, Allegan Public Schools

Thomas Berriman, School Administrator, Alpena Public Schools

Rachel Clark, State of Michigan

Jennifer Crotty, Teacher, Fitzgerald Public Schools

Allison Echlin, Teacher / Parent, Northville Public Schools

Barbara Gazda, Teacher, Hartland High School

David Harris, Retired Professor, University of Michigan

Adam Horos, Teacher, East Grand Rapids Public Schools

Roland Hwang, School Board Member, Northville Public Schools

David A. Johnson, Retired Educator / Pre-service teacher Educator

Sam Jones-Darling, Student, Eastern Michigan University

Cortney Kosmala Jackson, Teacher, Cesar Chavez Academy High School

Sam Lowry, Student, Black River Public Schools

Sara Luther, Teacher, West Ottawa Public Schools

Lacey O'Donnell Teacher, Calumet Public Schools

Maggie Parrish, Teacher, Comstock Park Public Schools

Eric Walcott, Community Member, Michigan State University Extension Specialist

Michael Warren, Oakland Judge / Parent

High School Economics Task Force:

Chairs: Derek D'Angelo, David Hales, Roy Sovis

Chanda Aves, Teacher, Ionia Public Schools

Seth Baker, Teacher, Brimley Area Schools

John Damoose, Student

Margo Damoose, Parent

David Dieterle, Walsh College

Kathryn Gustafson, Teacher, Farmington Public Schools

Rania Hammoud, Administrator, Plymouth Canton Community Schools

Rita Lockridge, Retired Social Studies Teacher, Detroit Public Schools

Miranda Maclean, Teacher, Cheboygan Public Schools

Shayma Mustafa, Professor, Wayne State University

Chris Norton, Teacher, Chandler Park Academy

Tracy Ripley, Teacher, New Buffalo Area Schools

Grace Tesfae, Teacher, Cesar Chavez Academy

Marsha Turner, ELA Consultant, Ionia Public Schools

Bias Review Task Force:

Chairs: Melissa Kieswetter, Marsha Lewis

Asim Alavi

Joshua Archer, High School Student

Francisca Garcia

Rania Hammoud, Curriculum Coordinator

Melissa Isaac, Teacher

Angela Justice, Teacher

Calvin Kennebrew, Jr.

Guillermo Martinez

Pamela McGhee, Teacher

Mursalata Muhammad, College Professor

Charles Penn, Teacher

Destine Price, College Student

Padmaja Rao

Karen Twomey

Pavan Vangipuram

Mavis Weddington

LaDonna White, Teacher



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Deputy Superintendent, Educator,
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Paula Daniels, Ed.D.
Director
Office of Educational Supports

Michigan Department of Education
Office of Educational Supports
p: (517) 241-3147
website: www.michigan.gov/mde

SCHEDULE 7-3

STAFF RESPONSIBILITIES

Except as otherwise provided by law, the Academy shall use certificated teachers according to state board rule. The Academy may use noncertified individuals to teach as follows:

(a) A classroom teacher in any grade a faculty member who is employed full-time by the state public university and who has been granted institutional tenure, or has been designated as being on tenure track, by the state public university, and

(b) In any other situation in which a school district is permitted under this act to use noncertificated teachers.

All administrators or other person whose primary responsibility is administering instructional programs or as a chief business official shall meet the certification and continuing education requirements as described in MCL 380.1246.

Administrator and Teacher Evaluation Systems. The Academy Board shall adopt and implement for all teachers and school administrators a rigorous, transparent, and fair performance evaluation system that complies with sections 1249 and 1250 of the Code. If the Academy enters into an agreement with an Educational Service Provider, then the Academy Board shall ensure that the Educational Service Provider adopts a performance evaluation system that complies with this section.

Performance Evaluation System Commencing with the 2013-2014 School Year. If the Academy Board adopts and implements for all teachers and school administrators a performance evaluation system that complies with section 1249(7) of the Code, then the Academy Board is not required to implement a performance evaluation system that complies with section 1249(2) and (3). If the Academy enters into an agreement with an Educational Service Provider, then the Academy Board shall ensure that the Educational Service Provider adopts a performance evaluation system that complies with this section.

Parent Notification of Ineffective Teacher Ratings. Beginning with the 2015-2016 school year and continuing on during the term of this Contract, if a pupil is assigned to be taught by a teacher who has been rated as ineffective on his or her 2 most recent annual year-end evaluations under section 1249, the Academy Board shall notify the pupil's parent or legal guardian that the pupil has been assigned to a teacher who has been rated as ineffective on the teacher's 2 most recent annual year-end evaluations. The notification shall be in writing and shall be delivered to the pupil's parent or legal guardian by U.S. mail not later than July 15th immediately preceding the beginning of the school year for which the pupil is assigned to the teacher, and shall identify the teacher who is the subject of the notification.

Teacher and Administrator Job Performance Criteria. The Academy Board shall implement and maintain a method of compensation for its teachers and school administrators that includes job performance and job accomplishments as a significant factor in determining compensation and additional compensation earned and paid in accordance with Applicable Law. The assessment of job performance shall incorporate a rigorous, transparent, and fair evaluation system that evaluates a teacher's or school administrator's performance at least in part based upon data on student growth as measured by assessments and other objective criteria. If the Academy enters into an agreement with an Educational Service Provider, then the Academy Board shall ensure that the Educational Service Provider complies with this section.



Grove Montessori: A Wildflower Public School

Teacher Leader, Grand Rapids

Are you a Montessori leader with a thirst for social justice and a passion for grassroots, community-focused work? Grove Montessori in Grand Rapids, Michigan, seeks an elementary teacher-leader to co-lead a Wildflower microschool. This role includes both teaching and operating a startup charter school.

Who We Are

Grove Montessori is a K-6 school serving children ages 5-12 in Grand Rapids, Michigan. Grove Montessori is opening Fall 2025 and will serve up to 64 students.

Our Network

Grove Montessori is part of [Wildflower Schools](#), a network of 1-2 room, teacher-led, authentic Montessori learning environments serving children from infancy through high school. The Wildflower model combines time-tested Montessori methods with promising new practices in family partnership, teacher empowerment, and intentional diversity. At Wildflower, we believe that embracing equity is an essential part of our work. We are committed to deeply engaging in what Maria Montessori called “the preparation of self” as it pertains to understanding our implicit biases, blind spots, and prejudices.

How We Work

The Wildflower network is decentralized and nonhierarchical, rooted deeply in our values of Connectedness and Growth; our norms of Anti-Bias Anti-Racist and Unity, Autonomy with Support, and Awareness and Compassion; and our [purpose and principles](#) that guide our schools’ design.

To learn more about the ideas that drive us, check out [The Wildflower Collection](#) and [Reinventing Organizations](#).

Your Role

In collaboration with Kate Caliri-Spiegel, founding teacher leader of Grove Montessori, the responsibilities of Teacher Leader include, but are not limited to:

- **Co-Teaching**
 - Co-teaching children ages 6-12 using authentic Montessori methods infused with anti-bias, anti-racist practice
 - Maintaining online student observations, records, and data
 - Participating in professional development as liberatory Montessori leaders and co-teachers
- **Family Engagement & Support**
 - Communicating with families (meetings, newsletters, family education events)
 - Marketing the school through deep community engagement, social media, and a website presence

- Managing an inclusive admissions and enrollment process (tours, applications, admissions decisions, enrollment paperwork)
- Managing Michigan per pupil funding
- **School Operations**
 - Maintaining strong systems for financial management, human resources, licensing, and compliance
 - Creating the annual school calendar and daily routine

Required Education/Certification

- Willingness to complete AMI, AMS or other MACTE accredited elementary Montessori training program and/or commitment to complete training during School Startup Journey
- Valid Michigan Teaching Certification Elementary K-5 All Subjects; K-8 All Subjects Self-Contained; Elementary K-8 All subjects.
 - OR
- Valid out-of-state Teaching Certification Elementary K-5 All Subjects; K-8 All Subjects Self-Contained; Elementary K-8 All subjects with a proper Temporary Teacher Employment Authorization through the Michigan Department of Education.

Preferred Experience

- School administration experience preferred but not required
- Special education certification and/or experience successfully administering individualized accommodations
- Spanish fluency
- Experience with a diverse student and parent population.

Mindset

- **Collaborative:** You are excited about the idea of co-leading a school and developing a strong partnership with your co-leader
- **Entrepreneurial:** You are flexible, open-minded, see opportunity in obstacles, and are energized by using creativity and resourcefulness to create solutions to problems.
- **Operational:** You are a self-starter willing to support different aspects of small school operations, which may range from making admissions decisions to taking care of plants.
- **Committed to Equity:** You are eager to expand access to quality early education for racially and socioeconomically diverse communities; you are ready to engage in anti-bias, anti-racist self-work and community-work
- **Generous:** You live with kindness, practice gratitude and lead with love. You seek advice openly and are comfortable working in a non-hierarchical organization.
- **Growth Oriented:** You are eager to stretch beyond your current experience, to develop new skills and expertise, and to more fully explore your purpose and potential.

Hours & Benefits

This is a full-time position. Salary range is \$55,000 - 72,000 and is commensurate with experience. Grove Montessori offers wellness benefits, including healthcare, professional development stipends, and PTO, as well as connection to the wider Wildflower community and supports.

Physical Requirements

The role requires the ability to move around the classroom and outdoor areas, engage with students at their level (including sitting on the floor and getting up frequently), and lift materials up to 30 pounds. Clear vision, hearing, and manual dexterity are necessary to interact with and supervise students safely.

Learn More

If you're inspired by this opportunity and want to co-lead a transformative Montessori microschool, we'd love to hear from you! Email Kate Caliri-Spiegel at kate@grovmontessori.org with a summary of your experience and a brief statement on why you'd be a great fit for Grove Montessori. Members of the Global Majority and native Spanish speakers are strongly encouraged to inquire.

Grove Montessori does not discriminate on the basis of race, color, national or ethnic origin, creed, religion, sex or gender, disability, age, marital status, sexual orientation, status with regard to public assistance, or in any other way based on personal identity markers that do not relate to the capacity of an individual person to carry out the responsibilities of a role.



Grove Montessori: A Wildflower Public School

Assistant Teacher, Grand Rapids

Grove Montessori in Grand Rapids, Michigan, seeks an Assistant Teacher to support our classroom community.

Who We Are

Grove Montessori is a K-6 school serving children ages 5-12 in Grand Rapids, Michigan. Grove Montessori is opening Fall 2025 and will serve up to 64 students.

Our Network

Grove Montessori is part of [Wildflower Schools](#), a network of 1-2 room, teacher-led, authentic Montessori learning environments serving children from infancy through high school. The Wildflower model combines time-tested Montessori methods with promising new practices in family partnership, teacher empowerment, and intentional diversity. At Wildflower, we believe that embracing equity is an essential part of our work. We are committed to deeply engaging in what Maria Montessori called “the preparation of self” as it pertains to understanding our implicit biases, blind spots, and prejudices.

How We Work

The Wildflower network is decentralized and nonhierarchical, rooted deeply in our values of Connectedness and Growth; our norms of Anti-Bias Anti-Racist and Unity, Autonomy with Support, and Awareness and Compassion; and our [purpose and principles](#) that guide our schools’ design.

To learn more about the ideas that drive us, check out [The Wildflower Collection](#) and [Reinventing Organizations](#).

Your Role

As an Assistant Teacher, you will be a critical member of our school community, supporting the maintenance of the Montessori prepared environment and reinforcing Montessori’s philosophy of whole child education. Your responsibilities include, but are not limited to:

- Preparing and repairing curricular materials
- Maintaining an inventory of classroom materials
- Supporting with all aspects of the daily routine, including lunch, dishes, recess, and classroom laundry
- Observing children and sharing questions and observations with teacher leaders
- Initiating growth and change in your own intellectual and professional development; participating in opportunities for professional growth and learning

Experience

- Associates or bachelors degree, preferably in education, child development, or related field
- Fingerprint/background clearance

- Previous experience working with children strongly preferred Previous Montessori experience preferred but not required
- Demonstrated strong interpersonal skills

Mindset

- **Committed to Equity:** You are eager to expand access to quality early education for racially and socioeconomically diverse communities; you are ready to engage in anti-bias, anti-racist self-work and community-work
- **Generous:** You live with kindness, practice gratitude and lead with love. You seek advice openly and are comfortable working in a non-hierarchical organization.
- **Growth Oriented:** You are eager to stretch beyond your current experience, to develop new skills and expertise, and to more fully explore your purpose and potential.

Hours & Benefits

This is a full-time position. Salary range is \$35,000 - 40,000 and is commensurate with experience. Grove Montessori offers wellness benefits, including healthcare, professional development stipends, and PTO, as well as connection to the wider Wildflower community and supports. Assistants seeking Montessori training and/or mentorship toward a lead teacher role will be supported in their growth and development.

Physical Requirements

The role requires the ability to move around the classroom and outdoor areas, engage with students at their level (including sitting on the floor and getting up frequently), and lift materials up to 30 pounds. Clear vision, hearing, and manual dexterity are necessary to interact with and supervise students safely.

Learn More

Send a summary of your experience and description of your interests to Kate Caliri-Spiegel at kate@grovemontessori.org. Members of the Global Majority and native Spanish speakers are strongly encouraged to inquire.

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Grove Montessori: A Wildflower Public School

Charter Services Director

Summary

As the Founding Charter Services Director, you will develop and operationalize the charter school's operations, governance, and administrative support for Grove Montessori, in collaboration with Teacher Leaders and partnership with Everbloom Montessori Early Childhood Cooperative. The Charter Services Director reports to the Board of Directors. This role is designed to support Teacher Leaders, not manage, within a non-hierarchical management structure.

Our Mission

The mission of Grove Montessori is to unite socially, culturally, and economically diverse families in a dynamic Montessori environment, where every child is academically prepared as a self-directed learner, ready to thrive in today's world and empowered to reimagine and build a better one.

Essential Responsibilities

Operations & Compliance

- Enhance and implement a Year 0 startup and operations plan for Grove Montessori in alignment with GVSU authorizer expectations, state and federal requirements, and Wildflower Teacher Leader School Startup timelines.
- Maintain and track all charter compliance systems and requirements, ensuring the school meets all accountability expectations.
- Develop reporting standards and protocols in collaboration with Teacher Leaders and the Finance Partner/contractor.
- Oversee enrollment, reporting, human resources, financial management, and student information systems, ensuring smooth administrative processes.
- Maintain a compliance reporting schedule and communicate all charter school requirements to Teacher Leaders, the Finance Partner, and GVSU.

Governance & Leadership

- Collaborate closely with the Grove Montessori Board of Directors and Founding Teacher Leaders to plan, develop, and operate the K-6 site.
- Ensure all commitments outlined in the Membership Agreement between The Wildflower Foundation and Grove Montessori align with the school's mission and goals.
- Identify and steward key community and back-office partnerships that strengthen the school's ability to deliver a culturally responsive Montessori learning environment.

Community Engagement & Communications

- Develop and operationalize a comprehensive communications plan alongside Teacher Leaders to support and advance Grove Montessori's mission.
- Partner with nonprofit organizations and local stakeholders to ensure the school remains deeply connected to the neighborhood and families it serves.
- Maximize access to revenue assistance for low-income families across the charter school.

Minimum Qualifications

- 5+ years of experience leading operations and governance
- Bachelor's degree, Master's degree preferred
- Strong interpersonal skills and ability to work in a fast-paced environment

Preferred Attitudes, Knowledge, and Skills

- Entrepreneurial leadership - You are flexible, open-minded, see opportunity in obstacles, and are energized by using creativity and resourcefulness to anticipate challenges and create solutions to problems.
- Commitment to serving diverse and multifaceted communities - You are eager to increase access to Montessori to racially and socioeconomically diverse communities and are deeply committed to supporting the development of intersectional communities. You understand the role race, along with ethnicity, gender/gender identity and sexual orientation, play in contributing to persistent inequity. You have engaged in culturally responsive and anti-racist practices with the students and families you serve. Fluency in multiple languages to speak with our stakeholders and families is preferred.
- Willingness to bring your full self to this work as the culture shaper - You have the aptitude, stamina, time, and appetite to raise yourself to the challenge of starting and supporting social entrepreneurs who in launching a distinct intimate school community. You will be a key leader who weaves and supports the interdependence across the early childhood and elementary programs.
- A desire to learn and grow - You are eager to stretch beyond your current experience, to develop new skills and expertise and to more deeply explore your purpose and potential.
- Ability to work effectively with all internal and external stakeholders - You enjoy and are competent working with a variety of stakeholders in West Michigan, including Teacher Leaders, staff, volunteers, board members, donors, and partners. You are able to ensure smooth and efficient operations across school sites.
- Curiosity toward the edge of innovative practices - You have an interest in learning and practicing self-management and are eager to join with staff and participate in a system of governance in which autonomy is valued and power is distributed. This work is ever-evolving and you prioritize transparency, requesting and sharing advice with one another, a commitment to participation in conflict resolution practices, and clearly articulating roles and responsibilities to ensure that each staff member is able to lead within their role.

Hours & Benefits

This is a full-time position. Salary is commensurate with experience. Grove Montessori offers wellness benefits, opportunities for ongoing professional development, and connection to the wider Wildflower community and supports.

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Grove Montessori: A Wildflower Public School

Special Education Teacher

Summary

As a Special Education Teacher, you will work directly with students and support Teacher Leaders in meeting the needs of all students, including those with disabilities, from identification to intervention and assessment and reporting, Multi-Language Learners, students experiencing homelessness, and other special populations.

Our Mission

The mission of Grove Montessori is to unite socially, culturally, and economically diverse families in a dynamic Montessori environment, where every child is academically prepared as a self-directed learner, ready to thrive in today's world and empowered to reimagine and build a better one.

Essential Responsibilities

- Collaborate with Teacher Leaders and Shared Services Partners to identify, monitor, and remediate students who learn differently. This involves interfacing with contracted specialists and parents on behalf of students who require specialized academic instruction.
- Support with the initial, annual, and reevaluation process by conducting assessment and writing reports.
- Help to educate Teacher Leaders, Teacher Leader support roles, and parents on topics relevant to learning differences.
- Center social-emotional learning and healing-engaged learning when teaching students and working with families and site community.
- Complete all required due process paperwork required and/or mandated by state and federal laws
- Monitor and evaluate student progress to meet charter goals and as described in student IEPs.
- Plan and develop individualized education programs (IEPs) that address individualized learning goals, objectives, learning strategies and behavior management plans for students with special needs.
- Collaborate and support Teacher Leader adaptations to classroom activities, and/or materials for the purpose of supporting and reinforcing Wildflower Montessori's philosophy of whole child education and guidance.
- Guide instruction in all areas as defined by the IEP, including as appropriate, additional instructional support and inclusion and co-teaching practices.
- Prepare lesson plans for specific direct instruction that aligns with student IEP goals and state standards.
- Participate in the Child Find process to promote accommodations and solutions for all children.
- Collaborate with Teacher Leaders, staff, and consultants/contractors.
- Commit to our principles of wholeness and equity when working with students with disabilities.
- Develop and deliver specialized instruction in the classroom during academic periods designed to help learners meet grade-level standards and achieve personal learning goals.
- Support general education teachers with implementing accommodations.
- Understand Montessori pedagogy and integrate specialized instruction and intervention to this Montessori program when appropriate, with a willingness to become Montessori certified.

- Modify assessments and classwork for learners with disabilities.

Minimum Qualifications

- 2+ years of full-time teaching experience and Special Education required
- Completed Science of Reading training, per the READ Act; additional literacy training a plus
- ESL certification is a plus
- Master's degree in Special Education/Education is preferred
- Michigan Special Education licensure
- Experience working with special needs learners in an inclusive setting
- Experience in writing and monitoring IEPs
- Knowledge of Montessori and deep experience with student-centered learning
- Strong knowledge of pedagogy and experience teaching in a constructivist way
- Proven ability to work as a member of a team, strong leadership capabilities, and a commitment to growth and lifelong learning.

Preferred Attitudes, Knowledge, and Skills

- A deep commitment to authentic Montessori - Your expertise will position you to be a highly effective facilitator of children's learning and to extend the values of Montessori to include the adults within your school community.
- Entrepreneurial leadership - You are flexible, open-minded, see opportunity in obstacles, and are energized by using creativity and resourcefulness to anticipate challenges and create solutions to problems.
- Commitment to serving diverse and multifaceted communities - You are eager to increase access to Montessori to racially and socioeconomically diverse communities and are deeply committed to supporting the development of intersectional communities. You understand the role race, along with ethnicity, gender/gender identity and sexual orientation, play in contributing to persistent inequity. You have engaged in culturally responsive and anti-racist practices with the students and families you serve.
- Generosity of spirit - You build authentic relationships in diverse settings, practice gratitude, and lead with love. You seek advice openly and are comfortable working in a non-hierarchical organization.
- Willingness to work hard - You have the aptitude, stamina, time, and appetite to raise yourself to the challenge of starting and leading your own school. You will not be alone, but you will be busy.
- A desire to learn and grow - You are eager to stretch beyond your current experience, to develop new skills and expertise and to more deeply explore your purpose and potential.

Grove Montessori does not discriminate on the basis of race, color, national or ethnic origin, creed, religion, sex or gender, disability, age, marital status, sexual orientation, status with regard to public assistance, or in any other way based on personal identity markers that do not relate to the capacity of an individual person to carry out the responsibilities of a role.



Grove Montessori: A Wildflower Public School

Social Worker

Summary

As a Social Worker, you will work directly with students and families and support Teacher Leaders in meeting the needs of all students, including those with disabilities, from identification to intervention and assessment and reporting, multilingual learners, students experiencing homelessness, and other special populations.

Our Mission

The mission of Grove Montessori is to unite socially, culturally, and economically diverse families in a dynamic Montessori environment, where every child is academically prepared as a self-directed learner, ready to thrive in today's world and empowered to reimagine and build a better one.

Essential Responsibilities

- Collaborate with Teacher Leaders, Special Education Teacher, and Shared Services partners to counsel, monitor, and build relationships with all students, including those with specific needs.
- Collaborate and support Teacher Leader adaptations to classroom activities, and/or materials for the purpose of supporting and reinforcing Wildflower Montessori's philosophy of whole child education and guidance.
- Maintain case history records and complete all required due process paperwork required and/or mandated by state and federal laws
- Center social-emotional learning and healing-engaged learning when working with and teaching students.
- Serve as a liaison between students, homes, school sites, family services, child guidance clinics, courts, protective services, doctors, and other contacts, proactively and as needed and promote collaboration among community health and mental health service providers.
- Interface with contracted specialists and parents and guardians on behalf of students who require focused social-emotional learning and/or specialized academic instruction.
- Develop and lead family engagement events and Teacher Leader training around social-emotional learning, executive function, and healing-centered engagement, in collaboration with community members' needs.
- Arrange for medical, psychiatric, and other tests that may disclose causes of behavioral and/or emotional and/or academic difficulties.
- Participate in the Child Find process to promote accommodations and solutions for all children.
- Understand Montessori pedagogy and integrate specialized instruction and intervention to the Montessori program when appropriate.
- Adhere to the National Association of Social Workers Code of Ethics and Standards for School Social Work.
- Embody and advocate the mission and vision of Grove Montessori and our commitment to belonging and community-embeddedness.

Minimum Qualifications

- Master's in Social Work

- Michigan Department of Education Special Service Provider License with a Social Worker endorsement
- Experience working with special needs learners in an inclusive setting
- Experience in charter schools or a deep interest in working in an innovative learning environment
- Knowledge of Montessori and deep experience with student-centered learning

Preferred Attitudes, Knowledge, and Skills

- A deep commitment to authentic Montessori - Your expertise will position you to be a highly effective facilitator of children's learning and to extend the values of Montessori to include the adults within your school community.
- Entrepreneurial leadership - You are flexible, open-minded, see opportunity in obstacles, and are energized by using creativity and resourcefulness to anticipate challenges and create solutions to problems.
- Commitment to serving diverse and multifaceted communities - You are eager to increase access to Montessori to racially and socioeconomically diverse communities and are deeply committed to supporting the development of intersectional communities. You understand the role race, along with ethnicity, gender/gender identity and sexual orientation, play in contributing to persistent inequity. You have engaged in culturally responsive and anti-racist practices with the students and families you serve.
- Generosity of spirit - You build authentic relationships in diverse settings, practice gratitude, and lead with love. You seek advice openly and are comfortable working in a non-hierarchical organization.
- Willingness to work hard - You have the aptitude, stamina, time, and appetite to raise yourself to the challenge of starting and leading your own school. You will not be alone, but you will be busy.
- A desire to learn and grow - You are eager to stretch beyond your current experience, to develop new skills and expertise and to more deeply explore your purpose and potential.

Grove Montessori does not discriminate on the basis of race, color, national or ethnic origin, creed, religion, sex or gender, disability, age, marital status, sexual orientation, status with regard to public assistance, or in any other way based on personal identity markers that do not relate to the capacity of an individual person to carry out the responsibilities of a role.



Grove Montessori: A Wildflower Public School

Co-Curricular Teacher

Summary

As a Co-curricular teacher, you will work directly with students in your certified area to provide instruction and facilitate enjoyment through hands-on learning experiences of the Michigan state standards outside of the general education core curriculum. Grove Montessori seeks a qualified physical education teacher, music teacher, and visual arts teacher.

Our Mission

The mission of Grove Montessori is to unite socially, culturally, and economically diverse families in a dynamic Montessori environment, where every child is academically prepared as a self-directed learner, ready to thrive in today's world and empowered to reimagine and build a better one.

Essential Responsibilities

- Collaborate with Teacher Leaders to coordinate co-curricular content with general classroom content and student interest.
- Ensure that class content is accessible to all students in alignment with Wildflower Montessori's philosophy of whole child education and guidance.
- Serve as a bridge to community opportunities in your field.
- Understand Montessori pedagogy and maintain consistency with Teacher Leader expectations while working with students.
- Embody and advocate the mission and vision of Grove Montessori and our commitment to belonging and community-embeddedness.

Minimum Qualifications

- Michigan certification within your field
- Experience in charter schools or a deep interest in working in an innovative learning environment
- Knowledge of Montessori and deep experience with student-centered learning

Preferred Attitudes, Knowledge, and Skills

- A deep commitment to authentic Montessori - Your expertise will position you to be a highly effective facilitator of children's learning and to extend the values of Montessori to include the adults within your school community.
- Entrepreneurial leadership - You are flexible, open-minded, see opportunity in obstacles, and are energized by using creativity and resourcefulness to anticipate challenges and create solutions to problems.
- Commitment to serving diverse and multifaceted communities - You are eager to increase access to Montessori to racially and socioeconomically diverse communities and are deeply committed to supporting the development of intersectional communities. You understand the role race, along with ethnicity, gender/gender identity and sexual orientation, play in contributing to persistent inequity. You have engaged in culturally responsive and anti-racist practices with the students and families you serve.

- Generosity of spirit - You build authentic relationships in diverse settings, practice gratitude, and lead with love. You seek advice openly and are comfortable working in a non-hierarchical organization.
- Willingness to work hard - You have the aptitude, stamina, time, and appetite to raise yourself to the challenge of starting and leading your own school. You will not be alone, but you will be busy.
- A desire to learn and grow - You are eager to stretch beyond your current experience, to develop new skills and expertise and to more deeply explore your purpose and potential.

Grove Montessori does not discriminate on the basis of race, color, national or ethnic origin, creed, religion, sex or gender, disability, age, marital status, sexual orientation, status with regard to public assistance, or in any other way based on personal identity markers that do not relate to the capacity of an individual person to carry out the responsibilities of a role.

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:

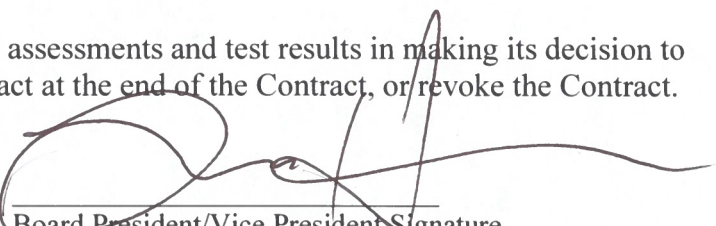
Section 6.5. Methods of Accountability and Pupil Assessment. In addition to those set forth in this Section 6.5, the Academy shall evaluate its pupils' work based on the assessment strategies identified in the Schedules. The Academy shall also assess pupil using all applicable testing that the Code or 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.

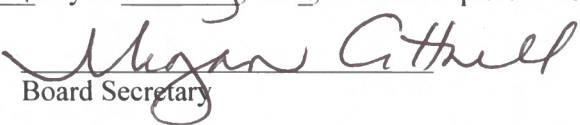
Date:

2/24/25


Board President/Vice President Signature

Secretary's Certification:

I certify that the foregoing resolution was duly adopted by the Grove Montessori Board of Directors at a properly noticed open meeting held on the 24 day of February, 2025 at which a quorum was present.


Board Secretary

SCHEDULE 7-5

ACADEMY'S ADMISSION POLICIES AND CRITERIA

APPLICATION AND ENROLLMENT OF STUDENTS

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article VI, Sections 6.6 and 6.16, the Academy shall comply with the application and enrollment requirements identified in this Schedule.

Enrollment Limits

Grove Montessori will offer kindergarten through sixth grade. The maximum enrollment shall be 64 students. The Academy Board will annually adopt maximum enrollment figures prior to its application and enrollment period.

Requirements

Section 504 of the Code provides that public school academies shall not charge tuition and shall not discriminate in its pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a student with a disability, or any other basis that would be illegal if used by a Michigan school district. However, a public school academy may limit admission to pupils who are within a particular range of age or grade level or on any other basis that would be legal if used by a Michigan school district and may give enrollment priority as provided below.

- Academy enrollment shall be open to all individuals who reside in Michigan. Except for a foreign exchange student who is not a United States citizen, a public school academy shall not enroll a pupil who is not a Michigan resident.
- Academy admissions may be limited to pupils within a particular age range/grade level or on any other basis that would be legal if used by a Michigan school district.
- The Academy shall allow any pupil who was enrolled in the Academy in the immediately preceding school year to enroll in the Academy unless the appropriate grade is not offered.
- No student may be denied participation in the application process due to lack of student records.
- If the Academy receives more applications for enrollment than there are spaces available, pupils shall be selected for enrollment through a random selection drawing.

The Academy may give enrollment priority to one (1) or more of the following:

- A sibling of a pupil enrolled in the Academy.
- A pupil who transfers to the Academy from another public school pursuant to a matriculation agreement between the Academy and other public school that provides for this enrollment priority, if all of the following requirements are met:
 1. Each public school that enters into the matriculation agreement remains a

separate and independent public school.

2. The Academy shall select at least 5% of its pupils for enrollment using a random selection process.
 3. The matriculation agreement allows any pupil who was enrolled at any time during elementary school in a public school that is party to the matriculation agreement and who was not expelled from the public school to enroll in the public school academy giving enrollment priority under the matriculation agreement.
- A child, including an adopted child or legal ward, of a person who is employed by or at the Academy or who is on the Academy Board.

Matriculation Agreement

- The Academy Board may enter into a matriculation agreement with another public school pursuant to section 504(4) of the Code.
- However, before the Academy Board approves a matriculation agreement, the Academy shall provide a draft copy of the agreement to the Center for review.
- Any matriculation agreement entered into by the Academy shall be added to this Schedule 7f through a contract amendment approved in accordance with Article IX in the Terms and Conditions of this Contract.

Application Process

- The Academy shall make reasonable effort to advertise its enrollment openings.
- The Academy's open enrollment period shall be a minimum of two weeks (14 calendar days) in duration and shall include evening and weekend times.
- The Academy shall accept applications all year. If openings occur during the academic year, students shall be enrolled. If openings do not exist, applicants shall be placed on the official waiting list. The waiting list shall cease to exist at the beginning of the Academy's next open enrollment period.
- In the event there are openings in the class for which students have applied, students shall be admitted according to the official waiting list. The position on the waiting list shall be determined by the random selection drawing. If there is no waiting list, students shall be admitted on a first come, first-served basis.
- The Academy may neither close the application period nor hold a random selection drawing for unauthorized grades prior to receipt of written approval from the Center.

Legal Notice or Advertisement

- The Academy shall provide legal notice or advertisement of the application and enrollment process in a local newspaper of general circulation. A copy of the legal notice or advertisement shall be forwarded to the Center.
- At a minimum, the legal notice or advertisement must include:
 1. The process and/or location(s) for requesting and submitting applications.

2. The beginning date and the ending date of the application period.
 3. The date, time, and place the random selection drawing(s) will be held, if needed.
- The legal notice or advertisement of the application period shall be designed to inform individuals that are most likely to be interested in attending the Academy.
 - The Academy, being an equal opportunity educational institution, shall be committed to good-faith affirmative action efforts to seek out, create and serve a diverse student body.

Re-enrolling Students

- The Academy shall notify parents or guardians of all enrolled students of the deadline for notifying the Academy that they wish to re-enroll their child.
- If the Academy Board has a sibling preference policy, the re-enrollment notice must also request that the parent or guardian indicate whether a sibling(s) seeks to enroll for the upcoming academic year.
- An enrolled student who does not re-enroll by the specified date can only apply to the Academy during the application period for new students.
- An applicant on the waiting list at the time a new application period begins must reapply as a new student.
- After collecting the parent or guardian responses, the Academy must determine the following:
 1. The number of students who have re-enrolled per grade or grouping level.
 2. The number of siblings seeking admission for the upcoming academic year per grade.
 3. If space is unavailable, the Academy must develop a waiting list for siblings of re-enrolled students.
 4. The number of spaces remaining, per grade, after enrollment of current students and siblings.

Random Selection Drawing

A random selection drawing is required if the number of applications exceeds the number of available spaces. Prior to the application period, the Academy shall:

- Establish written procedures for conducting a random selection drawing.
- Establish the maximum number of spaces available per grade or age grouping level.
- Establish the date, time, place and person to conduct the random selection drawing.
- Notify the Center of both the application period and the date of the random selection drawing, if needed. The Center may have a representative on-site to monitor the random selection drawing process.

The Academy shall use a credible, impartial individual who is not employed by, under contract with, a member of the Board of, or otherwise affiliated with the Academy to conduct the random selection drawing. Further, the Academy shall:

- Conduct the random selection drawing in a manner that is open to parents, community members and members of the public who want to observe the process.
- Use numbers, letters, or another system that guarantees fairness and does not give an advantage to any applicant.

The Academy shall notify applicants not chosen in the random selection drawing that they were not selected and that their name has been placed on the Academy's official waiting list for openings that may occur during the academic year. Students shall appear on the official waiting list in the order they were selected in the random selection drawing.

Priority Group Preferences

The order of priority in which spaces for each grade will be filled will be as follows:

Priority Group #1: Students enrolled for the current school year are automatically re-enrolled unless formally withdrawn. (Students with an Individual Education Plan active on the first day of the following school year are automatically re-enrolled unless formally withdrawn).

Priority Group #2: Siblings of currently enrolled students will be given enrollment priority if an enrollment application form for each sibling is completed and returned during the open enrollment period.

Sibling preference is defined as children who have at least one common parent/legal guardian. For the purposes of enrollment priority, a parent's children, step-children, adopted children, foster children, and same household children, in which a parent or guardian resides, are all considered to be each other's siblings.

This preference is not available to applications received after open enrollment has closed.

Priority Group #3: New students accepted prior to the lottery. If the number of applicants for a grade is less than or equal to the number of spaces available for that grade, all new applicants for that grade are accepted and are enrolled prior to the lottery drawing for admissions.

Priority Group #4: Siblings of newly-enrolled students. When, at the close of open enrollment, one sibling is validly accepted into a grade that is not oversubscribed, or is accepted by lottery, any of that child's siblings who have timely applied, may enroll if space is available in their respective grades. If space is not available, they advance to the sibling wait list. This preference is not available to applications received after open enrollment has closed.

Priority Group #5: Students of staff members of Grove Montessori.

Priority Group #6: All remaining applicants. If there are more applicants than spaces available, a random selection lottery will be used to determine the order of those enrolled and wait listed. This preference is not available to applications received after open enrollment has closed.

Priority Group #7: Applicants after the close of open enrollment. For grades that are not oversubscribed at the end of open enrollment, applicants will be accepted on a first-come, first-served basis until the grade is full, at which time further applicants are placed on a wait list. For each grade with a wait list, all applications received will be placed on the wait list.

2025-2026 Enrollment: Grades 1-4, 24 students total

SCHEDULE 7-6

SCHOOL CALENDAR AND SCHOOL DAY SCHEDULE

Student Schedule

8 am: Students arrive

8- 8:30 am: Breakfast and Morning Meeting

8:30-11:30 am: Morning work cycle and Individualized learning

11:30-12:00 pm: Mini-lessons

12:00 pm-12:45 pm: Recess and Lunch [supervised by Teachers]

12:45-1:15 pm: Read aloud

1:15- 3 pm: Afternoon work cycle and Co-curriculars

Co-curriculars: *art, music, movement, Spanish, health*

3-3:30: Closing Circle

3:30 pm: Students dismissed and Teacher Leader (+parent as needed) conversations

*instructional time averages 7.5 hours per days (1,320 hours) and 182 school days

2025-2026 CALENDAR

8/25-29 Staff Reports for
setup and professional
development

AUGUST 2025						
S	M	T	W	Th	F	S
					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 2026						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

2/6 100th Day of School
2/16 NO SCHOOL -
Midwinter Break

9/1 NO SCHOOL - Labor Day
9/2 First Day

SEPTEMBER 2025						
S	M	T	W	Th	F	S
	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				

MARCH 2026						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

3/20 NO SCHOOL - Staff
Professional Development

10/24 NO SCHOOL -
Conferences

OCTOBER 2025						
S	M	T	W	Th	F	S
			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	

APRIL 2026						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

4/6-10 NO SCHOOL - Spring
Break

11/26-28 NO SCHOOL - Fall
Break

NOVEMBER 2025						
S	M	T	W	Th	F	S
						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 2026						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

5/25 - NO SCHOOL -
Memorial Day

12/22-1/2 NO SCHOOL -
Winter Break

DECEMBER 2025						
S	M	T	W	Th	F	S
	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			

JUNE 2026						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

6/12 Last Day of School

1/5 School resumes

JANUARY 2026						
S	M	T	W	Th	F	S
				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

JULY 2026						
S	M	T	W	Th	F	S
			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	

SCHEDULE 7-7

AGE/GRADE RANGE OF PUPILS ENROLLED

SCHEDULE 7-7

AGE/GRADE RANGE OF PUPILS ENROLLED

Grove Montessori: A Wildflower Public School serve first (1st) grade in year one, to age-appropriate students, and will serve grades K-6 at full capacity.

SCHEDULE 7-8

**ADDRESS AND DESCRIPTION OF PROPOSED PHYSICAL PLANT; LEASE
OR DEED FOR PROPOSED SITE; OCCUPANCY CERTIFICATE**

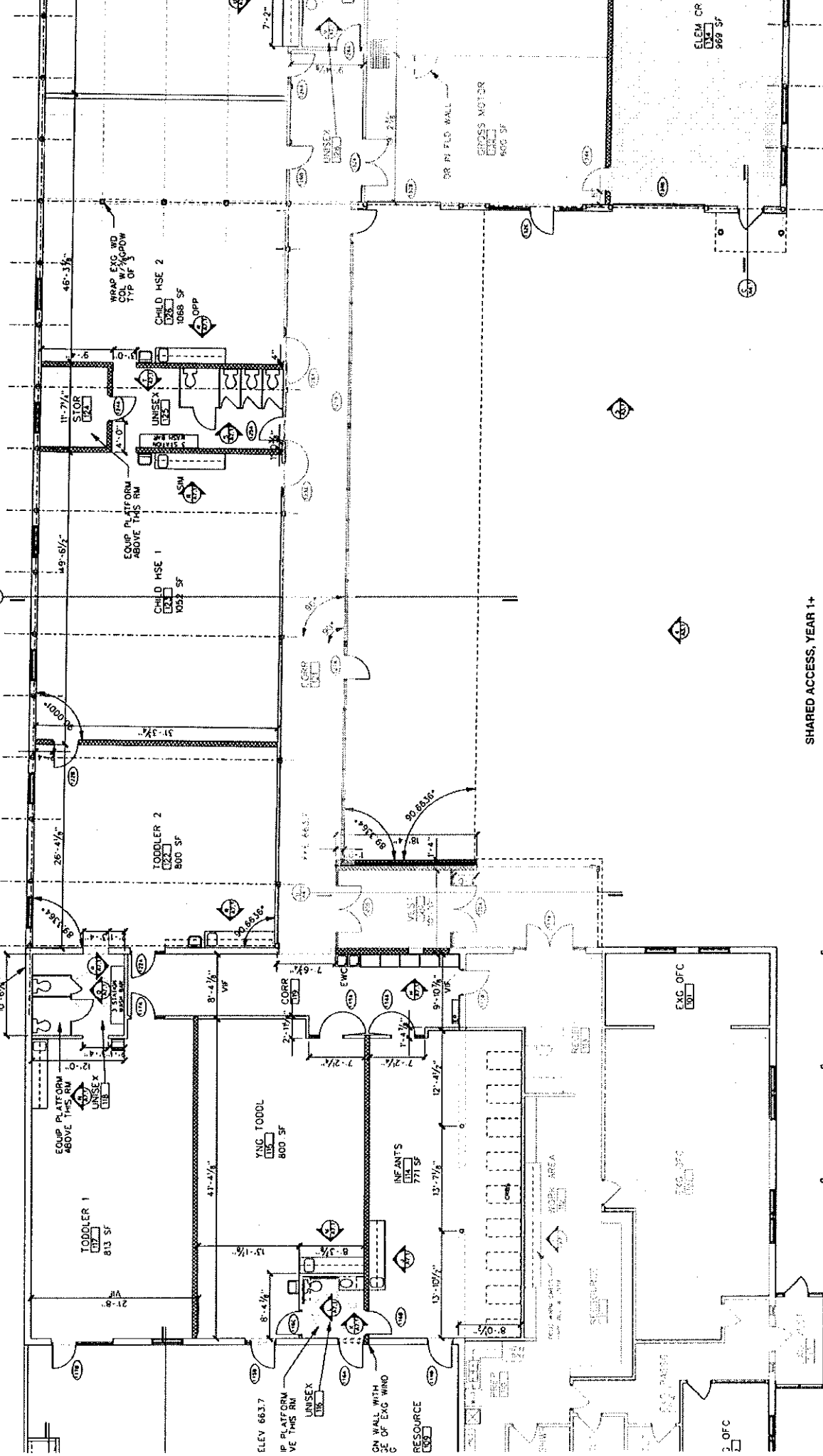
Schedule 7-8 Address and Description of Proposed Physical Plant

The property is located at 1575 Jefferson Ave SE in the city of Grand Rapids, state of Michigan, and county of Kent.

This redevelopment project will transform an existing light industrial facility into a vibrant and nurturing educational environment. Purchased by Everbloom Montessori, a 0-6 early childhood educational program, Grove Montessori will co-locate with the use of two classroom spaces and shared resources, including offices and playground.

The design approach emphasizes sustainability, natural light, and thoughtful views of the outdoors, ensuring a healthy and engaging space for students, staff and neighbors alike.

THIS WALL NEEDS TO BE ONE HOUR RATED
DUE TO PROXIMITY TO PROPERTY LINE



SHARED ACCESS, YEAR 1+

SHARED ACCESS Y1,
DEDICATED ELEM Y2 OR Y3+
DEPENDENT ON NEED/
ENROLLMENT

DEDICATED ELEMENTARY
YEAR 1+

DEDICATED OUTSIDE

PROPOSED FOUR PLAN

SCALE: 1/8" = 1'

LEASE

THIS LEASE is made effective June 1, 2025 (the “Commencement Date”) between the Everyday Blooms Montessori, Inc., a Michigan non-profit corporation, of 2428 Burton Street SE, Suite B, Grand Rapids, Michigan 49546 (“Landlord”) and Grove Montessori: A Wildflower Public School, a Michigan non-profit corporation which is a Michigan public school academy, of 2428 Burton Street SE, Suite B, Grand Rapids, Michigan 49546, (“Tenant”).

RECITALS

A. Landlord owns real property and improvements located as set out on Exhibit A hereto (the “Property”).

B. Landlord desires to lease a portion of the Property to Tenant and Tenant desires to lease the same from Landlord (the “Premises”) according to the terms of this Lease, which Premises are described and outlined on Exhibit B attached hereto and made a part of this Lease. The Premises shall include certain areas within the Property to which the Tenant shall have the exclusive right to use and occupy and certain areas which it will be permitted to use and occupy on a shared basis with the Landlord.

TERMS AND CONDITIONS

NOW, THEREFORE, in exchange for the consideration in and referred to by this Lease, the parties agree as follows:

1. Leased Premises; Term; Option Space. Landlord hereby rents and leases to Tenant the Premises for a term (the “Term”) which commences on the Commencement Date and terminates at midnight on June 30, 2032, unless otherwise terminated or extended under the terms of this Lease. If Tenant continues to use the Premises after expiration of the Term, Tenant shall become a tenant from month to month, at the rental and upon the same terms and conditions specified in this Lease. Tenant shall have the continuing option during the term of this Lease to increase the leased Premises to include the area shown on the attached Exhibit B (the “Option Space”).

2. Rent.

(a) Base Rent. Tenant will pay to Landlord annual base rent of _____ (“Base Rent”) for its use of the Premises. Base Rent shall be payable in monthly installments in advance, on or before the first day of each month during the Term of the Lease at Landlord’s address indicated above or at another address as designated by Landlord in writing from time to time.

3. Use of Premises. Tenant may use and occupy the Premises only for the operation of a Michigan public school academy and for any other legal purposes permitted in advance by the Landlord. Tenant, at its sole expense, must keep and occupy the Premises and all permitted

alterations made by Tenant to the Premises in compliance with all laws, ordinances, orders, and regulations affecting the Premises or its use or occupancy.

4. Maintenance and Repair. Tenant, at its sole expense, must maintain the Premises in a good and clean operating condition and in accordance with the Condominium Documents and provide such window coverings as may be approved by Landlord. Other than provided by the preceding sentence, Landlord shall, and Tenant is not obligated to, pay all, costs of repair, maintenance, or replace any of the interior and exterior portions and components of the Premises, including the interior walls, ceiling, electrical, plumbing fixtures, heating and air conditioning system, exterior structure, and roof.

5. Alterations.

(a) Tenant may not make any material alterations, improvements, or additions to the Premises without Landlord's prior consent, which will not be unreasonably withheld, conditioned or delayed.

(b) All alterations, improvements, or additions to the Premises will, at the expiration of the Term or other termination of this Lease, become part of the Premises unless otherwise specified by Landlord in writing at the time the alterations, improvements, or additions are made.

6. Tenant's Property. Tenant is solely liable for the risk of theft or loss to any of its personal property or trade fixtures brought to or kept on the Premises.

7. Assignment and Subletting. Tenant may not, without Landlord's prior written consent, sublet the Premises; assign, pledge, or mortgage any interest in the Premises or this Lease; or permit any assignment of this Lease by operation of law or otherwise. No consent by Landlord to any such matters shall relieve Tenant from any obligations under this Lease or from obtaining Landlord's written consent to any further such matters.

8. Default.

(a) Events of Default By Tenant. The occurrence of any of the following constitutes a material default of this Lease (each a "Default"):

(i) Tenant failing to pay any payment of Base Rent, or any other payment required to be made by Tenant when due and the continuation of such failure for 5 days after written notice is sent by Landlord to Tenant;

(ii) Tenant making any assignment of this Lease or subletting all or any part of the Premises, except as expressly permitted under this Lease;

(iii) Tenant failing to observe or perform any other provision of this Lease to be observed or performed by Tenant if such failure continues for 30 days after written notice is provided by Landlord to Tenant; provided, however, that if the nature of the default is such that it cannot be cured within such 30day period, no default is deemed to exist if Tenant

promptly commences the curing of the default within such 30day period and diligently prosecutes the same to completion and achieves the same within a reasonable time after the occurrence of such default. The 30day notice is in lieu of, and not in addition to, any notice required under law; or

(iv) Tenant making any general assignment for the benefit of creditors; the filing by or against Tenant of a petition under any federal or state bankruptcy or insolvency laws (unless, in the case of a petition filed against Tenant, the same is dismissed within 30 days after filing); the appointment of a trustee or receiver to take possession of substantially all of Tenant's assets at the Premises or Tenant's interest in this Lease or the Premises if possession is not restored to Tenant within 30 days; or the attachment, execution, or other seizure of substantially all of Tenant's assets located at the Premises or Tenant's interest in this Lease or the Premises if such seizure is not discharged within 30 days.

(b) Landlord's Right To Terminate Upon Tenant Default. Upon any Default, Landlord has the right to terminate this Lease or to terminate Tenant's right to possession of the Premises without terminating this Lease. In either event, Landlord is entitled to receive from Tenant all unpaid Rent as of the time of such termination.

(c) Landlord's Right To Continue Lease Upon Tenant Default. Upon a Default or upon an abandonment of the Premises by Tenant, Landlord may enforce all of its rights and remedies under this Lease if Landlord elects not to terminate this Lease. If Landlord, at its sole discretion, elects to relet the Premises, the proceeds of such reletting will be applied as follows: first, to pay to Landlord all costs and expenses of such reletting (including, without limitation, costs and expenses of retaking or repossessing the Premises, removing persons and property from the Premises, securing new tenants, and preparing the Premises for a new tenant, including expenses for standard redecoration and alterations); second, to the payment of any amounts owed by Tenant to Landlord other than Rent due and unpaid; third, to the payment of Rent due by Tenant and unpaid; and fourth, the residue, if any, will be held by Landlord and applied in payment of other or future obligations of Tenant to Landlord as the same may become due and payable.

(d) Right of Landlord to Perform. Tenant must perform all covenants and agreements to be performed by Tenant under this Lease at Tenant's sole cost and expense. If Tenant fails to pay any sum of money, other than Rent, required under this Lease or fails to perform any other act required to be performed under this Lease, Landlord, after any required notice, may, but is not obligated to, make any payment or perform any such other act. Such payment or performance shall not waive or release Tenant from its obligations under this Lease. All sums so paid by Landlord and all necessary incidental costs, together with interest at 12% per annum from the date of such payment, are payable to Landlord, and Landlord has all rights and remedies upon nonpayment as provided by law and this Lease.

9. Expenses of Enforcement. The prevailing party of any action to enforce any provision of this Lease shall be entitled to its costs of enforcement, including attorneys' fees, court costs, and costs of appeal, from the other party.

10. Termination; Surrender of Possession. Upon the expiration or termination of this Lease, whether by lapse of time, operation of law, or pursuant to the provisions of this Lease, Tenant must perform each of the following:

(a) Restore the Premises to the same condition as at the Commencement Date except for reasonable wear and tear, casualty damage for which insurance proceeds have been paid, alterations approved as provided by this Lease, and alterations not requiring Landlord's approval;

(b) Remove all of its personal property (including all signs, symbols, and trademarks pertaining to its business) from the Premises and repair any damage to the Premises caused by such removal; and.

(c) Surrender possession of the Premises to Landlord.

11. No Waiver. The failure of either party to enforce any covenant or condition of this Lease is not a waiver of the right to enforce each and every covenant and condition of this Lease. No provision of this Lease is waived unless such waiver is in writing and signed by the person against whom the waiver is claimed.

12. Damage or Destruction. Landlord shall be responsible for repairing all damages to the Premises resulting from a fire or other casualty with respect to the Premises. Tenant shall be responsible for repairing all damages to its property from a fire or other casualty with respect to the Premises. Landlord shall use all insurance proceeds resulting from such damage or destruction to the Premises to restore the Premises. During the period of such repairs and restorations, Base Rent will abate in proportion to the extent the Premises are unusable by Tenant until the repair or restoration is complete. Notwithstanding the foregoing, if the Premises are rendered substantially untenable by fire or other cause, then either Landlord or Tenant may, within thirty (30) days after such fire or other cause, terminate this Lease by giving the other party notice in writing of such decision. This Lease shall expire effective thirty (30) days after such notice is sent. Upon such a termination, Landlord may retain the proceeds from the insurance on the Premises.

13. Indemnification.

(a) By Tenant. Tenant agrees to protect, indemnify, hold harmless, and defend Landlord and its members, managers, agents, employees, successors, and assigns from and against all loss, cost, damage, liability, and expense (including, but not limited to, actual attorneys' fees and legal costs) incurred by any such parties arising out of or related to any claim, suit, or judgment in connection with Tenant's use or occupancy of the Premises or the acts or omissions of Tenant or its agents, employees, contractors, clients, invitees, or subtenants except to the extent caused by the willful act or gross negligence of Landlord, its agents or employees.

(b) By Landlord. Landlord agrees to protect, indemnify, hold harmless, and defend Tenant and each of its directors, officers, agents, employees, successors, and assigns from and against all loss, cost, damage, liability, and expense incurred by any such parties (including,

but not limited to, actual attorneys' fees and legal costs) arising out of or related to any claim, suit, or judgment in connection with the willful act or gross negligence of Landlord, its agents, or employees.

(c) No Waiver of Insurance. Notwithstanding anything to the contrary contained in this Lease, nothing in this Lease may be interpreted or used in any way to affect, limit, reduce, or abrogate any insurance coverage provided by any insurers to either Tenant or Landlord.

14. Insurance. Tenant, at its sole expense, must at all times during the Term procure and maintain "all-risk" property insurance and commercial general liability insurance for the use and occupancy of the Premises and the business operated by Tenant, with terms and amounts reasonably acceptable to Landlord. Certificates evidencing the insurance required under this Section must be delivered to Landlord upon request.

15. Access to Premises. Landlord may enter the Premises at all reasonable business hours for the purpose of inspection, preventing waste, loss or destruction, enforcing any of its rights or powers under this Lease, showing the Premises to prospective purchasers, or making such repairs or alterations as it elects to make under the terms of this Lease. Landlord must give reasonable notice prior to entry, except in the event of an emergency. During the last 60 days of the Term, Landlord may, upon two days' prior notice, enter the Premises at reasonable hours for the purpose of showing them to prospective tenants. During such 60day period Landlord may also place upon the Premises "For Rent" notices. Landlord may place upon the Premises "For Sale" notices at any time.

16. Tenant's Signs. Tenant, at its sole cost, may erect, maintain, and remove its business signs on or about the Premises as it deems necessary, appropriate, or desirable, provided that the signs are in compliance with all governmental regulations and that their installation and removal do not cause structural damage to the Premises.

17. Real Estate Taxes. During the Term, Landlord must pay all general real estate taxes or assessments, special assessments or similar governmental charges, and personal property taxes made, levied, or assessed against or with respect to the Premises. Tenant must pay all taxes against its personal property located at the Premises and must furnish to Landlord copies of the receipts evidencing payment.

18. Utilities. Tenant must contribute to the cost of all utility services to the Premises in accordance with a cost sharing formula as determined by the Landlord. Landlord is not liable for any failure to furnish, stoppage of, or interruption in furnishing any of such utilities, unless due to Landlord's willful act or gross negligence.

19. Environmental Issues.

(a) Definitions.

(i) "Hazardous Substances" means any compounds, materials or substances which are regulated or become regulated under any of the Environmental Laws

(defined below), including, without limitation, those compounds, materials, or substances (A) defined as a hazardous substance pursuant to the Comprehensive Environmental Response, Compensation and Liability Act, as amended, 42 USC § 9601 *et seq.*, or Part 201 of the Michigan Natural Resources and Environmental Protection Act, MCL § 324.20101 *et seq.*, as amended, and rules and regulations promulgated pursuant to such laws; (B) containing gasoline, oil, diesel fuel or other petroleum product; (C) defined as “hazardous waste” pursuant to the federal Resource Conservation and Recovery Act, as amended, 42 USC § 6901 *et seq.*, or Part 111 of the Michigan Natural Resources and Environmental Protection Act, MCL § 324.11101 *et seq.*, as amended, and rules and regulations promulgated pursuant to such laws; (D) containing polychlorinated biphenyls (PCBs); (E) containing asbestos; or (F) containing radioactive material, flammable explosives, or biological material.

(ii) “Environmental Laws” means any applicable federal, state, and local environmental, health, safety, or sanitation statute, law, rule, regulation, ordinance, order, ruling, or interpretation, including, without limitation, rulings and orders of regulatory and administrative authorities, the Comprehensive Environmental Response, Compensation and Liability Act, as amended, 42 USC § 9601 *et seq.*, the Resource Conservation and Recovery Act, as amended, 42 USC 6901 *et seq.*, and all parts contained within the Michigan Natural Resources and Environmental Protection Act, as amended, MCL § 324.101 *et seq.*

(b) Representations and Warranties.

(i) Landlord’s Environmental Representations and Warranties. Landlord represents and warrants, to the best of Landlord’s knowledge that: the Premises are not subject to any judicial or administrative orders or proceedings alleging the violation of any Environmental Laws or subject to any liens pursuant to any Environmental Laws and that no Hazardous Substances have been disposed of, spilled, or released on, about, or from the Premises in violation of any Environmental Laws during Landlord’s ownership or occupancy of the Premises except as previously disclosed to Tenant.

(ii) Tenant’s Environmental Representations and Warranties. Tenant represents and warrants that it will comply with the requirements of all Environmental Laws and will not use, store, dispose, or release any Hazardous Substances on the Premises nor permit any use, storage, disposal, or release of any Hazardous Substances on the Premises.

(c) Indemnification.

(i) By Tenant. Tenant agrees to indemnify, defend, and hold harmless Landlord and Landlord’s mortgagee, affiliates, agents, employees, members, managers, successors, and assigns from and against all loss, liability, claim, suit, demand, damage, penalty, fine, cost, or expense (including, without limitation, actual attorneys’, consultants’, and engineering fees) of whatever kind or nature, incurred by any of such parties on account of (a) Tenant’s failure to comply with any Environmental Laws; (b) any release, during the term of the Lease, of any Hazardous Substances on, upon, into, or from the Premises caused by Tenant’s negligence or intentional act; and (c) any damage to natural resources or real property and/or

harm or injury to persons resulting or alleged to have resulted from such failure to comply or such release of Hazardous Substances.

(ii) By Landlord. Landlord agrees to indemnify, defend, and hold harmless Tenant and its affiliates, agents, employees, officers, directors, shareholders, successors, and assigns from and against any loss, liability, claim, suit, demand, damage, penalty, fine, cost or expense (including, without limitation, actual attorneys', consultants', and engineering fees) of whatever kind or nature, arising out of, resulting from or related to the knowing breach by Landlord of its representation and warranty set forth in Section 21(b) or the presence, disposal, release, or threatened release of any Hazardous Substances on or from the Premises in violation of Environmental Laws caused by Landlord.

20. Miscellaneous.

(a) Notices. All notices, bills or statements required under this Lease must be in writing and are deemed to have been given if delivered personally, on the date of delivery, or if mailed by certified or registered mail, on the next business day following the date of mailing, in either case to the parties at their addresses as set forth on the first page of this Lease. Either party may change its address for such purposes by giving notice of such change to the other party.

(b) Quiet Enjoyment. Landlord covenants and agrees with Tenant that upon Tenant's paying the Rent observing and performing all the terms, covenants, and conditions on Tenant's part to be performed and observed under this Lease, Tenant may peaceably and quietly enjoy the Premises during the Term.

(c) Entire Agreement. This Lease represents the entire agreement between the parties regarding its subject matter. It may not be amended, altered or modified unless done so in writing by both parties.

(d) Choice of Law. This Lease shall be governed by and construed in accordance with the laws of the state of Michigan. The invalidation of one or more terms of this Lease shall not affect the validity of the remaining terms.

(e) Third Parties. Landlord and Tenant acknowledge, and warrant and represent to each other, that there are no third-party beneficiaries to this Lease.

(f) Headings. The headings contained in this Lease are for convenience only and may not be used to define, explain, modify or aid in the interpretation or construction of the contents of this Lease.

(g) Covenants and Conditions. All covenants and conditions contained in this Lease are independent of one another. All of the covenants of Tenant contained in this Lease may, at the option of Landlord, be construed as both covenants and conditions.

(h) Memorandum of Lease. Either party may, at its cost, record a short form Memorandum of this Lease, sufficient to provide record notice.

The parties have caused this Lease to be executed as of the date first written above.

Everyday Blooms Montessori, Inc.

By: 

Matthew VanSweden
Its: board chair

LANDLORD

Grove Montessori: A Wildflower Public School

By: 

Leon Hendrix
Its: board chair

TENANT

EXHIBIT A
PROPERTY DESCRIPTION

EXHIBIT B
LEASE PREMISES DESCRIPTION

EXHIBIT A
PROPERTY DESCRIPTION

That real property located in the City of Grand Rapids, State of Michigan, and County of Kent,
whose address is 1575 Jefferson Avenue SE, Grand Rapids, Michigan, which is legally described
as follows:

PP# 41-18-06-155-006

EXHIBIT B
LEASE PREMISES DESCRIPTION

The Lease Premises are as outlined on the floor plan and diagram included as part of this Exhibit B.

EXHIBIT C
BASE RENT

	Option 1 (10% Per Pupil)		Option 2 (Flat Y1-3, Y4-7)		Option 3 (Flat fee, 10%PP start)	
	Annual	Monthly	Annual	Monthly	Annual	Monthly
Year 0 (3mo)	\$10,000.00	\$3,333.33	\$10,000.00	\$3,333.33	\$10,000.00	\$3,333.33 begin 6/1/2025
Year 1	\$23,539.00	\$1,961.58	\$37,500.00	\$3,125.00	\$37,500.00	\$3,125.00 begin 9/1/2025
Year 2	\$34,348.00	\$2,862.33	\$37,500.00	\$3,125.00	\$37,500.00	\$3,125.00
Year 3	\$45,783.00	\$3,815.25	\$37,500.00	\$3,125.00	\$37,500.00	\$3,125.00
Year 4	\$57,874.00	\$4,822.83	\$63,241.00	\$5,270.08	\$57,874.00	\$4,822.83 begin 9/1/2028
Year 5	\$59,611.00	\$4,967.58	\$63,241.00	\$5,270.08	\$59,611.00	\$4,967.58 begin 9/1/2029
Year 6	\$61,399.00	\$5,116.58	\$63,241.00	\$5,270.08	\$61,399.00	\$5,116.58 begin 9/1/2030
Year 7	\$63,241.00	\$5,270.08	\$63,241.00	\$5,270.08	\$63,241.00	\$5,270.08 begin 9/1/2031
Years 1-7	\$345,795.00	\$242,125.00	\$365,464.00	\$252,964.00	\$354,625.00	
Total	\$355,795.00		\$375,464.00		\$364,625.00	



CERTIFICATE OF USE & OCCUPANCY

2015 Michigan Building Code

Section 111

CITY OF GRAND RAPIDS DESIGN & DEVELOPMENT DEPARTMENT
BUILDING INSPECTIONS
1120 Monroe Ave. NW
Grand Rapids, MI 49503

Building Permit #: BC-RENO-2025-0574

Address: 1575 JEFFERSON AVE SE

Owner: EVERYDAY BLOOMS MONTESSORI INC
2428 BUTON ST SE STE B
GRAND RAPIDS, MI 49546

Parcel #: 41-18-06-155-006

Description of Work: Expansion and remodeling of existing building structure to create a new Montessori Based Child Care Center, Preschool and Elementary School

Description of Inspections: This building has been inspected and approved for the type of use and occupancy listed herein.

Building Official: Steve Devlaeminck

Use Group: I-4 (308.5)

Sprinkler System: Equipped, NFPA 13

Occupant Load: 299

Building Type: 5B (602.5)

Approved by: Steve Devlaeminck
Steve Devlaeminck, Building Official

Date: 12/10/2025

EVERYDAY BLOOMS MONTESSORI INC
2428 BUTON ST SE STE B
GRAND RAPIDS, MI 49546