School District of the City of HIGHLAND PARK

## CONTRACT TO OPERATE

 A PUBLIC SCHOOL ACADEMY
## - between -

The School District of the City of Highland Park

- and -

The Highland Park Public School Academy System a Michigan Public School Academy

July 1, 2019

## TABLE OF CONTENTS

Contract Documents ..... Tab
Resolution Re-Authorizing the Academy and Establishing the Method of Selection, Length of Term, and Number of Members of Board of Directors ..... A
Terms and Conditions of Contract ..... B
Contract Schedules. ..... C
Schedule 1: Articles of Incorporation ..... 1
Schedule 2: Bylaws ..... 2
Schedule 3: Fiscal Agent Agreement. ..... 3
Schedule 4: Oversight Agreement ..... 4
Schedule 5: Description of Staff Responsibilities and Management Agreement ..... 5
Schedule 6: Physical Plant Description ..... 6
Schedule 7: Required Information for Public School Academy ..... 7

- Section a:
Governance Structure ..... a
a Section b:
Educational Goals and Programs ..... b
- Section c:
Curriculum .....
- Section d:
Methods of Pupil Assessment ..... d


## TABLE OF CONTENTS (cont.)

Schedule 7 (con't) : Required Information for Public School Academy ..... 7

- Section e:Application and Enrollmentof Studentse
- Section f:School Calendar and
School Day Schedule ..... f
- Section g:Age or Grade Rangeof Pupilsg


# RE- AUTHORIZING RESOLUTION \& 

## AUTHORIZING RESOLUTION

## RESOLUTION OF THE BOARD OF EDUCATION OF THE SCHOOL DISTRICT OF THE CITY OF HIGHLAND PARK

## RESOLUTION APPROVING AMENDMENTS TO CHARTER CONTRACT AND LEASE, CONSENTING TO MANAGEMENT AGREEMENT AND APPROVING SECOND AMENDMENT TO COOPERATIVE EDUCATION AGREEMENT

A regular meeting of the Board of Education of the School District of the City of Highland Park (the "School District") was held on the $11^{\text {th }}$ day of June, 2019, at 6:00 p.m. at Renaissance Academy, 45 E. Buena Vista, Highland Park, Michigan.


Absent:
 Linda G. Wheeland supported by Memberyanet spight white offered ier

WHEREAS, the School District is a Michigan General Powers School District operating pursuant to the Michigan Revised School Code of 1976, as amended;

WHEREAS, the School District, has authorized a public school academy, the Highland Park Public School Academy System (the "System") by entering into a Contract to Charter a Public School Academy and Related Documents (the "Charter") with the System dated July 27, 2012;

WHEREAS, in connection with the issuance of the Charter, the School District also approved and entered into a lease agreement with the System, and consented to the Management Agreement that the System entered into with its educational service provider;

WHEREAS, the System under its Charter with the School District ceased to provide educational services for resident students grades 9-12 in 2016, and as a result, the School District entered into a Cooperative Education Program Agreement dated July 1, 2017, with the Detroit Public Schools Community District ("DPSCD") for the provision of such services through the 2017-18 academic year;

WHEREAS, in 2018, prior to the expiration of the Cooperative Education Program Agreement, the School District and DPSCD approved a First Amendment to the Cooperative Education Program Agreement dated July 1, 2018 to extend the term expiration by one year;

WHEREAS the First Amendment to the Cooperation Education Agreement expires on June 30, 2019 unless extended by the mutual agreement of the parties;

WHEREAS, the Academy's charter also expires on June 30, 2019 unless extended
by the mutual agreement of the parties;
WHEREAS, the School District Board of Education has presented the Terms and Conditions of Charter contract and a Lease Agreement (collectively, the "Charter Amendment Documents") to the System Board of Directors for consideration;

WHEREAS, the School District Board has reviewed the proposed management agreement between the Academy and its proposed educational service provider and, with certain comments, additions and deletions, does not dis-approve of the document;

WHEREAS, the School District Board has reviewed the proposed Second Amendment to the Cooperative Education Agreement between DPSCD and the School District, and desires to approve such agreement for the purpose of extending the term of the agreement until June 30, 2021;

## NOW, THEREFORE, BE IT RESOLVED THAT:

1. The Board hereby approves, in the form attached hereto, the adoption of:
a. The Terms and Conditions of the Charter Contract attached as Exhibit A; and
b. The Lease attached as Exhibit B.
2. The School District Board consents to the Management Agreement attached as Exhibit C.
3. The School District Board hereby approves, in the form attached hereto as Exhibit D, the adoption of the Second Amendment to the Cooperative Education Program Agreement between DPSCD and the School District.
4. The School District Board appoints the President, Ms. Alexis Ramsey, to execute the Charter contract and Lease same on behalf of the Board of Education, with such revisions as deemed necessary and appropriate to carry out the intent of this Resolution. The Board further authorizes the President or Director of Operations to execute the Second Amendment to the Cooperative Education Program Agreement.
5. All other resolutions, to the extent they conflict with this resolution, be and the same are hereby rescinded. A.Ramseys. Cheryl sanford, J.Spight-White

Ayes: Members
Nays: Members
Motion declared adopted.


The undersigned duly qualified and acting Secretary of the Board of Education of System, hereby certifies that the foregoing is a true and complete copy of a resolution adopted by the Board at a regular meeting held on June 16, 2019, the original of which is a part of the Board's minutes and further certifies that notice of the meeting was given to the public pursuant to the provisions of the Open Meetings Act, 1976 RA 267, as amended.


# BY THE POWER AND AUTHORITY VESTED IN THE EMERGENCY MANAGER FOR THE SCHOOL DISTRICT OF THE CITY OF HIGHLAND PARK, MCHIGAN ("EMERGENCY MANAGER") UNDER THE LOCAL GOVERNMENT AND SCHOOL DISTRICT FISCAL ACCOUNTABILITY ACT, 2011 PA 4, MCL 141.1501 to 141.1531 <br> THE EMERGENCY MANAGER, JOYCE A. PARKER, ISSUES THE FOLLOWING: <br> ORDER ESTABLISHING A METHOD OF SELECTION RESOLUTION FOR MEMBERS OF A PUBLIC SCHOOL ACADEMY BOARD OF DIRECTORS, APPROVING APPLICATION, AND APPOINTING THE INITIAL BOARD OF DIRECTORS FOR THE HIGHLAND PARK PUBLIC SCHOOL ACADEMY SYSTEM 

WHEREAS, The Revised School Code, 1976 PA. 451, MCL 380.1 to 380.1853 ("Code"), authorizes the governing board of a school district to be an authorizing body for a public school academy;

WHEREAS, Section 503(5) of the Code provides that an authorizing body "shall adopt a resolution establishing the method of selection, length of term, and number of members of the board of directors of each public school academy subject to the authorizing body's jurisdiction";

WHEREAS, the School District of the City of Highland Park ("District") is currently in receivership and under the supervision of an Emergency Manager appointed by the Governor ("Emergency Manager") under the Local Government and School District Fiscal Accountability Act, 2011 PA 4, MCL 141.1501 to 141.1531 ("Act");

WHEREAS, the Emergency Manager has broad powers under the Act to rectify the District's financial emergency and to assure the District's fiscal accountability and capacity to provide or cause to be provided necessary governmental services essential to the public health, safety and welfare;

WHEREAS, the Emergency Manager has been granted the authority under the Act to act for and in the place and stead of the School Board of the School District of the City of Highland Park ("District Board") and the Emergency Manager has the power to exercise solely, on behalf of the District, all other authority and responsibilities affecting the District that are prescribed by law to the District Board;

WHEREAS, as part of the financial and operating plan for the District and consistent with the Code, the Emergency Manager has determined that the issuance of a public school academy contract to an applicant to organize and operate the Highland Park Public School Academy System ("System") is a viable option that will allow the Emergency Manager to
provide for the delivery of public education services to residents of the District and also allow for the repayment of existing District debt obligations;

WHEREAS, the Emergency Manager issued a public request for applications ("RFA") seeking applications from persons and entities interested in organizing and operating the System;

WHEREAS, in accordance with the Code, the Emergency Manager reviewed the applications submitted in response to the RFA;

WHEREAS, the Emergency Manager desires to approve an application to organize and operate the System and to establish a standard method of selection resolution related to appointments and service of directors of the governing board of the System; and

NOW, THEREFORE, IT IS ORDERED THAT, the attached policy entitled "Public School Academy System Board of Directors Method of Selection Resolution" and dated July 26, 2012, is adopted and approved; and

IT IS FURTHER ORDERED THAT, the Emergency Manager approves the application submitted for the operation and organization of a public school academy to be known as the Highland Park Public School Academy System; and

IT IS FURTHER ORDERED THAT, the following individuals are appointed to serve as initial members of the System's board of directors:

1. Marcia Denise Cotton for a 1-year term;
2. André Campbell Davis for a 2-year term;
3. Archer V. Collins for a 3-year term; and

IT IS FURTHER ORDERED THAT, the individuals appointed as initial members of the System's board of directors are authorized to hold an organizational meeting for the System and such other meetings as are necessary to approve the necessary documents leading to the issuance of a Contract and to organize and operate the System; and

FURTHERMORE, this Order may be amended, modified, repealed, or terminated by any subsequent Order issued by the Emergency Manager.

Dated: July 26, 2012

By:


The Emergency Manager, acting for and in the place and stead of the School Board of the School District of the City of Highland Park orders that the method of selection, length of term, number of board members for the Board of Directors of the Highland Park Public School Academy System ("System Board") and other criteria shall be as follows:

## Method of Selection and Appointment

The District Board will prescribe the method of appointment for members of the System Board. The District Board will develop and administer a System Board selection and appointment process that includes a Public School Academy System Board Member Appointment Questionnaire and that is consistent with all of the following:

1. The District Board will appoint the initial and subsequent members of the System Board. A public school academy applicant may recommend individuals to serve as initial members of the System Board. Any recommended individual shall be available for interview by the District Board or the District Board's designee. The District Board may reject any and all System Board nominees proposed for appointment.
2. The System Board, by resolution and majority vote, shall nominate its subsequent members, except as otherwise provided in this resolution. The System Board shall recommend to the District Board at least one nominee for each vacancy. Nominees shall submit the Public School Academy System Board Member Appointment Questionnaire for review by the District Board. The District Board may or may not appoint a nominee submitted by the System Board, may select another individual for appointment, or request that the System Board submit additional nominees for consideration.
3. An individual appointed to fill a vacancy created other than by expiration of a term shall be appointed for the balance of the unexpired term.

## Length of Term

A member of the System Board shall serve at the pleasure of the District Board. Terms of the initial members of the System Board shall be staggered. Subsequent appointments shall be for a term of office not to exceed three (3) years.

## Number of System Board Members

The number of System Board member positions shall never be fewer than three (3) nor more than seven (7), as determined from time to time by the District Board. If the System Board fails to attain or maintain its full membership by making appropriate and timely nominations, the District Board may identify and appoint a System Board member to fill a vacancy.
A vacancy may be left on the initial System Board to allow sufficient time for the System Board to interview and identify potential nominees.

## Qualifications of Members

To be qualified to serve on an System Board, a person shall: (1) be a citizen of the United States; (2) be a resident of the State of Michigan; (3) submit all materials requested by the District Board, including, but not limited to, the Public School Academy System Board Member Appointment Questionnaire, which must include authorization to process a criminal background check of the nominee; and (4) submit annually a conflicts of interest disclosure as prescribed by the District Board.

The System's Board of Directors shall include representation from the local community served by the System.

The System Board shall not include: (1) a member appointed or controlled by another profit or non-profit corporation; (2) System employees or independent contractors performing services for the System; (3) a current or former director, officer, or employee of an educational management company that contracts with the System; or (4) District Board members, or other officials or employees of the District.

## Oath of Public Office

Before beginning their service, a member of the System Board shall take and sign the constitutional oath of office before an individual authorized by Michigan law to administer oaths. The System shall cause a copy of an oath of office to be filed with the District Board. No appointment shall be effective prior to the taking, signing, and filing of the oath of public office.

## Removal and Suspension

If at any time the District Board determines that a System Board member's service is no longer necessary, then the District Board may remove a System Board member with or without cause by notifying the affected System Board member. The notice shall specify the date when the System Board member's service ends. Any System Board member may also be removed by a two-thirds (2/3) vote of the System Board for cause.

## Tenure

Each System Board member shall hold office until the member's replacement, death, resignation, removal or until the expiration of the term, whichever occurs first.

## Resignation

A System Board member may resign at any time by providing written notice to the District Board. Notice of resignation will be effective upon receipt or at a subsequent time designated in the notice. A System Board member failing to attend three (3) consecutive System Board meetings without prior notification to the System Board President, may, at the option of the District Board, be deemed to have resigned, effective at a time designated in a written notice sent to the resigning System Board member. A successor shall be appointed as provided by the method of selection resolution adopted by the District Board.

## Board Vacancies

A System Board vacancy shall occur because of death, resignation, replacement, removal, failure to maintain United States citizenship or residency in the State of Michigan, disqualification, enlargement of the System Board, or as specified in the Code.

## Compensation

System Board members shall serve as volunteer directors and without compensation for their services. By resolution of the System Board, the System Board members may be reimbursed for their reasonable expenses incidental to their duties as System Board members.

## District Board

As used in this resolution, "District Board" means the District school board. If an Emergency Manager is in place for the District under the Act, "District Board" means the Emergency Manager as the Emergency Manager is authorized to act in the place and stead of the District Board under the Act and may be authorized to act in the place and stead of the District Board under a successor statute. If the Act is replaced by a successor statute and the successor statute is in effect, "District Board" includes an individual holding a position under the successor statute substantially similar to the position of Emergency Manager under the Act. If the Act is repealed, suspended, or no longer in effect, former 1990 PA 72 is again in effect or applicable, and an emergency financial manager is in place for the District under former 1990 PA 72, "District Board" means the emergency financial manager for the District under former 1990 PA 72. If the District Board is a party to an intergovernmental agreement to issue public school academy contracts with another authorizing body under Section 502(8) of The Revised School Code, 1976 PA 451, MCL 380.502(8), and the other authorizing body is responsible for monitoring compliance by the System Board with the System's contract, "District Board" means the governing body of the other authorizing body.

Dated: July 26, 2012

# SCHOOL DISTRICT OF THE CITY OF HIGHLAND PARK 

Office of the Emergency Manager

Joyce Parker

Order 2012-4

## BY THE POWER AND AUTHORITY VESTED IN THE EMERGENCY MANAGER FOR THE SCHOOL DISTRICT OF THE CITY OF HIGHLAND PARK, MICHIGAN ("EMERGENCY MANAGER") UNDER THE LOCAL GOVERNMENT AND SCHOOL DISTRICT FISCAL ACCOUNTABILITY ACT, 2011 PA 4, MCL 141.1501 to 141.1531

THE EMERGENCY MANAGER, JOYCE PARKER, ISSUES THE FOLLOWING:

## ORDER APPROVING AND AUTHORIZING THE ISSUANCE OF A PUBLIC SCHOOL ACADEMY CONTRACT TO THE HGGHLAND PARK PUBLIC SCHOOL ACADEMY SYSTEM, APPROVING A LEASE AGREEMENT WITH THE SYSTEM, AND NOT DISAPPROVING THE SYSTEM'S MANAGEMENT AGREEMENT

WHEREAS, The Revised School Code, 1976 PA 451, MCL 380.1 to 380.1853 ("Code"), authorizes the governing board of a school district to be an authorizing body for a public school academy;

WHEREAS, Section 503(1) of the Code provides that public school academy contracts shall be issued on a competitive basis and that an authorizing body shall consider certain factors when issuing a contract, including: (i) the resources available for the proposed public school academy; (ii) the population to be served by the proposed public school academy; (iii) the educational goals to be achieved by the proposed public school academy; (iv) the applicant's track record, if any, in organizing public school academies or other public schools'; (v) the graduation rate of a school district in which the proposed public school academy is proposed to be located; (vi) the population of a county in which the proposed public school academy is proposed to be located; and (viii) the number of schools in the proximity of a proposed location of the proposed public school academy that are on the list under section $1280 \mathrm{c}(1)$ of the Code, MCL $380.1280 \mathrm{c}(1)$, of the public schools in this state that the department has determined to be among the lowest achieving $5 \%$ of all public schools in this state;

WHEREAS, the School District for the City of Highland Park ("District") is currently in receivership and under the supervision of an Emergency Manager appointed by the Governor ("Emergency Manager") under the Local Government and School District Fiscal Accountability Act, 2011 PA 4, MCL 141.1501 to 141.1531 ("Act");

WHEREAS, the Emergency Manager has broad powers under the Act to rectify the District's financial emergency and to assure the District's fiscal accountability and capacity to provide or cause to be provided necessary governmental services essential to the public health, safety and welfare;

WHEREAS, the Emergency Manager has been granted the authority under the Act to act for and in the place and stead of the Board of Education of the School District of the City of Highland Park ("District Board") and the Emergency Manager has the power to exercise solely, on behalf of the District, all other authority and responsibilities affecting the District that are prescribed by law to the District Board;

WHEREAS, as part of the financial and operating plan for the District and consistent with the Code, the Emergency Manager has determined that the issuance of a public school academy contract to an applicant to organize and operate the Highland Park Public School Academy System ("System") is a viable option that will allow the Emergency Manager to provide for the delivery of public education services to residents of the District and also allow for the repayment of existing District debt obligations;

WHEREAS, the Emergency Manager issued a public request for applications ("RFA") seeking applications from persons and entities interested in organizing and operating the System;

WHEREAS, in accordance with the Code, the Emergency Manager reviewed the applications submitted in response to the RFA;

WHEREAS, the System has been incorporated and has held an organizational meeting to approve the contract to charter a public school academy and related documents ("Contract") and approve other agreements and take other actions necessary to commence the operation of a public school academy;

WHEREAS, the Emergency Manager now desires to issue a Contract to the System granting certain rights, franchises, and privileges to the System to operate as a public school in this state and to approve other agreements with the System;

NOW, THEREFORE, IT IS ORDERED THAT, the attached Contract is approved and issued to the System; and

IT IS FURTHER ORDERED THAT, the Contract shall commence on July 27, 2012 and terminate on August 1, 2017 ("Term"), unless sooner revoked or terminated as provided in this Contract. At the end of the Term, if the System continues to operate pursuant to a contract from the District Board or an alternate authorizing body, then the Term of this Contract shall continue for additional five (5) year terms (each, an "Extension Term"), unless sooner revoked or terminated as provided in this Contract. If, at any time during an Extension Term, the District's financial emergency is rectified under section 24 of the Act, or any successor statute, then this Contract shall terminate at the end of the school fiscal year in which the financial emergency is rectified without any further action of the parties. If former 1990 PA 72 is again in effect or applicable, then this Contract shall terminate at the end of the school fiscal year in which the declaration of financial emergency for the District is revoked under section 42 of former 1990 PA 72 without further action of the parties; and

IT IS FURTHER ORDERED THAT, the lease agreement, contained within Schedule 6 of the Contract, is approved; and

IT IS FURTHER ORDERED THAT, in accordance with the Code, the management agreement between the System and The Leona Group, L.L.C. is not disapproved; and

FURTHERMORE, this Order may be amended, modified, repealed, or terminated by any subsequent Order issued by the Emergency Manager.

Dated: July 27, 2012


## School District of the City of HIGHLAND PARK

## CONTRACT TO OPERATE

 A PUBLIC SCHOOL ACADEMY
## - between -

The School District of the City of Highland Park

- and -

The Highland Park Public School Academy System a Michigan Public School Academy

July 1, 2019

## TABLE OF CONTENTS

ARTICLE I DEFINITIONS .....  .1
Section 1.1. Certain Definitions .....  1
Section 1.2. Schedules ..... 2
Section 1.3. Statutory Definitions. .....  3
ARTICLE II ROLE OF THE SCHOOL DISTRICT OF THE CITY OF HIGHLAND PARK ..... 3
Section 2.1. Method of Selection, Length of Term, and Number of Members of the Board of Directors ..... 3
Section 2.2. Method for Monitoring Academy's Compliance with Applicable Law and Performance of its Targeted Educational Outcomes ..... 3
Section 2.3. Reimbursement of Board of Education Costs ..... 4
Section 2.4. Reimbursement for Board of Education Services Associated with Third Party Subpoenas and Freedom of Information Act Requests. ..... 4
Section 2.5. Board of Education as Fiscal Agent for the Academy ..... 4
Section 2.6. Authorization of Employment. ..... 5
Section 2.7. Borrowings by the Academy ..... 5
ARTICLE III REQUIREMENT THAT ACADEMY ACT SOLELY AS GOVERNMENTAL ENTITY .....  6
Section 3.1. Governmental Entity .....  6
Section 3.2. Independent Status of the Academy ..... 6
Section 3.3. Prohibition of Identified Family Relationships. ..... 6
Section 3.4. Prohibition of Tuition and Religious Affiliation ..... 7
Section 3.5. Prohibition of Employment in More than One Full-time Position ..... 7
Section 3.6. Other Permitted Activities ..... 7
ARTICLE IV PURPOSE ..... 7
Section 4.1. Academy's Purpose ..... 7
ARTICLE V CORPORATE STRUCTURE OF THE ACADEMY .....  .7
Section 5.1. Articles of Incorporation ..... 7
Section 5.2. Bylaws ..... 7
ARTICLE VI OPERATING REQUIREMENTS ..... 7
Section 6.1. Governance Structure ..... 7
Section 6.2. Contributions and Fund Raising ..... 8
Section 6.3. Educational Goals and Programs Error! Bookmark not defined.
Section 6.4. Curriculum .....  8
Section 6.5. Staff Responsibilities. .....  8
Section 6.6. Admission Policy. .....  8
Section 6.7. School Calendar/School Day Schedule ..... 8
Section 6.8. Age/Grade Range of Pupils Enrolled ..... 8
Section 6.9. Annual Financial Audit. ..... 9
Section 6.10. Address and Description of Proposed Physical Plant. ..... 9
Section 6.11. Reports to the Board of Education ..... 9
Section 6.12. Accounting Standards. ..... 9
Section 6.13. Placement of Board of EducationStudent Interns ..... 9
Section 6.14. Required Contents of Contracts with ESP .....  9
Section 6.15. Board of Education Approval of Condemnation ..... 10
Section 6.16. Reporting of Total Compensation ..... 10
Section 6.17. Contract Administration ..... 10
Section 6.18. Prohibition of Employment in More than One Full-time Position. ..... 10
ARTICLE VII COMPLIANCE WITH THE CODE AND OTHER LAWS ..... 10
Section 7.1. Compliance with the Code. ..... 10
Section 7.2. Compliance with State School Aid Act ..... 10
Section 7.3. Open Meetings Act ..... 10
Section 7.4. Freedom of Information Act. ..... 10
Section 7.5. Public Employees Relations Act ..... 10
Section 7.6. Non-discrimination ..... 11
Section 7.7. Other State Laws ..... 11
Section 7.8. Federal Laws ..... 11
Section 7.9. Matriculation Agreement(s) ..... 11
Section 7.10. Certifications ..... 11
Section 7.11. Transparency Reporting ..... 11
ARTICLE VIII AMENDMENT ..... 12
Section 8.1. Process for Amending the Contract. ..... 12
Section 8.2. Process for Amending the Articles ..... 12
Section 8.3. Process for Amending the Bylaws ..... 13
ARTICLE IX ENFORCEMENT AND REVOCATION ..... 13
Section 9.1. Grounds for Revocation ..... 13
Section 9.2. Procedures for Revoking Contract. ..... 14
Section 9.3. Corrective Action by Order of Reconstitution ..... 15
Section 9.4. Termination by Operation of Law. ..... 15
Section 9.5. Superintending Control in the Event of an Emergency ..... 16
ARTICLE X TERMINATION ..... 16
Section 10.1. Grounds for Termination by the Academy ..... 16
Section 10.2. Procedures for Terminating Contract ..... 16
Section 10.3. Termination by Contingency Error! Bookmark not defined.
ARTICLE XI PROVISIONS RELATING TO CHARTER SCHOOLS ..... 17
Section 11.1. The School District of the City of Highland Park Faculty Employment in the Academy ..... 17
Section 11.2. The Academy Faculty Appointment to The School District of the City of Highland Park Faculty ..... 17
Section 11.3. Student Conduct and Discipline ..... 17
Section 11.4. Employment Qualifications for Classroom Teachers ..... 17
Section 11.5. Criminal Background Check ..... 17Section 11.6. Academy Budget
Section 11.7. Transportation ..... 17
Section 11.8. Intramural and Interscholastic Sports ..... 17
Section 11.9. Legal Liabilities ..... 18
Section 11.10. Lease and Occupancy and Safety Certificates ..... 18
Section 11.11. Deposit of Public Funds by the Academy ..... 18
Section 11.12. Unprofessional Conduct Check ..... 18
ARTICLE XII [NSURANCE AND INDEMNIFICATION ..... 18
Section 12.1. Insurance ..... 18
Section 12.2. Minimum Insurance Coverage ..... 18
Section 12.3. Additional Insurance Requirements ..... 19
Section 12.4. Indemnification. ..... 19
ARTICLE XIII GENERAL TERMS ..... 20
Section 13.1. Notices ..... 20
Section 13.2. Severability ..... 20
Section 13.3. Successors and Assigns ..... 20
Section 13.4. Entire Contract ..... 20
Section 13.5. Assignment ..... 21
Section 13.6. Non-Waiver ..... 21
Section 13.7. Construction. ..... 21
Section 13.8. Force Majeure ..... 21
Section 13.9. No Third Party Rights ..... 21
Section 13.10. Non-agency ..... 21
Section 13.11. Governing Law ..... 21
Section 13.12. Counterparts ..... 21
Section 13.13. Term of Contract ..... 21
Section 13.14. Board of Education General Policies on Charter Schools Shall Apply ..... 22
Section 13.15. Compliance with All Applicable Law ..... 22
Section 13.16. Contract Submission to MDE. ..... 22

## CONTRACT

Pursuant to the Michigan Revised School Code ("Code"), and in particular being Part 6A, Sections 380.501 through and including 380.507 of the Michigan Compiled Laws, and Act No. 416 of the Public Acts of 1994, The School District of the City of Highland Park ("Board of Education") grants a contract confirming the status of a public school academy in this State to the Highland Park Public School Academy System (the "Academy"), a Michigan public school academy. The Parties agree that the granting of this Contract is subject to the following terms and conditions, and this Contract is effective as of the $1^{\text {st }}$ day of July, 2019.

## ARTICLE I DEFINITIONS

Section 1.1. Certain Definitions. For purposes of this Contract, and in addition to the terms defined throughout this Contract, each of the following words or expressions, whenever initially capitalized, shall have the meaning set forth in this section:
(a) "Academy" means the Michigan nonprofit corporation named The Highland Park Public School Academy System, which is established as a public school academy pursuant to this Contract, is located within the City of Highland Park and the Wayne Regional Educational Service Agency.
(b) "Academy Board" means the Board of Directors of the Highland Park Public School Academy System, each of whom must be a U.S. Citizen to hold office and remain in good standing, and as listed on the Board of Education's Board Member List.
(c) "Applicable Law" means all state and federal law applicable to public school academies, including, without limitation, those statutes and regulations set forth in MCLA 380.501 through 507 and the Education Department General Administrative Regulations, being 34 CFR Parts $74,75,76,77,79,80,81,82,84$, $85,86,97,98$, and 99 as such laws and regulations may be amended.
(d) "Application" means the Phase I and Phase II Application to The School District of the City of Highland Park (including all attachments and the executed Assurances page) in which representations were made to the Board of Education regarding the program and its operation, which representations were material inducements to the Board of Education to grant the Contract.
(e) "Authorizing Body" or "Authorizer" means The School District of the City of Highland Park.
(f) "Board of Education" means the Board of Education of The School District of the City of Highland Park, its designee, the President of the Board of Education of The School District of the City of Highland Park and his/her designee, the Director of the Charter Schools Office.
(g) "Board Member List" means the Board of Education's official document listing the names and terms of each member of the Academy Board appointed by the School District, the current list being incorporated into Schedule 13 of this Contract.
(h) "Charter Schools Office" ("CSO") means the office charged by the Board of Education with authorizing and overseeing public school academies, schools of excellence and strict discipline academies.
(i) "Code" means the Michigan Revised School Code, Act No. 451 of the Public Acts of 1976, as amended, being Sections 380.1 to 380.1852 of the Michigan Compiled Laws.
(j) "Department" means the Michigan Department of Education.
(k) "Director" means a person who is a member of the Academy Board of Directors.
(I) "ESP" means the educational service provider employee leasing company or third party management company contracted by the Academy Board, if any.
(m) "Policy" means the Policy Statement adopted by resolution of The School District of the City of Highland Park, as amended from time to time, establishing the method of selection, length of term and number of members of the Academy Board.
(n) "President" means the President of The School District of the City of Highland Park Board of Education and shall also include his/her authorized designee.
(o) "Relative" means 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, domestic or same-sex partner.
(p) "Resolution" means the Resolution of the Board of Education or Order of the Emergency Manager establishing the Highland Park Public School Academy System as a public school academy.
(q) "School District" means The School District of the City of Highland Park established pursuant to Article 8, sections 4 and 6 of the 1963 Michigan Constitution and MCL 390.711 et seq.
(r) "State Board of Education" means the State Board of Education, established pursuant to the Michigan Constitution of 1963, Article 8, Section 3.
(s) "State Superintendent" means the State Superintendent of Public Instruction.

Section 1.2. Schedules. All schedules to this Contract are part of this Contract and incorporated into this Contract as if fully stated herein.

Section 1.3. Statutory Definitions. Statutory terms defined in the Code and as set forth in applicable law shall have the same meaning in this Contract.

## ARTICLE II <br> ROLE OF THE SCHOOL DISTRICT OF THE CITY OF HIGHLAND PARK BOARD OF EDUCATION AS AUTHORIZING BODY

Section 2.1. Method of Selection, Length of Term, and Number of Members of the Board of Directors. The Board of Education has adopted the Policy providing for the method of selection, length of term, number of members, qualification of members, the procedure for removal of members and the names of the initial Academy Board. The Policy is incorporated into this Contract as Schedule 1 (see Policy Statement part V).

Section 2.2. Method for Monitoring Academy's Compliance with Applicable Law and Performance of its Targeted Educational Outcomes. The Board of Education has the responsibility to oversee the Academy's compliance with the Contract and all Applicable Law. Additionally, the Academy shall be responsible for the following:
(a) The Academy shall provide the President with (i) a copy of the annual educational report prior to the date required for publication by Applicable Law and submit to the President documentation sufficient to demonstrate the Academy's progress in meeting its educational goals, including with respect to student success on all assessments administered, and (ii) the monthly report required under MCLA 380.552 (20).
(b) In the event that the President determines that the Academy's educational outcomes are not meeting the targeted educational goals, the School District, at its discretion, may require an objective evaluation of student performances by an educational consultant, acceptable to the President. The Academy shall pay for the expense of the evaluation.
(c) The Academy shall submit audited financial reports, including auditor's management letters and any exceptions noted by the auditors, to the Board of Education. The reports shall be prepared by the Academy's independent auditor and submitted to the President prior to the date by which such audited financial reports must be submitted to the State of Michigan pursuant to Applicable Law.
(d) The Academy shall provide the President with a copy of the proposed annual budget for the upcoming fiscal year of the Academy no later than July 1.
(e) The Academy shall provide to the President agendas and notice in advance of all Academy Board meetings and minutes of all Academy Board meetings. All notices of special meetings shall be accompanied by an affidavit that the posting was undertaken in accordance with this Contract, the Academy Board's bylaws and Applicable Law.
(f) The Academy shall promptly notify the President of correspondence received from the Michigan Department of Education or State Board of Education that requires a formal response and provide a copy of said response.
(g) The Academy shall immediately report to the President any litigation or formal proceedings alleging a violation or violations of Applicable Law by the Academy, its officers, employees, agents, and/or contractors and/or the ESP, its officers, employees, agents, and/or contractors or subcontractors.
(h) The Academy shall permit visitation of its facilities and programs at any time by representatives of the Board of Education authorized by the President. No advance notice is required.
(i) The Academy shall permit examination and/or duplication of any or all records the Academy is required to maintain and/or submit at any time by representatives of the Board of Education authorized by the President.
(j) The Academy shall provide certification of its adoption of such policies as the Academy Board deems reasonable and necessary to discharge its functions and to comply with Applicable law.

Section 2.3. Reimbursement of Board of Education Costs. Pursuant to MCL 380.502(6), the Academy shall pay the Board of Education an administrative fee to reimburse the Board of Education for the costs of its execution of its oversight responsibilities. The fee is deemed earned upon the commencement of a given fiscal year of the Academy and shall be $3 \%$ of the total of all state school aid payments received by the Academy for that fiscal year. The Board of Education may choose, at its sole discretion, to waive all or a portion of the fee.

Section 2.4. Reimbursement for Board of Education Services Associated with Third Party Subpoenas and Freedom of Information Act Requests. If the Board of Education receives a Freedom of Information Act Request or a subpoena from a third party (including the Academy, its counsel, the Academy's ESP or its counsel) demanding the production of Academy documents related to pending litigation or proceedings involving the Academy, the Academy's ESP (or any subcontractor of the ESP or other contractors of the Academy) or any third party, the Board of Education may charge the Academy for the cost of the services associated with the Board of Education's response to the subpoena or FOIA request (including actual attorney's fees in fulfilling the request). The parties agree that the Academy may avoid the obligation to pay for services by the Board of Education associated with responses for requests for documents by directly producing Academy documents to the requesting party.

In the event the Board of Education receives a subpoena or other valid order or process from a Court of competent jurisdiction compelling testimony of a member of the Board of Education's Board of Education, its President or any other of its officers, directors, or other personnel, the Academy shall pay all legal fees and costs (including actual attorney's fees) related to the required testimony.

Section 2.5. Board of Education as Fiscal Agent for the Academy. The Board of Education is the fiscal agent for the Academy. The Board of Education shall retain any amount owed to the Board of Education by the Academy pursuant to this Contract, provided that the Board of Education shall retain no more than the total of (a) $3 \%$ of each installment for its Board of Education Costs and (b) the costs associated with responding to a subpoena or FOIA request under Section 2.4 in the event the Academy declines to produce such documents itself. For
purposes of this section, the responsibilities of the School District, the State of Michigan, and the Academy are set forth in the Fiscal Agent Agreement incorporated herein as Schedule 2.

Section 2.6. Authorization of Employment. The Academy may employ or contract with personnel, in accordance with all state law requirements regarding certification (including certified teachers, administrators, and chief business officials) according to Applicable Law, and qualifications of certain employees of public schools, except that noncertified teachers and/or administrators may be used as permitted by Applicable Law. Academy shall make available to the Board of Education for its review all licenses, certifications, and other qualifications of Academy personnel required by law, and shall undertake or cause to be undertaken all criminal background and unprofessional conduct checks required by applicable law.

Section 2.7. Borrowings by the Academy. The Academy shall not incur indebtedness or borrow money except in accordance with applicable law and with the prior approval of the School District. It is the Academy's obligation to provide the Board of Education with sufficient notice and time to review any and all closing documents prior to any anticipated closing. Failure to do so risks non-approval of the borrowing in question or non-delivery of any certificates requested of the authorizing body. The Academy may not levy taxes. Notwithstanding the foregoing, the Academy, only after obtaining the prior written approval of the Board of Education, which consent may be withheld for any reason, may incur debt only as follows:
(a) Short-term: The Academy may incur temporary debt in accordance with Section 1225 of the Code provided it submits forms of the proposed financing documents (including term sheet, amortization schedule and cash flow) to the attention of the Director of CSO at least fifteen (15) business days prior to closing and obtains his/her written nondisapproval of the transaction prior to closing For transactions involving the Michigan Finance Authority's annual State Aid Note Pool program, in recognition of the fact that the documents are of a standardized set and have historically been released to counsel and require return by counsel in a compressed time period, in lieu of providing transaction documents, the Academy will provide the State Aid Note Program application, cash flow workbook, and all application-related materials to CSO simultaneous with submission to the State Aid Note Program staff. The CSO's nondisapproval of any transaction hereunder is not a representation by CSO of any aspect of the Academy's operations, the Academy's credit-worthiness, or the Academy's ability to repay the indebtedness incurred. Credit decisions regarding indebtedness are expressly the responsibility of the lender.
(b) Long-term: The Academy may enter into long-term indebtedness in the manner and form permitted by applicable law provided it submits forms of the proposed financing documents (including term sheet, amortization schedule and any preliminary offering document, e.g., a Preliminary Official Statement) to the attention of the Director of CSO at least thirty (30) days prior to closing and obtains his/her written nondisapproval of the transaction. The CSO's nondisapproval of any transaction does not mean that CSO expresses or implies any opinion as to the veracity or completeness of any representation made in any offering document or that CSO is making any representations of the Academy's credit-worthiness or its ability to repay any indebtedness so incurred. Credit decisions regarding indebtedness are expressly the responsibility of the lender.
(c) An 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 or the School District. 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 School District of the City of Highland Park shall ever be pledged for the payment of any Academy instrument of indebtedness.
(d) The Academy has no authority whatsoever to enter into any contract or other agreement that would financially obligate the State of Michigan or The School District of the City of Highland Park, nor does the Academy have any authority whatsoever to make any representations to lenders or third parties, that the State of Michigan or The School District of the City of Highland Park in any way guarantee, are financially obligated, or are in any way responsible for any agreement, promissory note, contract, mortgage, loan or other instrument of indebtedness entered into by the Academy. No party shall attribute any representation regarding the Academy in any manner, including in relation to any financing or financial undertaking that does not appear in a document physically signed with a wet signature by the Director of CSO.
(e) In the event that indebtedness of any sort contemplated by the Academy requires an intercept of state school aid for payment of debt service, a certificate or certification by the Board of Education or the Board of Education, the issuance of such is subject to the sole discretion of the School District, through its designee, the Director of CSO. It is Academy's responsibility to provide ample notice of at least sixty (60) days of its need for same to ensure sufficient time for review, unless extenuating circumstances prohibit such review, in which case, the Academy shall provide notice at the earliest possible opportunity.

## ARTICLE III REQUIREMENT THAT ACADEMY ACT SOLELY AS GOVERNMENTAL ENTITY

Section 3.1. Governmental Entity. The Academy shall act exclusively as a governmental entity and shall delegate none of its governmental functions, including the determination to assert or not to assert governmental immunity under Applicable Law.

Section 3.2. Independent Status of the Academy. The Academy is a body corporate and governmental entity authorized by the Code. It is organized and shall operate as a public school academy and a Michigan nonprofit corporation. The Academy is not a division or a part of The School District of the City of Highland Park. The relationship between the Academy and the Board of Educationis based solely on the applicable provisions of the Code and the terms of this Contract or other written agreements between the Board of Education and the Academy.

Section 3.3. Prohibition of Identified Family Relationships. No person shall be a member of the Academy Board if he or she is a Relative of another member of the Academy Board; an employee, officer or individual with an ownership interest in the Academy's ESP or a

Relative of such individual; or if he or she works at the Academy or provides contracted services to the Academy or is a Relative of such individual. Additionally, no Relative may occupy a supervisory position over another Relative. Likewise prohibitions against holding incompatible public office and against specified conflicts of interest set forth in MCL 15.181 to 15.185 and MCL 15.321 to 15.330 , respectively, shall be scrupulously observed.

Section 3.4. Prohibition of Tuition and Religious Affiliation. The Academy shall not impose tuition of any nature and 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.

Section 3.5. Prohibition of Employment in More than One Full-time Position. No individual shall be employed by or at the Academy in more than 1 full-time position in which he or she is compensated at a full time rate for each of those positions.

Section 3.6. 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 2.5 of this Contract, 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.

## ARTICLE IV PURPOSE

Section 4.1. Academy's Purpose. The Academy's purpose is as stated in the Articles of Incorporation as set forth in Schedule 3 attached hereto.

## ARTICLE V <br> CORPORATE STRUCTURE OF THE ACADEMY

Section 5.1. Michigan Nonprofit Corporation. The Academy's corporate structure is that of a Michigan nonprofit corporation, organized pursuant to MCL 450.2101.

Section 5.2. Articles of Incorporation. Unless amended pursuant to this Contract, the Articles of Incorporation of the Academy, as set forth in Schedule 3, shall be the Articles of Incorporation of the Academy.

Section 5.3. Bylaws. Unless amended pursuant to this contract, the Bylaws of the Academy, as set forth in Schedule 4 shall be the Bylaws of the Academy.

## ARTICLE VI OPERATING REQUIREMENTS

Section 6.1. Governance Structure. The Academy shall be organized and administered as a Michigan nonprofit corporation under the direction of the Academy Board and pursuant to the governance structure as set forth in the Bylaws. The Academy's Board of Directors shall meet monthly unless another schedule is mutually agreed upon by the President and the

Academy. The Academy shall not delegate this duty of organization and administration of the Academy without the express affirmative consent of the School District.

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 School District of the City of Highland Park. The Board of Education shall not be required to receive any contributions or donations for the benefit of the Academy. If the Board of Education accepts 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 identified in Schedule 5. Such goals may be amended pursuant to Section 8.1 of Article VIII of this Contract. The Academy shall provide, annually, a report to The School District of the City of Highland Park of its performance in meeting these objectives. This report shall contain a statement of student growth and achievement as well as the summarized results of all standardized testing administered at the Academy. In addition to any educational goals set forth in Schedule 5, the educational goals shall include demonstrated improved pupil academic achievement for all groups of pupils, and the Academy shall not be identified as being in the bottom $5 \%$ of all public schools in the State; if the Academy is so identified, it shall present to the Director within 60 days of being so identified its plan for improvement that comports with applicable law. To the extent applicable, the progress of the pupils in the Academy shall be assessed using at least Michigan's statewide assessments under MCLA 380.1279 g or such successor instrument required by applicable law.

Section 6.4. Curriculum. The Academy shall have flexibility in developing, realigning, and implementing the curriculum identified in Schedule 6.

Section 6.5. Staff Responsibilities. Subject to Section 2.5 of this Contract, the Board of Education authorizes the Academy to employ or contract with personnel as outlined in Schedule 7, which shall include copies of any agreement with an ESP or board liaison which the Academy may enter into, job descriptions (including identification of certifications required under Applicable Law) and a schematic or narrative governance structure of the Academy.

Section 6.6. Admission Policy. The Academy shall comply with all admissions policies and criteria required by laws applicable to public school academies under the Code. The Academy must make a reasonable effort to advertise its enrollment openings. Open enrollment must be for a period of at least two (2) weeks and shall permit the enrollment of pupils by parents and/or guardians at times in the evening and weekends, and shall comply with all requirements of Applicable Law. Schedule 9.

Section 6.7. 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 law applicable to public school academies under the Code. The Academy shall provide the Authorizer copies of any waivers it has obtained related to days and hours of instruction or calendar. Schedule 10.

Section 6.8. Age/Grade Range of Pupils Enrolled. The Academy shall offer programs for the grades and ages indicated in its Bylaws. The Academy may add or delete additional grades in the future, pursuant to Section 8.1 of Article VIII of this Contract. Schedule 11.

Section 6.9. Annual Financial Audit. The Academy shall commission an annual financial audit to be conducted by an independent auditor selected and retained by the Academy Board.

Section 6.10. Address and Description of Proposed Physical Plant. The address of the proposed physical plant for the Academy and a description of same, including certificates of occupancy and other required agency approvals, lease, land contract or deed, as applicable, and a brief description of any financing transaction entered into by the Academy for facility acquisition, and the debt-service schedule thereof is attached as Schedule 8. Except as permitted by written amendment to this Contract, the Academy shall not operate at a site other than the single site requested for the configuration of grades that will use the site.
(a) If the Academy proposes to locate any portion of its physical plant within or upon all or a portion of a site that was a former site of a Community District school that was, in the three (3) calendar years prior to such proposal, closed by the Department, then the Academy shall notify the Board of Education Charter Schools Office not less than one hundred and twenty (120) days in advance of the proposed date of undertaking an obligation to acquire site so that compliance with MCL 380.502(9)(b) may be assessed.
(b) No lease to occupy any portion of the Academy's physical plant shall exceed the term of the Academy's Contract except with the prior approval of the Board of Education or his/her designee.

Section 6.11. Reports to the Board of Education. The Academy shall provide the Board of Education with copies of reports and assessments concerning the educational outcomes achieved by pupils attending the Academy.

Section 6.12. Accounting Standards. The Academy shall at all times comply with accounting standards required by Applicable Law, including generally accepted public sector accounting principles.

Section 6.13. Placement of Board of Education Student Interns. The Academy may be a placement site for Board of Education students in training to serve in public schools. Such placements shall be without charge to the Board of Education and subject to other terms and conditions as the Academy and the Board of Education agree.

Section 6.14. Required Contents of Contracts with ESP. The Academy may enter into or renew an agreement with an ESP for the operation or management of the Academy, provided the Academy complies with all of the requirements of this part and applicable law. At least thirty (30) days prior to the proposed effective date or one regular board meeting of the Academy Board of Directors, whichever is longer, the form of management agreement, along with: (i) an opinion of the Academy's independent legal counsel, addressed to the Board of Education for reliance thereon, that all such requirements, including any requirements of Applicable Law have been met and that there are no improper and/or unlawful interrelations or conflicts created by same (the "Legal Opinion") and (ii) documentation sufficient to establish to the Board of Education's satisfaction that the ESP has the requisite educational and management expertise to operate the Academy in compliance with this Contract and all applicable law. The Board of Education may disapprove of the proposed agreement if, in the sole opinion of the School District, it is contrary to applicable law or the terms of this Contract.

Section 6.15. Board of Education Approval of Condemnation. In the event that the Academy desires to acquire property pursuant to condemnation, it shall obtain the express written permission of the Board of Education for such acquisition; such written permission shall be in the form of a resolution adopted at a public meeting of the Board of Education. The Academy shall submit such written request to the Board of Education 120 days prior to the next regularly scheduled meeting of the Board of Education. The Board of Education reserves unto its sole discretion the determination to act, table or decline to act upon such request.

Section 6.16. Reporting of Total Compensation. The Academy Board shall, upon request, report to the Authorizing Body the total compensation for each individual working at the Academy.

Section 6.17. Contract Administration. If the Academy employs a Board liaison or contract administrator, it shall specify the role of such contract administrator or Board liaison in Schedule 7 and include a copy of its agreement with same.

Section 6.18. Prohibition of Employment in More than One Full-time Position. No employee of the Academy or its ESP, if any, may be employed for a total of more than 1.0 fulltime position.

## ARTICLE VII COMPLIANCE WITH THE CODE AND OTHER LAWS

Section 7.1. Compliance with the Code. The Academy shall comply with the Code.
Section 7.2. 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 7.3. Open Meetings Act. The Academy Board shall conduct all of its meetings, including committee or other meetings in accordance with the Michigan Open Meetings Act, Act No. 267 of the Public Act of 1976, being Sections 15.261 to 15.275 of the Michigan Compiled Laws, as amended, as required.

Section 7.4. Freedom of Information Act. The records of the Academy shall be records subject to the provisions of the Michigan Freedom of Information Act ("FOIA"), Act No. 442 of the Public Acts of 1976, being Sections 15.231 to 15.246 of the Michigan Compiled Laws, as amended. The Academy Board shall designate a freedom of information officer to assure compliance with FOIA and other applicable law providing for public disclosure or for protection of privacy.

Section 7.5. Public Employees Relations Act. The Academy shall comply with Act No. 336 of the Public Acts of 1947, being Sections 423.201 to 423.216 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 7.6. Non-discrimination. Each party shall be separately responsible for compliance with all applicable laws pertaining to equal opportunity and non-discrimination.

Section 7.7. Other State Laws. The Academy shall comply with other state laws which are applicable to public school academies as public bodies and public schools, including but not limited to, MCLA 380.1246 , MCLA 15.321 , MCL 380.1310 , MCL 380.1708, MCL 380.1280 f and MCL 29.801, all laws relating to criminal background and unprofessional conduct checks and the terms of this Contract.

Section 7.8. Federal Laws. The Academy shall comply with federal laws which are applicable to public school academies as public bodies. Nothing in this Contract shall be deemed to apply any other federal law to the Academy.

Section 7.9. Matriculation Agreement(s) or Partnership Agreement with the Department. The Academy shall not enter into a matriculation agreement or a Partnership Agreement with the Department without the prior written approval of The School District of the City of Highland Park, which must be obtained through the Contract Amendment Process described in Article VIII.

Section 7.10. Certifications. The Academy shall use only certified staff, including teachers, business officials and administrators, unless permitted to use uncertified staff, and then it may do so only in accordance with applicable law.

Section 7.11. Transparency Reporting. The Academy shall collect, maintain, and make information concerning its operation and management available to the public and to the Board of Education in the same manner as is required by state law for a public school district, including at least the following:
(a) a copy of this Contract and all attachments, schedules and amendments;
(b) a list of all currently serving members of the Academy Board of Directors, including their names, addresses, and terms of office;
(c) copies of all policies approved by the Academy Board of Directors;
(d) all board materials, agendas, formal resolutions and minutes (excluding minutes kept of closed sessions maintained according to the Open Meetings Act) of all regular and special meetings of the Board of Directors of the Academy;
(e) a copy of the budget, and any amendments thereto, approved by the Academy Board of Directors;
(f) copies of all bills paid for amounts of $\$ 10,000.00$ or more in the form that they are submitted to the Academy Board;
(g) quarterly financial reports submitted to the School District;
(h) a current list of all teachers and school administrators working at the Academy, including their individual salaries (as submitted to the registry of educational
personnel), copies of their teaching or school administrator's certificates or permits (as applicable), evidence of compliance with the criminal background and unprofessional conduct checks required by the Code;
copies of all leases or deeds, or both, and of any equipment leases;
(j) copies of all management or service contracts approved by the Academy Board of Directors;
(k) all health and safety reports and certificates, including those relating to fire safety, environmental matters, asbestos inspections, boiler inspection and food service;
(1) any management letters issued as part of the Academy's annual audit;
(m) within 20 days after the board or board of directors is informed by the appropriate authority of the adequate yearly progress status of its schools for the purposes of the no child left behind act of 2001, Public Law 107-110, for the most recent school year for which it is available, post a notice of the adequate yearly progress status of each school it operates on the homepage of its website;
(n) within 20 days after the board or board of directors is informed by the department of the accreditation status of its schools for the purposes of section 1280 for the most recent school year for which it is available, post a notice of the accreditation status of each school it operates on the homepage of its website; and
(o) all other information required by applicable law.

## ARTICLE VIII <br> AMENDMENT

Section 8.1. 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. The Board of Education delegates to its President the review and approval of changes or amendments to this Contract.

Section 8.2. Process for Amending the Articles. The Academy, by a majority vote of its Board of Directors, may at any time, propose specific changes to the Articles of Incorporation or may propose a meeting to discuss potential revisions to the Articles of Incorporation. The proposal will be made to the Board of Education through its designee. The Board of Education delegates to its President the review and approval of changes or amendments to the Articles of Incorporation. In the event that a proposed change is not accepted by the Board of Education, the Board of Education shall consider and vote upon a change proposed by the Academy Board following an opportunity for a written and oral presentation to the Board of Education by the Academy Board.

The Board of Education, or an authorized designee, may, at any time, require specific changes to the Articles of Incorporation or may propose a meeting to discuss potential revision. The Academy Board may delegate to an officer of the Academy the review and negotiation of changes or amendments to the Articles of Incorporation. Any Amendment(s) to the Articles of

Incorporation required by the Board of Education or designee, shall be approved by the Academy at the next-occurring public meeting following the receipt by the Academy of such required amendment(s). Such amendment(s) shall be promptly filed with the Michigan Department of Licensing and Regulatory Affairs, Corporations Division by the Academy or its designee.

Amendments to the Articles of Incorporation take effect only after they have been filed with the Michigan Department of Licensing and Regulatory Affairs, Corporations Division. In addition, for Academy-initiated amendments, the Academy shall file with the amendment a copy of the Board of Education's or its designee's approval of the amendment.

Section 8.3. Process for Amending the Bylaws. The Bylaws may be altered, amended or repealed and new Bylaws may be adopted by obtaining (a) the affirmative vote of a majority of the Academy Board at any regular or special meeting of the Academy Board, if a notice setting forth the terms of the proposal has been given in accordance with the notice requirements for special meetings, and (b) the written approval of the changes or amendments by the Board of Education. In the event that a proposed change is not accepted by the Board of Education, the Board of Education shall consider and vote upon a change proposed by the Academy Board following an opportunity for a written and oral presentation to the Board of Education by the Academy Board.

The Board of Education, or its designee, may require an amendment or amendments to the Academy's Bylaws. Such amendment(s) shall be approved by the Academy Board and take effect at the next public meeting of the Academy Board following notice of the required amendment(s).

Amendments to the bylaws take effect only after they have been approved by both the Academy Board and the Board of Education or Board of Education.

## ARTICLE IX

## ENFORCEMENT AND REVOCATION

Section 9.1. Grounds for Revocation. This Contract may be revoked by the Board of Education upon a determination by the Board of Education, pursuant to the procedures set forth in Section 9.2, that one or more of the following has occurred:
(a) Failure of the Academy to abide by and meet the educational goals set forth in this Contract or to demonstrate improved pupil academic achievement for all groups of pupils as set forth herein;
(b) Failure of the Academy to comply with all Applicable Law;
(c) Substantial failure to comply with any applicable State Board rule expressly applicable to public school academies;
(d) Failure of the Academy to meet generally accepted public sector accounting principles or demonstrate sound fiscal stewardship;
(e) Failure of the Academy to pay for services provided to the Academy by a nonauthorizing local or intermediate school district if the Academy requested and contracted for the services;
(f) The Academy is insolvent or has been adjudged bankrupt;
(g) The Academy, in the sole discretion of the Board of Education, defaults in any of the terms, conditions, promises or representations contained in or incorporated into this Contract;
(h) The Board of Education discovers negligent, fraudulent or criminal conduct by the Academy's applicant(s), directors, or officers in relation to their performance under this Contract or determines that any principal, agent or employee of the Academy's ESP has engaged in same;
(i) The Academy files amendments to its Articles of Incorporation with the Michigan Department of Licensing and Regulatory Affairs, Corporations Division without first obtaining the Board of Education's approval;
(j) The Academy has insufficient enrollment to successfully operate its program and/or enrollment falls below twenty five (25) students;
(k) The Academy's applicant(s), directors, officers, employees, or agents (including the ESP, its employees or directors) have provided the Board of Education false or misleading information or documentation in the performance of this Contract;
(I) The Academy acts in any way that is inconsistent with the Board of Education's responsibility to oversee the Academy's compliance with Contract and all other applicable law;
(m) Failure by the Academy to fulfill any insurance obligation under Article XII of this Contract, including any failure by the Academy to increase its insurance coverage or purchase additional insurance if so requested by the School District;
(n) Refusal by the Academy or its agents (including the ESP) to provide the Board of Education access to any documentation that is (a) required under this Contract or (b) which he/she deems necessary to carry out his/her oversight function;
(o) Failure by the Academy to adopt any Amendment required by the Board of Education or its designee;
(p) Designation of the Academy as being in the lowest performing $5 \%$ of schools in the State;
(q) The placement of the Academy, or one or more of its sites, under the supervision of the Department.

Section 9.2. Procedures for Revoking Contract. The Board of Education or the President may revoke this Contract at any time for any reason identified in this Contract or any
reason, in the Board of Education's sole discretion, consistent with the Board of Education's responsibility to oversee the Academy's compliance with this Contract and applicable law. The decision of the Board of Education to revoke this Contract is solely within the discretion of the School District, is final, and is not subject to review by a court or any state agency. If this Contract is revoked or terminated for any reason, either before, during, after or without implementing corrective action, as described below, the Board of Education is not liable for such action to the Academy, a pupil of the Academy, the parent or guardian of a pupil of the Academy, or any other person or entity. The revocation of the Contract shall be effective as of a date determined by the School District, but in no event later than 15 days after the revocation by the Board of Education or the President.

Section 9.3. Corrective Action by Order of Reconstitution. The School District, in its sole discretion, may issue an Order of Reconstitution requiring the Academy to undertake a plan of corrective action in order to avoid revocation or nonrenewal of its Contract ("Corrective Action"). The plan of Corrective Action may include cancellation of the Academy's contract with its ESP, withdrawal of the Board of Education's approval of the ESP Agreement, termination of one or more Academy Directors' service, appointment of a new member or members to the Academy Board of Directors, appointment of one or more officers to the Academy Board or designation of a trustee or receiver to take over the operation of the Academy. Absent circumstances that the School District, in its sole discretion, deems exigent, in the event a Corrective Action plan is undertaken, the following steps will be observed:
(a) the Board of Education will notify the Academy, in writing, of the specific educational performance or operational issues that it deems failing at the Academy and its intent to revoke the Academy's Contract if the issues are not corrected by a date certain, which will be no earlier than 90 days (absent exigent circumstances) after the date of the notice;
(b) within thirty days after receipt of the notice described above, the Academy shall respond to the Board of Education with any information that the Academy Board of Directors deems relevant to the issues and a plan of correction;
(c) if the Board of Education approves of the plan of correction, it shall be implemented and the Contract shall be amended accordingly; if the Board of Education disapproves the plan of correction, it may implement corrective action in a manner that it, in its sole discretion, deems appropriate to the situation or continue with the revocation of the Contract as it sees fit.

In circumstances the School District deems exigent, it may intervene using any of the powers enumerated above or any other power it deems necessary and appropriate to address the deficiency. Such intervention shall be by resolution of the School District's Board of Education.

Section 9.4. Termination by Operation of Law. In the event that the Department notifies the Board of Education or the Academy that the Academy is being placed under the supervision of the Department, the Academy develops or changes any improvement plan after being placed under the supervision of same, then either (a) the Board of Education may terminate this Contract or (b) this Contract shall be automatically amended to revoke the Academy's authority to operate the age and grade levels at the site or sites subject to the Department's control.

In the event the Board of Education is notified by the Department that the any facility occupied by the Academy is subject to closure under MCL 380.507, then this Contract shall automatically terminate, without any further action of the Board of Education, at the time so specified by the Department.


#### Abstract

ARTICLE X Section 10.1. Superintending Control in the Event of an Emergency. Notwithstanding the foregoing, when the President determines that probable cause exists to believe that the health or safety of the Academy's students is at risk, or that the security of the Academy's property or funds are at risk, the President, or his/her designee, may exercise superintending control over the Academy whether or not there is a pending revocation of the Contract being considered.


## ARTICLE XI TERMINATION

Section 11.1. Grounds for Termination by the Academy. This Contract may be terminated by the Academy upon a determination by the Academy Board of Directors that one of the following has occurred:
(a) The Academy has lost its right to occupancy of the Physical Plant described in Section 6.11 and could not find another suitable physical plant for the Academy prior to the expiration or termination of its right to occupy its existing Physical Plant;
(b) The Academy is insolvent or adjudged bankrupt;
(c) The Academy has insufficient enrollment to successfully operate a public school academy and/or enrollment at the Academy falls below twenty five (25) students.

Section 11.2. Procedures for Terminating Contract. The Academy shall not terminate this Contract unless the following procedures have been implemented:
(a) Notice. The Academy, upon reasonable belief that grounds for termination of the Contract exist, shall notify the President of such grounds. The notice shall be in writing and shall set forth in sufficient detail the grounds for termination. The President may conduct a preliminary review of the alleged basis for termination.
(b) Determination by School District. Upon receipt by the President of the grounds for termination, the Board of Education may accept or reject the request for termination within 30 days.
(c) Effective Date for Termination. If the President determines that grounds exist for termination of this Contract, the Academy Board may act to terminate this Contract. The termination shall be effective upon Board of Education determination.

## ARTICLE XII <br> PROVISIONS RELATING TO CHARTER SCHOOLS

Section 12.1. The School District of the City of Highland Park 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 The School District of the City of Highland Park faculty as classroom teachers in any grade.

Section 12.2. The Academy Faculty Appointment to The School District of the City of Highland Park Faculty. Nothing in this Contract shall prohibit a member of the Academy faculty from being appointed to or serving as a member of The School District of the City of Highland Park faculty.

Section 12.3. 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 12.4. Employment Qualifications for Classroom Teachers. The Academy shall employ Highly Qualified classroom teachers, as that term is defined in the Elementary and Secondary Education Act, 20 USC Chapter 70, who meet the certification requests set forth in the Code.

Section 12.5. Criminal Background Check. The Academy shall comply with all sections 1230a of the Code and applicable law concerning criminal background checks. In the event the Academy contracts with an ESP, the ESP shall comply with this section as if it were the Academy and certify such compliance to the Academy and the Board of Education.

Section 12.6. Academy Budget. The Academy Board is responsible for establishing and approving an annual budget, as well as any required amendments thereto. Copies of the annual budget and any amendment thereto will be provided to the School District.

Section 12.7. Data Protection. The Academy Board shall comply with the requirements of Public Act 452 of 2004.

Section 12.8. The Academy shall comply with MCL 380.1136 related to protection of pupil privacy.

Section 12.9. Transportation. The Academy Board may enter into contracts 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.

Section 12.10. Intramural 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 12.11. Legal Liabilities. The Academy acknowledges and agrees that it has no authority to extend the faith and credit of the Board of Education or to enter into a contract that would bind the School District. The Academy also is limited in its authority to contract by the amount of funds obtained from the state school aid fund, as provided hereunder, or from other independent sources. The Academy hereby covenants not to sue the Board of Education or any of the members of its Board of Education, officers, employees, agents, or representatives for any matters that arise under this Contract. The Board of Education does not assume any obligation with respect to any director, employee, agent, parent, guardian, student, or independent contractor, of the Academy, and no such person shall have the right or standing to bring suit against the Board of Education or any of the members of its Board of Education, employees, agents, or independent contractors as a result of the issuing or revocation of this Contract.

Section 12.12. Lease and Occupancy and Safety Certificates. Upon request, the Academy shall provide to the Board of Education (a) copies of its lease or deed for the premises in which the Academy shall operate; (b) copies of certificates of occupancy and safety which are required by law for the operation of a public school.

Section 12.13. Deposit of Public Funds by the Academy. The Academy shall deposit or invest all funds received by the Academy in a bank, savings and loan association, credit union, or other institution which is eligible to be a depository of the funds of a public school academy and in instruments permitted by law for such deposit and/or investment.

Section 12.14 Unprofessional Conduct Check. The Academy shall comply with all sections of the Code concerning unprofessional conduct checks for all staff positions. In the event the Academy contracts with an ESP, the ESP shall comply with same as if it were the Academy and certify such to the Academy and the Board of Education.

## ARTICLE XIII INSURANCE AND INDEMNIFICATION

Section 13.1. Insurance. The Academy Board shall insure the real and personal property of the Academy and shall purchase general liability insurance. The Academy may join with other public school academies to obtain real and personal property and casualty insurance if the Academy Board finds that such an association provides economic advantages to the Academy. The Academy shall list the Board of Education on the insurance policies as an additional named insured. In addition, the Academy shall send to the President copies of its insurance policies. 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.

Section 13.2. Minimum Insurance Coverage. The Academy shall maintain at least the minimum insurance coverages required from time to time by Board of Education insurance providers, including but not limiting to, M.U.S.I.C. At the time of execution of this contract these coverages are as follows, and shall include coverage for sexual molestation and abuse:
(a) Commercial General Liability: $\$ 1$ million per occurrence, $\$ 2$ million aggregate, PSA First Named Insured, Board of Education Additional insured with primary and noncontributory coverage including coverage for sexual molestation or abuse and corporal punishment;
(b) Automobile Liability: $\$ 1$ million per accident, PSA First Named insured, Board of Education Additional insured with primary and noncontributory coverage;
(c) Workers Compensation: Meeting statutory requirements with $\$ 1$ million Employers' Liability Limits;
(d) School Leaders Errors and Omissions: $\$ 1$ million per occurrence, $\$ 3$ million aggregate, PSA First Named insured, Board of Education Additional insured with primary and noncontributory coverage;
(e) Crime (Including Employee Dishonesty coverage) as well as third party coverage insuring cash, securities and property: $\$ 500,000$ per occurrence and third party coverage;
(f) Umbrella: $\$ 4$ million "per occurrence" limit and aggregate or unlimited aggregate at a $\$ 2$ million limit, PSA First Named insured, Board of Education Additional insured with primary and noncontributory coverage.

Section 13.3. Additional Insurance Requirements. The Academy agrees that it shall maintain any and all insurance coverage required by the Board of Education through a carrier with an AM Best rating of "A" or higher. The Academy shall purchase additional coverage or policies if so requested by the Board of Education or required by the Board of Education's insurance providers or by law. The Academy agrees to enter into additional agreements regarding indemnification, insurance and subrogation that may be required by the Board of Education's insurance providers. The ESP shall purchase, and provide evidence to the Board of Education, insurance meeting the requirements set forth above (including the inclusion of coverage for sexual molestation and abuse as well as corporal punishment), naming the Academy and the Board of Education as additional, named insureds with primary and noncontributory coverage. Any ESP Agreement shall require that such ESP (or employee leasing company) obtain insurance coverage similar to the insurance coverage required of the Academy hereunder.

Section 13.4. Indemnification. The parties acknowledge and agree that the School District, its Board of Education (jointly and severally), members, officers, employees and agents are deemed to be third party beneficiaries for purposes of this Agreement. As third party beneficiaries, the Academy hereby promises to indemnify and hold harmless the School District, its Board of Education, members, officers, employees and agents from all claims, demands, or liability, including actual attorney fees, and related expenses on account of injury, losses, damage (both incidental and consequential), 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 School District, which arise out of or are in any manner connected with the Board of Education's approval of the Academy's application or the issuance of this Contract, the Academy's preparation for and operation of a public school, or which are incurred as a result of reliance by the School District. The parities expressly acknowledge and agree that the Board of Education and its Board of Education (jointly and severally) members, officers, employees or agents may commence legal action against either party to enforce the rights set forth in this Agreement. Any ESP Agreement entered into between the Academy and an ESP shall likewise contain this promise to indemnify
the Board of Education and its Board of Education (jointly and severally) members, officers, employees and agents by the ESP.

## ARTICLE XIV <br> GENERAL TERMS

Section 14.1. Notices. Any and all notices permitted or required to be given hereunder shall be deemed duly given: (i) upon actual delivery, if delivery is by hand; or (ii) upon receipt by the transmitting party of confirmation or answer back if delivery is by facsimile, telex or telegram; or (iii) upon delivery into United States mail if delivery is by postage paid first class mail. Each such notice shall be sent to the respective party at the address indicated below or to any other person or address as the respective party may designate by notice delivered pursuant hereto:

If to The School District of the City of Highland Park:
Director
Board of Education
The School District of the City of Highland Park
12360 Woodward Avenue
Highland Park, Michigan 48203
with a copy to:

Clark Hill, PLC<br>Joseph B. Urban<br>151 S. Old Woodward Avenue<br>Suite 200<br>Birmingham, Michigan 48009<br>If to Academy: Highland Park Public School Academy System<br>45 Buena Vista<br>Highland Park, Michigan 48203

with a copy:
Section 14.2. Severability. If any provision in this Contract is held to be invalid or unenforceable, it shall be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the provision or the remaining provisions of this Contract. If any provision of this Contract shall be or become in violation of any local, state, or federal law, such provision shall be considered null and void, and all other provisions shall remain in full force and effect.

Section 14.3. 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 14.4. Entire Contract. This Contract sets forth the entire agreement between the Board of Education 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 14.5. Assignment. This Contract is not assignable by either party without the prior written consent of the other party.

Section 14.6. 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 14.7. 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 14.8. 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 14.9. No Third Party Rights. This Contract is made for the sole benefit of the Academy and the School District. Except as otherwise expressly provided, nothing in this Contract shall create or be deemed to create a relationship between the parties hereto, or either of them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

Section 14.10. Non-agency. It is understood that the Academy is not the agent of the School District.

Section 14.11. 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 14.12. 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 14.13. Term of Contract. This Contract shall commence on July 1, 2019 and shall remain in full force and effect for a period of five (5) academic years, ending June 30, 2024, unless sooner terminated according to the terms hereof. The Contract may be renewed or extended, and, under such circumstances, the length of any Contract renewal or extension may vary, as determined in the Board of Education's sole and absolute discretion. The Board of Education shall ascertain the success that the Academy has achieved in the implementation of its Educational Program using, in part, the reports provided under Section 6.3, the results it obtains through reported data from pupil assessments and the Academy's annual education report and use these results to inform his/her decision regarding renewal, extension and/or termination. Such decisions shall, nevertheless, be subject to his/her sole and absolute discretion. The most important factor that the Board of Education will consider in contemplating the renewal of the Academy's Contract will be increases in academic achievement for all groups of pupils as measured by assessments and other objective criteria.

Section 14.14. Board of Education General Policies on Charter Schools Shall Apply. Notwithstanding any provision of this Contract to the contrary, if the Board of Education adopts additional general policies clarifying procedure and the requirements applicable to public school academics under this contract, the Board of Education's general policies as from time to time amended will automatically apply to the Academy after thirty (30) days' notice, provided they are not inconsistent with.provisions of this Contract. The Academy shall comply with all such policy statements and operating guidelines prepared by the Board of Education and/or the Board of Education.

Section 14.15. Compliance with All Applicable Law. The execution of this contract is by a duly-authorized member of the Academy Board and the signator and Academy Board certify compliance by the Academy and the Academy Board with the terms and conditions of this Contract and all applicable law.

Section 14.16. Contract Submission to MDE. This Contract shall be submitted to the Michigan Department of Education within ten (10) days of issuance.

The undersigned have read, understand, and agree to comply with and be bound by the terms and conditions set forth in this Contract.
(SIGNATURES ON NEXT PAGE)

ACADEMY:
The Highland Park Public School Academy System,
a Michigan Public School Academy
By:


Its: PSA President

Date:


## SCHOOL DISTRICT:

The School District of the City of Highland Park


Its: President

Date: $7 / 15 / 19$

## CONTRACT SCHEDULES

Schedules
Articles of Incorporation ..... 1
Bylaws ..... 2
Fiscal Agent Agreement ..... 3
Oversight Agreement ..... 4
Description of Staff Responsibilities ..... 5
Physical Plant Description ..... 6
Required Information for Public School Academy ..... 7

## CONTRACT SCHEDULE 1

ARTICLES OF INCORPORATION

# Michigan Department of Licensing and Regulatory Affairs 

## Filing Endorsement

This is to Certify that the ARTICLES OF INCORPORATION - NONPROFIT
for
HIGHLAND PARK PUBLIC SCHOOL ACADEMY SYSTEM

ID NUMBER: 71232Y
received by facsimile transmission on July 24, 2012 is hereby endorsed Filed on July 25, 2012 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 25TH day of July, 2012.



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

## ARTICLES OF INCORPORATION

## For Use by Domestic Nonprofit Corporations

Pursuant to the Nonprofit Corporation Act, 1982 PA 162, MCL 450.2101 to 450.3192 ("Act"), and Part 6A of The Revised School Code, 1976 PA 45, MCL 380.501 to 380.507 ("Code"), the undersigned corporation executes the following Articles:

## ARTICLE I

The name of the corporation is: Highland Park Public School Academy System.
The authorizing body for the corporation is: School District of the City of Ylighland Park Board of Education ("District").

## ARTICLE II

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

1. The corporation is organized for the purpose of operating as a public school academy in the State of Michigan pursuant to Part 6A of the Code, 1976 PA 45, MCL 380.501 to 380.507.
2. The cotporation, 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 Intemal Revenuc 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 govemmental instrumentality exempt from federal income tax under Section 115 of the IRC or by a nomprofit corporation organized under the laws of the State of Michigan and subject to a contract to charter a public school academy ("Contract") authorized under the Code.

## ARTICLE III

The corporation is organized on a non-stock, directorsbip basis.
The value of assets which the corporation possesses is:
Real Property: $\$ 0$.
Personal Property: \$0
The corporation is to be financed under the following general plan:
a. State school aid payments received pursuant to the State School Aid Act of 1979 or any successor law.
b. Federal funds.
c. Donations.
d. Fees and charges permitted to be charged by public school academies.
e. Other funds lawfully received.

## ARTICLE IV

The address of the registered office is:
20 Bartlett, Highland Park, MI 48203
The mailing address of the registered office is the same. The name of the resident agent at the registered office is Joseph B. Urban.

ARTICLE V<br>The tame and address of the incorporator is as follows:<br>Joseph B. Urban<br>20 Bartlett<br>Highland Park, MI 48203

## ARTICLE VI

The corporation is a governmental entity.


#### Abstract

ARTICLE VII The corporation and its incorporators, board members, officers, employees, and volunteers have govermmental immunity as provided in Section 7 of 1964 PA 170, MCL 691.1407 .

\section*{ARTICLE VIII}

Before the issuance of a Contract to the corporation by the District, the method of selection, length of term, and the number of members of the Board of Directors of the corporation shall be approved by a resolution of the District as required by the Code.


## ARTICLE IX

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

## ARTICLE X

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


#### Abstract

ARTICLE XI 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 hcreof). 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 asscts of the corporation to the District for forwarding to the state school aid fund established under Section 11 of Article IX of the State Constitution of 1963.


## ARTICLE XII

These Articles of Incorporation shall not be amended except by the process provided in the Contract issued to the corporation by the District.

Amendments to the Articles of Incorporation take effect only after they have been approved by the corporation's Board of Directors and by the District and filed with the Michigan Department of Licensing and Regulatory Affairs, Bureau of Commercial Services. In addition, the corporation shall file with the amendment a copy of the District's approval of the amendment.

## ARTICLE XIII

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

## ADOPTION OF ARTICLES

These Articles of Incorporation shall become effective upon filing. However, the corporation shall not carry out its purposes until the District issues a contract to operate a public school academy and the contract is executed by designated representatives of the corporation and the District.

The incorporator has executed these Articles of Incorporation on this 24 th day of July, 2012.


CONTRACT SCHEDULE 2
BYLAWS

OF

## HIGHLAND PARK PUBLIC SCHOOL ACADEMY SYSTEM


#### Abstract

ARTICLE I NAME This organization shall be called the Highland Park Public School Academy System (the "System" or "Corporation").


## ARTICLE II

## FORM OF CORPORATION

The System is a governmental entity, organized as a non-profit, non-stock, directorship corporation.

## ARTICLE III

## OFFICES

Section 1. Principal Office. The principal office of the Corporation shall be located in the City of Highland Park, County of Wayne, State of Michigan.

Section 2. Registered Office. The registered office of the Corporation may be the same as the principal office of the Corporation, but in any event must be located in the State of Michigan, and be the business office of the resident agent, as required by the Nonprofit Corporation Act, 1982 PA 162, MCL 450.2101 to 450.3192 ("Act"). Changes in the resident agent and registered address of the System must be filed with the Bureau of Commercial Services of the Department of Licensing and Regulatory Affairs and reported to the School District of the City of Highland Park Board of Education ("District Board").

ARTICLE IV

## BOARD OF DIRECTORS

Section 1. General Powers. The business, property, and affairs of the Corporation shall be managed by the System Board of Directors ("System Board"). The System Board may exercise any and all of the powers granted to the System Board under the Act or The Revised School Code, 1976 PA 451, MCL 380.1 to 380.1853 ("Code"). The System Board may delegate powers to the officers and committees of the System Board as it deems necessary, if the delegation is consistent with the Articles, these Bylaws, the Contract, and applicable law.

Section 2. District Board Resolution Establishing Method of Selection, Length of Term and Number of System Board Members. The method of selection and appointment, length of term, number of directors, oath of public office requirements, tenure, removal, resignation,
compensation, and prerequisite qualifications for members of the System Board shall comply with the resolution adopted by the District Board.

## ARTICLE V

## MEETINGS

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

Section 2. Special Meetings. Special meetings of the System Board may be called by or at the request of the System Board President or any Director. The person or persons authorized to call special meetings of the System Board may fix the place within the State of Michigan for holding any special meeting of the System 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 to the Charter Schools Office and as required by the Open Meetings Act.

Section 3. Quorum. In order to legally transact business, the System Board shall have a quorum physically present at a duly called meeting of the System Board. A "quorum" shall be defined as follows:

## \# of System Board positions

Three (3)
Five (5)
Seven (7)
\# required for Quorum
Two (2)
Three (3)
Four (4)

Section 4. Manner of Acting. The System Board shall be considered to have acted, when a duly called meeting of the System Board has a quorum present and the number of System Board members voting in favor of an action is as follows:

| \# of System Board positions |  | \# for Quorum |  |  |
| :---: | :--- | :--- | :--- | :--- |
|  |  |  | \# required to act |  |
| Three (3) |  |  | Two (2) |  |
| Five (5) |  |  | Three (3) |  |
| Seven (7) |  | Three (3) |  | Thren |
|  | Four (4) | Four (4) |  |  |

Section 5. Open Meetings Act. All meetings and committee meetings of the System Board shall at all times be in compliance with the Open Meetings Act, 1976 PA 267, MCL 15.261 to 15.275 .

Section 6. Notice to Directors. The System Board shall provide notice of any meeting to each Director stating the time and place of the meeting, with the delivery of such notice personally, by mail, facsimile or electronic mail to each Director at the Director's personal address or electronic mail address. Any Director may waive notice of any meeting by written statement sent by the Director to the System Board Secretary before or after the holding of the
meeting. A Director's attendance at a meeting constitutes a waiver of the notice of the meeting required under this Section.

Section 7. Votes By Directors. The System Board meeting minutes shall reflect the vote, whether in favor, in opposition or in abstention, of each Director present at the meeting.

## ARTICLE VI

## COMMITTEES

Section 1. Committees. The System Board, by resolution, may designate one or more committees, each committee to consist of one or more Directors selected by the System 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 System Board, except: (i) filling of vacancies on the System Board or in the offices of the System Board or committees created under this Section; (ii) amendments to the Articles of Incorporation or Bylaws; or (iii) any action the System Board cannot lawfully delegate under the Articles, the Contract, the Bylaws, or applicable law. All committee meetings shall at all times be in compliance with the Open Meetings Act. Each committee shall fix its own rules governing the conduct of its activities and shall make such reports to the System Board of its activities as the System Board may request.

## ARTICLE VII

## OFFICERS OF THE BOARD

Section 1. Number. The officers of the Corporation shall be a President, Vice-President, Secretary, Treasurer, and such Assistant Treasurers and Assistant Secretaries or other officers as may be selected by the System Board.

Section 2. Election and Term of Office. The System Board shall elect its initial officers at its first duly noticed meeting. Thereafter, officers shall be elected annually by the System Board at the Corporation's annual meeting. 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 officer resigns or is removed in the manner provided in Section 3.

Section 3. Removal. Any officer or agent elected or appointed by the System Board may be removed by a majority vote by the System Board whenever in its judgment the best interests of the Corporation would be served thereby.

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

Section 5. President. The President of the Corporation shall be a member of the System Board. The President of the Corporation shall preside at all meetings of the System 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 System Board attending the meeting shall preside. The President shall be an ex officio member
of any standing committees and when designated by the System Board, Chairperson of any standing committee established by the System Board. The President shall, in general, perform all duties incident to the office of President of the System Board as may be prescribed by the System Board from time to time.

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

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

Section 8. Treasurer. The Treasurer of the Corporation shall be a member of the System Board. The Treasurer shall: (a) have charge and custody of and be responsible for all funds and securities of the Corporation; (b) keep accurate books and records of corporate receipts and disbursements; (c) deposit all moneys and securities received by the Corporation in such banks, trust companies or other depositories as shall be selected by the System 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 System Board.

Section 9. Assistants and Acting Officers. The Assistants to the officers, if any, selected by the System 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 System Board. The System Board 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 the restrictions upon the officer to whose office the acting officer is so appointed except as the System Board may by resolution otherwise determine.

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

Section 11. Filling More Than One Office. Subject to 1978 PA 566, MCL 15.181 to 15.185, 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 System Board may authorize any officer(s), assistant(s) or acting officer(s), 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 System Board authorizes the execution of a contract or of any other instrument in the name of and on behalf of the Corporation, without specifying the executing officers, the President or Vice-President, and the Secretary or Treasurer may execute the same and may affix the corporate seal thereto. No contract entered into, by or on behalf of the System Board, shall in any way bind the District or District Board or impose any liability on the District, the District Board, its members, 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 System Board. Such authority may be general or confined to specific instances. No loan, advance, overdraft or withdrawal by an officer or Director of the Corporation, other than in the ordinary and usual course of the business of the Corporation, shall be made or permitted. No loan entered into, by or on behalf of the System Board, shall in any way be considered a debt or obligation of the District or impose any liability on the District, the District Board, its members, officers, employees or agents. To avoid creating or perpetuating circumstances in which the possibility of favoritism, conflicts of interest, or impairment of efficient operations may occur, the Corporation will not issue a debt instrument (e.g. loan agreement, promissory note, mortgage, line of credit, etc.) to any person employed by the Corporation or any person who serves on the System Board. This prohibition also applies to the issuance of a debt instrument to an entity owned or closely related to any Corporation employee or System Board member.

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 System Board.

Section 4. Deposits. Consistent with Section 1221 of the Code, the Treasurer of the System shall deposit the funds of the System in a financial institution or in a joint investment authorized by the Code. All additional funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the System Board may select, provided that such financial institution is eligible to be a depository of surplus funds under Section 6 of 1855 PA 105, MCL 21.146.

Section 5. Voting of Securities Owned by this Corporation. Subject always to the specific directions of the System Board, any shares or other securities issued by any other Corporation and owned or controlled by this Corporation may be voted at any meeting of security holders of such other Corporation by the President of this Corporation or by proxy
appointed by the President, or in the absence of the President and the President's proxy, by the Secretary or Treasurer of this Corporation or by proxy appointed by the Secretary or Treasurer. Such proxy or consent with 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 System Board, affixation of corporate seal or countersignature or attestation by another officer. Any person or persons designated in the manner above stated as the proxy or proxies of this Corporation shall have full right, power and authority to vote the shares or other securities issued by such other corporation and owned by this Corporation the same as such shares or other securities might be voted by this Corporation. This section shall in no way be interpreted to permit the Corporation to invest any of its surplus funds in any shares or other securities issued by any other corporation. This section is intended to apply, however, to all gifts, bequests or other transfers of shares or other securities issued by any other corporation that are received by the Corporation.

Section 6. Contracts Between Corporation and Related Persons; Persons Ineligible to Serve as Directors. As required by the Code, each Director, officer, or employee of the System shall comply with 1978 PA 566, MCL 15.181 to 15.185 , and 1967 PA 317, MCL 15.321 to 15.330. The System Board shall ensure compliance with the Contract and applicable law relating to conflicts of interest.

## ARTICLE IX

## INDEMNIFICATION

Each person who is or was a Director, officer or member of a committee of the Corporation and each person who serves or has served at the request of the Corporation as a Director, officer, 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 System 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

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

## ARTICLE XI

## AMENDMENTS

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by obtaining (a) the affirmative vote of a majority of the System Board at any regular or special meeting of the System Board, if a notice setting forth the terms of the proposal has been given in accordance with the notice requirements for such meetings, and (b) the written approval of the changes or amendments by the District Board. Amendments to these Bylaws take effect only after they have been approved by both the Corporation's System Board and by the District Board or its designee.

## ARTICLE XI

## CONTRACT DEFINITIONS

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

## CERTIFICATION

The System Board certifies that these Bylaws were adopted as and for the Bylaws of a Michigan corporation in an open and public meeting, by the System Board on July 27, 2012.


## FISCAL AGENT AGREEMENT

## SCHEDULE 3

This Agreement shall have an effective date of July 1, 2019, by and among the School District of the City of Highland Park Board of Education ("District"), an authorizing body as defined by the School Code of 1976 as amended, (the "Code"), the State of Michigan (the "State") and the Board of Directors of The Highland Park Public School Academy System ("Academy"), a Michigan Public School Academy.

## Preliminary Recitals

WHEREAS, the District and the Academy are entering into a Contract to Charter a Public School Academy dated as of July 1, 2019, the (the "Contract"), and

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

WHEREAS, the District is required by law to forward any State School Aid Payments received from the 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 is eligible to be a depository of surplus funds under Sections 5 or 6 of Act No 105 of the Public Acts of 1855 , being Sections 21.145 and 21.146 of the Michigan Compiled Laws.
"Agreement" means this Fiscal Agent Agreement executed by the District and the Academy.
"Contract" means the contract to charter a public school academy which the District and the Academy are entering into.
"Fiscal Agent" means the District or an officer or employee of the District, as may be designated by the District's Board of Education.
"Other Funds" means any other public or private funds which the Academy receives and for which the istrict may act as fiscal agent.
"State Schow Aid Payment" means any payment of money the Academy receives from the school aid fund established pursuant to Article IX, Section 11 of the Michigan Constitution or under the School Aid Act of 1979, as amended, net any deductions set forth in Section 2.2 hereof.
"State" means the State of Michigan.
"State Treasurer" means the office responsible for issuing funds to public school academies for State School Aid Payments pursuant to the School Aid Act of 1979, as amended.

## ARTICLE II

## FISCAL AGENT DUTIES

Section 2.01. Receipt of Schoel Aid Funds. The District is the Fiscal Agent for the Academy. The Fiscal Agent will receive State School Aid Payments from the State, as provided in Section 3.02.

Section 2.02. Transfer te Academv. The Fiscal Agent shall transfer, net any amount(s) autherized to be withheld by the Fiscal Agent pursuant to applicable law, including, but not limited to, the $3 \%$ oversight fee charged pursuant to MCL $380.552(10)$ and any amounts charged pursuant to the Contract between the District and the Academy, all State School Aid Payments and all Other Funds received on behalf of the Academy to the Academy within ten (10) days of receipt or as otherwise remuired 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 as the Academy's authorized depository account, except as provided in Section 6.03 below, 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 Acadenry's pupil 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 Fiscal Agent's duties under this Agreement are separate from the District's duties oudined in the Contract.

## ARTICLE III

## STATE DUTIES

Section 3.01. Eligibility for State School Aid Payments. The State, through its Deparment of Education, has sole responsibility for determining the eligibility of the Academy to receive State School Aid Payments. The State, through its Deparment of Education, has sole responsibility for determining the amount of State Schol 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 or by electronic funds transfer into an account specified by the Fiscal Agent. The State shall make State School Aid Payments at the times specified in the State School Aid Act of 197\%, as amended.

## ARTICLETV

## ACADEMY DUTIES

Section 4.01. 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.

Section 4.02. Expenditure of Funds. The Academy may expend funds 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.

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.

## 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 bours and under reasonable conditions by the Academy and the State. The Academy shall make all books and records available to Fiscal Agent and provide reports to Fiscal Agent as required under this Agreement or the Contract.

Section 5.02. Reports. The Fiscal Agent shall prepare and send to the Academy anmally a writen report dated as of June 30 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 for which the District acted as Fiscal Agent under this Agreement.

## ARTICLE VI

## CONCERNING THR RISCAL AGENT

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

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

The Fiscal Agent shall not be liable for any action taken or neglected to be taken by it in good fath 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.

Section 6.03. State Aid Re-Direction. The Fiscal Agent, in its sole discretion at the Academy's timely request, may censent to enter into an agreement with the Academy and a third party whereby State School Aid is directed by the Fiscal Agent for receipt by a third party. In the event the Academy wishes the Fiscal Agent to undertake such a re-direction, it shall provide documentation to the Fiscal Agent sufficiently in advance of the date at which the re-direction is requested for the Fiscal Agent to review the propriety of the request. The Fiscal Agent reserves the right to charge the Academy a fee for undertaking such service to the Academy.

## ARTICLE VII

## MSCELLANEOUS

Section 7.01. Notice. Any notice, authorization, rewuest, or demand required or permitted to be giver under this Agreement shall be in writing and shall be deemed to have been duly given when mailed by regular first class mail and addressed as follows:

To the Academy: The Highland Park Public School Academy Systen<br>Attention: Board President<br>45 E. Buena Vista<br>Highland Park Michtgan, 48203<br>To the Fiscal Agent: The School District of the City fFighland Park Attention: Board President c/o Director of Operations 12360 Woodward Avenue<br>Highland Park, Michigan 48203

A United States Post Office registered or certified mail receipt or overnight courier receipt showing delivery of such documents shall be conclusive evidence of the date and fact of delivery. Any party to this Agreement may change the address to which notices are to be delivered by giving to the other parties not less than ten (10) days prior notice of the change.

Section 7.02. Termination of Responsibilities. Upon the taking of all the actions as described in this Agreement by the Fiscal Agent or upon the suspension, termination or revocation of the Academy's Contract with the District, the Fiscal Agent shall have no further obligations or responsibilities under this Agreement to the Academy or any other person or persons in connection with this Agreement and this Agreement shall be discharged.

Section 7.03. Binding Agreement. This Agreement shall be binding upon the Fiscal Agent and the Academy and their respective successors and legal representatives and shall incur solely to the bewefit of the Academy and the Fiscal Agent and their respective successors and legal representatives.

Section 7.04. Severability. In case any one or more of the provisions contained in this Agreement shall for any reason be held to be invalid, illegal or unenforceable in any respect, the invalidity, illegality or unenforceability shall not affect any other provisions of this Agreement, but this Agreement shall be construed as if such invalid or illegal or unenforceable provisions had never been contained in this Agreement.

Section 7.05. Michigan Law Governs. This Agreement shall be governed exclusively by the provisions of this Agreement and by the applicable laws of the State of Michigan.

Section 7.06. Amendment. This Agreement is made for the benefit of the Fiscal Agent, the Academy and the State and it may be altered or amended in writing only if the District and the Academy have followed the procedures set forth in the Contract and only upon approval of the Academy and the District. However, if the Code is amended after the effective date of this Agreement in a manner which atters the responsibilities or duties of the Fiscal Agent under the Code, the responsibilities and duties of the Fiscal Agent shall be so altered as of the effective date of such ameniment te the Code.

Section 7.07. Term of Agreement. The term of this Agreement shall coincide with the term of the Contract.

Section 7.08. Counterparts. This Agreement may be executed in two or more counterparts, each of which shall be deemed to be an original instrument, but all such counterparts together shall constitute one and the same instrument.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their respective and duly authorized officers as of the day and year indicated herein.

ACADEMY:
THE HIGHLANDPARK PUBLIC SCHOOL ACADEMY SIS SI RAM ACADEMY
By:
Title:


Date: $\qquad$

## AUTHORIZING BODY:

THE SCHOOL DISTRICT OF THE CITY OF HIGHLAND PARK

By:


Title: Director of Operations
Date: $7 / 15 / 19$

CONTRACT SCHEDULE 4 OVERSIGHT AGREEMENT

## SCHEDULE 4

## OVERSIGHT AGREEMENT

This Oversight Agreement is part of the Contract issued by the School Board of the School District of the City of Highland Park ("District Board"), an authorizing body under The Revised School Code, 1976 PA 451, MCL 380.1 to 380.1853, to the Highland Park Public School Academy System, a public school academy (the "System").

## Preliminary Recitals

WHEREAS, the District Board, subject to the leadership and general supervision of the State Board of Education over all public education, is responsible for overseeing the System's compliance with the Contract and all applicable law;

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

## ARTICLE I

## DEFINITIONS AND INTERPRETATIONS

Section 1.01. Definitions. Unless otherwise provided, or unless the context requires otherwise, the following terms shall have the following definitions:
(a). "Agreement" means this Oversight Agreement.
(b) "Compliance Certification Duties" means the System's duties under Section 2.02 of this Agreement.
(c). "District Board" shall have the same meaning as defined in the Terms and Conditions.
(d) "MDE" means the Michigan Department of Education.
(e). "Oversight Responsibilities" means the District Board's oversight responsibilities under Section 2.01 of this Agreement.
(f). "State School Aid Payment" means any payment of money the System receives from the state school aid fund established under Section 11 of Article 9 of the State Constitution of 1963 and The State School Aid Act of 1979, 1979 PA 94, MCL 388.1601 to 388.1896 , or any successor statute appropriating money for public schools in the State of Michigan.
(g). "System Board" means the board of directors of the System.

## ARTICLE II

## OVERSIGHT AND COMPLIANCE CERTIFICATION RESPONSIBILITIES

Section 2.01. Oversight Responsibilities. The District Board, as it deems necessary to fulfill the District Board's Oversight Responsibilities, may undertake any of the following:
(a). Conduct a review of the System's audited financial reports as submitted, including any auditor's management letters, and report to the System Board any exceptions as well as any failure on the part of the System to meet generally accepted public sector accounting principles.
(b). Conduct a review of the records, internal controls, or operations of the System to determine compliance with the Contract and applicable law.
(c). Conduct a meeting annually between the System Board of Directors and a designee of the District Board to determine compliance with the Contract and applicable law.
(d). Institute action under the Contract to suspend, terminate, revoke, or reform the Contract.
(e). Monitor the System's compliance with the Contract, the Code, and all other applicable law.
(f). Request periodic reports from the System regarding any aspect of the System's operation, including, without limitation, whether the System has met or is achieving the System's targeted educational goals and applicable academic performance standards set forth in the Contract.
(g). Request evidence that the System has obtained the necessary permits and certificates of compliance to operate as a public school from the applicable governmental agencies, including, without limitation, the Michigan Department of Licensing and Regulatory Affairs, Bureau of Construction Codes and the Bureau of Fire Services, and local health departments.
(h). Determine whether the System has failed to abide by or meet the educational goals or applicable academic performance standards under the Contract.
(i). Provide supportive services to the System as deemed necessary or appropriate by the District Board.
(j). Evaluate whether the Michigan Educational Assessment Program (MEAP), nationally recognized norm-referenced achievement tests, or other assessment programs selected by the System are or have been appropriately administered to the System's student population, consistent with the System's goals and programs.
(k). Take other actions, as an authorizing body, as permitted or required under the Code.

Section 2.02. Compliance Certification Duties. The System agrees to perform all of the following Compliance Certification Duties:
(a). Submit information to the District Board in accordance with the Master Calendar of Reporting Requirements adopted by the District Board. The Master Calendar may be amended from time to time as deemed necessary by the District Board.
(b). Submit quarterly financial reports to the District Board in a form and manner determined by the District Board. Submit other financial reports as established by the District Board.
(c). Permit inspection of the System's records or premises at any reasonable time by the District Board.
(d). Report any litigation or formal proceedings alleging violation of any applicable law by the System to counsel for the District Board as designated in Article XII of the Terms and Conditions.
(e). Upon request, provide to the District Board copies of information submitted to the MDE, the State Superintendent of Public Instruction, or the State Board of Education.
(f). Provide proposed minutes of a System Board meeting to the District Board no later than ten (10) business days after the meeting, and provide approved final minutes to the District Board within five (5) business days after the minutes are approved.
(g). Submit to the District Board before the issuance of the Contract, copies of insurance policies evidencing all insurance as required by the Contract.
(h). Submit to the District Board a copy of the System's lease, deed, or other purchase arrangement for the System's physical facilities as required by the Contract.
(i). Submit to the District Board, copies of all fire, health, and safety approvals required by applicable law for the operation of a public school.
(j). Submit annually to the District Board, the dates, times, and a description of how the System will provide notice of the System's pupil application and enrollment process. The System's pupil application and enrollment admission process must be conducted in a fair and open manner in compliance with the Contract and the Code. At a minimum, the System shall make a reasonable effort to advertise its enrollment openings by newspaper, mail, media, internet or other acceptable communication process. All System notices of the open enrollment period must include language that the open enrollment period includes evening and weekend times for enrolling students in the System. In addition, if a random selection drawing becomes necessary, the System must set forth in all public notices the date for the holding of a random selection drawing.
(k). Upon receipt from the Michigan Department of Licensing and Regulatory Affairs, the System shall submit to the District Board a copy of any Certificate of Occupancy approval for the System's school facility outlined in Schedule 6. The System shall not occupy or use the school facility identified in Schedule 6 for the provision of public educational services until the facility is approved for occupancy by the Department of Licensing and Regulatory Affairs or other local authorized building department.
(1). Submit to the District Board copies of any agreement with an educational services provider, if any, in compliance with the Contract and the Code.
(m). By July 1st of each year, the System Board shall provide a copy of the System Board's public meeting schedule for the upcoming school year. The System Board's public meeting schedule shall include the date, time, and location of the public meetings for the upcoming school year. Within ten (10) business days of System Board approval, the System Board shall provide a copy to the District Board of any changes to the System Board's public meeting schedule.
(n). By December 31st of each year and whenever otherwise necessary, the System Board shall approve and submit a revised operating school budget that includes, without limitation, the following: (i) the total projected amount of state school aid revenues based on the System's September pupil membership count; (ii) revised personnel costs; (iii) any start-up expenses incurred by the System; and (iv) the total amount of short-term cash flow loans obtained by the System. The System will make budget revisions in a manner prescribed by law. Within thirty (30) days of the System Board approving the budget (original and amended, if applicable), the System shall place a copy of that budget on the System's website within a section of the website that is accessible to the public.

To the extent that any dates for the submission of materials by the System under Section 2.02 conflict with dates set forth in the Master Calendar, the dates in the Master Calendar shall
control.
Section 2.03. Waiver and Delegation of Oversight Procedures. The District Board or its designee and the System may agree to modify or waive any of the Oversight Responsibilities or Compliance Certification Duties. The District Board may delegate its Oversight Responsibilities, or any portion of its Oversight Responsibilities, to an officer of the District or other designee or enter into an intergovernmental agreement for another authorizing body to perform the District's Oversight Responsibilities.

## ARTICLE III

## RECORDS AND REPORTS

Section 3.01. Records. The System will keep records in which complete and correct entries shall be made of all Compliance Certification Duties conducted, and these records shall be available for inspection at reasonable hours and under reasonable conditions by the District Board.

## ARTICLE IV

## MISCELLANEOUS

Section 4.01. Administrative Fee. The System agrees to pay to the District Board an administrative fee of $3 \%$ of the State School Aid Payments received by the System. This fee shall be retained by the District Board from each State School Aid Payment received by the District Board on behalf of the System. This fee shall compensate the District Board for overseeing the System's compliance with the Contract and all applicable law and other related activities for which compensation is permissible.

Section 4.02. Time of the Essence. Time shall be of the essence in the performance of obligations imposed upon the System and the District Board under this Agreement.

Section 4.03. Audit and Evaluation. The System authorizes the District Board to perform audit and evaluation studies using System data including, but not limited to, personally identifiable information about the System's students and staff submitted by the System to agencies including, but not limited to, the Center for Educational Performance and Information, Office of Educational Assessment and Accountability and the MDE. The District Board shall abide by the regulations that govern the use of student data within the Family Educational Rights and Privacy Act (FERPA - 34 CFR Part 99), the federal Privacy Act of 1974, and the Identity Theft Protection Act, 2004 PA 452, MCL 445.61 to 445.79 c . As requested by the District Board, the System shall provide the District Board with copies or view access to data, documents, or information submitted to the MDE, the State Superintendent of Public Instruction, the State

Board of Education, the Center for Educational Performance and Information, or any other state or federal agency.

## ARTICLE V

## TRANSPARENCY

Section 5.01. Information to be Made Publicly Available by the System. The following described categories of information are specifically included within those to be made available to the public and the District Board by the System under the Terms and Conditions:

1. Copy of the Contract;
2. Copies of the executed oath of office for each member of the System Board;
3. List of currently serving members of the System Board with name, address, and term of office;
4. Copy of the System Board's meeting calendar;
5. Copy of public notice for all System Board meetings;
6. Copy of System Board meeting agendas;
7. Copy of System Board meeting minutes;
8. Copy of System Board approved budget and amendments to the System budget;
9. Copies of bills paid for amounts of $\$ 10,000.00$ or more as submitted to the System Board;
10. Copy of the quarterly financial reports submitted to the District Board;
11. Copy of curriculum and other educational materials given to the District Board;
12. Copy of school improvement plan (if required);
13. Copies of facility leases, mortgages, modular leases, or deeds;
14. Copies of equipment leases;
15. Proof of ownership for System owned vehicles and portable buildings;
16. Copy of System Board approved services contracts;
17. Fire Safety certificate of occupancy for all System facilities;
18. MDE letter of continuous use (if required);
19. Local health department food service permit (if required);
20. Asbestos inspection report and asbestos management plan (if required);
21. Boiler inspection certificate and lead based paint survey (if required);
22. Phase 1 environmental report (if required);
23. List of current System teachers and System school administrators with names and addresses and their individual salaries as submitted to the Registry of Educational Personnel;
24. Copies of administrator and teacher certificates or permits for all current administrative and teaching staff;
25. Evidence of fingerprinting, criminal back-ground and record checks and unprofessional conduct check required by the Code for all System teachers and administrators;
26. Policies approved by the System Board;
27. Copy of the annual financial audit and any management letters issued to the System Board;
28. Proof of insurance as required by the Contract; and
29. Any other information specifically required under the Code.

Section 5.02. Information to be Made Publicly Available by an Educational Service Provider. The following information is specifically included within the types of information available to the System by an educational service provider (if any) in accordance with the Terms and Conditions:

1. Any information needed by the System to comply with its obligations to disclose the information listed under Section 5.01 of this Agreement.

## CONTRACT SCHEDULE 5

DESCRIPTION OF STAFF RESPONSIBILITIES
AND MANAGEMENT AGREEMENT

# Description of Staff Responsibilities <br> <br> Highland Park Public School Academy System 

 <br> <br> Highland Park Public School Academy System}
Description of Staff Responsibilities ..... 5-1
Management Agreement ..... 5-3I

## DESCRIPTION OF STAFF RESPONSIBILITIES

Pursuant to Applicable Law and the Terms and Conditions of this Contract, the Highland Park Public School Academy System ("System") is authorized to employ or contract with Promise Schools for personnel according to the position information outlined in this schedule.
Principal ..... 5-2
Dean of Instruction ..... 5-3
Dean of Students/Dean of Culture ..... 5-4
Dean of Operations ..... 5-5
Instructional Coach ..... 5-7
Teacher ..... 5-8
Paraprofessional ..... 5-9
Social Worker ..... 5-10
Behavior Interventionist ..... 5-11
Business Manager ..... 5-12
Office Manager ..... 5-13
Attendance Clerk ..... 5-14
In-House Substitute Teacher ..... 5-15
Facilities Manager ..... 5-16
Assistant Facilities Manager ..... 5-17

# Highland Park Public School Academy System 

## Principal Position Description

Position: Principal<br>Employed By: Promise Schools<br>Reports to: Promise Schools Chief Schools Officer<br>Employment Type: At-Will/Exempt

## POSITION SUMMARY

The principal provides leadership with regard to the leadership and management of the school and oversees all operations of the school. This position requires an organized professional to manage the school, including skills that ensure thoroughness and accuracy as well as have the capacity to build systematic processes for a changing organization. This position reports to the Chief Schools Officer, supervises the faculty and staff of the school, and works closely with the students and families.

## DUTIES AND RESPONSIBILITIES

## 1. School Leadership

- Live the Promise Way and be the model of a renaissance learner.
- Create an aspirational and data-driven culture, staff, and school community.
- Cultivate positive relationships with administrators, teachers, students, families, and community.
- Supervise the senior administrative team, including the Dean of Instruction, Dean of Culture and Students, and Dean of Operations.
- Assemble and manage a highly functioning, problem-solving, results-oriented, positively supportive team.
- Communicate with parents, students, facuity, and staff through formal and informal mailings, meetings, and assemblies.
- Ensure the fiscal year concludes with a positive variance on the bottom line.

2. Student Achievement

- Lead and manage the school's instructional program.
- Ensure that students show dramatic growth each year and meet the ambitious goals set by Promise Schools.
- Analyze data with administrative staff and faculty to maximize student learning.

3. Teacher Development and Evaluation

- Plan beneficial professional development during the summer and throughout the year to maximize student learning.
- Evaluate teachers through observations and effective feedback with follow through.


# Highland Park Public School Academy System 

## Dean of Instruction Position Description

Position: Dean of Instruction<br>Employed By: Promise Schools<br>Reports to: Principal<br>Employment Type: At-Will/Exempt

## POSITION SUMMARY

The Dean of Instruction works to oversee and support the improvement of educational program and ensures that the school's mission of college readiness is fulfilled. This position reports to the principal, supervises teachers and teacher-leaders, and works as one with the administrative team. This position requires the constant exercise of discretion and independent judgment in overseeing the following duties and responsibilities.

## DUTIES AND RESPONSIBILITIES

1. Manage Academic Operations

- Observe classrooms, provide constructive feedback, and follow through.
- Manage Academic Captains; ensure academic teachers are following the pacing plan; ensure teachers are both differentiating instruction while ensuring academic rigor of "college ready" classrooms.
- Manage interim analysis collection and data conversations.
- Oversee and coordinate summer, weekly, post-interim, and all other professional development days and activities.
- Oversee Master Schedule, bell schedule, and student schedules.

2. Management of Curriculum and Instruction

- Oversee, manage and participate in the development of the school curriculum for all subjects, including but not limited to year-long standards-based plans, calendars, weekly lesson plans, and assessment creation for all classes.
- Plan and execute whole school professional development sessions.
- Monitor student achievement.

3. Management of teachers' best practices for teaching and learning

- Support the lesson planning process and provide weekly feedback to teachers on their lessons.
- Identify problems in academic performance and recommend and implement solutions in a timely manner.
- Observe, coach and mentor instructional staff to ensure that teaching is at all times intentional, engaging, and rigorous, and that teachers are creating a warm, structured, and responsive classroom culture.
- Monitor and assess teacher performance.
- Provide constructive feedback to instructional staff.
- Implement and execute RTI.

4. Provide general assistance to the Principal or other Deans with any projects.
5. Act as team player who provides families, teachers, students, and other team members with first-class service.

# Highland Park Public School Academy System <br> Dean of Students/Dean of Culture Position Description 

Position: Dean of Students/Dean of Culture<br>Employed By: Promise Schools<br>Reports to: Principal<br>Employment Type: At-Will/Exempt

## POSITION SUMMARY

The Dean of Students/Culture provides leadership with regard to the management of student affairs, positive disciplined culture of the school, and the promotion and graduation of the students. This position reports to the principal, supervises administrative staff, and works as one with the administrative team. This position requires the constant exercise of discretion and independent judgment in overseeing the following:

## DUTIES AND RESPONSIBILITIES

1. Management of Student Affairs

- Implement and execute main student management structures such as Student Code of Conduct, and Advisory.
- Create and communicate effective student management policies and procedure to staff.
- Prioritize projects; author solutions to administrative, classroom management, and learning challenges; and deliver ambitious results.
- Convert and distribute detentions; process suspensions and expulsions. Ensure detentions are run orderly, efficiently and effectively.
- Coordinate and manage Summer School and other credit recovery programs.

2. Management of Parent/Guardian, Family, and Community Affairs

- Act as primary point of contact with parents regarding student affairs.
- Conference with students and parents/guardians about discipline and/or academic issues.
- Plan and manage family celebrations such as Thanksgiving Dinner, Awards Night, and Graduation.
- Create and deliver detention forms and other information to families.
- Develop and manage student, parent, and transfer orientations.
- Develop positive relationships with local precinct, parents' group, PTSA and other key community stakeholders.

3. Management of the Positive Discipline System

- Champion the Promise Way and school values.
- Manage clean-week behavior plans.
- Ensure orderly culture in lobbies, hallways, and cafeteria before, during, and after school.
- Manage junior administrative staff members on the security and discipline teams.
- Coordinate, produce, and direct school Town Halls in conjunction with the principal.

4. Provide general assistance to the Principal or other Deans with any projects
5. Act as team player who provides families, teachers, students, and other team members with firstclass service.

# Highland Park Public School Academy System <br> Dean of Operations Position Description 

Position: Dean of Operations<br>Employed By: Promise Schools<br>Reports to: Promise Schools Senior Director of Operations<br>Employment Type: At-Will/Exempt

## POSITION SUMMARY

The Dean of Operations provides leadership with regard to the strategic school operations and manages all day-to-day operations of the building. This position requires an organized professional to manage the business side of a school, including skills that ensure thoroughness and accuracy as well as have the capacity to build systematic processes for a changing organization. This position reports to the PS Senior Director of Operations, provides regular support to the school Principal and school team, and manages front office operations.

## DUTIES AND RESPONSIBILITIES

1. Documents school operations processes and procedures and ensures that staff are trained to perform these activities.
2. Vendor Management

- Manages relationships with transportation, technology, vending machine, teacher/office supplies, student uniform and textbook vendors, among others. Initiates and manages contracts; monitor performance and manages issues raised by vendors.
- Manages competitive bidding processes where applicable.

3. Compliance and Reporting

- Responsible for all compliance and reporting activities, including those required by the school's authorizer, MDE, Title I, and other grant agreements. Develops and manages a Master Calendar to ensure that activities are completed in a timely manner and ensures that school staff are trained appropriately to complete the activities.
- Manages the school lunch program or vendor-managed program, including processing lunch status forms.
- Ensures that special education compliance reporting is managed by school staff and/or vendor.
- Ensures that Board policies are implemented.
- Responsible for pupil accounting.
- Serves as team lead for truancy program.

4. Accounting and Procurement

- Plays a supporting role in accounting/procurement for the school in partnership with the school's Business Manager.

5. Payroll \& Human Resources

- Works with Principal to anticipate staffing and hiring needs and initiate strategic recruitment activities. Maintains relationships with key partners such as Teach for America.
- Drafts employee contracts and contract amendments for additional work assignments.
- Ensures that HR files are "audit ready" and that all teachers are highly qualified.
- Works with Principal to draft employee performance goals and evaluation processes, to be used to inform performance bonus program.
- Process bi-weekly payroll and submit any additional pay requests to Human Resources (Axios).
- Ensure all applicable employee time is tracked and recorded in timekeeping system (Axios).
- Provide general employment communication to staff.
- Maintains close relationship with building landlord and vendors to ensure that the physical facility and infrastructure supports the needs of the school program.
- Provides feedback on facilities vendor performance.
- Oversees space planning and assignment to ensure available space for current year activities as well as the next school year.

7. Safety and Security

- Provides support to the Office Manager to ensure that the School Safety and Security Plan is implemented and that drills are conducted to ensure that all in the school are prepared for emergency situations.

8. Works with Principal and Promise Schools Senior Director of School Operations on Board meeting preparation.
9. Meets regularly with the Promise Schools network team to discuss status of operations in the school and proposed solutions for operations challenges at hand.
10. Provide general assistance to the Principal with projects as directed.
11. Act as team player who provides families, teachers, students, and other team members with firstclass service.

# Highland Park Public School Academy System 

Instructional Coach Position Description

| Position: Instructional Coach |
| :--- |
| Employed By: Promise Schools |
| Reports to: Principal |
| Employment Type: At-Will/Exempt |

## POSITION SUMMARY

The Instructional Coach works to oversee and support the improvement of educational program and ensures that the school's mission of college readiness is fulfilled. This position reports to the principal, supervises teachers and teacher-leaders, and works as one with the administrative team. This position requires the constant exercise of discretion and independent judgment in overseeing the following duties and responsibilities.

## DUTIES AND RESPONSIBILITIES

1. Collaborate with Dean of Instruction and school leadership team on Academic Operations

- Observe classrooms, provide constructive feedback, and follow through.
- Ensure academic teachers are following the pacing plan; ensure teachers are both differentiating instruction while ensuring academic rigor of "college ready" classrooms.
- Manage interim analysis collection and data conversations.
- Oversee and coordinate summer, weekly, post-interim, and all other professional development days and activities.

2. Collaborate with Dean of Instruction and school leadership team on Management of Curriculum and Instruction

- Oversee, manage and participate in the development of the school curriculum for all subjects, including but not limited to year-long standards-based plans, calendars, weekly lesson plans, and assessment creation for all classes.
- Plan and execute whole school professional development sessions.
- Monitor student achievement.

3. Management of teachers' best practices for teaching and learning

- Support the lesson planning process and provide weekly feedback to teachers on their lessons.
- Identify problems in academic performance and recommend and implement solutions in a timely manner.
- Observe, coach and mentor instructional staff to ensure that teaching is at all times intentional, engaging, and rigorous, and that teachers are creating a warm, structured, and responsive classroom culture.
- Monitor and assess teacher performance.
- Provide constructive feedback to instructional staff.

4. Provide general assistance to the Principal or other Deans with any projects.
5. Act as team player who provides families, teachers, students, and other team members with firstclass service.

# Highland Park Public School Academy System 

## Teacher Position Description

| Position: Teacher |
| :--- |
| Employed By: Promise Schools |
| Reports to: Principal |
| Employment Type: At-Will/Exempt |

## POSITION SUMMARY

Teachers lead the day-to-day delivery of the educational program and support scholars' academic growth to ensure that they are on track for success in high school, college, and beyond. This position reports to the Principal and works closely with the Dean of Instruction and other members of the administrative team. This position requires the constant exercise of discretion and independent judgment in overseeing the following duties and responsibilities.

## DUTIES AND RESPONSIBILITIES

1. Outstanding academic achievement and student character development

- Live the Promise Way and be the model of a renaissance learner.
- Create an aspirational, positive, achievement-oriented, joyful, and data-driven classroom that excites and invests students.
- Motivate student to reach and manifest high academic and behavioral standards.
- Build learning environments of respectful, achievement-oriented, optimistic, persistent, team-oriented, and joyful learners.
- Hold all students accountable for proper diligence and behavior in and out of school.

2. Professional learning, development, and growth

- Collaborate with Deans and other members of the school team to improve instruction, culture, and results.
- Utilize and maximize Promise Schools' Pacing Plan, quarterly assessments, data-analysis systems, professional development, and instructional strategies.
- Enthusiastically participate in formal and informal learning and development opportunities.


## Highland Park Public School Academy System

## Paraprofessional Position Description

| Position: Paraprofessional |
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| Employed By: Promise Schools |
| Reports to: Dean of Instruction |
| Employment Type: At-Will/Non-Exempt |

## POSITION SUMMARY

The Paraprofessional will provide instructional assistance to students under the direct supervision of a certified teacher. This position reports to the Principal.

## DUTIES AND RESPONSIBILITIES

1. Helps with the planning, preparation, and implementation of projects and activities as directed by the teacher.
2. Supervises students during non-academic times (i.e. lunch, choice time, recess, teacher planning periods, etc.) as necessary.
3. Supervises individuals or small groups of students as directed by the teachers.
4. Chaperones class field trips.
5. Helps maintain an orderly, attractive classroom environment.
6. Assists with arrival and dismissal, including escorting children to and from buses.
7. Provides clerical assistance as directed by the teachers.
8. Participates in all staff meetings and professional development.
9. Maintains flexible daily routines that accommodate changing responsibilities and schedules.
10. Supports teaching staff.

## Highland Park Public School Academy System

Social Worker Position Description

Position: Social Worker<br>Employed By: Promise Schools<br>Reports to: Principal<br>Employment Type: At-Will/Exempt

## POSITION SUMMARY

The Social Worker position provides support and resources for students, families and our teaching community. Working in collaboration with the school, the Social Worker assists students and families with removing barriers to learning and addresses issues that may affect the well-being of our Scholars, both in and out of the school environment. This position requires the constant exercise of discretion and independent judgment in overseeing the following:

## DUTIES AND RESPONSIBILITIES

- Counseling
- Hold counseling sessions for students suffering from social, emotional, or psychological problems
- Provide support as needed for students receiving services under special education and 504
- Create and run social skills groups for students
- Observe students in the classroom setting for evaluations and feedback
- Provide crisis intervention counseling in emergency situations
- Provide referrals to outside agencies to support students and families
- Assessments
- Facilitate special education referral committee
- Assist with planning of Individual Educational Planning (IEP)
- Provide support to teachers, school professionals and related services providers with understanding student disability
- Compile psycho-social history for student/s as needed
- Education
- Conduct in-house workshops or after-school programs on topics impacting student development for students and families
- Provide professional development to faculty on school-based trends in student issues and support
- Serve as a part of the Awesome Attendance Team to create attendance and tardy intervention plans
- Community Service
- Assisting students and families with obtaining needed services from the community
- Identify family needs and provide information and referrals to students and families as necessary


# Highland Park Public School Academy System 

## Behavior Interventionist Position Description

| Position: Behavior Interventionist |
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| Employed By: Promise Schools |
| Reports to: Dean of Students/Culture |
| Employment Type: At-Will/Non-Exempt |

## POSITION SUMMARY

In collaboration with teachers and other members of the school leadership team, a Behavior Interventionist works directly with scholars to empower their leadership through the cultivation of self-regulation. The Behavior Interventionist will use research-based interventions such as restorative practices to establish a strong school culture that enables learning.

## DUTIES AND RESPONSIBILITIES

1. Support School Culture Program

- Implement and execute main student management structures such as Student Code of Conduct and Advisory.
- Convert and distribute detentions; process suspensions and expulsions. Ensure detentions are run orderly, efficiently and effectively.
- Monitor hallways and school spaces to support a calm, orderly, and safe learning environment.

2. Support Parent/Guardian, Family, and Community Affairs

- Connect with parents regarding student affairs.
- Conference with students and parents/guardians about discipline and/or academic issues.
- Support family celebrations such as Thanksgiving Dinner, Awards Night, and Graduation.
- Create and deliver detention forms and other information to families.
- Support student, parent, and transfer orientations.
- Develop positive relationships with local precinct, parents' group, PTSA and other key community stakeholders.

3. Support implementation of Positive Discipline System

- Champion the Promise Way and school values.
- Plan and implement clean-week behavior plans.
- Ensure orderly culture in lobbies, hallways, and cafeteria before, during, and after school.
- Support Town Halls in conjunction with the principal.


# Highland Park Public School Academy System 

## Business Manager Position Description

Position: Business Manager<br>Employed By: Promise Schools (supports multiple campuses)<br>Reports to: Promise Schools Chief Financial Officer<br>Employment Type: At-Will/Exempt

## POSITION SUMMARY

The Business Manager provides comprehensive management of school financials, establishing school budgets and spending plans based on Principal direction, executing all day-to-day financial transactions, and monitoring monthly financial reports and financial procedures to ensure that the school is positioned to deliver a balanced budget and clean audit at the end of the fiscal year. The Business Manager supports two network schools in this capacity, working closely with each Principal to understand and execute against school priorities to provide inputs for school check processing and monthly financial reports. The Business Manager formally reports to the PS CFO.

## DUTIES AND RESPONSIBILITIES

1. Manages completion and ongoing management of the following: Budget development and budget amendments; Consolidated Application (coordinates with School Improvement Team); Section 31A application/plan; IDEA budget
2. Executes day to day financial transactions following PS policies and procedures and in alignment with the school budget. Includes debit card transactions, check requests, invoice processing, employee reimbursements, cash collection and reconciliation, and bank deposits.
3. Works with the Principal and school team to identify purchasing needs and initiate purchases in alignment with procurement policies and procedures. Supports school team in the development and execution of budget spending plans.
4. Prepare monthly financial statements for schools, including budget-to-actuals, balance sheet, cash flow statement, expenditure ratification form, and other reconciliation documents.
5. Reviews budget to actuals and cash flow reports with PS Director of Finance, Principal, and school board. Forecasts necessary amendments to budget and maintains regular budget discussion with Principal.
6. Organizes all invoices and files to provide prompt payment and documentation of financial transactions. Submits requested iterns to support internal and formal audit processes. Reviews all vendor invoices for accuracy and alignment with contracted services before initiating payment.
7. Manage payroll and review payroll reports regularly to project annual expenditures by budget line
8. Handles month end activities - ensures all debit card transactions and deposits are fully documented and that all financial documentation in vendor files is complete and audit-ready.
9. Establishes processes for collection of student fees or other cash collection (athletics, uniforms).
10. Regularly updates inventory of school uniforms.
11. Makes deposits into the school's checking account. Monitors bank activity regularly.
12. Reviews cash position regularly to ensure sufficient cash to handle school obligations.
13. Manages all fundraising processes, including donor follow up.
14. Manages preparation and submission of financial compliance reports, including the FID and grant reports.
15. Provides training to school staff on financial procedures. Ensures that school staff are not performing any financial roles without the required training (e.g. cash management).

# Highland Park Public School Academy System 

# Office Manager Position Description 

Position: Office Manager<br>Employed By: Promise Schools<br>Reports to: Dean of Operations<br>Employment Type: At-Will/Non-Exempt

## POSITION SUMMARY

The Office Manager supports the Principal and Dean of Operations, manages the day-to-day operations of the front office, and provides excellent customer service to school customers both over the phone and in person when greeting and assisting staff, students, and visitors. The Office Manager may also serve as the attendance clerk for the school. This position requires an organized professional with strong communication skills, attention to detail, and multi-tasking ability. The Office Manager reports to the Dean of Operations.

## DUTIES AND RESPONSIBLLITIES

1. Administrative Duties

- Acts as receptionist for the school, handling student, staff, and visitor inquiries, issues, and questions.
- Manages the calendar of the Principal, Deans (as appropriate), and shared school calendars.
- Answers phones and mail correspondence with the utmost professionalism.
- Drafts correspondence, spreadsheets, or other documents as directed.
- Implements a filing system to allow ready access to hard copy and electronic files at any time.
- Identifies supply and purchasing needs of the front office and teachers. Works with Dean of Operations to ensure that orders are placed and received upon.
- Performs administrative tasks and projects as directed.

2. Students and Parents

- Oversee current and new student files to ensure all proper documentation is collected, organized and filed.
- Act as primary point of contact with parents about school records and student billing.
- Serves as a key member of the Student Recruitment Team and oversees new student enrollment process.
- Coordinate logistics for placement testing.
- Ensures all free and reduced lunch forms are completed and submitted.
- Manages communication to parents, including preparation of newsletters, website updates, and placement of One Call phone alerts.

3. Attendance and Compliance

- Serves as attendance clerk for school. Maintains meticulous records related to student and staff attendance and follows up in the case of absences.
- Supports Dean of Operations on all compliance activities and reporting requirements.

4. Substitute Management

- Manages deployment of substitute teachers as needed.

5. Act as team player who provides families, teachers, students, and other team members with first-class service.

# Highland Park Public School Academy System 

Attendance Clerk Position Description

Position: Attendance Clerk<br>Employed By: Promise Schools<br>Reports to: Dean of Operations<br>Employment Type: At-Will/Non-Exempt

## POSITION SUMMARY

The Attendance Clerk position is responsible for collecting and maintaining student attendance information at the assigned site; meeting school, state and federal requirements relating to attendance processes including parent notification; preparing and distributing attendance reports and materials; providing clerical support at school site; and communicating various information regarding activities. This position reports to the Dean of Operations.

## DUTIES AND RESPONSIBILITIES

I. Communicates with parents, students, staff, etc. in person, by telephone or letter for the purpose of providing information on a variety of attendance issues.
2. Ensures accuracy of attendance records and truancies for the purpose of complying with State laws governing attendance accounting.
3. Maintains a variety of attendance records, schedules, and files (manual and computer) (e.g. contact and telephone logs, student attendance, school calendars, etc.) for the purpose of providing reliable information in compliance with district policies.
4. Prepares a variety of reports for the purpose of conveying information regarding school attendance activities and procedures.
5. Processes documents and materials (e.g. attendance records) for the purpose of disseminating information to appropriate parties.
6. Responds to inquiries from a variety of individuals (e.g. staff, parents, probation officers, other schools, and/or students, etc.) for the purpose of providing information and/or directions as may be required.

## Highland Park Public School Academy System

## In-House Substitute Teacher Position Description

| Position: In-House Substitute Teacher |
| :--- |
| Employed By: Promise Schools |
| Reports to: Dean of Instruction |
| Employment Type: At-Will/Non-Exempt |

## POSITION SUMMARY

The In-House Substitute Teacher consistently exercises discretion and independent judgment in providing support when teachers are absent from school and in assisting in the Front Office. The In-House Substitute Teacher works in conjunction with teachers and the Dean of Instruction to develop and put into place supports to ensure the success of each student.

## DUTIES AND RESPONSIBILITIES

1. Providing coverage for absent teachers (more than $80 \%$ of this job)

- Works to ensure that students are able to meet learning goals while staff members are absent due to illness or an extended leave (often FMLA).
- Monitors staff attendance and manages coverage accordingly. In the event of an absence, supports learning by serving as the primary teacher and hires other substitute teachers when more than one teacher is absent.

2. Assisting with Front Office Duties when not needed for classroom coverage

- Assist office workers, teachers, administrators, and students in the Front Office.
- Greet guests, answer the phones, and communicate with administrative and discipline staff.
- Work on various projects related to the administration of the school such as preparation for report card pick-up or copying the newsletter.
- Assist with miscellaneous projects as directed.


# Highland Park Public School Academy System 

Facilities Manager Position Description

| Position: Facilities Manager |
| :--- |
| Employed By: Promise Schools (serves multiple campuses) |
| Reports to: Promise Schools Senior Director of Operations |
| Employment Type: At-Will/Exempt |

## POSITION SUMMARY

The Facilities Manager position performs oversight of day-to-day facility management as well as strategic facilities planning activities to ensure that all students and staff are provided with a safe, clean and healthy environment for learning and work. The Facilities Manager reports to the Promise Schools Senior Director of Operations.

## DUTIES AND RESPONSIBILITIES

1. Perform general maintenance and repair tasks in accordance with all applicable codes and regulations.
2. Ensure that the work site and conditions are safe.
3. Manage custodial/maintenance contract and personnel.
4. Oversee custodial staff to ensure safety and cleanliness of the school grounds and facilities.
5. Perform regular inspections of equipment and systems, reporting abnormalities and hazards immediately.
6. Respond to emergency situations and perform necessary repairs as required.
7. Manage the work order system and ensure timely completion of all tickets.
8. Ensure all applicable fire, safety, health and environmental regulations and laws are observed and exceeded.
9. Recommend repairs or procedures that are beyond the scope of responsibilities, skill or experience, outlining the work needed and specifications required of an outside contractor.
10. Maintain an adequate supply of parts and supplies usually used in repairs, and request needed supplies through the established procedures of the district.

# Highland Park Public School Academy System 

## Assistant Facilities Manager Position Description

| Position: Assistant Facilities Manager |
| :--- |
| Employed By: Promise Schools (serves multiple campuses) |
| Reports to: Facilities Manager |
| Employment Type: At-Will/Non-Exempt |

## POSITION SUMMARY

The Assistant Facility Manager position supports the Facility Manager with inspections, maintenance and repairs to ensure that all students and staff are provided with a safe, clean and healthy environment for learning and work.

## DUTIES AND RESPONSIBILITIES

1. Perform at the direction of the Facility Manager general maintenance and repair tasks in accordance with all applicable codes and regulations.
2. Ensure that the work site and conditions are safe.
3. Support oversight of custodial/maintenance vendors.
4. Perform regular inspections of equipment and systems, reporting abnormalities and hazards immediately.
5. Respond to emergency situations and perform necessary repairs as required.
6. Support the oversight of the work order system and ensure timely completion of all tickets.
7. Ensure all applicable fire, safety, health and environmental regulations and laws are observed and exceeded.
8. Recommend repairs or procedures that are beyond the scope of responsibilities, skill or experience, outlining the work needed and specifications required of an outside contractor.

## MANAGEMENT AGREEMENT

## MANAGEMENT SERVICES AGRIEMENT

This Management Services Agreement (the "Agreement") is made and entered into as of the $1^{\text {st }}$ day of July 2019 by and between PROMISE SCHOOLS, a Michigan nonprofit corporation, and the HIGHLAND PARK PUBLIC SCHOOL ACADEMY SYSTEM (the "Academy"), a Michigan public school academy organized under Part 6A of the Revised School Code (the "Code").

WHEREAS, The Academy is a public school academy located at 45 E. Buena Vista St, Highland Park, MI 48203 authorized pursuant to a contract (the "Contract") issued by the School District of the City of Highland Park Board of Education ("HPBOE"); and

WHEREAS, The Academy operates under the direction of the Highland Park Public School Academy System Board of Directors ("Academy Board"); and

WHEREAS, Promise Schools is a Michigan nonprofit corporation which will provide for educational and managerial services to the Academy

WHEREAS, Promise Schools, through the educational and managerial services it provides, will implement a comprehensive educational program and management methodologies for the Academy; and

WHEREAS, The Academy Board desires to engage Promise Schools to provide certain services related to the Academy's Educational Programs as set forth in the Contract ("the Educational Undertakings") and operations.

# NOW, THEREFORE, IT IS AGREED AS FOLLOWS: 

## ARTICLE I CONTRACTUAL RELATIONSHIP

A. Authority. The Academy has been granted a Contract by HPBOE to organize and operate a public school academy pursuant to the terms and conditions set forth in the Contract and related attachments. The Academy Board is authorized to enter into binding legal agreements with persons or entities as necessary for the operation, management, financing, and maintenance of the public school academy; provided that no provision of such a contract shall be effective to the extent it conflicts with the Academy Board's statutory prerogatives and duties or the terms of the Contract.
B. Contract. Acting under and in the exercise of such authority, the Academy Board hereby contracts with Promise Schools, to the extent permitted by law, for specified functions relating to the provision of educational services and the management and operation of the Academy; provided, that this Agreement is subject to all of the terms and conditions of the Contract. The Contract shall be deemed incorporated herein by reference.
C. Status of the Parties. Promise Schools is a Michigan non-profit corporation, and is not a division or part of the Academy. The Academy is a body corporate and governmental entity authorized by the Code, and is not a division or part of Promise Schools. The relationship between Promise Schools and the Academy is based solely on the terms of this Agreement. Promise Schools will be solely responsible for its acts and the acts of its agents, employees and subcontractors, provided, that this language shall not limit the indemnification agreements provided herein below. The parties to this Agreement intend that the relationship between them created by this Agreement is that of an independent contractor.

During the Term of this Agreement, the Academy may disclose otherwise confidential data and information to Promise Schools and its respective officers, directors, employees and designated agents to the extent permitted by Applicable Law in order that Promise Schools may operate the Educational Undertakings for the benefit of the students of the Academy, including without limitation, the Family Educational Rights and Privacy Act, the Individual with Disabilities Education Act ("IDEA"), 20 USC §1401 et seq., 34 CFR 300.610-300.626; Section 504 of the Rehabilitation Act of 1973, 29 USC §794a, 34 CFR 104.36; the Michigan Mandatory Special Education Act, MCL 380.1701 et seq.; the with Disabilities Act, 42 USC $\S 12101$ et seq.; the Health Insurance Portability and Accountability Act ("HIPAA"), 42 USC 1320d -13200d-8; 45 CFR 160, 162 and 164; Privacy Act of 1974, 5 USC §552a; and the Michigan Social Security Number Privacy Act, MCL 445.84. Such disclosure shall be conducted only in a manner that is compliant with applicable law, including the disclosure processes related to the specific statute governing the information being disclosed.

Employees of Promise Schools, to the extent they have a legitimate educational interest related to providing the Educational Undertakings, defined herein shall be designated as "school officials" by the Academy Board under 20 U.S.C. § 1232g, the Family Educational Rights and Privacy Act ("FERPA"); and the Academy shall disseminate the notice(s) required pursuant to FERPA and its related regulations.

The Academy Board may by resolution designate an officer or employee of Promise Schools, as may be mutually agreed upon by Promise Schools and the Academy, to assist a member of the Academy Board with the performance of the duties of the CAO under the Uniform Budgeting and Accounting Act, MCL 141.421 et. seq., and to provide oversight of other contractors of the Academy, as designated by the Academy Board from time to time.

## ARTICLE II TERM

A. Term. Except as otherwise provided in this Agreement, this Agreement shall become effective July 1, 2019 and shall cover three academic years, commencing on July 1, 2019 and ending on June 30, 2022 (the "Term"), with a two academic year automatic renewal, commencing on July 1, 2022 and ending on June 30, 2024, based on achievement of satisfactory performance review. If the Academy's Contract ends or is terminated for any reason, this Agreement shall be coterminous with the Academy's Contract.
B. Renewal Consideration. On or before 60 calendar days prior to the end of the school fiscal year in which the Term or any renewal term expires, the Academy shall review the performance of Promise Schools and provide notice of its intention to approve a new agreement for an additional year or years, subject to the negotiation of the terms for the new Agreement (unless it is during a renewal term) and the issuance or continued existence of a new Contract by HPBOE. In the event that the Academy Board takes no action as contemplated herein, and the Academy Board and Promise Schools do not renew this Agreement at the end of its Term, Promise Schools shall cease to be obligated by the terms and conditions recited herein as of midnight, June 30 (August 31 if the Academy has an extended school year in the year of termination) of the last effective year of this Agreement and shall have no further responsibility or liability to the Academy, except as provided in paragraph VII. H, Transition Services.

## ARTICLE III FUNCTIONS OF PROMISE SCHOOLS

A. Responsibility. Promise Schools shall be responsible and accountable to the Academy Board for the Academy's administration, operation, and performance. On and after the Commencement Date, Promise Schools shall be responsible for the Academy's day-to-day management and shall undertake such responsibilities in good faith and in the Academy's best interests. Promise Schools is granted such power and authority on the Academy's behalf as is reasonably necessary or appropriate to perform its obligations under this Agreement. Nothing in this Agreement shall be construed to confer upon Promise Schools authority to act where the Michigan Revised School Code, Part 6A requires official action by the Academy Board.

## B. Evaluation Standards and Reporting.

1. Pupil Performance Standards and Evaluation. Promise Schools is responsible for and accountable to the Academy Board for the performance of students who attend the Academy. Promise Schools shall implement pupil performance evaluations which permit evaluation of the educational progress of each Academy student, using measures of student and school performance required by the Contract and such additional measures as shall be mutually agreed between the Academy Board and Promise Schools that are consistent with the Contract. Promise Schools shall be responsible for the following:
a. Achieving educational goals and related measures as outlined in the Charter Contract.
b. Meeting Pupil Performance Standards that will be agreed to by Promise Schools and the Academy Board prior to the start of the 2019-20 school year and as will be contained within Exhibit B.
2. Annual Budget Preparation. Promise Schools will provide the Academy Board with a proposed annual budget in accordance with the provisions of Exhibit A.
3. Financial Reporting. Promise Schools shall provide financial reporting in accordance with the provisions of Exhibit A.
4. Operational Reporting. The Academy Board and Promise Schools shall establish annually a format for monthly data dashboard reporting to ensure that the Academy Board can regularly monitor student and school performance, operational, and financial performance. In order to enable the Academy Board to monitor Promise Schools' educational performance and the efficiency of its operation of the Academy, upon the request of the Academy Board, Promise Schools will provide written reports to the Academy Board on any topic of Academy activity or operations and which are consistent with this Agreement. These special reports will be provided in a timely fashion, but not less than one (1) week after the request for the report is received by Promise Schools unless the Academy Board and Promise Schools mutually agree upon an extended timetable.
C. Educational Program. Promise Schools shall implement all educational undertakings ("Educational Undertakings"), which is defined as all aspects of school operation including but not limited to administering the curriculum and all aspects of the "educational program" as defined in the Academy's Contract. Such items shall also include operationalizing the Academy calendar, administering the methods of pupil assessment, the ages and grades of instruction and all reporting requirements set forth in the Contract. In the event that Promise Schools determines that it is advisable to modify any of the Educational Undertakings set forth in the Contract, Promise Schools will provide written notification to the Academy Board specifying the changes it recommends and the reasons for the proposed changes. No changes in the Educational Undertakings shall be implemented without the prior written approval of the Academy Board, which may be fulfilled by action of the Academy Board at a meeting convened pursuant to the Michigan Open Meetings Act. Promise Schools shall provide the Academy Board with periodic written reports, at least annually, specifying the level of achievement of each of the Academy's Educational Undertakings as set forth in the Contract and detailing its plan for meeting any Educational Undertakings that are not being attained.
D. Subcontracts. It is anticipated that Promise Schools will utilize subcontracts to provide some of the services it is required to provide to the Academy including but not limited to transportation, food service and special education services. Promise Schools shall not subcontract the management, oversight or operation of the educational program, without the prior written approval of the Academy Board. Academy Board prior approval of other subcontracts is not required unless the costs for these subcontracted services exceed the funds appropriated for that purpose in the Academy's approved budget, or is in excess of the contract amount required to be approved by the Academy Board by the Academy's contractual obligations to HPBOE, or such approval is required by law. Regardless of whether Promise Schools chooses to subcontract one or more aspects of its duties hereunder, it shall nevertheless remain responsible to the Academy for the provision and quality of such services.
E. Place of Performance. Instruction services other than field trips and activities and courses at college campuses or internship sites will normally be performed at the Academy facilities. Promise Schools may perform functions other than instruction, such as purchasing, professional development, and administrative functions at off-site locations, unless prohibited by the Contract or applicable law. The Academy shall provide Promise Schools with sufficient office space for administration of the Academy. All student records and books of the Academy,
as well as copies of minutes of both regular and executive sessions of the Academy Board and all required compliance materials ("Academy Documents") shall be maintained at the Academy site at the Academy's sole expense. For purposes of this agreement, the parties acknowledge and agree that the term "acceptable format" shall mean a format compliant with all applicable law, including the Freedom of Information Act, and in compliance with all applicable requirements set by state and federal agencies, including any record retention schedule published by the Michigan Department of Education.
F. Acquisitions. All acquisitions made by Promise Schools for the Academy purchased with Academy funds, including, but not limited to, instructional materials, equipment, supplies, furniture, computers and other technology, shall be owned by and remain the property of the Academy. Promise Schools and its subcontractors shall comply with Section 1274 of the Code and the Academy Board's purchasing policy as if the Academy were making these purchases directly from a third party supplier and Promise Schools will not include any fees or charges to the cost of equipment, materials and supplies purchased from third parties when it seeks reimbursement for the cost of these acquisitions.
G. Student Recruitment and Retention. Promise Schools shall be responsible to ensure that the Academy undertakes the lawful recruitment, enrollment, and re-enrollment of students subject to the provisions of the Contract. Students shall be enrolled in accordance with the procedures set forth in the Contract and in compliance with applicable law. Promise Schools shall follow all applicable procedures regarding student recruitment, enrollment and lottery management, and shall be responsible for publication of appropriate public notices and scheduling open houses.
H. Student Due Process Hearings. Promise Schools shall ensure that students are provided with procedural and substantive due process in conformity with the requirements of state and federal law regarding discipline, special education, confidentiality and access to records, to an extent consistent with the Academy's own obligations, and as set forth in the Academy Board policies and Student Handbook. The Academy Board shall retain the right to provide due process as required by law and to determine whether any student will be expelled. In making any decision regarding the suspension or expulsion of a student, Promise Schools will act in conformity with Michigan law - including, but not limited to, sections 1310 through 1311 of the Michigan Revised School Code, MCL 380.1310 through 380.1311. In the event that Promise Schools facilitates a student due process hearing, they shall inform the Academy Board that an expulsion hearing is scheduled as well as the result of the hearing.
I. Legal Requirements. Promise Schools shall be responsible to ensure that the Academy provides Educational Programs that meet federal, state, and local requirements, and the requirements imposed under the Code and Contract, unless such requirements are or have been waived.
J. Rules and Procedures. The Academy Board shall adopt rules, regulations and procedures applicable to the Academy and Promise Schools is directed to enforce the rules, regulations and procedures adopted by the Academy Board. Promise Schools shall assist the

Academy Board in its policy making function by recommending the adoption of reasonable rules, regulations and procedures applicable to the Academy.
K. School Year and School Day. The school year and the school day shall be provided in the Contract and as defined annually by the Academy Board.
L. Authority. Promise Schools shall have the authority and power necessary to undertake its responsibilities described in this Agreement, except in cases wherein such power may not be delegated by law nor approved by the Academy Board.
M. Compliance with Academy's Contract. Promise Schools agrees to perform its duties and responsibilities under this Agreement in a manner that is consistent with the Academy's obligations under the Contract issued by the HPBOE. The provisions of the Academy's Contract shall supersede any competing or conflicting provisions contained in this Agreement. Promise Schools will not act in a manner that will cause the Academy to be in material breach of its Contract with HPBOE, as determined by HPBOE. Any action or inaction by Promise Schools that is not cured within 60 calendar days of notice thereof which causes the Charter Contract to be put in jeopardy of revocation, termination, or suspension by HPBOE is a material breach.
N. Additional Programs. The services provided by Promise Schools to the Academy under this Agreement consist of the Educational Undertakings as set forth herein and the educational program and all other aspects of operating the school and providing instruction as set forth in the Contract, as the same may change from time to time. The Academy Board may decide to provide additional programs. Any revenues collected from such programs will go directly to the Academy. The Academy may also purchase additional services from Promise Schools at a mutually agreeable cost.

O Good Conduct. Promise Schools, its employees, contractors and subcontractors, as representatives of the Academy, shall be expected to conform to the highest ethical and legal standards expected of public officials, in their dealings with the Academy and otherwise. Likewise, the Academy Board and its individual members shall be expected to conform to the highest ethical and legal standards expected of public officials in their dealings with Promise Schools and its agents and subcontractors.
P. Marketing. Promise Schools may place their brand/logo on Highland Park Public School Academy System marketing materials.
Q. Budget Information. On an annual basis, the Promise Schools shall provide the Academy Board all of the same information that a school district is required to disclose under section 18(2) of the State School Aid Act, MCL 388.1618(2), for the most recent school fiscal year in which the information is available. Within thirty (30) calendar days of receiving the information under section 18(2), Promise Schools shall make this information publicly available on the Academy's website on behalf of the Academy Board, in a form and manner prescribed by the Michigan Department of Education. Promise Schools shall update said information as it is revised or amended.
R. Privacy. Except as permitted under the Code, Promise Schools shall not sell or otherwise provide to any entity any personally identifiable information that is part of an Academy student's education records. If Promise Schools receives information that is part of an Academy student's education records, Promise Schools shall not sell or otherwise provide the information to any other person except as permitted under state or federal law - including the Family Educational Rights and Privacy Act, 20 USC 1232g. For purposes of this section, 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. In the event Promise Schools or its staff assigned to the Academy receives a request under Michigan's Freedom of Information Act for information related to any student data, it shall apply the exemption in MCL 15.243(2). Promise Schools shall also abide by and implement MCL 380.1136 .
S. Data Breach. Promise Schools shall develop and maintain, with the Academy Board's approval, a data breach response plan to address the release of personally identifiable information from Academy education records or other information not suitable for public release. In the event of a data breach, Promise Schools and the Academy shall follow the data breach response plan. The data breach response plan will be incorporated into the Academy's technology plan.

## ARTICLE IV OBLIGATIONS OF THE BOARD

## A. Oversight. The Academy Board is responsible for the governance and oversight of the

 Academy.B. Board Policy Authority. The Academy Board is responsible for determining the fiscal and academic policies that will govern the operation of the Academy, including but not limited to, policies relative to the conduct of students while in attendance at the Academy or enroute to and from the Academy and regulations governing the procurement of supplies, materials and equipment. The Academy Board shall exercise good faith in considering the recommendations of Promise Schools on issues including, but not limited to, policies, rules, regulations, procedures, curriculum and budgets, subject to the constraints of law and requirements of the Contract.
C. Building Facility. The Academy Board is responsible for the acquisition by either purchase or lease of a building facility that complies with all of the requirements of the Contract and applicable law The Academy Board is also responsible for the establishment of a capital reserve to support major maintenance and capital projects and for dedicating budget resources to support the facility's maintenance and operation.
D. Academy Employees. The Academy Board may employ such employees as it deems necessary. The cost to employ Academy employees shall be paid by the Academy Board. This paragraph does not apply to individuals employed by Promise Schools or any entity which Promise Schools subcontracts with to provide services pursuant to this Agreement.
E. Educational Consultants. The Acaderny Board may retain an educational consultant or consultants to review the operations of the Academy and the performance of Promise Schools under this Agreement. Promise Schools shall cooperate with the educational consultant or consultants and will provide those individuals with prompt access to records, facilities, and information as if such requests came from the full Academy Board. Promise Schools shall have no authority to select, evaluate, assign, supervise or control any educational consultant retained by the Academy Board. The cost to hire an educational consultant shall be paid by the Academy Board.
F. Legal Counsel. The Academy Board shall select and retain legal counsel to advise it regarding its rights and responsibilities under the Contract, this Agreement and applicable law.
G. Audit. The Academy Board shall select and retain an independent auditor to perform the annual financial audit in accordance with the Contract and applicable state law.
H. Budget. The Academy Board is responsible for adopting a budget in accordance with the provisions of the Uniform Budgeting and Accounting Act, MCL 141.421 et seq, that has adequate resources to fulfill its obligations under the Contract, including but not limited to its oversight of Promise Schools, lease payments, the organization of the Academy, negotiation of the Contract and any amendments, payment of employee costs, insurance required under the Contract and this Agreement, the annual financial audit and retention of the Academy Board's legal counsel and consultants. In addition, the Academy Board is responsible for determining the budget reserve amount included as part of the Academy's annual budget, for implementing fiscal policies that will assist the Academy in attaining the stated budget reserve amount and for approving necessary amendments to the budget to reflect necessary deviations from the adopted budget. The budget may be amended from time to time as deemed necessary by the Academy Board.

1. Academy Funds. The Academy Board shall determine the depository institution of all funds received by the Academy in compliance with MCL 380.1221. The Academy Board or Academy Board's treasurer shall deposit all funds received by the Academy in the Academy's depository account in the name of the treasurer as an officer of the Academy and in the manner and form prescribed by the Academy Board. Signatories on the depository account shall be Academy Board members and may also include Promise Schools officers if any as authorized by the Academy Board, which the Academy Board may or may not undertake, in its sole discretion. All interest or investment earnings on Academy deposits shall accrue to the Academy. The Academy Board shall provide Academy funding on a consistent and timely basis to Promise Schools to fulfill its obligations under this Agreement.
J. Governmental Immunity. The Academy Board shall determine when to assert, waive or not waive its governmental immunity.
A. Evaluation of Promise Schools. The Academy Board shall evaluate the performance of Promise Schools at least annually to provide Promise Schools with an understanding of the Academy Board's view of its performance under this Agreement. The Academy Board will determine the format to conduct this evaluation, but will seek reasonable input as to said form from Promise Schools as to same. The evaluation of Promise Schools will, at a minimum, be written and consist of a review of Promise Schools' ability to meet and exceed the goals stated in the Academy's Contract, progress in meeting pupil performance standards outlined in paragraph III.F. of this Agreement, a review of Promise Schools' performance of its responsibilities under this Agreement, and any other factors of concern to the Academy Board. Promise Schools shall be entitled to provide a written response to the evaluation which shall be maintained in the Academy Documents. The failure of the Academy Board to formally evaluate Promise Schools in a given year shall cause Promise Schools' performance in the year in question to be presumed "satisfactory."
B. Evaluation of Promise Schools Staff. Promise Schools shall abide by MCL 380.1249 and applicable law as the Academy Board designee and in so doing shall undertake such actions required by MCL 380.1249 and applicable law as it relates to evaluation of all staff assigned to the Academy who must be evaluated.

## ARTICLE VI FINANCIAL ARRANGEMENT

A. School Source of Funding. As a Michigan public school, the source of funding for the Academy is State School Aid payments based upon the number of students enrolled in the Academy combined with such other payments as may be available from state and federal sources for specific programs and services.
B. Other Revenue Sources. In order to supplement and enhance the state school aid payments and improve the quality of education at the Academy, the Academy Board and Promise Schools shall endeavor to obtain revenue from other sources. All funds received by Promise Schools or the Academy from such other revenue sources shall inure to and be deemed the property of the Academy, except as otherwise agreed by the parties in writing.
C. Compensation for Services. The Academy shall pay Promise Schools an annual fee equal to ten percent ( $10 \%$ ) of the total state revenues that the Academy receives, directly or indirectly, from the State of Michigan pursuant to the State School Aid Act of the 1979, as amended, for the particular students enrolled in the Academy. In the event that this Agreement is terminated mid-term, such fee shall be prorated for months of actual service, in accordance with Article VII, subsection F.
D. Reasonable Compensation. The Academy acknowledges and agrees that compensation payable to Promise Schools under this Agreement is reasonable compensation for the services to be rendered by Promise Schools to the Academy under this Agreement. Promise Schools' compensation for services under this Agreement will not be based, in whole or in part, on a share of net operating budget surplus from the operation of the Academy.
E. Payment of Educational Undertakings Costs. In addition to the Academy's obligation to reimburse Promise Schools for services as provided in paragraph VI. C., supra, all costs reasonably incurred in providing the Educational Undertakings at the Academy shall be paid by the Academy. Such costs shall include, but shall not be limited to, curriculum materials, professional development, textbooks, library books, costs for computer and other equipment, software, supplies utilized at the Academy for educational purposes, services provided pursuant to subcontract, building payments, maintenance, utilities, capital improvements, costs for personnel provided at the Academy either by Promise Schools or through an entity with which Promise Schools subcontracts for staff (including payroll and benefits support fees), and marketing and development costs. Any such costs paid by or charged to the Academy shall be limited to those costs specific to the Academy program, and shall not include any costs for the marketing, development, or personnel of Promise Schools or otherwise. The Academy Board must be informed of the level of compensation and fringe benefits provided to employees of Promise Schools assigned to the Academy.

The Academy shall not reimburse Promise Schools the costs for the time of Promise Schools' principals, directors, officers, or shareholders in providing Services to the Academy. Corporate costs including costs or expenses of the management and operation of Promise Schools, shall not be charged to or reimbursed by, the Academy. Promise Schools shall also not receive reimbursement for its costs and/or damages associated with employee litigation against Promise Schools, unless such litigation arises due to actions taken by or at the direction of the Academy or in any situation which the Academy is subject to indemnification obligations.
F. Payment of Payroll. Promise schools shall invoice the Academy for payroll no later than ten business days prior to each payroll date. The payroll invoice shall include the estimated payroll costs for the next payroll run, as well as any adjustments from the prior payroll run resulting from differences in estimated and actual payroll costs. Promise Schools shall be advanced funds for payroll costs no later than the third business day preceding each payroll date for Promise Schools' employees performing services at the Academy. "Payroll Costs" include salary, benefits, and other costs attributable to personnel assigned to perform services at the Academy under this Agreement, including but not limited to gross wages, FICA, Medicare, FUTA, SUTA, Workers' Compensation Insurance, Professional Liability Insurance, employer portions of health, dental, vision and life insurance, payroll and benefits support fees, and 410 K employer contributions (if any). Said funds shall be deposited by the Academy into the payroll account designated by Promise Schools. If Payroll Costs have not been funded by the Academy by the payroll date, Promise Schools will make final payroll payments and may send lay-off notices to Promise School employees. At that time, Promise Schools will also provide the Academy an invoice for all accrued Promise Schools' staff wages (earned but not yet paid) for employees and staff assigned to the Academy for payment.
G. Reimbursement for Advancement of Funds. On occasion, Promise Schools may advance funds for the operation of the Educational Undertakings, in which case Promise Schools will submit fees and expenses and properly presented documentation to the Academy Board for approval and reimbursement at the next regularly scheduled meeting. The Academy Board will advance funds to Promise Schools for the fees and expenses associated with the Academy's operation provided that documentation for the fees and expenses are provided for Academy

Board ratification and are provided for in the Academy's budget, as amended from time to time. In paying costs on behalf of the Academy, Promise Schools shall not charge an added fee. Reimbursable costs shall be incorporated in the budgets approved by the Academy Board. Each budget shall contain the Fee and reimbursable costs, including but not limited to, those associated with employment of Promise Schools' personnel at the Academy. Any costs reimbursed to Promise Schools that are determined by the independent audit not to be reasonably incurred on behalf of the Educational Program of the Academy shall be promptly returned to the Academy by Promise Schools.
H. Time and Priority of Promise Schools Management Payment. The compensation due to Promise Schools pursuant to Paragraph C of this Article shall be calculated for each school year at the same time as the State of Michigan calculates the State School Aid, and adjustments to such calculation shall occur at the same time as the State of Michigan makes adjustments to the State School Aid. Promise Schools shall receive its compensation pursuant to Paragraph C of this Article in eleven (11) installments beginning in October of each academic year and ending in August of such academic year. Such installment amounts shall be due and payable within ten (10) calendar days of receipt by the Academy of each of its State School Aid payments. Payments due and owing to Promise Schools pursuant to Paragraph E of this Article shall be made by the Academy to Promise Schools on the last day of each month, and shall be $10 \%$ of each month's state aid payment from the State of Michigan. The sum of these monthly payments shall constitute the $10 \%$ management fee that is discussed herein.
I. No Related Parties or Common Control. In interpreting this Agreement and in the provision of the required services, Promise Schools shall not have any role or relationship with the Academy that, in effect, substantially limits the Academy's ability to exercise its rights, including cancellation rights, under this Agreement. As required by the Academy's Articles of Incorporation and Bylaws, the Academy Board may not include any directors, officer or employee of a management company that contracts with the Academy. In furtherance of such restriction, it is agreed between the Academy and Promise Schools that none of the voting power or governing body of the Academy will be vested in Promise Schools or its directors, members, managers, officers, shareholders and employees, and the Academy and Promise Schools will not be related parties as defined in Treas. Reg. § 1.150-1(b).

The Academy shall satisfy its payment obligation under this Article to Promise Schools in the following order of priority: (1) to reimburse Promise Schools pursuant to Paragraph E of this Article for sums due and owing for previous months; (2) to reimburse Promise Schools pursuant to Paragraph E of this Article for sums due and owing for the current month; (3) to pay Promise Schools pursuant to Paragraph C of this Article for installment payments due and owing for previous months; and (4) to pay Promise Schools pursuant to Paragraph C of this Article for installment payments due and owing for the current month.
J. Audit Report Information. Promise Schools will make all of its financial and other records related to the Academy available to the Academy, the independent auditor selected by the Academy Board, and the HOBOE upon request.
K. Other Financial Relationships. Any lease, promissory notes or other contingent negotiable instruments, lease-purchase agreements or other financing agreements between the Academy and Promise Schools shall be contained in a document separate from this Agreement. Promise Schools does not enter this Agreement with an interest in entering into promissory notes or other financing agreements and is not expected by the Academy to serve as guarantor for promissory notes or other financing agreements through other lenders. Promise Schools shall not enter into any lease, promissory note, or other negotiable instruments, lease-purchase agreements, or other financing agreements on behalf of the Academy that extends beyond the duration of this Management Agreement without prior approval from the Academy Board.
L. Access to Records. Promise Schools shall keep accurate financial, educational, personnel, and student records pertaining to its operation of the Academy, together with all Academy financial records prepared by or in the possession of Promise Schools, and shall retain all of these records in accordance with applicable state and federal requirements. Financial, educational, operational and student records that are now or may in the future come into the possession of Promise Schools remain Academy records and are required to be returned by Promise Schools to the Academy upon demand, provided that Promise Schools may retain copies of records necessary to document the services provided to the Academy and its actions under the Agreement. However, the Academy Board shall not unreasonably restrict Promise Schools' or its agents' and subcontractors' access to Academy Documents. Promise Schools and the Academy shall maintain the proper confidentiality of personnel, student and other records as required by law. All Academy records shall be physically or electronically available, upon request, at the Academy's physical facilities. The financial, educational, operational and student records pertaining to the Academy are public documents subject to disclosure in accordance with the provisions of applicable law. This Agreement shall not be construed to restrict HPBOE's or the public's access to these records under applicable law or the Contract.
M. Reporting Compliance. Promise Schools shall provide to the Academy Board annually all of 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 that information is available. On behalf of the Academy Board, Promise Schools shall make such information available on the Academy's website in a form and manner prescribed by the Michigan Department of Education and by applicable law. Promise Schools shall make available to the Academy Board all information concerning the operation and management of the Academy, including without limitation the information described in the Contract, available to the Academy as deemed necessary by the Academy Board. On behalf of the Academy, Promise Schools shall make such information available to the public in the same manner and to the same extent as is required for public schools and school districts under Applicable Law.

Promise Schools shall also marshal and maintain the reporting information required under MCL $380.503(6)(1) \&(\mathrm{~m})$ on behalf of the Academy Board. On behalf of the Academy Board, Promise Schools shall make such information available on the Academy's website in a form and manner prescribed by applicable law.

## ARTICLE VII <br> PERSONNEL AND TRAINING

A. School Leader. The terms of employment of the School Leader shall be determined by Promise Schools. Promise Schools shall have the sole authority, consistent with the subparagraph $B$, below, to hire, compensate, evaluate, assign, discipline, transfer and terminate the School Leader, and to hold the School Leader accountable for the performance of the Academy. Promise Schools will listen and consider any concerns, feedback, or criticisms the Academy's Board has relative to the School Leader. Prior to the placement of a new School Leader at the Academy, other than in an interim capacity, the Academy Board shall have an opportunity to meet with the candidate or review the candidate's qualifications and to provide feedback to Promise Schools. However, Promise Schools shall have the ultimate authority to place the School Leader at the Academy. The School Leader shall have a valid administrator certificate issued by the State Board of Education or be in the process of completing an alternate certification program, as required by the Code.
B. Personnel. Promise Schools shall be responsible for the selection and hiring of qualified personnel to perform services at the Academy. All teaching staff working at the Academy shall be appropriately certified and considered highly qualified. Promise Schools shall have the responsibility and authority, subject to subparagraph A above, to select, hire, evaluate, assign, discipline, transfer, and terminate personnel, or subcontract therefor, consistent with the Budget, applicable law, and this Agreement. No contracts between Promise Schools and staff assigned to the Academy (including by way of example and not limitation, administrators, teachers, counselors and the like) shall contain non-compete agreements of any nature whatsoever.
C. Employee Bonuses. Promise Schools shall establish bonus criteria for all personnel assigned to work at the Academy, calculate employee bonuses based on performance data, and ensure payment of bonuses subject to the availability of funds in the bonus budget approved by the Academy Board on an annual basis. The Academy Board will be provided the opportunity to give feedback on bonus criteria used by Promise Schools.
D. Criminal Background Checks. As part of its services under this Agreement, Promise Schools will, to the extent permitted by applicable law, be responsible for conducting or arranging for criminal background and conduct checks on its employees assigned to the Academy to ensure that the Academy fulfills its responsibilities to: a) conduct criminal background and record checks required by Applicable Law; and, b) maintain evidence that it has performed such actions.
E. Unprofessional Conduct Checks. Promise Schools agrees that it will conduct unprofessional conduct checks in accordance with MCL 380.1230 b before hiring an employee assigned to work at the Academy.
F. Training. Promise Schools shall be responsible for ensuring that all staff members assigned to work at the Academy including, the Administrators, teachers and paraprofessionals, receive training required by law and which is consistent with the Academy mission.

## ARTICLE VIII TERMINATION OF AGREEMENT

A. Termination by the Academy for Cause. This Agreement may be terminated by the Academy for cause prior to the end of the term specified in Article II in the event that Promise Schools fails to remedy a material breach within a period reasonable under the circumstances, which shall not be longer than sixty (60) calendar days after notice from the Academy. Material breach may include, but is not limited to, a failure to carry out its responsibilities under this Agreement such as a failure to make required reports to the Academy Board, failure to account for its expenditures or to pay operating costs (provided funds are available to do so), or failure to meet or make appropriate progress towards meeting the outcomes stated in Paragraph III.F. of this Agreement and the Contract (which failure is not proximately caused by the Academy Board); a violation of the Contract or of applicable law and any action or inaction by Promise Schools that places the Academy's Charter Contract in jeopardy of revocation, termination or suspension as discussed above. In order to terminate this Agreement for cause, the Academy Board is required to provide Promise Schools with written notification of the facts it considers to constitute material breach and a reasonable period of time within which Promise Schools has to remedy this breach. After the period to remedy the material breach has expired and if Promise Schools has failed to remedy the breach, the Academy Board may terminate this Agreement by providing Promise Schools with written notification of termination.

It is understood by Promise Schools and the Academy that the Authorizer's metrics of Educational Performance, and growth towards those metrics, is essential and constitutes a high performing school (metrics listed in Exhibit B). The parties also agree that the public measurement is the State designated assessment, as may be amended from time-to-time by the state, and that continued growth and comparison of first the composite district and second the state benchmarks is the desired goal. Promise Schools in cooperation with the Academy will work toward attainment of these Educational Performance metrics.
B. Termination by Promise Schools for Cause. This Agreement may be terminated by Promise Schools for cause prior to the end of the term specified in Article II in the event the Academy fails to remedy a material breach within a period reasonable under the circumstances, which shall not be longer than sixty (60) calendar days after notice from Promise Schools. Material breach may include, but is not limited to, the Academy's failure to carry out its responsibilities under this Agreement such as a failure to make payments to Promise Schools as required by this Agreement, failure to give consideration to the recommendations of Promise Schools regarding the operation of the Academy, or a violation of the Contract or of applicable law. In order to terminate this Agreement for cause, Promise Schools is required to provide the Academy Board with written notification of the facts it considers to constitute material breach and a reasonable period of time within which the Academy has to remedy this breach. After the period to remedy the material breach has expired and if the Academy has failed to remedy the breach, Promise Schools may terminate this Agreement by providing the Academy Board with written notification of termination.

## C. Agreement Coterminous With Academy's Contract. If the Academy's Contract

 issued by HPBOE is revoked, terminated or a new charter contract is not issued to the Academyafter expiration of the Academy's Contract, this Agreement shall automatically be suspended or terminated, as the case may be, on the same date as the Academy's Contract is suspended, revoked, terminated or expires without further action of the parties. The Academy shall pay to Promise Schools all amounts due and owing for services provided up to the date of termination and Promise Schools shall have no further responsibility or liability to the Academy, except as set forth in Paragraph VIII. H.
D. Termination by Either Party Without Cause. Promise Schools or the Academy Board may elect to terminate the Agreement, without cause, at the end of a school year. Promise Schools shall give the Academy Board written notification of termination at least one-hundred eighty (180) calendar days prior to the termination date. The Academy Board shall give Promise Schools written notification of termination at least one-hundred eighty (180) calendar days prior to the termination date.
E. Change in Law. If any federal, state or local law or regulation, or court decision has a material adverse impact on the ability of either party to carry out its obligations under this Agreement, then either party, upon written notice, may request renegotiation of the Agreement; and if the parties are unable or unwilling to renegotiate the terms within 30 calendar days after the notice, the party requiring the renegotiation may terminate this Agreement on 60 calendar days further written notice.
F. Effective Date of Termination. In the event this Agreement is terminated by either party prior to the end of the term specified in Article II, the termination will not become effective until the end of that school year absent extenuating circumstances.
G. Rights to Property Upon Termination. Upon termination of this Agreement all equipment, whether purchased by the Academy or by Promise Schools with state school aid funds or other funds secured by the Academy, shall remain the exclusive property of the Academy. Promise Schools shall have the right to reclaim any usable property or equipment (e.g., including, but not limited to, desks, computers, copying machines, fax machines, telephones) that were purchased by Promise Schools with Promise Schools funds. Fixtures and building alterations shall not become the property of Promise Schools.
H. Transition. Transition. In the event of termination or expiration of this Agreement or if this Agreement is terminated due to a Contract revocation, reconstitution, termination or nonrenewal, Promise Schools shall, without additional charge:
(i) close the financial records on the then-current school fiscal year which includes, but is not limited to, the completion and submission of the annual financial audit, state and federal grant reporting and all other associated reporting within required timelines established by the appropriate local, state or federal authority;
(ii) organize and prepare student records for transition to the new ESP, selfmanagement or in the case of a school closure, transfer to a student's new school as designated by the student's parent / legal guardian or to a person or entity authorized to hold such records;
(iii) provide for the orderly transition of employee compensation and benefits to the new ESP or self-management without disruption to staffing, or in the case of school closure, final payment of all employee compensation, benefit and tax obligations related to services provided by Promise Schools to the Academy;
(iv) organize and prepare the Academy's records, both electronic and hard-copy, for transition to the new ESP, self-management or dissolution; and
(v) provide for the orderly transition to the new ESP, self-management or dissolution of all Academy-owned assets including, but not limited to, furniture, fixtures, equipment, real estate, and insurance. This includes any keys, log-in information and passwords related to any Academy asset.

PS shall complete transition items (ii) through (v) above on or before June $30^{\text {th }}$ of the transition year. PS shall complete transition item (i) above within a reasonable timeframe from when the school year end financial records are available. For any transition services past June $30^{\text {th }}$ that are not set forth in item (i) above, PS shall be paid a fee equal to $1 / 365$ of the Annual Management Fee paid to PS during the last full fiscal year, multiplied by the number of calendar days the Academy Board has requested PS assistance during the transition period.
I. Transition in Event of Breach. The Academy Board and Promise Schools agree to make all efforts necessary to remedy a breach of this Agreement in order to continue school operations until completion of the then-current school fiscal year. If a breach cannot be remedied, the Academy Board and Promise Schools agree to work cooperatively to transition management and operations of the school without disrupting the school's operations. Promise Schools shall perform this transition in a similar manner as described under Article VIII, H above. In the event this Agreement is terminated by either party prior to the end of the term specified in Article II, the termination will not become effective until the earlier of (i) an approved agreement by the Academy with another ESP (or self-management) is in effect; or (ii) the end of the current school year in which the termination is invoked.
J. Closure and Reconstitution. In the event that the Academy is required (i) to close an Academy site pursuant to a notice issued by the State School Reform/Redesign Officer under Section 507 of the Code, MCL 380.507; or (ii) to undergo a reconstitution pursuant to Section 507 of the Code, MCL 380.507, and the Contract Terms and Conditions, and such closure of an Academy site or reconstitution causes an amendment to or termination of this Agreement, the parties agree that this Agreement shall be amended or terminated to implement the Academy site closure or reconstitution, with no cost or penalty to the Academy, and Promise Schools shall have no recourse against the Academy or the HPBOE for implementing such site closure or reconstitution.

## ARTICLE IX PROPRIETARY INFORMATION

A. Proprietary Information. The Academy shall own all copyright and other proprietary rights to all instructional materials, training materials, curriculum and lesson plans, and any other materials developed by Promise Schools, its employees, agents or subcontractors, or by any individual working for or supervised by Promise Schools, which were developed during working hours or during time for which the individual is being paid by Promise Schools which (i) were directly developed and paid for by the Academy; or (ii) were developed by Promise Schools at the direction of the Academy Board with Academy funds dedicated for the specific purpose of developing such curriculum or materials. Promise Schools' educational materials and teaching techniques used by the Academy are subject to disclosure under the Code and the Freedom of Information Act.
B. Required Disclosure. The Academy shall be permitted to report any new teaching techniques or methods of significant revisions to known teaching techniques or methods to HPBOE and to the State Board of Education, which teaching techniques or methods may thereafter be made available to the public, as provided in Section 505(3) of the Code, notwithstanding anything contained in this Article IX to the contrary.
C. Non-Disclosure of Proprietary Information; Remedy for Breach. Except as specifically required by the Authorizer, Code, the Contract, a court order or subpoena, the smooth operation of the Academy as an educational institution or the Michigan Freedom of Information Act, the proprietary information and materials of Promise Schools shall be held in strict confidence by the Academy. Any and all proprietary information and materials of the Academy shall be held in strict confidence by Promise Schools and its employees, agents, representatives, and affiliates, and shall not be disclosed.

Except as excluded above, during the Term of this Agreement, and continuing for three (3) years thereafter, both parties agree that they will not use or disclose to anyone, directly or indirectly, for any purpose whatsoever, any such proprietary information without the prior written consent of the other party.

## ARTICLE X INDEMNIFICATION

A. Indemnification of Promise Schools. To the extent permitted by law, the Academy shall indemnify and hold Promise Schools (which term for purposes of this Paragraph A, includes Promise Schools' officers, directors, and employees) harmless against any and all claims, demands, suits, or other forms of liability that may arise out of, or by reason of, any noncompliance by the Academy with any agreements, covenants, warranties, or undertakings of the Academy contained in or made pursuant to this Agreement; and any misrepresentation or breach of the representations and warranties of the Academy Board contained in or made pursuant to this Agreement. In addition, the Academy shall reimburse Promise Schools for any and all legal expenses and costs associated with the defense of any such claim, demand, or suit. The indemnification requirements of this paragraph may be met by the purchase of insurance in a form and amounts acceptable to Promise Schools.
B. Limitations of Liabilities. The Academy may assert all immunities and statutory limitations of liability in connection with any claims arising under this Agreement.
C. Indemnification of the Academy. Promise Schools shall indemnify and hold the Academy (which term for purposes of this Paragraph C, includes the Academy's officers, directors, agents and employees) harmless against any and all claims, demands, suits, or other forms of liability that may arise out of, or by reason of, any noncompliance by Promise Schools with any agreements, covenants, warranties, or undertakings of Promise Schools contained in or made pursuant to this Agreement, including any and all employment related claims, demands or suits by Promise Schools employees, former employees or applicants; and any misrepresentation or breach of the representations and warranties of Promise Schools contained in or made pursuant to this Agreement. In addition, Promise Schools shall reimburse the Academy for any and all legal expenses and costs associated with the defense of any such claim, demand, or suit. The indemnification requirements of this paragraph may be met by the purchase of insurance in a form and amounts acceptable to the Academy.
D. Indemnification for Negligence. To the extent permitted by law, the Academy shall indemnify and hold harmless Promise Schools, its Board of Directors, partners, officers, employees, agents and representatives, from any and all claims and liabilities which Promise Schools may incur and which arise out of the negligence of the Academy's directors, officers, employees, agents or representatives. Promise Schools shall indemnify and hold harmless the Academy, and the Academy's Board of Directors, officers, employees, agents or representatives, from any and all claims and liabilities which the Academy may incur and which arise out of the negligence of Promise Schools' directors, officers, employees, agents or representatives.
E. Indemnification of the Highland Park Board of Education. To the extent permitted by law, the Academy and Promise Schools shall indemnify and hold harmless HPBOE, its Board of Directors, partners, officers, employees, agents and representatives, from any and all claims and liabilities which the Academy or Promise Schools may incur and which arise out of the negligence of the Academy's or Promise School's directors, officers, employees, agents or representatives.

## ARTICLE XI INSURANCE

A. Insurance of the Academy. The Academy shall secure and maintain such policies of insurance as required by the Contract. This coverage shall include the building and related capital facilities if they are the property of the Academy. The Academy shall maintain such insurance in an amount and on such terms required by the provisions of the Contract, including the indemnification of Promise Schools required by this Agreement. The Academy shall, upon request, present evidence to Promise Schools that it maintains the requisite insurance in compliance with the provisions of this paragraph. Promise Schools shall assist the Academy in securing and maintaining the foregoing policies of insurance as required by the Contract, with the Academy listed as an additional insured. Promise Schools shall comply with any information
or reporting requirements applicable to the Academy under the Academy's policy with its insurer(s), to the extent practicable.
B. Insurance of Promise Schools. Promise Schools shall maintain such insurance in an amount and on such terms as are reasonably acceptable to the Academy Board and as may be required by the provisions of the Contract, including the indemnification of the Academy required by this Agreement. Promise Schools shall, upon request, present evidence to the Academy and HPBOE that it maintains the requisite insurance in compliance with the provisions of this paragraph. The Academy shall comply with any information or reporting requirements applicable to Promise Schools under Promise Schools' policy with its insurer(s), to the extent practicable.
C. Workers' Compensation Insurance. Each party shall maintain workers' compensation insurance when and as required by law, covering their respective employees, if any.

## ARTICLE XII MISCELLANEOUS

A. Sole Agreement. This Agreement supersedes and replaces any and all prior agreements and understandings between the Academy and Promise Schools on the subject matter hereof.
B. Force Majeure. Neither party shall be liable if the performance of any part or all of this Agreement is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, riot, fire, explosion, war, act of God, sabotage, accident, or any other casualty, or cause beyond either party's control, and which cannot be overcome by reasonable diligence and without unusual expense.
C. Notices. All notices, demands, requests and consents under this Agreement shall be in writing, shall be delivered to each party, and shall be effective when received by the parties or mailed to the parties at their respective addresses set forth below, or at such other address as may be furnished by a party to the other party:

If to Promise Schools:
Promise Schools
4201 Outer Drive West
Detroit, MI 48221
With a copy to Promise Schools' attorney:
Aimee R. Gibbs
Dickinson Wright
500 Woodward Ave., Suite 4000
Detroit, MI 48226
If to Academy:
Highland Park Public School Academy System
45 E Buena Vista St

Highland Park, MI 48203
Attention: Board President
And a copy to the Board Attorney:
Robert Schindler
Lusk Albertson, PLC
409 E. Jefferson Ave., Fifth Floor
Detroit, MI 48226
D. Severability. The invalidity of any of the covenants, phrases or clauses in this Agreement shall not affect the remaining portions of this Agreement, and this Agreement shall be construed as if such invalid covenant, phrase or clause had not been contained in this Agreement.
E. Successors and Assigns. This Agreement shall be binding upon, and inure to the benefit of, the parties and their respective successors and assigns.
F. Entire Agreement. This Agreement is the entire agreement between the parties relating to the services provided, and the compensation for such services, by the parties. Any modification to this Agreement must be made in writing, approved by the Academy Board and Promise Schools, and signed by a duly authorized officer. In addition, any modification to this Agreement must be completed in a manner consistent with HPBOE's Educational Service Provider Policies, if any, and the Contract before it can become effective.
G. Non-Waiver. No failure of a party in exercising any right, power or privilege under this Agreement shall affect such right, power or privilege, nor shall any single or partial exercise thereof preclude any further exercise thereof or the exercise of any other right, power or privilege. The rights and remedies of the parties under this Agreement are cumulative and not exclusive of any rights or remedies which any of them may otherwise have.
H. Assignment. Promise Schools may not assign this Agreement without the prior written approval of the Academy Board. Any assignment must be completed in a manner consistent with HPBOE's Educational Service Provider Policies, if any and the Contract.
I. Governing Law. This Agreement shall be governed by and enforced in accordance with the laws of the State of Michigan.
J. Delegation of Authority. Nothing in this Agreement shall be construed as delegating to Promise Schools any of the powers or authority of the Academy Board that are not subject to delegation by the Academy Board under Michigan law or the Contract.
K. Compliance with Law. The parties agree to comply with all applicable laws and regulations.
L. Warranties and Representations. Both the Academy and Promise Schools represent that each has the authority under law to execute, deliver and perform this Agreement and to incur the obligations provided for under this Agreement, that its actions have been duly and validly authorized, and that it will adopt any and all resolutions or expenditure approvals required for execution of this Agreement.
M. Dispute Resolution Procedure. Any and all disputes between the parties concerning any alleged breach of this Agreement or arising out of or relating to the interpretation of this Agreement or the parties' performance of their respective obligations under this Agreement that are unable to be resolved through discussion and negotiation shall be resolved by arbitration, and such an arbitration procedure shall be the sole and exclusive remedy for such matters. The arbitrator shall be selected from a panel provided by and in accordance with the rules of the American Arbitration Association. The arbitration shall be conducted in accordance with the rules of the American Arbitration Association, with such variations as the parties and the arbitrator unanimously accept. Any arbitration hearing shall be conducted in Wayne County, Michigan. The award shall be in writing, shall be signed by the arbitrator, and shall include a statement setting forth the reasons for the disposition of any claim. A judgment on the award rendered by the arbitrators may be entered in any court having appropriate jurisdiction. The cost of arbitration administration and the Arbitrator's time, shall be split by the parties. Prior to filing for arbitration, the parties will enter into non-binding mediation. A mediator will be agreed to by the parties and the cost of the mediator will be shared equally by the parties. Mediation may be waived only by mutual agreement of both parties.

The parties have executed this Agreement as of the day and year first above written.

## PROMISE SCHOOLS

Melissa Hamann, President and CEO


## EXHIBIT A: BUSINESS/FINANCE SERVICES

## 1. Promise Schools shall provide the Academy Board with:

a. A proposed annual budget that shall conform to the State accounting manual and the Uniform Budgeting and Accounting Act, MCL 141.421 et seq. and in a form reasonably satisfactory to the Academy Board and to HPBOE. The budget shall contain object level detail and comply with public accounting standards applicable to public schools and public school academies in Michigan. The budget shall include anticipated revenues and projected expenses and costs reasonably associated with operating the Academy and the Educational Program including, but not limited to, the projected cost of all services and educational programs provided to the Academy, rent and lease payments, debt service, maintenance and repairs to Academy facilities, supplies and furnishings necessary to operate the Academy, taxes, insurance premiums, utilities, professional fees, and other costs and expenses connected to the operation of the Academy. The proposed budget shall be submitted to the Academy Board for approval not later than 30 calendar days prior to the date when the approved budget is required to be submitted to HPBOE. Promise Schools may not make deviations from the approved budget without the prior approval of the Academy Board, although the budget may be amended from time-to-time as necessary with the Academy Board's approval. Promise Schools will report to the Academy Board at least quarterly its progress on the budget. This report will be made in the manner and form requested by the Academy Board;
b. On not less than a monthly basis, Promise Schools shall provide the Academy Board with monthly financial statements not more than thirty (30) calendar days in arrears. Financial statements shall include a balance sheet, cash flow statement and statement of revenue, expenditures and changes in fund balance, detailing the status of the budget to actual revenues and a detailed schedule of expenditures at an object level for review and approval by the Academy Board. A written report will be supplied to the finance committee (or other appropriate committee), which shall outline variances over $5 \%$ from the approved budget and shall contain recommendations for necessary budget corrections. Promise Schools shall work to alert the finance committee to forecasted variances from the budget as soon as they are reasonably anticipated. Promise Schools shall provide special reports upon request to keep the Academy Board informed of changing conditions;
c. Assistance in facilitating the annual audit in compliance with applicable laws showing the manner in which funds are spent at the Academy, however, it is acknowledged that only the Academy Board shall select and retain independent auditors and the Academy Board shall contract directly with any auditor of its choice, and Promise Schools shall cooperate with the production of any and all documents necessary for the audit; any such audit shall be the property of the Academy. All finance and other records of Promise Schools related to the Academy necessary for conducting the audit will be made available to the Academy and the Academy's independent auditor;
d. Assistance with other aspects of the business administration (as determined and as generally understood in the industry) of the Academy as agreed between Promise Schools and the Academy Board.

## EXHIBIT B: PERFORMANCE METRICS

Promise Schools shall endeavor to continuously improve the culture and quality of education at Highland Park Public School Academy System. Milestones for measuring progress towards these goals include the following:


CONTRACT SCHEDULE 6
PHYSICAL PLANT DESCRIPTION

## Physical Plant Description

## Bighland Park Public School Academy System

Page
Physical Plant Description ..... 6-1
Floor Plans and Site Plans ..... 6-3
Occupancy Approvals ..... 6-4
Lease Agreement ..... 6-5

## Physical Plant Description

## Highland Park Public School Academy System

1. Applicable Law requires that a public school academy application and contract must contain a description of and the address for the proposed physical plant in which the public school academy will be located. See, MCL 380.502(3)(j); 380.503(5)(d).
2. The address and a description of the proposed physical plants (the "Proposed Sites") of Highland Park Public School Academy System ("System") is as follows:

Address: Barber Elementary School, 45 Buena Vista, Highland Park, MI 48203
Description: The building is comprised of three stories and is commonly referred to as the "Barber Elementary School."

Term of Use: Term of Contract.
Configuration of Grade Levels: Kindergarten through eighth
Name of School District and Intermediate School District:
Local: Highland Park Public Schools
ISD: Wayne RESA
3. It is acknowledged and agreed that the following information about the Proposed Sites is provided on the following pages, or must be provided to the satisfaction of the District Board, before the System may operate as a public school in this state.
A. Size of building
B. Floor Plan
C. Description of Rooms
D. Copy of lease or purchase agreement
4. In addition, the System and the District Board hereby acknowledge and agree that this Contract is being issued to the System with the understanding that the System cannot conduct classes as a public school academy in this state until it has obtained the necessary fire, health and safety approvals for the above-described proposed physical facility. These approvals must be provided and be acceptable to the District Board or its designee prior to the System operating as a public school. In cases of disagreement, the System may not begin operations without the consent of the District Board.
5. If the Proposed Sites described above are not used as the physical facilities for the System, then Schedule 6 of this Contract between the System and the District Board must be amended pursuant to Article IX of the Terms and Conditions of Contract, to designate, describe, and agree upon the System's physical facilities. The System must submit to the District Board or its designee complete information about the new site to be actually used. This information includes that described in paragraphs 2,3 and 4 of this Schedule 6. It is acknowledged and agreed that the public school academy cannot conduct classes as a public school in this state until it has submitted all the information described above, to the satisfaction of the District, and the amendment regarding the new site has been executed.
6. The System agrees to comply with the site restrictions contained in this Schedule 6 for the configuration of grade levels identified at the site. Any change in the configuration of grade levels at the site requires an amendment to this Schedule 6 pursuant to Article IX of the Terms and Conditions of Contract set forth above.

The floor plan for the above-referenced site will be available for viewing at the System administrative offices upon request.

Occupancy approvals will be added to the Contract upon approval from the appropriate State agencies.

## LEASE AGREEMENT

THIS LEASE is made this Ist day of July, 2019 (the "Effective Date"), between SCHOOL DISTRICT OF THE CITY OF HIGHLAND PARK, a Michigan public school district ("Landlord") whose address is 12360 Woodward Avenue, Highland Park, Michigan, 48203 and HIGHLAND PARK PUBLIC SCHOOL ACADEMY SYSTEM, a Michigan public school academy ("Tenant"), whose address is 45 E. Buena Vista Street, Highland Park Michigan 48203.

## 1. Premises: Personal Property.

1.1 Landlord hereby leases to Tenant the Premises (as hereinafter defined) commonly known as Barber Focus, 45 E. Buena Vista Street, Highland Park, Michigan 48203.

The term "Premises" shall mean, on a collective basis: (a) the parcel of real estate described in Exhibit A,_attached hereto (the "Land"), together with all rights, easements and interests appurtenant thereto; (b) all improvements located on the Land, including, but not limited to, the above mentioned building (the "Building") and all other structures, systems, and improvements owned by Landlord and associated with, and utilized by Landlord in, the ownership and operation of the Building, including, without limitation, the parking lots, driveways, sidewalks and landscaped areas.
1.2 As additional consideration for Tenant's agreements hereunder, Landlord hereby authorizes Tenant to use the materials, furniture and equipment (collectively, the "Office Furniture and Equipment") currently in the Building during the Term solely for the Academy's operation of a public school. Tenant's use of the Office Furniture and Equipment shall comply with any grant or other restrictions (if any) placed on Landlord's use under applicable law, and Landlord agrees to assist Tenant as necessary to facilitate Tenant's use of the Office Furniture and Equipment. Any Office Furniture and Equipment not identified for use by Tenant may be used by, stored or disposed of by the Landlord in accordance with applicable law.

## 2. Term: Options to Extend: Termination.

The term of this Lease (the "Term") is coterminous with the term of the charter contract ("Contract") issued to Tenant. At the end of the Term, if Tenant continues to operate pursuant to a Contract from Landlord's Board of Education, then the Term of this Lease shall continue for additional three (3) year terms (each, an "Extension Term"), unless terminated as provided hereunder. If, at any time during an Extension Term, the Landlord's financial emergency is rectified, then this Lease shall terminate at the end of the school fiscal year is which the financial emergency is rectified without any further action of the parties.

## 3. Condition of the Premises: Tenant's Work.

3.1 Tenant agrees that Tenant is familiar with the condition of the Premises and Tenant hereby accepts the foregoing on an "AS-IS," "WHERE-IS" basis. Tenant acknowledges that neither Landlord nor any representative of Landlord has made any representation as to the condition of the Premises or the suitability of the Premises for the Permitted Use (as defined in Section 6.1 below). Tenant represents and warrants that Tenant has made its own inspection of the Premises. Landlord shall not be obligated to make any repairs, replacements or improvements (whether structural or otherwise) of any kind or nature to the Premises in connection with, or in consideration
of, this Lease.
3.2 Promptly following the Commencement Date, Tenant, at its sole cost and expense, shall improve, furnish and equip the Premises with furniture, fixtures, equipment and inventory and other systems necessary to utilize the Premises for the Permitted Use ("Tenant's Work"). All of such improving, furnishing and equipping shall be done in a good and workmanlike manner. Tenant shall obtain all necessary governmental approvals and permits for the Tenant's Work. All improvements of any type or nature supplied or paid for by the Tenant shall be the sole property of Tenant, removable by Tenant upon the expiration or termination of the Term, provided that Tenant shall not remove any such improvements if the removal of same would result in permanent disfiguration to the Premises.
3.3 If Tenant's Work includes structural improvements to the Building, Tenant shall obtain Landlord's prior written approval of such improvements. Landlord's approval shall not be unreasonably withheld, conditioned or delayed. As used herein, structural improvements shall mean those improvements to the structural and exterior portions of the Buildings, including any load bearing walls and building facade (including Tenant's building signage).
3.4 All contractors and subcontractors engaged in the performance of Tenant's Work shall procure, maintain and, prior to commencement of the work, deliver to Landlord certificates evidencing insurance coverage and limits reasonably acceptable to Landlord when considering the scope of work to be performed and consistent with applicable law concerning school construction. Each insurance policy shall provide that the insurer shall endeavor to provide at least ten (10) calendar days' prior written notice to Landlord of any material change, cancellation, or nonrenewal and shall contain a clause setting forth that such policy shall be primary with respect to any policies maintained by Landlord or the other additional insureds and that any coverage carried by Landlord shall be excess insurance. Evidence of insurance coverage and limits required by Landlord shall in no way limit Tenant's liabilities and responsibilities under this Lease. Any and all deductibles applicable to the required coverage shall be borne solely by Tenant.

## 4. Base Rent: Net Lease.

4.1 Subject to Section 1.1, beginning on July 1, 2019, and each year thereafter, Tenant shall pay to the Landlord base rent ("Base Rent") equal to the sum of Four percent of the state school aid allocated to the Academy by the State of Michigan. This Base Rent may be held by Landlord in a separate fund to be allocated for building improvements, maintenance and repairs that the Landlord, in its sole discretion, deems appropriate. Tenant's Board of Directors may request Landlord to make any such funds available for specifically- described projects, provided such request is made at least six months prior to the date that the maintenance, repairs or improvements are to be placed into service. Landlord is not required to approve such allocation.

### 4.2 This is an absolutely net lease to Landlord. It is the intent of the parties hereto

 that the Base Rent payable under this Lease shall be an absolutely net return to Landlord and that Tenant shall pay all costs and expenses relating to the ownership and operation of the Premises and the business carried on therein (hereinafter "Additional Rent"). Any amount or obligation relating to the Premises that is not expressly declared (under this Lease) to be that of Landlord shall be deemed to be an obligation of Tenant to be performed by Tenant, at Tenant's expense. Base Rent and Additional Rent are sometimes collectively referred to herein as "Rent".
## Taxes; Assessments and Utilities.

5.1 Prior to the date of this Lease, Landlord has utilized the Premises to provide public educational services (the "Public Educational Use"). Landlord represents and warrants that as a result of the Public Educational Use, the Premises is currently exempt from all ad valorem real and personal Premises taxes, all governmental assessments, general or special, (for example, but without limitation, assessments levied under special taxing districts) and municipal service charges (for example, but without limitation, water and sewer service and commodity charges), including government-imposed collection fees and charges levied by a governmental authority in lieu of any of the foregoing (hereinafter collectively referred to as "Taxes"). During the Term, Tenant also will utilize the Premises for the Public Educational Use and as a result, it is the shared expectation and desire of Landlord and Tenant that the Premises continue to be exempt from all Taxes. In the event that the lease of the Premises by Landlord and use thereof
by Tenant as contemplated by this Lease causes all or any part of the Premises to be subject to Taxes, Landlord and Tenant shall cooperate in good faith with one another as necessary to contest the assessment of Taxes against the Premises, including, without limitation, joining in any proceeding which is necessary to initiate such contest.
5.2 Tenant shall pay as Additional Rent all charges made against the Premises for gas, heat, electricity, water, sewer and all other utilities as and when due during the Term.

## 6. Use.

6.1 The Premises are to be used for the operation of a public school (the "Permitted Use") and for no other purpose without Landlord's prior written consent.
6.2 Tenant shall, at its sole expense (regardless of the cost thereof), comply with all local, state and federal laws, rules, regulations and requirements now or hereafter in force and all judicial and administrative decisions in connection with the enforcement thereof (collectively, "Laws"), whether such Laws (a) pertain to either or both of the Premises and Tenant's use and occupancy thereof; (b) concern or address matters of an environmental nature; (c) require the making of any structural, unforeseen or extraordinary changes; and (d) involve a change of policy on the part of the body enacting the same, including, in all instances described in (a) through (d), but not limited to, the Americans With Disabilities Act of 1990 (42 U.S.C. Section 12101 et seq.). If any license or permit is required for the conduct of Tenant's business in the Premises, Tenant, at its expense, shall procure such license prior to the Commencement Date, and shall maintain such license or permit in good standing throughout the Term. Tenant shall give prompt notice to Landlord of any written notice it receives of the alleged violation of any Law or requirement of any governmental or administrative authority with respect to either or both of the Premises and the use or occupation thereof.

## 7. Maintenance and Repairs.

Tenant acknowledges that, with full awareness of its obligations under this Lease, Tenant has accepted the condition, state of repair and appearance of the Premises. Tenant agrees that, at its sole expense, it shall put, keep and maintain the Premises, including any Alterations (as defined in Section 8 below) and any altered, rebuilt, additional or substituted buildings, structures and other improvements thereto or thereon, in a good and safe condition, repair and appearance (collectively,
the "Required Condition") and shall make all repairs and replacements necessary therefor. Without limiting the foregoing, Tenant shall promptly make all structural and nonstructural, foreseen and unforeseen, ordinary and extraordinary changes, replacements and repairs of every kind and nature, and correct any patent or latent defects in the Premises, which may be required to put, keep and maintain the Premises in the Required Condition. Tenant will keep the Premises orderly and free and clear of rubbish. Landlord shall not be required to maintain, repair or rebuild, or to make any alterations, replacements or renewals of any nature to the Premises, or any part thereof, whether ordinary or extraordinary, structural or nonstructural,
foreseen or not foreseen, or to maintain the Premises or any part thereof in any way or to correct any patent or latent defect therein. Tenant hereby expressly waives any right to make repairs at the expense of Landlord which may be provided for in any law in effect at the Commencement Date or that may thereafter be enacted. As part of any maintenance and repairs
required on the Premises, Landlord may assist Tenant with the identification and selection of contractors. However, any contractors selected for work on the Premises shall be under the supervision of the Tenant or its authorized representatives and not the Landlord. Notwithstanding Landlord's assistance with any construction contracting process, all work performed and the costs associated with maintaining and repairing the Premises under this Lease shall be the sole responsibility of Tenant.

## 8. Alterations and Additions.

Tenant may, from time to time, at its expense, make alterations or improvements in and to the Premises (hereinafter collectively referred to as "Alterations"), provided that Tenant first obtains the written consent of Landlord, which shall not be unreasonably withheld. Before proceeding with any Alterations, Tenant shall (a) at Tenant's expense, obtain all necessary governmental permits and certificates for the commencement and prosecution of Alterations; and (b) cause those contractors, materialmen and suppliers engaged to perform the Alterations to deliver to Landlord certificates of insurance (in a form reasonably acceptable to Landlord) evidencing policies of commercial general liability insurance (providing the same coverages as required in Section 3.4 above) and workers' compensation insurance. Tenant shall cause the Alterations to be performed in compliance with all applicable permits and Laws and requirements of public authorities. If Landlord provides its consent, then at the time Landlord so consents, Landlord shall also advise Tenant whether or not Landlord shall require that Tenant remove such Alterations at the expiration or termination of this Lease. If Landlord requires Tenant to remove the Alterations, then upon expiration or termination of this Lease such Alterations shall be removed and Tenant shall immediately make all necessary repairs to the Premises in order to return the Premises to the same condition that existed on the Commencement Date (reasonable wear and tear excepted).

## 9. Entry by Landlord.

Landlord and its agents shall have the right to enter the Premises at all reasonable times and upon reasonable prior notice for the purpose of inspecting the same.

## 10. Construction Liens.

Tenant shall pay or cause to be paid all costs for work done by Tenant or caused to be done
by Tenant on the Premises of a character which will or may result in liens on Landlord's interest therein and Tenant will keep the Premises free and clear of all construction liens and other liens on account of work done for Tenant or persons claiming under it.

## 11. Insurance: Release; Waiver of Subrogation.

Tenant, at its sole cost and expense, will obtain and maintain at all times during the Term, the insurance policies described in this Section 11:
11.1 (a) Worker's Compensation with statutory limits and Employer's Liability with a One Million Dollar ( $\$ 1,000,000$ ) per accident limit for bodily injury or disease; (b) Commercial General Liability insurance, including personal injury and property damage, with contractual liability endorsement, in the amount of One Million Dollars $(\$ 1,000,000)$ for property damage and One Million Dollars ( $\$ 1,000,000$ ) per occurrence for personal injuries or deaths of persons occurring in or about the Premises; (c) Automobile Liability covering all owned, non-owned and hired vehicles with a limit of One Million Dollars ( $\$ 1,000,000$ ) per accident for bodily injury and property damage; and (d) Property insurance against all risks of loss covering the full replacement cost (with no coinsurance penalty provision) of all of Tenant's personal property contained within the Premises.
11.2 Tenant currently maintains property insurance which covers the Premises. During the Term of this Lease, Tenant shall continue to maintain Property Insurance at the levels necessary to fully cover the Premises. Landlord will be named as an additional insured on the policy. Tenant shall be further responsible to insure any personal or other property within the Premises. .
11.3 All policies shall (i) name Landlord and such other persons or entities as Landlord may from time to time designate, as additional insureds (except for the Worker's Compensation policy, which instead shall include waiver of subrogation endorsement in favor of Landlord), (ii) be issued by an insurance company which is licensed to do business in the State of Michigan, rated A: VII or better by Best's Key Rating Guide, and (iii) provide that said insurance shall not be canceled unless then (10) days prior written notice shall have been given to Landlord. Said policies shall provide primary coverage to Landlord; when any policy issued to Landlord is similar or duplicate in coverage, Landlord's policy shall be excess over Tenant's policies.
11.4 Each party hereby releases the other party with respect to any claim (including a claim for negligence) which it might otherwise have against the other party for loss, damage or destruction with respect to its property (including the Premises) occurring during the Term to the extent to which it is insured under a policy or policies containing a waiver of subrogation or permission to release liability or naming the other party as an additional insured as provided above.

## 12. Damage or Condemnation.

It is understood and agreed that if the Premises is damaged or destroyed in whole or in part by fire or other casualty, or is taken by condemnation during the Term, provided there are sufficient insurance proceeds as determined in Landlord's reasonable discretion, Landlord will repair and restore the same to a good and tenantable condition with reasonable dispatch, and the Rent shall abate until the same shall be restored to a tenantable condition. In case the Premises shall be destroyed (or taken): (a) to the extent of more than $25 \%$ of the value thereof, (b) during the last six (6) months of the Term; (c) the restoration will take more than 90 days to complete; or (d) the insurance proceeds or condemnation award are not made available to Landlord, either Tenant or Landlord may at its option terminate the Lease upon written notice to the other.

## 13. Assignment and Subletting.

Tenant shall not assign this Lease or sublease the Premises without prior consent from Landlord, which consent shall not be unreasonably withheld, conditioned or delayed.

## 14. Default by Tenant.

14.1 Tenant shall be deemed in default (i) in the event Tenant fails to pay the Rent within ten (10) days after the date such is due, (ii) in the performance of any of the terms and provisions of this Lease, other than the payment of Rent or other charges due hereunder, if it has failed to cure the breach for nonperformance within thirty (30) days after written notice from Landlord; provided, however, if Tenant is diligently pursuing a cure, but the default cannot be cured within thirty (30) days, Tenant shall have such additional time needed to cure the default as is commercially reasonable, or (iii) in the event any proceedings under any bankruptcy law or insolvency act of for the dissolution of Tenant shall be instituted against, or by, Tenant; provided, however, if such proceeding is involuntary, Tenant shall have sixty (60) days to cure. In the event Tenant is in default hereunder beyond any applicable notice and/or cure period, then, as its sole and exclusive remedy hereunder, Landlord, its certain attorney, representatives and assigns, upon thirty (30) days' written notice to Tenant, may terminate this Lease and lawfully re-enter into and repossess the Premises at the end of Tenant's school year and remove Tenant and any other persons occupying the Premises.
14.2 If Tenant fails to pay any sum of money under this contract, other than Rent, required to be paid hereunder or fails to perform any act on its part to be performed hereunder, including without limitation the performance of all covenants pertaining to the condition and repair of the Premises, above, and such failure shall continue for a period of thirty (30) days (or a reasonable period of less than thirty (30) days when life, person or property is in jeopardy) after notice thereof by Landlord, Landlord may but shall not be required to, and without waiving or releasing Tenant from any of Tenant's obligations, make any such payment or perform any such other act. All sums so paid by Landlord and all necessary incidental costs, including without limitation the cost of repair, maintenance or restoration of the Premises if so performed by Landlord hereunder, shall be deemed Additional Rent and, together with interest thereon at the rate set forth in Section 22.10, from the date of payment by Landlord until the date of repayment by Tenant to Landlord, shall be payable to Landlord within five (5) days after receipt of invoice by Tenant. On default in such payment, Landlord shall have the same remedies as on default in payment of Rent. The rights and remedies granted to Landlord under this Section shall be in addition to, and not in lieu of all other remedies, if any, available to Landlord under this Lease or otherwise, and nothing herein contained
shall be construed to limit such other remedies of Landlord with respect to any matters covered herein.
14.3 Each and every of the rights, remedies and benefits provided by this Lease are cumulative, and are not exclusive of any other of said rights, remedies and benefits, or of any other rights, remedies and benefits allowed by law. One or more waivers of any covenant or condition by Landlord will not be construed as a waiver of a further or subsequent breach of the same covenant or condition, and the consent or approval by Landlord to or of any act by Tenant requiring Landlord's consent or approval will not be deemed to waive or render unnecessary Landlord's consent or approval to or of any subsequent similar act by Tenant.

## 15. Surrender.

Upon the expiration or earlier termination of this Lease, Tenant shall promptly quit and surrender to Landlord the Premises broom clean, in good order and condition, ordinary wear and tear, maintenance and repairs to be preformed by Landlord and damage from casualty events excepted, and Tenant shall remove all of its movable furniture and other effects and such alterations, additions and improvements to the extent required by Sections 3 and 8 of this Lease.

## 16. Holding Over.

Should Tenant hold over after the termination of this Lease, Tenant shall become a Tenant from month to month only upon each and all of the terms herein provided and any such holding over shall not constitute an extension of this Lease. Tenant shall not be liable to Landlord for consequential damages as a result of such a hold over.

## 17. Signage.

Tenant shall have the right to install signs identifying within the Premises and outside of the Premises so long as such signs are in accordance with the applicable Laws.

## 18. Environmental.

Tenant shall not cause or permit the Premises to be used to generate, manufacture, refine, transport, treat, store, handle, dispose, transfer, produce or process hazardous substances as defined in Section 101(14) of the Comprehensive Environmental Response, Compensation, and Liability Act, as amended, 42 U.S.C. $\S 9601(14)$, hazardous wastes as defined in Section 1004(5) of the Resource Conservation and Recovery Act, as amended, 42 U.S.C. §6903(5) and implementing regulations, hazardous wastes as defined in the Michigan Hazardous Waste Management Act, as amended, MCL $\S 299.501$ et. seq., gasoline, petroleum, petroleum products and any substances defined as hazardous or toxic substances in any Environmental Laws, or extremely hazardous substances as defined in the Emergency Planning and Community Right- To-Know Act of 1986, 42 U.S.C. § 11001 et. seq. (hereinafter collectively referred to as "Hazardous Substances"), except for Permitted Hazardous Substances. The term "Permitted Hazardous Substances" shall mean and be limited to those Hazardous Substances necessary for the cleaning and maintenance of the Premises, which satisfy the following requirements: (i) the Hazardous Substances are necessary for the operation of Tenant's business from the Premises, and (ii) the Hazardous Substances are used, handled, stored, maintained and transported in full compliance with all Environmental Laws. Environmental Laws mean any applicable federal, state, county or local statutes, laws, regulations,
rules, directives, ordinances, operating memoranda, or codes relating to environmental matters, including by way of illustration and not by way of limitation, the Clean Air Act, the Federal Water Pollution Control Act of 1972, the Resource, Conservation and Recovery Act of 1976, the Comprehensive Environmental, Response, Compensation and Liability Act of 1980, the Superfund Amendment and Reauthorization Act of 1986, the Federal Hazardous Materials Transportation Act, the Toxic Substance Control Act, the State of Michigan Hazardous Waste Management Act, the State of Michigan Natural Resources and Environmental Protection Act, the State of Michigan Water Pollution Control Act, the State of Michigan Solid Waste Disposal Act, and any amendments or extensions thereof, any replacement laws, statutes and ordinances and any rules, regulations, standards or guidelines issued pursuant to any of the aforesaid and all other applicable environmental standards or requirements. Notwithstanding anything to the contrary in this Lease, Tenant shall have no liability or obligation for the cost of investigating, clean up, removing, remediating, resolving, or otherwise dealing with, any Hazardous Substances located in, on or under the Premises prior to the date that Tenant first occupies the Premises.

## 19. Limited Transaction.

Landlord and Tenant acknowledge that this transaction contemplates only the lease of the Premises. Landlord and Tenant do not intend that Tenant be deemed a successor of Landlord with respect to any liabilities of Landlord to any third party. Tenant shall neither assume nor be liable for any of the debts, liabilities, taxes or obligations of, or claims against, Landlord, or of any other person or entity, of any kind or nature, whether existing now, or at any time thereafter. All of such debts, liabilities, taxes, obligations and claims shall be solely those of Landlord, and Landlord hereby represents, warrants, covenants and agrees to hold harmless Tenant from any liability (including reasonable attorneys' fees) with respect thereto. The debts, liabilities, taxes, obligations and claims for which Landlord alone is liable shall include, without limitation (a) all payments and benefits to past and/or present employees of Landlord in connection with the business being conducted on or from the Premises as may have accrued through the Commencement Date (including salaries, wages, commissions, bonuses, vacation pay, health and welfare contributions, pensions, profit sharing, severance or termination pay, or any other form of compensation or fringe benefit) and (b) obligations of Landlord with respect to any Hazardous Substances located on, under, over or in the Premises.

## 20. Memorandum of Lease.

At the election of either party, Landlord and Tenant shall execute a memorandum of this Lease to be recorded in the Wayne County records.

## 21. Notices.

Except as specifically provided otherwise in this Lease, any notices or demands required under this Lease shall be in writing addressed to the party at the address set forth below or such changed address provided in writing by such party and served as follows: (a) by personal service with service being effective upon delivery, or (b) by certified mail, return receipt requested, with service being effective two (2) days after mailing, or (c) by telecopy, facsimile or other form of telecommunication, with service being effective upon the date of transmission with reasonable evidence that the transmission was sent, or (d) by recognized overnight courier service, with service being effective one (1) day after delivery to such courier service.
\(\left.$$
\begin{array}{ll}\text { If to Tenant: } & \begin{array}{l}\text { Highland Park Academy System Board of Directors } \\
\text { c/o President of Board of Directors } \\
\text { 45 E. Buena Vista Street }\end{array}
$$ <br>

\& Highland Park, Michigan 48203\end{array}\right\}\)\begin{tabular}{l}

With a copy to: $\quad$| Robert Schindler |
| :--- |
| Lusk Albertson, PLC |
| 409 E. Jefferson Ave., Fifth Floor |
| Detroit, Michigan 48226 | <br>

If to Landlord: $\quad$| Highland Park Board of Education |
| :--- |
| c/o President of the Board of Education | <br>

<br>
12360 Woodward Avenue
\end{tabular}

## 22. Miscellaneous.

22.1 If any clause or provision of this Lease is illegal, invalid or unenforceable under present or future laws effective during the term of this Lease, then and in that event, it is the intention of the parties hereto that the remainder of this Lease shall not be affectedthereby.
22.2 Except as herein specifically set forth, all terms, conditions and covenants to be observed and performed by the parties hereto shall be applicable to and binding upon their respective heirs, administrators, executors and assigns. The terms, conditions and covenants hereof shall also be considered to be covenants running with the land.
22.3 Time is of the essence hereof.
22.4 This Lease shall be governed by and construed in accordance with the laws of the State of Michigan.
22.5 This Lease, together with the Exhibits attached hereto, contains the entire agreement of the parties with respect to the use and occupancy of the Premises and may not be amended or modified in any manner except by an instrument in writing signed by both parties.

Section 22.6. Employment Relationships. Nothing in this Lease creates an employment relationship between the Tenant and any employees of the Landlord or employees of the Educational Service Provider. Nothing in this Lease creates an employment relationship between
the Landlord and any employees of the Tenant or employees of the Educational Service Provider. Nothing in this Lease creates an employment relationship between the Educational Service Provider and any employees of the Tenant or any employees of the Landlord. Nothing in this Lease creates a joint employer relationship between two (2) or more of the following: the Tenant, the Landlord, or the Educational Service Provider.

Section 22.7. Non-Liability. The Landlord, and none Landlord's respective board members, officers, agents and employees shall be liable to Tenant for any loss, injury, or damage, to Tenant or to any other person, or to its or their property, irrespective of the cause of such injury, damage or loss. Further, the Landlord, and none of Landlord's respective board members, officers, agents and employees shall be liable to Tenant (a) for any damage caused by other persons in, upon or about the Premises, or caused by operations in construction of any public or quasi-public work; (b) with respect to matters for which Landlord is liable, for consequential or indirect damages purportedly arising out of any loss of use of the Premises or any equipment or facilities therein by Tenant or any person claiming through or under Tenant; (c) for any defect in the Premises; (d) for injury or damage to person or property caused by fire, or theft, or resulting from the operation of heating or air conditioning or lighting apparatus, or from falling plaster, or from steam, gas, electricity, water, rain, snow, ice, or dampness, that may leak or flow from any part of the Premises, or from the pipes, appliances or plumbing work of the same.

Section 22.8. Tenant Indemnification. Except for the Landlord's gross negligence, sole negligence or willful misconduct, Tenant hereby indemnifies, defends, and holds Landlord, and Landlord's board members, officers, agents and employees (collectively, "Landlord Indemnified Parties") harmless from and against any and all Losses (defined below) arising from or in connection with any or all of: (a) the conduct or management of the Premises or any business therein, or any work or Alterations done, or any condition created by any or all of Tenant and Tenant's Parties in or about the Premises during the Term or during the period of time, if any, prior to the Commencement Date that Tenant has possession of, or is given access to the Premises; (b) any act, omission or negligence of any or all of Tenant and Tenant's Parties; (c) any accident, injury or damage whatsoever occurring in, at or upon the Premises and caused by any or all of Tenant and Tenant's Parties; (d) any breach by Tenant of any or all of its warranties, representations and covenants under this Lease; (e) any actions necessary to protect Landlord's interest under this Lease in a bankruptcy proceeding or other proceeding under the Bankruptcy Code; (f) the creation or existence of any Hazardous Materials in, at, on or under the Premises, if and to the extent brought to the Premises or caused by Tenant or any party within Tenant's control; and (g) any violation or alleged violation by any or all of Tenant and Tenant's Parties of any Law (collectively, "Tenant's Indemnified Matters"). In case any action or proceeding is brought against any or all of Landlord and the Landlord Indemnified Parties by reason of any of Tenant's Indemnified Matters, Tenant, upon notice from any or all of Landlord, shall resist and defend such action or proceeding by counsel reasonably satisfactory to, or selected by, Landlord. The term "Losses" shall mean all claims, demands, expenses, actions, judgments, damages (actual, but not consequential), penalties, fines, liabilities, losses of every kind and nature, suits, administrative proceedings, costs and fees, including, without limitation, attorneys' and consultants' reasonable fees and expenses, and the costs of cleanup, remediation, removal and restoration, that are in any way related to any matter covered by the foregoing indemnity. The provisions of this Section 22.9 shall survive the expiration or termination of this Lease.
22.9. Late Charge. In the event any monthly installment of Base Rent or Additional Rent,
or both, is not paid within five (5) days of the date when due, a late charge in an amount equal to five percent (5\%) of the then delinquent installment of Base Rent and/or Additional Rent (the "Late Charge"; the Late Charge, Base Rent and Additional Rent shall collectively be referred to as "Rent"), shall be paid by Tenant to Landlord, at Landlord's address identified above, or pursuant to such other directions as Landlord shall designate in this Lease or otherwise in writing.
22.10 Landlord's Sinking Fund. Landlord has established a sinking fund under Section 1212 of the Revised School Code, 1976 PA 451, MCL 380.1212 ("Sinking Fund") and levies as tax under Section 1212 of the Code for the purpose of creating a sinking fund to be used for the purchase of real estate for sites for, and the construction or repair of school buildings. While this Lease remains in effect, Landlord may make available to the Tenant available balances in the Sinking Fund as the Tenant may request. Any money transferred from the Sinking Fund to the Tenant shall be segregated from other funds of the Tenant and shall be used by the Tenant only for the construction or repair of the Premises. The amount of tax proceeds made available to the Tenant from the Sinking Fund in any calendar year will be reduced by the amount of uncollected delinquent taxes levied by the Landlord for the purpose of creating a sinking fund that the Wayne County Treasurer recovers in that calendar year from the Landlord under Section 87b of The General Property Tax Act, 1893 PA 206, MCL 211.87b. The Sinking Fund, including any money transferred form the Sinking Fund to the Tenant, remains subject to the requirements of Section 1212 of the Code.

IN WITNESS WHEREOF, Landlord and Tenant have executed this Lease the day and year first above written.

## LANDLORD:

## SCHOOL DISTRIICT OF THE CITY OF HIGHLAND PARK



TENANT:


## EXHIBIT "A"

## LEGAL DESCRIPTION OF LAND

[TO BE INCLUDED]

CONTRACT SCHEDULE 7

## REQUIRED INFORMATION FOR

PUBLIC SCHOOL ACADEMY

## SCHEDULE 7

## REQUIRED INFORMATION FOR PUBLIC SCHOOL ACADEMY

Required Information for Public School Academy. This Schedule contains information required by Part 6A of the Revised School Code ("Code"). The required information for the Academy is contained in this Schedule 7.

Section a. Governance Structure. The governance structure of the Academy is set forth in Section a of this Schedule.

Section b. Educational Goals and Programs. The educational goals and programs of the Academy are set forth in Section b of this Schedule.

Section c. Curriculum. The curriculum of the Academy is set forth in Section cof this Schedule.

Section d. Methods of Pupil Assessment. The methods of pupil assessment of the Academy are set forth in Section d of this Schedule.

Section e. Application and Enrollment of Students. The application and enrollment of students' criteria of the Academy are set forth in Section e of this Schedule.

Section f. School Calendar and School Day Schedule. The school calendar and school day schedule procedures are set forth in Section $f$ of this Schedule.

Section g. Age or Grade Range of Pupils. The age or grade range of pupils to be enrolled by the Academy are set forth in Section $g$ of this Schedule.
Section h. Annual Compliance Requirements. The annual compliance requirements for the Academy are set forth in section $h$ of this schedule.

## SECTION A

GOVERNANCE STRUCTURE

The System Board currently consists of four (4) members. The District Board appointed each of the following individuals as System Board members. The term of office for each individual was decided by resolution of the System Board.

Nominations and appointments of subsequent System Board members shall be made in accordance with this Contract. Vacancies in office shall be determined and filled pursuant to the provisions set forth in the Resolution. The current System Board members are as follows:

| Mr. Justin Petty | $2019-2022$ <br> $(3$ Years $)$ |
| :--- | :---: |
| Ms. Doris Harris | $2019-2022$ |
|  | $(3$ Years $)$ |
| Ms. Cassandra Walker | $2019-2022$ |
|  | $(3$ Years $)$ |
| Mr. Jason Patton | $2019-2020$ |
|  | $(1$ Years $)$ |
| (Vacant) | $2019-2021$ |
|  | $(2$ Years) |
| (Vacant) | $2019-2021$ |
|  | $(2$ Years $)$ |
| (Vacant) | $2019-2020$ |
|  | $(1$ Years) |

## SECTION B

EDUCATIONAL GOALS AND PROGRAMS

# Educational Goals and Programs 

## Highland Park Public School Academy System

## EDUCATIONAL GOALS AND RELATED MEASURES

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Section 6.2 , the Highland Park Public School Academy System ("System") shall pursue the educational goal of preparing all students academically for success in college, work and life. Upon request, the System shall provide the District with a written report, along with supporting data, demonstrating improved academic achievement for all groups of students and measurable progress toward the achievement of the educational goal. This report shall also include how the System is assessing student literacy and providing the special assistance necessary to help all students bring their reading skills to grade level. For students that fail to score satisfactorily on the Reading portion of the 4th or 7th grade M-STEP, this special assistance must also include a plan for helping these students bring their reading skills to grade level within 12 months.

It is expected that the System will meet the State of Michigan's accreditation standards and any improvement targets required to be achieved pursuant to state and federal law. The System is also expected to remain off the Priority and Focus school lists published by the Michigan Department of Education. If the System already has school buildings identified on these lists, it is expected to make the progress necessary for them to no longer be identified.

## Educational Goal to Be Achieved

Prepare all students academically for success in college, work and life.

## Process and Measures for Determining Academic Growth and Achievement

To determine whether the System is demonstrating measurable progress in preparing all students academically for success in college, work and life, the District will annually assess student growth and achievement. The System will properly administer the tests detailed under each of the following metrics in accordance with the testing windows detailed in the System's Master Calendar of Reporting Requirements.

Each year, within 30 days after receiving the student test results from the fall testing window, the System and the District, will meet to do the following:

1. Establish the academic baseline for each grade and/or grouping level based on student test results from the fall testing windows.
2. Using these academic baselines, determine the academic growth targets each grade and/or grouping level should be expected to make over the course of the school year.
3. Using these growth expectations, establish the academic achievement targets the Academy will be measured against for each grade and/or grouping level using student test results from the spring testing windows.

As part of this process, the System and the District will also consider the degree to which the System's students are progressing toward the college readiness achievement targets identified in this schedule. The District may engage the Michigan Department of Education or other professional assistance as needed to establish these annual academic growth and achievement targets.

In addition, the System and the District will use the following chart of Grades, Metrics and targets to annually assess the System's progress in improving academic progress in improving the academic achievement for all grades and groupings of students in grades $\mathrm{K}-12$.

| Grades | Metrics | Targets |
| :---: | :---: | :---: |
| K-8 ${ }^{\text {th }}$ | Students' English/language arts, mathematics, social studies and science scaled scores on a formal local benchmark assessment. (i.e. MAP-NWEA, Performance Series by Scantron, or ANet). | Students' quarterly academic progress will meet the growth and achievement targets established annually by the System and the District. |
| $\mathrm{K}-7^{\text {th }}$ | Students' mathematics, English/language arts, social studies and science subject scores on the M-STEP state assessment. | The System will not have any school buildings identified on the Priority or Focus lists published by the Michigan Department of Education. |
| $8^{\text {th }}$ | Students' reading/English language arts, mathematics, social studies and science subject scaled scores on a formal local benchmark assessment. (i.e. MAPNWEA, Performance Series by Scantron, or ANet). | Students' quarterly academic progress will meet the growth and achievement targets established annually by the System and the District. |
| $8^{\text {th }}-9^{\text {th }}$ | Students' Social Studies and Science subject scores on the M-STEP state assessment. | The System will not have any school buildings identified on the Priority or Focus lists published by the Michigan Department of Education. |
| $8^{\text {th }}-9^{\text {th }}$ | Students' reading and writing and mathematics subject scores on the PSAT $8 / 9$. | Students' fall to spring academic progress will meet the growth and achievement targets established by the Grade-Level Benchmarks and national established by the SAT. |
| $10^{\text {th }}$ | Students' reading and writing and mathematics subject scores on the PSAT 10. | Students' fall to spring academic progress will meet the growth and achievement targets established by the Grade-Level Benchmarks and national established by the SAT. |
| $11^{\text {th }}-12^{\text {th }}$ | Students' reading and writing and mathematics subject scores on the SAT. | Students' fall to spring academic progress will meet the growth and achievement targets established by the Grade-Level Benchmarks and national established by the SAT. |

## College Readiness Achievement Targets (Grades K-8)

Readiness targets in reading, writing, social studies and science vary based on the specific benchmark assessment conducted. Students' quarterly academic progress will be determined by the selected assessment grade level growth and achievement targets based on the selected local benchmark assessment. Targets will be established annually by the System and the District.

## College Readiness Targets (Grades 8-12)

| Grade/Test | Reading and Writing | Math | Total |
| :--- | :--- | :--- | :--- |
| 8th - PSAT 8/9 | 390 | 430 | $820+$ |
| 9th - PSAT 8/9 | 410 | 450 | $860+$ |
| 10th - PSAT 10 | 430 | 480 | $910+$ |
| 11th - SAT | 460 | 510 | $970+$ |
| 12th - SAT | 480 | 530 | $1010+$ |

## EDUCATIONALPROGRAM

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article VI, Section 6.3, the System shall implement, deliver, and support the educational programs identified in this schedule.

## Mission

The mission of the Highland Park Public School Academy System ("System") is to provide a stimulating and supportive learning environment that empowers students to achieve their greatest potential and to become productive, responsible citizens.

## Vision

The founders of the System envision a school and overall learning environment where students are given the best possible chance to make a difference in their lives, their families and their communities. The System is a place where students are immersed in learning and growth opportunities using best practice instructional approaches and provided with unique motivational experiences. An expectation that all students can achieve academic excellence will form the foundation of structured teaching and learning at the System.

Our graduates experience Success and are academically prepared to take advantage of opportunities in a changing society. They are innovative leaders in their fields, healthy individuals and community advocates who make a positive difference in the world.

Our parents experience a sense of Pride as a result of the progress and success of their children. As highly respected partners in the educational process, parents work cooperatively with school personnel to establish goals, support their child's continual learning and pursuit of college and/or career goals.

Our staff experiences a sense of Accomplishment and is held in high esteem. Staff work collaboratively, are highly qualified, innovative, effective, and committed to the success of all students. The System staff are positive youth role models.

Our community views the System as a Model for other schools and organizations. The System is innovative in its thinking and program offerings and is committed to quality education for all students. The community readily partners with the System to empower students and strengthen the community.

## Values

The System establishes:
A positive school climate and culture for all students, staff, and stakeholders cultivated through emphasizing core values, embracing leadership and personal responsibilities, caring about oneself as well as one's family and the broader community, a global perspective toward issues, and a balanced lifestyle of mind, body and spirit.

A school culture that celebrates learning and intellectual curiosity in a safe, secure environment that respects each student's right to learn.

A variety of adult role models that exemplify the values, ideals and work ethic that contributes to academic success and good citizenship.

A set of values, norms and behaviors that become part of each student's personal experience and give rise to a strong commitment to community service and caring for one another.

Programs, activities and wrap-around services provide students with the skills and confidence necessary for success in college, work and life. Technology tools and resources are integrated and immersed throughout the environment and across all facets of the System in order to: 1) enhance teaching and learning, 2) facilitate communication among and between all stakeholders, 3) support data-driven decision making, 4) maximize accountability for educational and financial outcomes, and 5) enable the organization overall to remain competitive in the fast-paced, everevolving information society.

Students attending the System will:

- acquire an enduring love for learning;
- engage in innovative learning activities;
- demonstrate an understanding of ethical principles;
- exhibit good citizenship and leadership skills;
- participate in community service projects; and
- commit to health and wellness.


## Educational Program fulfills the school's mission, vision and values

The System will provide an appropriate educational program and learning environment which will effectively meet the educational needs of its students and citizens and help its students accomplish educational goals which are:

1. significant;
2. durable; and
3. transferable.

A significant educational goal is one in which the knowledge, skills, and/or attitudes that are acquired will affect how a person will live his/her life.

A durable educational goal is one in which the knowledge, skills, and/or attitudes that are acquired will be useful for much, if not all, of a person's lifetime.

A transferable educational goal is one in which the knowledge, skills, and/or attitudes that are acquired can be applied directly to another educational program, to the world of work, and/or to one's personal life.

To support the mission, vision, and values, the System has selected three guiding principles. The principles, academic excellence, health and wellness, and global citizenship, serve as the foundation for curricular development, instructional programs, and activities for the school. The principles also address many of the $21^{\text {st }}$ Century skills and interdisciplinary themes necessary for success.

Academic Excellence. The System promotes, encourages, and supports academic excellence. Teachers utilize a "blended learning" approach to teach several content areas. This approach provides increased opportunities for individualized instruction to assist students with mastering a determined body of knowledge within the state required core curricula and acquire the skills necessary to successfully graduate from twelfth grade. The System's curricular programs and resources assist in the development of academically accomplished young men and women who are confident in their abilities, innovative in their thinking, and ethical individuals who are active members of their community. In addition, the System's academic programs provide learning experiences to guide students in becoming voracious readers, effective oral and written communicators, creative and analytical thinkers, and proficient with technology. Students also apply mathematical and scientific principles and appreciate and value artistic expression.

The System recognizes that learning differences exist within its student population and work within its mission and resources to determine the best strategies for developing individual students' potential. As the student population may include students who are performing significantly below grade level, the System establishes goals for students to make sufficient growth annually so that they can achieve the targets identified in Schedule 7 b of the Charter Contract.

Health and Wellness. The System also believes in participation in comprehensive health, wellness, and physical education programs that foster self-discovery, creativity, responsibility, teamwork, respect for others, leadership, and a positive sense of accomplishment. Students develop a strong lifelong commitment to personal responsibility for their health and wellness. These efforts will be further developed through partnerships with other organizations to provide on-going health screenings, informational material, and classes on healthy strategies to implement at school and home. Health and wellness activities also include daily physical activities scheduled at the school.

Global Citizenship. The System is committed to working with students to acquire an appreciation of world cultures, diversity, foreign language and global inter-connectedness.

Partnerships are established with several organizations to increase student awareness of global issues, cultivate respect and appreciation for diversity, help students understand the connections between local actions and experiences and what is happening in the rest of the world and prepare students for 21 st century careers. The main goal is for students to leave the System as welleducated, responsible, compassionate citizens who make a positive difference in the world.

## Wraparound Services

The System provides a wide range of wraparound programming to its students through various community organizations. By partnering with the community, the System empowers youth and families to reach their maximum potential by setting high standards, providing holistic experiences, and establishing supportive connections.

Common elements of all initiatives include: 1) exposure to a number of positive adult role models, 2) opportunities to build positive friendships, 3) opportunities to plan, to lead and to articulate points of view, 4) involvement of parents to increase their capacity for self and family development, and 5) delivery of programs through goal and team based activities that foster learning and enhance creative, critical thinking.

The System's wraparound services focus on three core areas: career and college preparation, community service, and academic enrichment. Programs are primarily offered during non-school hours including before and after-school, on the weekends, and during the summer.

## Meeting State/National Standards

The use of the Curriculum Crafter Tool® as the core curriculum framework ensures continuous updates are made to align the curriculum to the Michigan Curriculum Framework ("MCF"), Michigan Merit Curriculum ("MMC") and the Common Core State Standards ("CCSS"). The System will review curriculum mapping and pacing guides from the Highland Park Public School District, and make any necessary adjustments prior to school opening. The curriculum maps and pacing guides will be revised and updated each year to provide continuous
improvement to instruction. The System uses these tools to refine instruction and to help students meet learning objectives.

The System uses curriculum specialists and master teachers to help evaluate the effectiveness of the curriculum. Staff review curriculum maps against student data, and conduct periodic alignment checks of teaching and learning activities to further monitor curriculum effectiveness. Objective data, including standardized test results, are used to identify any curriculum areas that may need revision due to misalignment with the standards or ineffectiveness in teaching students essential skills.

## Research-based instructional methodologies and instructional strategies

Robust Curriculum. System students are presented with carefully designed curricula that leads to the mastery of long-term objectives as experienced within a holistic and balanced lifestyle in mind, body and spirit. The pre, primary and middle school curricula are specifically designed to
prepare students for more rigorous study at the secondary level. Overall, the System's curricular approach is to prepare students for college and careers, as well as to prepare students for productive lives.

The core curriculum for grades kindergarten through Grade 12 is the embedded, fully-aligned curriculum contained within the Curriculum Crafter Tool ("tool"). The embedded instructional units are aligned to Michigan GLCEs and HSCEs as well as the CCSS for ELA and math. The units were created utilizing quality instructional design based on $21^{\text {st }}$ century skills, projectbased learning and the Universal Design for Learning model. The tool is updated on a regular basis to adapt to state curricular revisions. The tool also allows for ongoing development, in conjunction with the Curriculum Review and Development Cycle, to create specialized units that align with school-specific programs related to character education, leadership, STEM or other school-based initiatives.

The leadership team utilizes the following criteria when selecting curriculum materials and when designing teaching and learning activities:

- Standards-based - Identification of curricular programs that are research-based, peer reviewed, and fully aligned with state and national standards.
- Differentiation - Multiple learning resources, strategies, and activities are employed to meet the needs and interests of each child to assure success for students below, at, or above grade level.
- Engaging - The curriculum allows for customization through projects which capture students' interests and pique their curiosities. Inquiry-based strategies are integrated for all content areas in which students conduct investigations to reach conclusions or "prove" their answers.
- Rigorous - Development and implementation of research-based curriculum and innovative learning systems that help students acquire the skills necessary to achieve state standards and challenge students to excel beyond grade level expectations.
- Relevant - Provides engaging learning experiences that involve students in complex, realworld projects through which they develop and apply skills and knowledge learned in each content area.
- Technology-Rich - Uses blended learning activities that allow students to utilize technology and multi-media tools to support and enhance the application of core academic content. Activities also ensure that students become producers and creators of technology, not just consumers.
- Assessment - Assessments are designed to help guide classroom instruction and evaluate student progress.

Using the aforementioned criteria ensures not only an engaging curriculum but also one that is rigorous enough to prepare all students academically for success in college, work and life.

Blended Learning. The System implements a "blended learning" approach for teaching reading, math and science content. Blended learning combines teacher instruction with individualized online learning to enhance and extend the classroom experience. "Online learning offers the advantage of personalization, allowing individualized attention and support when students need it most" (Promising Practices, iNACOL, 2008). In addition, students may engage in online learning activities as a means to implement differentiated instruction. Teachers, paraprofessionals, and tutors are available during the online component to assist students one-onone and in small groups, as necessary.

This approach provides on-going assessments that are actionable insights into each student's strengths and challenges. The use of technology with blended learning allows students to work at their own pace and receive frequent and timely feedback on their performance which provides a higher quality learning experience (Horn \& Staker, 2011).

Differentiation. Each student brings different learning styles, interests, and levels of skill to school. Learning activities are differentiated to fit the needs and interests of each child to assure success for all learners. At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching to create the best learning experience possible, that teacher is differentiating instruction (Tomlinson, 2001).

Powerful learning occurs when students do work that is personally meaningful to them, fun, realworld oriented, and provides immediate feedback on performance. Research supports that differentiated assignments give students the opportunity to be successful while completing a leveled task. It also allows teachers to focus on essential skills in each content area, be responsive to individual differences, incorporate assessment into instruction, and provide students with multiple avenues to learning (Tomlinson, 1999).

Literacy Strategies. In language arts, an extended reading block is implemented at all grade levels. During the reading block, teachers use a balanced literacy approach and may utilize a reader's and writer's workshop model. Teachers implement a variety of teaching strategies including whole group, small group, and individualized support to meet the needs of students at, below, or above grade level. Data is utilized to determine appropriate teaching and learning approaches.

Balanced literacy research provides that when various modalities of literacy instruction are used, the teacher can implement a well-planned comprehensive literacy program. This reflects a gradual release of control, whereby centricity and responsibility is gradually shifted from the teacher to the students (Fountas \& Pinnell, 2001).

Technology-Based Learning. In a study commissioned by the Software and Information Industry Association (Sivin-Kachala and Bialo, 2000), 311 research studies on the effectiveness of technology on student achievement were reviewed. The findings revealed positive and consistent patterns when students were engaged in technology-rich environments, including significant
gains and achievement in all subject areas, increased achievement in preschool through high school for both regular and special needs students, and improved attitudes toward learning and increased self-esteem (North Central Educational Research Laboratory "NCREL").

The System intends to integrate and incorporate technology across all facets of the organization, including during blended learning activities, in order to assist students in developing those skill sets deemed essential for achieving Information and Communication Technology ("ICT") Literacy. According to Kay and Honey (2005), the six arenas critical to students' success in the workplace are: 1) Communicate Effectively, 2) Analyze and Interpret Data, 3) Understand Computational Modeling, 4) Manage and Prioritize Tasks, 5) Engage in Problem Solving, and 6) Ensure Security and Safety.


#### Abstract

Assessment

The System's academic assessment program is more fully described in Schedule 7d, and is designed to align to classroom instruction. For all grades, classroom assessments include, but are not limited to, state mandated assessments, PLAN/EXPLORE, Scantron Performance Series, subject area common assessments and classroom-based tests, quizzes, projects, and performances. Formative assessments created by the teachers are given throughout the course to assess essential learning skills and adjust instruction as needed. Summative assessment takes place at the end of the course or units of study to determine mastery of skills.

As students enroll in the System, baseline data is collected for each student. In cases where new students do not bring up-to-date records with appropriate benchmark data, they will take a math and reading assessment that is utilized to adequately prepare strategies and programs to address the needs of all students. Baseline data collected during this time aids in selecting additional professional development topics, curricula, supplementary resources and class structures. Data is utilized to individualize instruction, to maximize student achievement, and is shared with students and parents during conferences as a means for helping students develop a realistic self appraisal method and to set goals for improvement.


## Curriculum Flexibility

To address the needs of all learners, the System provides special education services, a variety of instructional best practices (e.g., Response to Intervention), and independent study projects.

When making educational placement decisions for students with disabilities, the System will ensure that parents are contributing members of the IEP team and together the team is making decisions that are subject to requirements regarding provision of the least restrictive environment. If a child with a current Individualized Educational Program ("IEP") enrolls in the System, the System will review and evaluate the IEP, then implement the existing IEP to the extent possible, or will provide an interim IEP agreed to by parents until a new IEP can be developed. IEPs will be developed, revised and implemented in accordance with the Individuals with Disabilities Educational Improvement Act ("IDEA") and state law and regulations.

The System will fully comply with federal laws and regulations governing children with disabilities as follows:

1. The System is responsible for providing a free appropriate public education to children with disabilities enrolled in the System that have been determined through an IEP to require Special Education programs and services.
2. The System will ensure that children who are suspected of having disabilities are properly evaluated by a multidisciplinary team, as defined in the Michigan Special Education Rules, and that children who have already been identified are re-evaluated by the multidisciplinary team at an appropriate time not more than two years after the initial evaluation.
3. When a multidisciplinary team determines that a special education student requires Special Education programs and services, the System will ensure that the IEP is fully implemented in accordance with IDEA, and reviewed on an annual basis or more frequently as determined by the IEP team.

The System contracts as needed and as determined by enrollment with specialized outside service providers who are experts in providing such services to charter schools in Michigan. In addition, the System employs teachers as needed, through its Educational Service Provider or other contractual arrangements, who possess certification in special education areas, as well as dual or multiple certifications across disciplines.

The System employs a "least restrictive environment" approach, and makes use of a special education resource room as a way to support the individual needs of each student requiring special education services. Further, the System participates in all Muskegon Area ISD programs and support services, including those for which it may obtain additional funding to support special education services to students.

All Learners. In addition to the assessments given to students, the school implements the Response to Intervention ("RTI") process which takes an in-depth look at each student individually and integrates interventions or supplemental aids into the learning process as needed. Each classroom teacher completes a tier analysis to determine whether or not the student's needs require supplements beyond grade level adaptations. The RTI team discusses specific student issues and develops interventions to be monitored over a 9-12-week timeframe.

Learning centers and blended learning strategies are implemented to differentiate the type of instruction provided and to ensure that each learning style is met. Data is utilized to determine the centers/small groups which review and enhance skills covered in previous lessons.

High Achievers. The adaptations and modifications provided for students with higher achieving capacity vary by teacher and consist of a variety of activities including 1) independent projects of study which are supported by Common Core, HSCEs and technology integration, 2) software programs which address concepts up to the high school level, and 3) math and reading centers students work on advanced concepts and are part of higher reading groups.

Below Grade Level. Students who enter and continue to perform below grade level receive additional support through a variety of activities including 1) the RTI program, 2) small group and independent tutoring provided by specialty staff, paraprofessionals or volunteers, 3) pairing and peer tutoring, 4) reading and math centers, 5) after school tutoring with teacher or other adult and, 6) other modifications or accommodations as necessary.

English Language Learners. The System will employ research-based methods to address the needs of English Language Learners. This may include a combination of bilingual and sheltered instructional strategies, as well as push in or pull out support for all content areas. Specific needs of English Language Learners may be identified and addressed through the System's RTI process, in order to ensure each individual's success.

Educational Development Plan. "EDP"). System students create an EDP in seventh grade. The EDP is utilized as a secondary planning tool to direct the student's educational plan and career path. The plan may include personal information, assessment results, an action plan that identifies a career pathway, career awareness or exploration activities, and long-term student planning goals to support graduation requirements as well as post-secondary enrollment options. The plan may also identify resources and additional supports available to students to ensure their success.

## Program Evaluation

The curriculum is evaluated in a continuous fashion following a one to seven year Curriculum Review and Development Cycle. This cycle includes conducting a needs assessment and program review. Full review of courses according to the cycle, formative and summative assessments, as well as instructional strategies are part. of continuous improvement. Teachers meet regularly in teams to analyze data from the various assessment sources and create strategies based on results to help students achieve proficiency. Staff will learn as a team which areas of the curriculum seem to be more challenging to teach (for teachers) and to master (for students) at proficient levels. The team evaluates the strategies and methods used to teach the curriculum when proficiency targets are continually missed. Correspondingly, changes in teaching and learning strategies are explored and subsequently evaluated for effectiveness, until virtually all students are performing at proficient levels, especially in core academic subjects. The Curriculum Crafter Tool provides opportunities for review and revision of curriculum maps, as well as addition of or changes to standards including the Common Core State Standards.

Staff are required to conduct bi-weekly one-on-one meetings with students to discuss student progress, review data, differentiate lessons, and set goals. Research suggests that adolescent academic outcomes can improve when several educators across all areas of study share responsibility for individual students' academic growth (Deshler et al., 2001). Therefore, in addition to student meetings, staff meet in small professional learning communities ("PLCs") on a weekly basis to discuss curriculum and methods for improving student performance for each content area. Within the PLCs, team members provide feedback and collectively engage in reflection on planning, implementation, delivery of instruction, and student performance.

Staff are trained in three areas: frequency and types of data to collect, how to analyze data, and methods for modifying curricula and instruction on a daily basis. As part of the professional learning community, staff members will consistently meet with grade teams to discuss several data points and students' progress towards meeting grade level expectations.

Staff evaluations are conducted on an on-going basis in accordance with the Framework for Michigan Educator Evaluations under the New School Reform Law 2009, PA Section 1249. Evaluations may include the creation of individualized development plans for staff to address specific professional development needs.

## School Improvement

An Academic and Educational Plan for the System shall be based on the Common Core State Standards, address the diverse needs of all students, employ multiple instructional strategies, and utilize multiple measures of student progress including the statewide assessments.

The System will take a critical look at their data and current school improvement plan(s) to ensure that there is a tight alignment between the curriculum and the needs of students. If necessary, school improvement plan goals and strategies will be revised to tighten the alignment and ensure implementation fidelity. Checks and balances will be employed as follows:

Data Work. Using a school log-in for Data4SS on the mischooldata.org website, schools will access their trend data in the core content areas, disaggregated by subgroup. Using the School Data Profile (SPP), the school team will dialogue about the data as outlined in the SPP. Any available district level, school level or classroom level data related to the core content areas should also be analyzed. Strengths and challenges will be identified.

School Improvement Plan. For any content area in which the school's scores are below the state average, the Goals Management sections from the School Improvement Plans housed on the AdvancEd website will be pulled and compared to the information on strengths and challenges identified by the data analysis. If there is not alignment between the data and Goals Management, Goals Management will be revised. Activities in Goals Management will be increased in order to include:

- Monitoring and evaluating of the implementation of the strategy;
- Professional learning related to the strategy;
- Parent activities connected to the strategy;
- Purchase of any educational materials connected to implementation of the strategy;
- Activities to support at-risk students;
- Technology used for implementation of the strategy; and
- How data documentation of the impact of the strategy will be collected.

District Improvement Plan. System staff at the District level will review all of the School Improvement Plans and compare the Goals Management section of their PSA Improvement Plans to these. If there is not alignment between the actions of the school and the PSA's Goals Management sections, these sections will be revised to reflect District level support of the buildings' initiatives.

## SECTION C

CURRICULUM

## Curriculum

## Highland Park Public School Academy System

Pursuant to Applicable Law and Terms and Conditions of this Contract, including Section 6.4, the Highland Park School Academy System ("System") shall implement, deliver and support the curriculum identified in this schedule.

## Elementary ( $\mathrm{K}-8^{\text {th }}$ Grade)

Curriculum Crafter: www.CurriculumCrafter.org

## High School (9 ${ }^{\text {th }}-12^{\text {th }}$ Grade)

Curriculum Crafter: www.CurriculumCrafter.org

Michigan Merit Curriculum Requirements:
https://www.michigan.gov/documents/mde/Complete_MMC_FAQ_August_2014_467323_7.pdf

## ENGLISH LANGUAGE ARTS (ELA) - 4 Credits

- Proficiency in State Content Standards for ELA (4 credits)


## MATHEMATICS - 4 Credits

- Proficiency in State Content Standards for Mathematics (3 credits); and
- Proficiency in district approved 4th Mathematics credit options (1 credit) (Student MUST have a Math experience in their final year of high school.)


## ONLINE LEARNING EXPERIENCE

- Course, Learning, or Integrated Learning Experience.


## PHYSICAL EDUCATION \& HEALTH - 1 Credit

- Proficiency in State Content Standards for Physical Education and Health (1 credit); or
- Proficiency with State Content Standards for Health ( $1 / 2$ credit) and district approved extracurricular activities involving physical activities ( $1 / 2$ credit).


## SCIENCE-3 Credits

- Proficiency in State Content Standards for Science (3 credits); or
- Beginning with the Class of 2015: Proficiency in some State Content Standards for Science (2 credits) and completion of a Department approved formal Career and Technical Education (CTE) program (1 credit).


## SOCIAL STUDIES - 3 Credits

- Proficiency in State Content Standards for Social Studies (3 credits).


## VISUAL, PERFORMING, AND APPLIED ARTS - 1 Credit

- Proficiency in State Content Standards for Visual, Performing, and Applied Arts (1 credit).

WORLD LANGUAGE - 2 Credits (Effective with students entering 3rd Grade in 2006)

- Formal coursework or an equivalent learning experience in Grades K-12 (2 credits); or - Formal coursework or an equivalent learning experience in Grades K-12 (1 credit) and completion of a Department approved formal Career and Technical Education program or an additional visual, performing, and applied arts credit (1 credit).


## A Story of Units: <br> A Curriculum Overview for Grades P-5

Table of Contents:
Introduction ..... 2
Curriculum Map ..... 3
Pre-Kindergarten ..... 4
Kindergarten ..... 9
Grade 1 ..... 16
Grade 2 ..... 25
Grade 3. ..... 34
Grade 4. ..... 44
Grade 5 ..... 56

## Introduction

This document provides an overview of the academic year for Pre-Kindergarten through Grade 5, beginning with a curriculum map and followed by detailed grade-level descriptions.

The curriculum map is a chart that shows, at a glance, the sequence of modules comprising each grade of the entire elementary curriculum. The map also indicates the approximate number of instructional days designated for each module of each grade. The date approximations are based on an academic calendar beginning on $9 / 6 / 12$ and ending on $6 / 26 / 13$ with a testing date approximately mid-late April. Details that elaborate on the curriculum map are found in the grade-level descriptions. Each grade-level description begins with a list of the five to seven modules that comprise the instruction of that grade. That introductory component is followed by three sections: the Summary of Year, the Rationale for Module Sequence, and the Alignment Chart with the grade-level standards. The Summary of Year portion of each grade level includes four pieces of information:

- The critical instructional areas for the grade, as described in the Common Core Learning Standards ${ }^{1}$ (CCLS)
- The Key Areas of Focus ${ }^{2}$ for the grade band (Note that this information is not available for Pre-Kindergarten.)
- The Required Fluencies ${ }^{3}$ for the grade (Note that this information is not available for Pre-Kindergarten.)
- The CCLS Major Emphasis Clusters ${ }^{4}$ for the grade (Note that this information is not available for Pre-Kindergarten.)

The Rationale for Module Sequence portion of each grade level provides a brief description of the instructional focus of each module for that grade and explains the developmental sequence of the mathematics.

The Alignment Chart for each grade lists the CCLS that are addressed in each module of the grade. Throughout the alignment charts, when a cluster is included without a footnote, it is taught in its entirety; there are also times when footnotes are relevant to particular standards within a cluster. All standards for each grade have been carefully included in the module sequence. Some standards are deliberately included in more than one module, so that a strong foundation can be built over time. Note that for Grade 3 through Grade 5, the standards identified on the Pre-Post Standards ${ }^{5}$ document as those which should be taught after the state test in April, have been intentionally aligned with the final modules of those grades.

[^0]A Story of Units: A Curriculum Overview for Grades P-5
Date:

*Please refer to grade-level descriptions to identify partially labeled modules and the standards corresponding to all modules.

| Key: | Geometry | Number | Number and Geometry, <br> Measurement | Fractions |
| :---: | :---: | :---: | :---: | :---: |

## Sequence of Pre-Kindergarten Modules Aligned with the Standards

Module 1: Numbers to 5
Module 2: Two-Dimensional and Three-Dimensional Shapes
Module 3: Counting to Answer Questions of How Many
Module 4: Comparison of Length, Weight, and Capacity
Module 5: Numerals to 5, Addition and Subtraction Stories, Counting to 20

## Summary of Year

Pre-Kindergarten mathematics is about (1) developing an understanding of whole numbers using concrete materials, including concepts of correspondence, counting, cardinality, and comparison; and (2) describing shapes in their environment. More learning time in Pre-Kindergarten should be devoted to developing the concept of number than to other topics.

## Rationale for Module Sequence in Pre-Kindergarten

Students enter Pre-Kindergarten and find a well-planned, sequential math program awaiting, one that is embedded with hands-on, playful, interactive, largely concrete experiences. Students are encouraged to use their math words to communicate their observations.

The first step, done in Module 1, is to analyze, sort, classify, and count up to 5 with meaning. In Module 2, students practice their numbers up-to-five fluency as they encounter and engage with circles, rectangles, squares, and triangles in their environment. With numbers to 5 understood, work begins in Module 3 on extending "How Many" questions up to 10. The key here is to build from 5 , using their fingers to support this perspective.

- 6 is 5 and 1
- 7 is 5 and 2
- 8 is 5 and 3 , etc.


Thus, numbers 6-10 are 5 together with numbers 1-5, making the numbers to 10 familiar and manageable. In Module 4, students measure length, weight, and capacity, developing their word bank to include the language of comparison: "small, big, short and tall (length), heavy and light (weight),
empty and full (capacity), while continuing to practice fluency with numbers to 10 . With numbers $1-10$ still developing, counting to 20 begins while addition and subtraction are initiated within classroom stories and playful contexts in Module 5.

Alignment Chart

```
Module and Approximate Common Core Learning Standards Addressed in Pre-Kindergarten Modules }\mp@subsup{}{}{6
Number of Instructional Days
```


## Module 1:

Numbers to $5^{7}$
(45 days)

## Know number names and the count sequence.

PK.CC. 1 Count to 20.
PK.CC. 2 Represent a number of objects with a written numeral 0-5 (with 0 representing a count of no objects).

## Count to tell the number of objects. ${ }^{8}$

PK.CC. 3 Understand the relationship between numbers and quantities to 10; connect counting to cardinality.
a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
c. Understand that each successive number name refers to a quantity that is one larger.

PK.CC. 4 Count to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1-10, count out that many objects.

[^1]| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Pre-Kindergarten Modules ${ }^{6}$ |
| :---: | :---: |
|  | Compare numbers. ${ }^{9}$ <br> PK.CC. 5 Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies. <br> Understand simple patterns. <br> PK.OA. 2 Duplicate and extend (e.g., What comes next?) simple patterns using concrete objects. <br> Sort objects and count the number of objects in each category. ${ }^{10}$ <br> PK.MD. 2 Sort objects into categories; count the numbers of objects in each category. |
| Module 2: <br> Two-Dimensional and ThreeDimensional Shapes (15 days) | Sort objects and count the number of objects in each category. <br> PK.MD. 2 Sort objects into categories; count the numbers of objects in each category. (Limit category counts to be less than or equal to 10.) <br> Identify and describe shapes (squares, circles, triangles, rectangles). <br> PK.G. 1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as top, bottom, up, down, in front of, behind, over, under, and next to. <br> PK.G. 2 Correctly name shapes regardless of size. <br> Analyze, compare, and sort objects. <br> PK.G. 3 Analyze, compare, and sort two- and three-dimensional shapes and objects, in different sizes, using informal language to describe their similarities, differences, and other attributes (e.g., color, size, and shape). <br> PK.G. 4 Create and build shapes from components (e.g., sticks and clay balls). |

[^2]A Story of Units: A Curriculum Overview for Grades P-5
Date:

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Pre-Kindergarten Modules ${ }^{6}$ |
| :---: | :---: |
| Module 3: <br> Counting to Answer Questions of How Many (50 days) | Count to tell the number of objects. <br> PK.CC. 3 Understand the relationship between numbers and quantities to 10; connect counting to cardinality. <br> a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. <br> b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. <br> c. Understand that each successive number name refers to a quantity that is one larger. <br> PK.CC. 4 Count to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1-10, count out that many objects. <br> Compare numbers. ${ }^{11}$ <br> PK.CC. 5 Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies. <br> PK.CC. 6 Identify "first" and "last" related to order or position. <br> Sort objects and count the number of objects in each category. <br> PK.MD. 2 Sort objects into categories; count the numbers of objects in each category. (Limit category counts to be less than or equal to 10.) |
| Module 4: <br> Comparison of Length, Weight, and Capacity (35 days) | Compare numbers. <br> PK.CC. 5 Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies. |

[^3]
## Module and Approximate <br> Number of Instructional Days

## Common Core Learning Standards Addressed in Pre-Kindergarten Modules ${ }^{6}$

|  | PK.CC. 6 Identify "first" and "last" related to order or position. <br> Describe and compare measurable attributes. <br> PK.MD. 1 Identify measurable attributes of objects, such as length, and weight. Describe them using correct vocabulary (e.g., small, big, short, tall, empty, full, heavy, and light). |
| :---: | :---: |
| Module 5: <br> Numerals to 5, <br> Addition and Subtraction <br> Stories, Counting to 20 <br> (35 days) | Know number names and the count sequence. <br> PK.CC. 1 Count to 20. <br> PK.CC. 2 Represent a number of objects with a written numeral 0-5 (with 0 representing a count of no objects). <br> Understand addition as adding to, and understand subtraction as taking from. <br> PK.OA. 1 Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g., If we have 3 apples and add two more, how many apples do we have all together?). <br> Understand simple patterns. <br> PK.OA. 2 Duplicate and extend (e.g., What comes next?) simple patterns using concrete objects. |

[^4]
## Sequence of Kindergarten Modules Aligned with the Standards

Module 1: Numbers to 10
Module 2: Two-Dimensional and Three-Dimensional Shapes
Module 3: Comparison of Length, Weight, Capacity, and Numbers to 10
Module 4: Number Pairs, Addition and Subtraction to 10
Module 5: Numbers 10-20 and Counting to 100
Module 6: Analyzing, Comparing, and Composing Shapes

## Summary of Year

Kindergarten mathematics is about (1) representing, relating, and operating on whole numbers, initially with sets of objects; and (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

Key Areas of Focus for K-2: Addition and subtraction-concepts, skills, and problem solving

Required Fluency:
K.OA. $5 \quad$ Add and subtract within 5.

## CCLS Major Emphasis Clusters <br> Counting and Cardinality

- Know number names and count sequence.
- Count to tell the number of objects.
- Compare numbers.

Operations and Algebraic Thinking

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
Number and Operations in Base Ten
- Work with numbers 11-19 to gain foundations for place value.


## Rationale for Module Sequence in Kindergarten

Like Pre-Kindergarten, in Module 1, Kindergarten starts out with solidifying the meaning of numbers to 10 with a focus on embedded numbers and relationships to 5 using fingers, cubes, drawings, 5 groups and the Rekenrek. Students then investigate patterns of " 1 more" and " 1 less" using models such as the number stairs (see picture). Because fluency with addition and subtraction within 5 is a Kindergarten goal, addition within 5 is begun in Module 1 as another representation of the decomposition of numbers.

In Module 2, Students learn to identify and describe squares, circles, triangles, rectangles, hexagons, cubes, cones,
 cylinders and spheres. During this module students also practice their fluency with numbers to 10.

In Module 3, students begin to experiment with comparison of length, weight and capacity. Students first learn to identify the attribute being compared, moving away from non-specific language such as "bigger" to "longer than," "heavier than," or "more than." Comparison begins with developing the meaning of the word "than" in the context of "taller than," "shorter than," "heavier than," "longer than," etc. The terms "more" and "less" become increasingly abstract later in Kindergarten. " 7 is 2 more than 5 " is more abstract than "Jim is taller than John."

In Module 4, number comparison leads to a further study of embedded numbers (e.g., "3 is less than 7" leads to, " 3 and 4 make 7 ," and $3+4=7$, ,. " 1 more, 2 more, 3 more" lead into addition ( $+1,+2,+3$ ). Students now represent stories with blocks, drawings, and equations.

After Module 5, after students have a meaningful experience of addition and subtraction within 10 in Module 4, they progress to exploration of numbers 10-20. They apply their skill with and understanding of numbers within 10 to teen numbers, which are decomposed as " 10 ones and some ones." For example, "12 is 2 more than 10." The number 10 is special; it is the anchor that will eventually become the "ten" unit in the place value system in Grade 1.

Module 6 rounds out the year with an exploration of shapes. Students build shapes from components, analyze and compare them, and discover that they can be composed of smaller shapes, just as larger numbers are composed of smaller numbers.

## Alignment Chart

## Module and Approximate <br> Number of Instructional Days <br> Common Core Learning Standards Addressed in Kindergarten Modules ${ }^{12}$

## Module 1:

Numbers to $10^{13}$
(43 days)

## Know number names and the count sequence. ${ }^{14}$

K.CC. 3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
Count to tell the number of objects. ${ }^{15}$
K.CC. 4 Understand the relationship between numbers and quantities; connect counting to cardinality.
a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
c. Understand that each successive number name refers to a quantity that is one larger.
K.CC. 5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. ${ }^{16}$
K.OA. 3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5=2+3$ and $5=4+1$ ).

[^5]| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Kindergarten Modules ${ }^{\mathbf{1 2}}$ |
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|  | Classify objects and count the number of objects in each category. <br> K.MD. 3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.) |
| Module 2: <br> Two-Dimensional and ThreeDimensional Shapes <br> (12 days) | Classify objects and count the number of objects in each category. <br> K.MD. 3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.) <br> Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). <br> K.G. 1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. <br> K.G. 2 Correctly name shapes regardless of their orientations or overall size. <br> K.G. 3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). <br> Analyze, compare, create, and compose shapes. ${ }^{17}$ <br> K.G. 4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). |
| Module 3: <br> Comparison of Length, Weight, Capacity, and Numbers to 10 <br> (38 days) | Compare numbers. <br> K.CC. 6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.) <br> K.CC. 7 Compare two numbers between 1 and 10 presented as written numerals. Describe and compare measurable attributes. |

[^6]| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Kindergarten Modules ${ }^{12}$ |
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|  | K.MD. 1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. <br> K.MD. 2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter. |
| Module 4: <br> Number Pairs, Addition and Subtraction to 10 <br> (47 days) | Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. <br> K.OA. 1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem.) <br> K.OA. 2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. <br> K.OA. 3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5=2+3$ and $5=4+1$ ). <br> K.OA. 4 For any number from 1 to 9 , find the number that makes 10 when added to the given number, e.g., by using objects or drawings and record the answer with a drawing or equation. <br> K.OA. 5 Fluently add and subtract within 5. |
| Module 5: <br> Numbers 10-20 and Counting to 100 <br> (30 days) | Know number names and the count sequence. <br> K.CC. 1 Count to 100 by ones and by tens. <br> K.CC. 2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). <br> K.CC. 3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). |

A Story of Units: A Curriculum Overview for Grades P-5
Date:

## Module and Approximate <br> Number of Instructional Days

|  | Count to tell the number of objects. ${ }^{18}$ <br> K.CC. 4 Understand the relationship between numbers and quantities; connect counting to cardinality. <br> a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. <br> b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. <br> c. Understand that each successive number name refers to a quantity that is one larger. <br> K.CC. 5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. <br> Work with numbers 11-19 to gain foundations for place value. <br> K.NBT. 1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings and record each composition or decomposition by a drawing or equation (such as $18=10+8$ ); understand that these numbers are composed of ten ones and one, two three, four, five, six, seven, eight or nine ones. |
| :---: | :---: |
| Module 6: <br> Analyzing, Comparing, and Composing Shapes (10 days) | Count to tell the number of things. ${ }^{19}$ <br> K.CC. 4 Understand the relationship between numbers and quantities: connect counting to cardinality. <br> d. Develop understanding of ordinal numbers (first through tenth) to describe the relative position and magnitude of whole numbers. <br> Analyze, compare, create and compose shapes. <br> K.G. 4 Analyze and compare two and three dimensional shapes, in different sizes and orientations, |

[^7]
## Module and Approximate <br> Number of Instructional Days

## Common Core Learning Standards Addressed in Kindergarten Modules ${ }^{12}$

using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
K.G. 5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes
K.G. 6 Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?

## Sequence of Grade 1 Modules Aligned with the Standards

Module 1: Sums and Differences to 10
Module 2: Introduction to Place Value Through Addition and Subtraction Within 20
Module 3: Ordering and Comparing Length Measurements as Numbers
Module 4: Place Value, Comparison, Addition and Subtraction to 40
Module 5: Identifying, Composing, and Partitioning Shapes
Module 6: Place Value, Comparison, Addition and Subtraction to 100

## Summary of Year

First Grade mathematics is about (1) developing understanding of addition, subtraction, and strategies for addion and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

## Key Areas of Focus for K-2:

Required Fluency:
Addition and subtraction-concepts, skills, and problem solving

## CCLS Major Emphasis Clusters

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.

Number and Operations in Base Ten

- Extend the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.
Measurement and Data
- Measure lengths indirectly and by iterating length units.


## Rationale for Module Sequence in Grade 1

In Grade 1, work with numbers to 10 continues to be a major stepping-stone in learning the place value system. In Module 1, students work to further understand the meaning of addition and subtraction begun in Kindergarten, largely within the context of the Grade 1 word problem types. They begin intentionally and energetically building fluency with addition and subtraction facts-a major gateway to later grades.

A Story of Units: A Curriculum Overview for Grades P-5
Date:
7/31/13

In Module 2, students add and subtract within 20. Work begins by modeling "adding and subtracting across ten" in word problems and with equations. Solutions involving decomposition and composition like that shown to the right for $8+5$ reinforce the need to "make 10." In Module 1, students loosely grouped 10 objects to make a ten. They now transition to conceptualizing that ten as a single unit (using 10 linking cubes stuck together, for example). This is the next major stepping-stone in understanding place value, learning to group "10 ones" as a single unit: 1 ten. Learning to "complete a unit" empowers students in later grades to understand "renaming" in the addition algorithm, to add 298 and 35 mentally (i.e., $298+2+33$ ), and to add measurements like $4 \mathrm{~m}, 80 \mathrm{~cm}$, and 50 cm (i.e., $4 \mathrm{~m}+80 \mathrm{~cm}+20 \mathrm{~cm}+30 \mathrm{~cm}=4 \mathrm{~m}+1 \mathrm{~m}+30 \mathrm{~cm}=5 \mathrm{~m} 30 \mathrm{~cm}$ ).

$8+5=8+(2+3)=(8+2)+3=10+3=13$
Adding Across a Ten

Module 3, which focuses on measuring and comparing lengths indirectly and by iterating length units, gives students a few weeks to practice and internalize "making a 10" during daily fluency activities.

Module 4 returns to understanding place value. Addition and subtraction within 40 rest on firmly establishing a "ten" as a unit that can be counted, first introduced at the close of Module 2. Students begin to see a problem like $23+6$ as an opportunity separate the " 2 tens" in 23 and concentrate on the familiar addition problem $3+6$. Adding $8+5$ is related to solving $28+5$; complete a unit of ten and add 3 more.

In Module 5, students think about attributes of shapes and practice composing and decomposing geometric shapes. They also practice work with addition and subtraction within 40 during daily fluency activities (from Module 4). Thus, this module provides important "internalization time" for students between two intense number-based modules. The module placement also gives more spatially-oriented students the opportunity to build their confidence before they return to arithmetic.

Although Module 6 focuses on "adding and subtracting within 100," the learning goal differs from the "within 40 " module. Here, the new level of complexity is to build off the place value understanding and mental math strategies that were introduced in earlier modules. Students explore by using simple examples and the familiar units of 10 made out of linking cubes, bundles, and drawings. Students also count to 120 and represent any number within that range with a numeral.

## Alignment Chart

## Module and Approximate <br> Number of Instructional Days

## Module 1:

Sums and Differences to $10{ }^{21}$
(45 days)

## Common Core Learning Standards Addressed in Grade 1 Modules ${ }^{20}$

## Represent and solve problems involving addition and subtraction. ${ }^{22}$

1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, e.g., by using objects, drawings and equations with a symbol for the unknown number to represent the problem. (See Glossary, Table 1.)

Understand and apply properties of operations and the relationship between addition and subtraction.
1.OA.3 Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties.) Examples: If $8+3=11$ is known, then $3+8=11$ is also known. (Commutative property of addition.) To add $2+6+4$, the second two numbers can be added to make a ten, so $2+6+4=2+10=12$. (Associative property of addition.)
1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract $10-8$ by finding the number that makes 10 when added to 8.

Add and subtract within 20.
1.OA. 5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2 ).
1.OA. 6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8+6=8+2+4=10+4=14$ ); decomposing a number leading to a ten (e.g., $13-4=13-3-1=10-1=9$ ); using the relationship between addition and subtraction (e.g., knowing that $8+4=12$, one knows $12-8=4$ ); and creating equivalent but easier or known sums (e.g., adding $6+7$ by creating the known equivalent $6+6+$ $1=12+1=13$ ).

Work with addition and subtraction equations.

[^8]| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 1 Modules ${ }^{20}$ |
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|  | 1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6=6,7=8-1,5+2=2+5,4+1=5+2$. <br> 1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8+$ ? $=11,5=?-3,6+6=$ ?. |
| Module 2: <br> Introduction to Place Value <br> Through Addition and Subtraction Within 20 (35 days) | Represent and solve problems involving addition and subtraction. <br> 1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Glossary, Table 1.) <br> 1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. <br> Understand and apply properties of operations and the relationship between addition and subtraction. <br> 1.OA.3 Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties.) Examples: If $8+3=11$ is known, then $3+8=11$ is also known. (Commutative property of addition.) To add $2+6+4$, the second two numbers can be added to make a ten, so $2+6+4=2+10=12$. (Associative property of addition.) <br> 1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract $10-8$ by finding the number that makes 10 when added to 8. <br> Add and subtract within 20. ${ }^{27}$ <br> 1.OA. 6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10 . Use strategies such as counting on; making ten (e.g., $8+6=8+2+4=10+4=14$ ); decomposing a |

[^9]A Story of Units: A Curriculum Overview for Grades P-5
Date:

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 1 Modules ${ }^{20}$ |
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|  | number leading to a ten (e.g., $13-4=13-3-1=10-1=9$ ); using the relationship between addition and subtraction (e.g., knowing that $8+4=12$, one knows $12-8=4$ ); and creating equivalent but easier or known sums (e.g., adding $6+7$ by creating the known equivalent $6+6+$ $1=12+1=13$ ). <br> Understand place value. ${ }^{28}$ <br> 1.NBT. 2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: <br> a. 10 can be thought of as a bundle of ten ones - called a "ten." <br> b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. |
| Module 3: <br> Ordering and Comparing Length Measurements as Numbers (15 days) | Represent and solve problems involving addition and subtraction. ${ }^{29}$ <br> 1.OA. 1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Glossary, Table 1.) <br> Measure lengths indirectly and by iterating length units. <br> 1.MD. 1 Order three objects by length; compare the lengths of two objects indirectly by using a third object. <br> 1.MD. 2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. |

[^10]A Story of Units: A Curriculum Overview for Grades P-5
Date:

## Module and Approximate <br> Number of Instructional Days

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## Module 4:

Place Value, Comparison, Addition and Subtraction to 40 (35 days)

## Common Core Learning Standards Addressed in Grade 1 Modules ${ }^{20}$

## Represent and interpret data.

1.MD. 4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

## Represent and solve problems involving addition and subtraction. ${ }^{30}$

1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Glossary, Table 1.)
Extend the counting sequence. ${ }^{31}$
1.NBT. 1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Understand place value. ${ }^{32}$
1.NBT. 2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
a. 10 can be thought of as a bundle of ten ones - called a "ten."
c. The numbers $10,20,30,40,50,60,70,80,90$ refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
1.NBT. 3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.
Use place value understanding and properties of operations to add and subtract. ${ }^{33}$

[^11]| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 1 Modules ${ }^{20}$ |
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|  | 1.NBT. 4 Add within 100, including adding a two-digit number and a one-digit number, and adding a twodigit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. <br> 1.NBT. 5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. <br> 1.NBT. 6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. |
| Module 5: <br> Identifying, Composing, and Partitioning Shapes (15 days) | Tell and write time and money. ${ }^{34}$ <br> 1.MD. 3 Tell and write time in hours and half-hours using analog and digital clocks. Recognize and identify coins, their names, and their value. <br> Reason with shapes and their attributes. <br> 1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus nondefining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. <br> 1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Students do not need to learn formal names such as "right rectangular prism.) <br> 1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the |

[^12]| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 1 Modules ${ }^{20}$ |
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|  | words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. |
| Module 6: <br> Place Value, Comparison, Addition and Subtraction to 100 (35 days) | Extend the counting sequence. <br> 1.NBT. 1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. <br> Understand place value. <br> 1.NBT. 2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: <br> a. 10 can be thought of as a bundle of ten ones - called a "ten." <br> c. The numbers $10,20,30,40,50,60,70,80,90$ refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). <br> 1.NBT. 3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>,=$, and $<$. <br> Use place value understanding and properties of operations to add and subtract. <br> 1.NBT. 4 Add within 100, including adding a two-digit number and a one-digit number, and adding a twodigit number and a multiple of 10 , using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. <br> 1.NBT. 5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count: explain the reasoning used. <br> 1.NBT. 6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, |

## Module and Approximate <br> Number of Instructional Days

## Common Core Learning Standards Addressed in Grade 1 Modules ${ }^{20}$

properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Tell and write time and money. ${ }^{35}$
1.MD. 3 Tell and write time in hours and half-hours using analog and digital clocks. Recognize and identify coins, their names, and their value.

[^13]
## Sequence of Grade 2 Modules Aligned with the Standards

Module 1: Sums and Differences to 100
Module 2: Addition and Subtraction of Length Units
Module 3: Place Value, Counting, and Comparison of Numbers to 1000
Module 4: Addition and Subtraction Within 200 with Word Problems to 100
Module 5: Addition and Subtraction Within 1000 with Word Problems to 100
Module 6: Foundations of Multiplication and Division
Module 7: Problem Solving with Length, Money, and Data
Module 8: Time, Shapes, and Fractions as Equal Parts of Shapes

## Summary of Year

Second Grade mathematics is about (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

## Key Areas of Focus for K-2:

Required Fluency:

Addition and subtraction-concepts, skills, and problem solving
2.OA. 2 Add and subtract within 20.
2.NBT. 5 Add and subtract within 100.

## CCLS Major Emphasis Clusters

## Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Add and subtract within 20.
- Work with equal groups of objects to gain foundations for multiplication.
Number and Operations in Base Ten
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.
Measurement and Data
- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.


## Rationale for Module Sequence in Grade 2

From Grade 1, students have fluency of addition and subtraction within 10 and extensive experience working with numbers to 100. Module 1 of Grade 2 establishes a motivating, differentiated fluency program in the first few weeks that will provide each student with enough practice to achieve mastery of the new required fluencies (i.e., adding and subtracting within 20 and within 100) by the end of the year. Students learn to represent and solve word problems using addition and subtraction: a practice that will also continue throughout the year.

A Story of Units: A Curriculum Overview for Grades P-5
Date:

In Module 2, students learn to measure and estimate using standard units for length and solve measurement word problems involving addition and subtraction of length. A major objective is for students to use measurement tools with the understanding that linear measure involves an iteration of units and that the smaller a unit, the more iterations are necessary to cover a given length. Students work exclusively with metric units, i.e. centimeters and meters, in this module to support upcoming work with place value concepts in Module 3. Units also play a central role in the addition and subtraction algorithms of Modules 4 and 5 . An underlying goal for this module is for students to learn the meaning of a "unit" in a different context, that of length. This understanding serves as the foundation of arithmetic, measurement, and geometry in elementary school.

All arithmetic algorithms are manipulations of place value units: ones, tens, hundreds, etc. In Module 3, students extend their understanding of baseten notation and apply their understanding of place value to count and compare numbers to 1000. In Grade 2 the place value units move from a proportional model to a non-proportional number disk model (see picture). The place value table with number disks can be used through Grade 5 for modeling very large numbers and decimals, thus providing students greater facility with and understanding of mental math and algorithms.


In Module 4, students apply their work with place value units to add and subtract within 200 moving from concrete to pictorial to abstract. This work deepens their understanding of base-ten, place value, and the properties of operations. It also challenges them to apply their knowledge to one-step and two-step word problems. During this module, students also continue to develop one of the required fluencies of the grade: addition and subtraction within 100.

Module 5 builds upon the work of Module 4. Students again use place value strategies, manipulatives, and math drawings to extend their conceptual understanding of the addition and subtraction algorithms to numbers within 1000. They maintain addition and subtraction fluency within 100
through daily application work to solve one- and two-step word problems of all types. A key component of Modules 4 and 5 is that students use place value reasoning to explain why their addition and subtraction strategies work.

In Module 6, students extend their understanding of a unit to build the foundation for multiplication and division wherein any number, not just powers of ten, can be a unit. Making equal groups of "four apples each" establishes the unit "four apples" (or just four) that can then be counted: 1 four, 2 fours, 3 fours, etc. Relating the new unit to the one used to create it lays the foundation for multiplication: 3 groups of 4 apples equal 12 apples (or 3 fours is 12).

Module 7 provides another opportunity for students to practice their algorithms and problem-solving skills with perhaps the most well-known, interesting units of all: dollars, dimes, and pennies. Measuring and estimating length is revisited in this module in the context of units from both the customary system (e.g., inches and feet) and the metric system (e.g., centimeters and meters). As they study money and length, students represent data given by measurement and money data using picture graphs, bar graphs, and line plots.

Students finish Grade 2 by describing and analyzing shapes in terms of their sides and angles. In Module 8, students investigate, describe, and reason about the composition and decomposition of shapes to form other shapes. Through building, drawing, and analyzing two-and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.

## Alignment Chart

## Module and Approximate <br> Number of Instructional Days

## Module 1: <br> Sums and Differences to 20

(10 days)

## Common Core Learning Standards Addressed in Grade 2 Modules ${ }^{36}$

## Represent and solve problems involving addition and subtraction. ${ }^{37}$

2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (See Glossary, Table 1.)

## Add and subtract within $20 .{ }^{38}$

2.OA.2 Fluently add and subtract within 20 using mental strategies. (See standard 1.OA. 6 for a list of mental strategies.) By end of grade 2, know from memory all sums of two one-digit numbers.

Use place value understanding and properties of operations to add and subtract. ${ }^{39}$
2.NBT. 5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

## Module 2:

Addition and Subtraction of Length Units
(12 days)

## Measure and estimate lengths in standard units. ${ }^{40}$

2.MD. 1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2.MD. 2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
2.MD. 3 Estimate lengths using units of inches, feet, centimeters, and meters.
2.MD. 4 Measure to determine how much longer one object is than another, expressing the length

[^14]| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 2 Modules ${ }^{36}$ |
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|  | difference in terms of a standard length unit. <br> Relate addition and subtraction to length. <br> 2.MD. 5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. <br> 2.MD. 6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers $0,1,2, \ldots$, and represent whole-number sums and differences within 100 on a number line diagram. |
| Module 3: <br> Place Value, Counting, and Comparison of Numbers to 1000 <br> (25 days) | Understand place value. <br> 2.NBT. 1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: <br> a. 100 can be thought of as a bundle of ten tens - called a "hundred." <br> b. The numbers $100,200,300,400,500,600,700,800,900$ refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). <br> 2.NBT. 2 Count within 1000; skip-count by $5 \mathrm{~s}^{42}, 10 \mathrm{~s}$, and 100 s . <br> 2.NBT. 3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. <br> 2.NBT. 4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. |
| Module 4: <br> Addition and Subtraction Within 200 with Word Problems to 100 | Represent and solve problems involving addition and subtraction. <br> 2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with |

${ }^{42}$ Use analog clock to provide a context for skip-counting by 5 s.

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 2 Modules ${ }^{36}$ |
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| (35 days) | unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (See Glossary, Table 1.) <br> Use place value understanding and properties of operations to add and subtract. ${ }^{44}$ <br> 2.NBT. 5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. <br> 2.NBT. 6 Add up to four two-digit numbers using strategies based on place value and properties of operations. <br> 2.NBT. 7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. <br> 2.NBT. 8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900. <br> 2.NBT. 9 Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.) |
| Module 5: <br> Addition and Subtraction Within 1000 with Word Problems to 100 <br> (24 days) | Use place value understanding and properties of operations to add and subtract. ${ }^{45}$ <br> 2.NBT. 7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. <br> 2.NBT. 8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given |

[^15]A Story of Units: A Curriculum Overview for Grades P-5
Date:
7/31/13

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 2 Modules ${ }^{36}$ |
| :---: | :---: |
|  | number 100-900. <br> 2.NBT. 9 Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.) |
| Module 6: <br> Foundations of Multiplication and Division <br> (24 days) | Work with equal groups of objects to gain foundations for multiplication. <br> 2.OA. 3 Determine whether a group of objects (up to 20 ) has an odd or even number of members, e.g., by pairing objects or counting them by 2 s : write an equation to express an even number as a sum of two equal addends. <br> 2.OA. 4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. <br> Reason with shapes and their attributes. ${ }^{47}$ <br> 2.G.2 Partition a rectangle into rows and columns of same size squares and count to find the total number of them. |
| Module 7: <br> Problem Solving with Length, Money, and Data <br> (30 days) | Measure and estimate lengths in standard units. <br> 2.MD. 1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. <br> 2.MD. 2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. <br> 2.MD. 3 Estimate lengths using units of inches, feet, centimeters, and meters. <br> 2.MD. 4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. <br> Relate addition and subtraction to length. <br> 2.MD. 5 Use addition and subtraction within 100 to solve word problems involving lengths that are given |

[^16]| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 2 Modules ${ }^{36}$ |
| :---: | :---: |
|  | in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problems. <br> 2.MD. 6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers $0,1,2, \ldots$, and represent whole-number sums and differences within 100 on a number line diagram. <br> Work with time and money. ${ }^{49}$ <br> 2.MD. 8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and $\overline{\text { C }}$ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? <br> Represent and interpret data. <br> 2.MD. 9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. <br> 2.MD. 10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems (See Glossary, Table 1.) using information presented in a bar graph. |
| Module 8: <br> Time, Shapes, and Fractions as Equal Parts of Shapes <br> (20 days) | Work with time and money. ${ }^{50}$ <br> 2.MD. 7 Tell time and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. <br> Reason with shapes and their attributes. <br> 2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. (Sizes are compared directly or visually, not compared by measuring.) Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. |

[^17]Module and Approximate
Number of Instructional Days

Common Core Learning Standards Addressed in Grade 2 Modules ${ }^{36}$
2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

## Sequence of Grade 3 Modules Aligned with the Standards

Module 1: Properties of Multiplication and Division and Solving Problems with Units of 2-5 and 10
Module 2: Place Value and Problem Solving with Units of Measure
Module 3: Multiplication and Division with Units of 0, 1, 6-9, and Multiples of 10
Module 4: Multiplication and Area
Module 5: Fractions as Numbers on the Number Line
Module 6: Collecting and Displaying Data
Module 7: Geometry and Measurement Word Problems

## Summary of Year

Third Grade mathematics is about (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

Key Areas of Focus for 3-5: Multiplication and division of whole numbers and fractions-concepts, skills, and problem solving
Required Fluency: 3.OA.7 Multiply and divide within 100. 3.NBT. 2 Add and subtract within 1000.

## CCLS Major Emphasis Clusters

Operations and Algebraic Thinking

- Represent and solve problems involving multiplication and division.
- Understand the properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.
- Solve problems involving the four operations and identify and explain patterns in arithmetic.
Number and Operations - Fractions
- Develop understanding of fractions as numbers.

Measurement and Data

- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.


## Rationale for Module Sequence in Grade 3

The first module builds upon the foundation of multiplicative thinking with units started in Grade 2. First, students concentrate on the meaning of multiplication and division and begin developing fluency for learning products involving factors of $2,3,4,5$, and 10 (see key areas of focus and

A Story of Units: A Curriculum Overview for Grades P-5
Date:
required fluency above). The restricted set of facts keeps learning manageable, and also provides enough examples to do one- and two-step word problems and to start measurement problems involving weight, capacity and time in the second module.

Module 2 focuses on measurement of time and metric weight and capacity. In exploratory lessons, students decompose a kilogram into 100 gram, 10 gram and 1 gram weights and decompose a liter into analogous amounts of milliliters. Metric measurement thereby develops the concept of mixed units, e.g. 3 kilograms 400 grams is clearly related to 3 thousands, 4 hundreds. Students then apply their new understanding of number to place value, comparison and rounding, composing larger units when adding, decomposing into smaller units when subtracting. Students also draw proportional tape diagrams to solve word problems (e.g., "If this tape represents 62 kg , then a tape representing 35 kg needs to be slightly longer than half the 62 kg bar..."). Drawing the relative sizes of the lengths involved in the model prepares students to locate fractions on a number line in Module 5 (where they learn to locate points on the number line relative to each other and relative to the whole unit). Module 2 also provides students with internalization time for learning the $2,3,4,5$, and 10 facts as part of their fluency activities.

Students learn the remaining multiplication and division facts in Module 3 as they continue to develop their understanding of multiplication and division strategies within 100 and use those strategies to solve two-step word problems. The " $2,3,4,5$ and 10 facts" module (Module 1) and the " 0 , $1,6,7,8,9$ and multiples of 10 facts" module (Module 3) both provide important, sustained time for work in understanding the structure of rectangular arrays to prepare students for area in Module 4. This work is necessary because students initially find it difficult to distinguish the different units in a grid (the third array in the picture below), count them and recognize that the count is related to multiplication. Tiling also supports a correct interpretation of the grid. Modules 1 and 3 slowly build up to the area model (the fourth model in the picture below) using rectangular arrays in the context of learning multiplication and division:


Module 1 and Module 3
Module 4
Progression from Rectangular Array to Area Model

By Module 4, students are ready to investigate area. They measure the area of a shape by finding the total number of same-size units of area, e.g. tiles, required to cover the shape without gaps or overlaps. When that shape is a rectangle with whole number side lengths, it is easy to partition the rectangle into squares with equal areas (as in the third stage of the illustration above).

One goal of Module 5 is for students to transition from thinking of fractions as area or parts of a figure to points on a number line. To make that jump, students think of fractions as being constructed out of unit fractions: "1 fourth" is the length of a segment on the number line such that the length of four concatenated fourth segments on the line equals 1 (the whole). Once the unit " 1 fourth" has been established, counting them is as easy as counting whole numbers: 1 fourth, 2 fourths, 3 fourths, 4 fourths, 5 fourths, etc. Students also compare fractions, find equivalent fractions in special cases, and solve problems that involve fractions.

In Module 6, students leave the world of exact measurements behind. By applying their knowledge of fractions from Module 5, they estimate lengths to the nearest halves and fourths of an inch and record that information in bar graphs and line plots. This module also prepares students for the multiplicative comparison problems of Grade 4 by asking students "how many more" and "how many less" questions about scaled bar graphs.

The year rounds out with plenty of time to solve two-step word problems involving the four operations, and to improve fluency for concepts and skills initiated earlier in the year. In Module 7, students also describe, analyze, and compare properties of two-dimensional shapes. By now, students have done enough work with both linear and area measurement models to understand that there is no relationship in general between the area of a figure and perimeter, which is one of the concepts taught in the last module.

## Alignment Chart

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 3 Modules ${ }^{52}$ |
| :---: | :---: |
| Module 1: <br> Properties of Multiplication and Division and Solving Problems with Units of 2-5 and 10 (25 days) | Represent and solve problems involving multiplication and division. ${ }^{53}$ <br> 3.OA.1 Interpret products of whole numbers, e.g., interpret $5 \times 7$ as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as $5 \times 7$. <br> 3.OA.2 Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of |

[^18]A Story of Units: A Curriculum Overview for Grades P-5
Date: 7/31/13

## Module and Approximate

Number of Instructional Days

## Common Core Learning Standards Addressed in Grade 3 Modules ${ }^{52}$

objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.
3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (See Glossary, Table 2.)
3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ?=48,5==_{-} \div 3,6 \times 6=$ ?
Understand properties of multiplication and the relationship between multiplication and division. ${ }^{54}$
3.OA.5 Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) Examples: If $6 \times 4=24$ is known, then $4 \times 6=24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5=15$, then $15 \times$ $2=30$, or by $5 \times 2=10$, then $3 \times 10=30$. (Associative property of multiplication.) Knowing that 8 $\times 5=40$ and $8 \times 2=16$, one can find $8 \times 7$ as $8 \times(5+2)=(8 \times 5)+(8 \times 2)=40+16=56$. (Distributive property.) ${ }^{55}$
3.OA. 6 Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.
Multiply and divide within $100 .{ }^{56}$
3.OA. 7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5=40$, one knows $40 \div 5=8$ ) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
Solve problems involving the four operations, and identify and explain patterns in arithmetic. ${ }^{57}$

[^19]A Story of Units: A Curriculum Overview for Grades P-5
Date:

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 3 Modules ${ }^{52}$ |
| :---: | :---: |
|  | 3.OA.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order, i.e., Order of Operations.) |
| Module 2: <br> Place Value and Problem Solving with Units of Measure (25 days) | Use place value understanding and properties of operations to perform multi-digit arithmetic. (A range of algorithms may be used.) ${ }^{58}$ <br> 3.NBT. 1 Use place value understanding to round whole numbers to the nearest 10 or 100. <br> 3.NBT. 2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. <br> Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. <br> 3.MD. 1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. <br> 3.MD.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (I). (Excludes compound units such as $\mathrm{cm}^{3}$ and finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (Excludes multiplicative comparison problems, i.e., problems involving notions of "times as much"; see Glossary, Table 2.) |

[^20]
## Module and Approximate <br> Number of Instructional Days

## Module 3:

Multiplication and Division with Units of 0, 1, 6-9, and Multiples of 10
(25 days)

## Common Core Learning Standards Addressed in Grade 3 Modules ${ }^{52}$

## Represent and solve problems involving multiplication and division. ${ }^{59}$

3.OA. 3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (See Glossary, Table 2.)
3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ?=48,5=$ $\qquad$ $\div 3,6 \times 6=$ ?
Understand properties of multiplication and the relationship between multiplication and division.
3.OA.5 Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) Examples: If $6 \times 4=24$ is known, then $4 \times 6=24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5=15$, then $15 \times$ $2=30$, or by $5 \times 2=10$, then $3 \times 10=30$. (Associative property of multiplication.) Knowing that 8 $\times 5=40$ and $8 \times 2=16$, one can find $8 \times 7$ as $8 \times(5+2)=(8 \times 5)+(8 \times 2)=40+16=56$. (Distributive property.)

## Multiply and divide within $100 .{ }^{60}$

3.0A. 7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5=40$, one knows $40 \div 5=8$ ) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Solve problems involving the four operations, and identify and explain patterns in arithmetic. ${ }^{61}$
3.OA.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no

[^21]| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 3 Modules ${ }^{52}$ |
| :---: | :---: |
|  | parentheses to specify a particular order, i.e., Order of Operations.) <br> 3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends. <br> Use place value understanding and properties of operations to perform multi-digit arithmetic. (A range of algorithms may be used.) ${ }^{62}$ <br> 3.NBT. 3 Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., $9 \times 80,5 \times 60$ ) using strategies based on place value and properties of operations. |
| Module 4: <br> Multiplication and Area <br> (20 days) | Geometric measurement: understand concepts of area and relate area to multiplication and to addition. <br> 3.MD. 5 Recognize area as an attribute of plane figures and understand concepts of area measurement. <br> a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. <br> b. A plane figure which can be covered without gaps or overlaps by $n$ unit squares is said to have an area of $n$ square units. <br> 3.MD. 6 Measure areas by counting unit squares (square cm , square m , square in , square ft , and improvised units). <br> 3.MD. 7 Relate area to the operations of multiplication and addition. <br> a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. <br> b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. <br> c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side |

[^22]| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 3 Modules ${ }^{52}$ |
| :---: | :---: |
|  | lengths $a$ and $b+c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning. <br> d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into nonoverlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. |
| Module 5: <br> Fractions as Numbers on the Number Line (35 days) | Develop understanding of fractions as numbers. (Grade 3 expectations in this domain are limited to fractions with denominators $2,3,4,6$, and 8 .) <br> 3.NF. $1 \quad$ Understand a fraction $1 / b$ as the quantity formed by 1 part when a whole is partitioned into $b$ equal parts; understand a fraction $a / b$ as the quantity formed by a parts of size $1 / b$. <br> 3.NF. 2 Understand a fraction as a number on the number line; represent fractions on a number line diagram. <br> a. Represent a fraction $1 / b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into $b$ equal parts. Recognize that each part has size $1 / b$ and that the endpoint of the part based at 0 locates the number $1 / b$ on the number line. <br> b. Represent a fraction $a / b$ on a number line diagram by marking off $a$ lengths $1 / b$ from 0 . Recognize that the resulting interval has size $a / b$ and that its endpoint locates the number $a / b$ on the number line. <br> 3.NF. 3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. <br> a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. <br> b. Recognize and generate simple equivalent fractions, e.g., $1 / 2=2 / 4,4 / 6=2 / 3$ ). Explain why the fractions are equivalent, e.g., by using a visual fraction model. <br> c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3=3 / 1$; recognize that $6 / 1=6$; locate $4 / 4$ and 1 at |


| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 3 Modules ${ }^{52}$ |
| :---: | :---: |
|  | the same point of a number line diagram. <br> d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>,=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. <br> Reason with shapes and their attributes. ${ }^{63}$ <br> 3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area and describe the area of each part as $1 / 4$ of the area of the shape. |
| Module 6: <br> Collecting and Displaying Data (10 days) | Represent and interpret data. <br> 3.MD. 3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two- step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets. <br> 3.MD. 4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units - whole numbers, halves, or quarters. |
| Module 7: <br> Geometry and Measurement Word Problems ${ }^{64}$ <br> (40 days) | Represent and interpret data. ${ }^{65}$ <br> 3.MD. 4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units - whole numbers, halves, or quarters. <br> Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear |

[^23]
## Module and Approximate <br> Number of Instructional Days

## Common Core Learning Standards Addressed in Grade 3 Modules ${ }^{52}$

## and area measures.

3.MD. 8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

## Reason with shapes and their attributes

3.G. 1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

## Sequence of Grade 4 Modules Aligned with the Standards

Module 1: Place Value, Rounding, and Algorithms for Addition and Subtraction
Module 2: Unit Conversions and Problem Solving with Metric Measurement
Module 3: Multi-Digit Multiplication and Division
Module 4: Angle Measure and Plane Figures
Module 5: Fraction Equivalence, Ordering, and Operations
Module 6: Decimal Fractions
Module 7: Exploring Multiplication

## Summary of Year

Fourth grade mathematics is about (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; and (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

Key Areas of Focus for 3-5: Multiplication and division of whole numbers and fractions-concepts, skills, and problem solving
Required Fluency: $\quad$ 4.NBT. 4 Add and subtract within 1,000,000.

## CCLS Major Emphasis Clusters

Operations and Algebraic Thinking

- Use the four operations with whole numbers to solve problems.
Number and Operations in Base Ten
- Generalize place value understanding for multi-digit whole numbers.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.
Number and Operations - Fractions
- Extend understanding of fraction equivalence and ordering.
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- Understand decimal notation for fractions, and compare decimal fractions.


## Rationale for Module Sequence in Grade 4

In Grade 4, students extend their work with whole numbers. They begin with large numbers using familiar units (tens and hundreds) and develop their understanding of thousands by building knowledge of the pattern of times ten in the base ten system on the place value chart (4.NBT.1). In

A Story of Units: A Curriculum Overview for Grades P-5
Date:
7/31/13

Grades 2 and 3 students focused on developing the concept of composing and decomposing place value units within the addition and subtraction algorithms. Now, in Grade 4, those (de)compositions and are seen through the lens of multiplicative comparison, e.g. 1 thousand is 10 times as much as 1 hundred. They next apply their broadened understanding of patterns on the place value chart to compare, round, add and subtract. The module culminates with solving multi-step word problems involving addition and subtraction modeled with tape diagrams that focus on numerical relationships.

The algorithms continue to play a part in Module 2 as students relate place value to metric units. This module helps students draw similarities between:

| 1 ten | $=10$ ones |
| :--- | :--- |
| 1 hundred | $=10$ tens |
| 1 hundred | $=100$ ones |
| 1 meter | $=100$ centimeters |
| 1 thousand | $=1,000$ ones |
| 1 kilometer | $=1,000$ meters |
| 1 kilogram | $=1,000$ grams |
| 1 liter | $=1,000$ milliliters |

Students work with metric measurement in the context of the addition and subtraction algorithms, mental math, place value, and word problems. Customary units are used as a context for fractions in Module 5.

In Module 3, measurements provide the concrete foundation behind the distributive property in the multiplication algorithm: $4 \times(1 \mathrm{~m} 2 \mathrm{~cm})$ can be made physical using ribbon, where it is easy to see the 4 copies of 1 m and the 4 copies of 2 cm . Likewise, $4 \times(1$ ten 2 ones $)=4$ tens 8 ones. Students then turn to the place value table with number disks to develop efficient procedures for multiplying and dividing one-digit whole numbers and use the table with number disks to understand and explain why the procedures work. Students also solve word problems throughout the module where they select and accurately apply appropriate methods to estimate, mentally calculate, or use the procedures they are learning to compute products and quotients.

Module 4 focuses as much on solving unknown angle problems using letters and equations as it does on building, drawing, and analyzing twodimensional shapes in geometry. Students have already used letters and equations to solve word problems in earlier grades. They continue to do so in Grade 4, and now they also learn to solve unknown angle problems: work that challenges students to build and solve equations to find unknown
angle measures. First, students learn the definition of degree and learn how to measure angles in degrees using a circular protractor. From the definition of degree and the fact that angle measures are additive, the following rudimentary facts about angles naturally follow:

1. The sum of angle measurements around a point is 360 degrees.
2. The sum of angle measurements on a line is 180 degrees.
3. Hence, from 1 and 2 , students see that vertical angles are equal.
4. 

Armed only with these facts, students are able to generate and solve equations as in the following proble:
Find the unknown angle $x$.


$$
\begin{aligned}
x+240+90 & =360 \\
x+330 & =360 \\
x & =30
\end{aligned}
$$

Unknown angle problems help to unlock algebraic concepts for students because such problems are visual. The $x$ clearly stands for a specific number: If a student wished, he could place a protractor down on that angle and measure it to find $x$. But doing so destroys the joy of deducing the answer and solving the puzzle on his own.

Module 5 centers on equivalent fractions and operations with fractions. We use fractions when there is a given unit, the whole unit, but we want to measure using a smaller unit, called the fractional unit. To prepare students to explore the relationship between a fractional unit and its whole unit, examples of such relationships in different contexts were already carefully established earlier in the year:

| 360 degrees in | 1 complete turn |
| :--- | :--- |
| 100 centimeters in | 1 meter |
| 1000 grams in | 1 kilogram |
| 1000 milliliters in | 1 liter |

[^24]The beauty of fractional units, once defined and understood, is that they behave just as all other units do:

- "3 fourths +5 fourths $=8$ fourths" just as " 3 meters +5 meters $=8$ meters"
- " $4 \times 3$ fourths $=12$ fourths" just as " $4 \times 3$ meters $=12$ meters"

Students add and subtract fractions with like units using the area model and the number line. They multiply a fraction by a whole number where the interpretation is as repeated addition e.g. 3 fourths +3 fourths $=2 \times 3$ fourths. Through this introduction to fraction arithmetic they gradually come to understand fractions as units they can manipulate, just like whole numbers. Throughout the module, customary units of measurement provide a relevant context for the arithmetic.

Module 6, on decimal fractions, starts with the realization that decimal place value units are simply special fractional units: 1 tenth $=1 / 10,1$ hundredth $=1 / 100$, etc. Fluency plays an important role in this topic as students learn to relate $3 / 10=0.3=3$ tenths. They also recognize that 3 tenths is equal to 30 hundredths and subsequently have their first experience adding and subtracting fractions with unlike units e.g., 3 tenths +4 hundredths $=30$ hundredths +4 hundredths.

The year ends with a module focused on multiplication and measurement as they solve multi-step word problems. Exploratory lessons support conceptual understanding of the relative sizes of measurement units. Students explore conversion in hands-on settings and subsequently apply those conversions to solve multi-step word problems involving all operations and multiplicative comparison.

## Alignment Chart

Module and Approximate
Number of Instructional Days

## Module 1:

Place Value, Rounding, and Algorithms for Addition and Subtraction
(25 days)

Common Core Learning Standards Addressed in Grade 4 Modules ${ }^{66}$

## Use the four operations with whole numbers to solve problems. ${ }^{67}$

4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

[^25]A Story of Units: A Curriculum Overview for Grades P-5
Date:

## Module and Approximate <br> Number of Instructional Days

## Common Core Learning Standards Addressed in Grade 4 Modules ${ }^{66}$

|  |
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|  |
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|  |
|  |
| Module 2: |
| Unit Conversions and Problem |
| Solving with Metric |
| Measurement |
| (7 days) |

## Generalize place value understanding for multi-digit whole numbers. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to $1,000,000$.)

4.NBT. 1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70=10$ by applying concepts of place value and division.
4.NBT. 2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, $=$, and < symbols to record the results of comparisons.
4.NBT. 3 Use place value understanding to round multi-digit whole numbers to any place.

## Use place value understanding and properties of operations to perform multi-digit arithmetic. ${ }^{68}$

4.NBT. 4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. ${ }^{69}$
4.MD. 1 Know relative sizes of measurement units within one system of units including $\mathrm{km}, \mathrm{m}, \mathrm{cm} ; \mathrm{kg}, \mathrm{g}$; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in . Express the length of a 4 ft snake as 48 in . Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...
4.MD. 2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

[^26]
## Module and Approximate <br> Number of Instructional Days

## Module 3:

Multi-Digit Multiplication and Division
(43 days)

## Common Core Learning Standards Addressed in Grade 4 Modules ${ }^{66}$

## Use the four operations with whole numbers to solve problems.

4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret $35=5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5 . Represent verbal statements of multiplicative comparisons as multiplication equations.
4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. (See Glossary, Table 2.)
4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
Gain familiarity with factors and multiplies.
4.OA.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range $1-100$ is a multiple of a given one-digit number. Determine whether a given whole number in the range 1100 is prime or composite.

Use place value understanding and properties of operations to perform multi-digit arithmetic. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to $1,000,000.)^{70}$
4.NBT. 5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two twodigit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. ${ }^{71}$
4.NBT. 6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using

[^27]A Story of Units: A Curriculum Overview for Grades P-5
Date:
7/31/13

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 4 Modules ${ }^{66}$ |
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|  | equations, rectangular arrays, and/or area models. <br> Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. $^{72}$ <br> 4.MD. 3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor. |
| Module 4: <br> Angle Measure and Plane Figures <br> (20 days) | Geometric measurement: understand concepts of angle and measure angles. <br> 4.MD. 5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: <br> a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles. <br> b. An angle that turns through $n$ one-degree angles is said to have an angle measure of $n$ degrees. <br> 4.MD. 6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. <br> 4.MD. 7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure. <br> Draw and identify lines and angles, and classify shapes by properties of their lines and angles. <br> 4.G. 1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and |

[^28]| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 4 Modules ${ }^{66}$ |
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|  | parallel lines. Identify these in two-dimensional figures. <br> 4.G.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. <br> 4.G.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry. |
| Module 5: <br> Fraction Equivalence, Ordering, and Operations ${ }^{73}$ <br> (45 days) | Generate and analyze patterns. <br> 4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way. <br> Extend understanding of fraction equivalence and ordering. (Grade 4 expectations in this domain are limited to fractions with denominators $2,3,4,5,6,8,10,12$, and 100.) <br> 4.NF. $1 \quad$ Explain why a fraction $a / b$ is equivalent to a fraction $(n \times a) /(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. <br> 4.NF. 2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1 / 2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>,=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. <br> Build fractions from unit fractions by applying and extending previous understanding of operations on whole |

[^29]A Story of Units: A Curriculum Overview for Grades P-5
Date: 7/31/13

## Module and Approximate <br> Number of Instructional Days

## Common Core Learning Standards Addressed in Grade 4 Modules ${ }^{66}$

## numbers.

4.NF. $3 \quad$ Understand a fraction $a / b$ with $a>1$ as a sum of fractions $1 / b$.
a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $3 / 8=1 / 8+1 / 8+1 / 8 ; 3 / 8=1 / 8+2 / 8 ; 21 / 8=1+1+1 / 8=$ $8 / 8+8 / 8+1 / 8$.
c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
4.NF. 4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.
a. Understand a fraction $\mathrm{a} / \mathrm{b}$ as a multiple of $1 / \mathrm{b}$. For example, use a visual fraction model to represent $5 / 4$ as the product $5 \times(1 / 4)$, recording the conclusion by the equation $5 / 4=5 \times$ (1/4).
b. Understand a multiple of $a / b$ as a multiple of $1 / b$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times(2 / 5)$ as $6 \times(1 / 5)$, recognizing this product as $6 / 5$. (In general, $n \times(a / b)=(n \times a) / b$.)
c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $3 / 8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 4 Modules ${ }^{66}$ |
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|  | answer lie? <br> Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. ${ }^{74}$ <br> 4.MD. 2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. <br> Represent and interpret data. <br> 4.MD. 4 Make a line plot to display a data set of measurements in fractions of a unit $(1 / 2,1 / 4,1 / 8)$. Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection. |
| Module 6: <br> Decimal Fractions (20 days) | Understand decimal notations for fractions, and compare decimal fractions. (Grade 4 expectations in this domain are limited to fractions with denominators $2,3,4,5,6,8,10,12$, and 100.) ${ }^{75}$ <br> 4.NF. 5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. (Students who can generate equivalent fractions can develop strategies for adding fractions wit unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.) For example, express $3 / 10$ as $30 / 100$, and add $3 / 10+4 / 100=$ 34/100. <br> 4.NF. 6 Use decimal notation for fractions with denominators 10 or 100 . For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram. <br> 4.NF. 7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons |

[^30]A Story of Units: A Curriculum Overview for Grades P-5
Date: 7/31/13

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 4 Modules ${ }^{66}$ |
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|  | are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>,=$, or $<$, and justify the conclusions, e.g., by using a visual model. <br> Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. ${ }^{76}$ <br> 4.MD. 2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. |
| Module 7: <br> Exploring Multiplication <br> (20 days) | Use the four operations with whole numbers to solve problems. <br> 4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret $35=5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5 . Represent verbal statements of multiplicative comparisons as multiplication equations. <br> 4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. (See Glossary, Table 2.) <br> 4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. <br> Use place value understanding and properties of operations to perform multi-digit arithmetic. ${ }^{77}$ <br> 4.NBT. 5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two twodigit numbers, using strategies based on place value and the properties of operations. Illustrate |

[^31]A Story of Units: A Curriculum Overview for Grades P-5
Date: 7/31/13

## Module and Approximate <br> Number of Instructional Days

## Common Core Learning Standards Addressed in Grade 4 Modules ${ }^{66}$

and explain the calculation by using equations, rectangular arrays, and/or area models.
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. ${ }^{78}$
4.MD. 1 Know relative sizes of measurement units within one system of units including $\mathrm{km}, \mathrm{m}, \mathrm{cm} ; \mathrm{kg}, \mathrm{g}$; $\mathrm{lb}, \mathrm{oz} . ; \mathrm{l}, \mathrm{ml}$; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in . Express the length of a 4 ft snake as 48 in . Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ..
4.MD. 2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

[^32]A Story of Units: A Curriculum Overview for Grades P-5
Date:

## Sequence of Grade 5 Modules Aligned with the Standards

Module 1: Place Value and Decimal Fractions
Module 2: Multi-Digit Whole Number and Decimal Fraction Operations
Module 3: Addition and Subtraction of Fractions
Module 4: Multiplication and Division of Fractions and Decimal Fractions
Module 5: Addition and Multiplication with Volume and Area
Module 6: Problem Solving with the Coordinate Plane

## Summary of Year

Fifth grade mathematics is about (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to two-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

Key Areas of Focus for 3-5: Multiplication and division of whole numbers and fractions-concepts, skills, and problem solving

Required Fluency:
5.NBT. 5 Multi-digit multiplication.

## CCLS Major Emphasis Clusters

Number and Operations in Base Ten

- Understand the place value system.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.
Number and Operations - Fractions
- Use equivalent fractions as a strategy to add and subtract fractions.
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
Measurement and Data
- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.


## Rationale for Module Sequence in Grade 5

Students' experiences with the algorithms as ways to manipulate place value units in Grades 2-4 really begin to pay dividends in Grade 5 . In Module 1, whole number patterns with number disks on the place value table are easily generalized to decimal numbers. As students work word problems with measurements in the metric system, where the same patterns occur, they begin to appreciate the value and the meaning of decimals. Students apply their work with place value to adding, subtracting, multiplying and dividing decimal numbers with tenths and hundredths.

A Story of Units: A Curriculum Overview for Grades P-5
Date:

Module 2 begins by using place value patterns and the distributive and associative properties to multiply multi-digit numbers by multiples of 10 and leads to fluency with multi-digit whole number multiplication. ${ }^{79}$ For multiplication, students must grapple with and fully understand the distributive property (one of the key reasons for teaching the multi-digit algorithm). While the multi-digit multiplication algorithm is a straightforward generalization of the one-digit multiplication algorithm, the division algorithm with two-digit divisors requires far more care to teach because students have to also learn estimation strategies, error correction strategies, and the idea of successive approximation (all of which are central concepts in math, science, and engineering).

Work with place value units paves the path toward fraction arithmetic in Module 3 as elementary math's place value emphasis shifts to the larger set of fractional units for algebra. Like units are added to and subtracted from like units:

$$
\begin{array}{r}
1.5+0.8=1 \frac{5}{10}+\frac{8}{10}=15 \text { tenths }+8 \text { tenths }=23 \text { tenths }=2 \text { and } 3 \text { tenths }=2 \frac{3}{10}=2.3 \\
1 \frac{5}{9}+\frac{8}{9}=14 \text { ninths }+8 \text { ninths }=22 \text { ninths }=2 \text { and } 4 \text { ninths }=2 \frac{4}{9}
\end{array}
$$

The new complexity is that when units are not equivalent, they must be changed for smaller equal units so that they can be added or subtracted. Probably the best model for showing this is the rectangular fraction model pictured below. The equivalence is then represented symbolically as students engage in active meaning-making rather than obeying the perhaps mysterious command to "multiply the top and bottom by the same number."

$$
\begin{gathered}
2 \text { boys }+1 \text { girl }=2 \text { children }+1 \text { child = } 3 \text { children } \\
2 \text { thirds }+1 \text { fourth }=8 \text { twelfths }+3 \text { twelfths }=11 \text { twelfths }
\end{gathered}
$$



[^33]Relating different fractional units to one another requires extensive work with area and number line diagrams. Tape diagrams are used often in word problems. Tape diagrams, which students began using in the early grades and which become increasingly useful as students applied them to a greater variety of word problems, hit their full strength as a model when applied to fraction word problems. At the heart of a tape diagram is the nowfamiliar idea of forming units. In fact, forming units to solve word problems is one of the most powerful examples of the unit theme and is particularly helpful for understanding fraction arithmetic, as in the following example:

Jill had \$32. She gave $\frac{1}{4}$ of her money to charity and $\frac{3}{8}$ of her money to her brother. How much did she give altogether?


Near the end of Module 4 students know enough about fractions and whole number operations to begin to explore multi-digit decimal multiplication and division. In multiplying $2.1 \times 3.8$, for example, students now have multiple skills and strategies that they can use to locate the decimal point in the final answer, including:

- Unit awareness: $2.1 \times 3.8=21$ tenths $\times 38$ tenths $=798$ hundredths
- Estimation (through rounding): $2.1 \times 3.8 \approx 2 \times 4=8$, so $2.1 \times 3.8=7.98$
- Fraction multiplication: $21 / 10 \times 38 / 10=(21 \times 38) /(10 \times 10)$

Similar strategies enrich students' understanding of division and help them to see multi-digit decimal division as whole number division in a different unit. For example, we divide to find, "How many groups of 3 apples are there in 45 apples?" and write 45 apples $\div 3$ apples $=15$. Similarly, $4.5 \div 0.3$ can be written as " 45 tenths $\div 3$ tenths" with the same answer: There are 15 groups of 0.3 in 4.5 . This idea was used to introduce fraction division earlier in the module, thus gluing division to whole numbers, fractions and decimals together through an understanding of units.

Frequent use of the area model in Modules 3 and 4 prepares students for an in-depth discussion of area and volume in Module 5 . But the module on area and volume also reinforces work done in the fraction module: Now, questions about how the area changes when a rectangle is scaled by a whole or fractional scale factor may be asked and missing fractional sides may be found. Measuring volume once again highlights the unit theme, as a unit cube is chosen to represent a volume unit and used to measure the volume of simple shapes composed out of rectangular prisms.

Scaling is revisited in the last module on the coordinate plane. Since Kindergarten where growth and shrinking patterns were first introduced, students have been using bar graphs to display data and patterns. Extensive bar-graph work has set the stage for line plots, which are both the natural extension of bar graphs and the precursor to linear functions. It is in this final module of K - 5 that a simple line plot of a straight line is presented on a coordinate plane and students are asked about the scaling relationship between the increase in the units of the vertical axis for 1 unit of increase in the horizontal axis. This is the first hint of slope and marks the beginning of the major theme of middle school: ratios and proportions.

## Alignment Chart

## Module and Approximate <br> Number of Instructional Days

## Module 1:

Place Value and Decimal Fractions
(20 days)

## Common Core Learning Standards Addressed in Grade 5 Modules ${ }^{80}$

## Understand the place value system.

5.NBT. 1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $1 / 10$ of what it represents in the place to its left.
5.NBT. 2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10 , and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10 . Use whole-number exponents to denote powers of 10.
5.NBT. 3 Read, write, and compare decimals to thousandths.
a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392=3 \times 100+4 \times 10+7 \times 1+3 \times(1 / 10)+9 \times(1 / 100)+2 \times$ (1/1000).
b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and < symbols to record the results of comparisons.
5.NBT. 4 Use place value understanding to round decimals to any place.

Perform operations with multi-digit whole numbers and with decimals to hundredths. ${ }^{82}$
5.NBT. 7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between

[^34]A Story of Units: A Curriculum Overview for Grades P-5
Date: 7/31/13

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 5 Modules ${ }^{80}$ |
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|  | addition and subtraction; relate the strategy to a written method and explain the reasoning used. <br> Convert like measurement units within a given measurement system. ${ }^{83}$ <br> 5.MD. 1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m ), and use these conversions in solving multi-step, real world problems. |
| Module 2: <br> Multi-Digit Whole Number and Decimal Fraction Operations (35 days) | Write and interpret numerical expressions. ${ }^{84}$ <br> 5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. <br> 5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7 , then multiply by $2^{\prime \prime}$ as $2 \times(8+7)$. Recognize that $3 \times(18932+921)$ is three times as large as $18932+$ 921, without having to calculate the indicated sum or product. <br> Understand the place value system. ${ }^{85}$ <br> 5.NBT. 1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $1 / 10$ of what it represents in the place to its left. <br> 5.NBT. 2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10 , and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10 . Use whole-number exponents to denote powers of 10 . <br> Perform operations with multi-digit whole numbers and with decimals to hundredths. <br> 5.NBT. 5 Fluently multiply multi-digit whole numbers using the standard algorithm. <br> 5.NBT. 6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit |

[^35]| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 5 Modules ${ }^{80}$ |
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|  | divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. <br> 5.NBT. 7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. ${ }^{86}$ <br> Convert like measurement units within a given measurement system. <br> 5.MD. 1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m ), and use these conversions in solving multi-step, real world problems. |
| Module 3: <br> Addition and Subtraction of Fractions (22 days) | Use equivalent fractions as a strategy to add and subtract fractions. ${ }^{87}$ <br> 5.NF. 1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $2 / 3+5 / 4=8 / 12+15 / 12=23 / 12$. (In general, $a / b+c / d=(a d+b c) / b d$.) <br> 5.NF. 2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $2 / 5+1 / 2=3 / 7$, by observing that $3 / 7<1 / 2$. |
| Module 4: <br> Multiplication and Division of | Write and interpret numerical expressions. <br> 5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with |

[^36]A Story of Units: A Curriculum Overview for Grades P-5
Date:
7/31/13

## Module and Approximate <br> Number of Instructional Days

## Fractions and Decimal Fractions

 (38 days)
## Common Core Learning Standards Addressed in Grade 5 Modules ${ }^{80}$



## these symbols.

5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7 , then multiply by 2 " as $2 \times(8+7)$. Recognize that $3 \times(18932+921)$ is three times as large as $18932+$ 921 , without having to calculate the indicated sum or product.
Perform operations with multi-digit whole numbers and with decimals to hundredths. ${ }^{88}$
5.NBT. 7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
Apply and extend previous understandings of multiplication and division to multiply and divide fractions. ${ }^{89}$
5.NF. 3 Interpret a fraction as division of the numerator by the denominator $(a / b=a \div b)$. Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret $3 / 4$ as the result of dividing 3 by 4 , noting that $3 / 4$ multiplied by 4 equals 3 , and that when 3 wholes are shared equally among 4 people each person has a share of size $3 / 4$. If 9 people want to share a 50 -pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?
5.NF. 4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
a. Interpret the product $(a / b) \times q$ as a parts of a partition of $q$ into $b$ equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show (2/3) $\times 4=8 / 3$, and create a story context for this equation. Do the same with (2/3) $\times(4 / 5)=8 / 15$. (ln general, $(a / b) \times(c / d)=a c / b d$. $)$

[^37]A Story of Units: A Curriculum Overview for Grades P-5
Date: $\quad 7 / 31 / 13$

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 5 Modules ${ }^{80}$ |  |
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|  | 5.NF. 5 | Interpret multiplication as scaling (resizing), by: <br> a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. <br> b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a / b=(n \times a) /(n \times b)$ to the effect of multiplying $a / b$ by 1 . |
|  | 5.NF. 6 | Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. |
|  | 5.NF. 7 | Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.) |
|  |  | a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1 / 3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1 / 3) \div 4=1 / 12$ because $(1 / 12) \times 4=1 / 3$. |
|  |  | b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div(1 / 5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div(1 / 5)=$ 20 because $20 \times(1 / 5)=4$. |
|  |  | c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share $1 / 2 \mathrm{lb}$ of chocolate equally? How many $1 / 3$-cup servings are in 2 cups of |


| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 5 Modules ${ }^{80}$ |
| :---: | :---: |
|  | raisins? <br> Convert like measurement units within a given measurement system. ${ }^{90}$ <br> 5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m ), and use these conversions in solving multi-step, real world problems. <br> Represent and interpret data. <br> 5.MD. 2 Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally. |
| Module 5: <br> Addition and Multiplication with Volume and Area (25 days) | Apply and extend previous understandings of multiplication and division to multiply and divide fractions. ${ }^{91}$ <br> 5.NF. 4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. <br> b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas. <br> Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. <br> 5.MD. 3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement. |

[^38]A Story of Units: A Curriculum Overview for Grades P-5
Date: $\quad 7 / 31 / 13$

## Module and Approximate Number of Instructional Days

## Common Core Learning Standards Addressed in Grade 5 Modules ${ }^{80}$

a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.
b. A solid figure which can be packed without gaps or overlaps using $n$ unit cubes is said to have a volume of $n$ cubic units.
5.MD. 4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
5.MD. 5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
b. Apply the formulas $V=I \times w \times h$ and $V=b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.
c. Recognize volume as additive. Find volumes of solid figures composed of two nonoverlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

## Classify two-dimensional figures into categories based on their properties.

5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.
5.G.4 Classify two-dimensional figures in a hierarchy based on properties.

## Module and Approximate <br> Number of Instructional Days

## Module 6:

Problem Solving with the
Coordinate Plane
(40 days)

Common Core Learning Standards Addressed in Grade 5 Modules ${ }^{80}$

Write and interpret numerical expressions. ${ }^{92}$
5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7 , then multiply by $2^{\prime \prime}$ as $2 \times(8+7)$. Recognize that $3 \times(18932+921)$ is three times as large as $18932+$ 921, without having to calculate the indicated sum or product.

## Analyze patterns and relationships.

5.OA.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0 , and given the rule "Add 6 " and the starting number 0 , generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.

Graph points on the coordinate plane to solve real-world and mathematical problems.
5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., $x$-axis and $x$-coordinate, $y$-axis and $y$-coordinate).
5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

[^39]A Story of Units: A Curriculum Overview for Grades P-5
Date:

## SCOPE AND SEQUENCE

## FOUNDATIONAL SKILLS

## Print Concepts

Hold a book upright and turn from page to page
Track print from left to right, top to bottom of a page, and from front to back of a book Know uppercase and lowercase letters

Understand that words are separated by spaces
Identify the correspondence between oral words and printed words
Show awareness of information in different parts of a book
Recognize the upper- and lowercase letters of the alphabet
Alphabetize to the first or second letter

## Phonological Awareness

Recognize and produce rhyming words
Count syllables in spoken words
Segment and blend syllables in words
Segment and blend onset and rime
Identify the same and different initial sounds in words
Identify the same and different ending sounds in words
Identify the same and different medial sounds in words
Isolate the initial, medial, or ending sounds in words
Add or delete beginning or ending phonemes in words
Segment a word or syllable into sounds

## Phonics

Connect sounds and letters to consonants
Know sound-letter relationships and match sounds to letters
Generate sounds from letters and blend those sounds to decode

- Consonants, consonant blends, and consonant digraphs
- Short and long vowels
- $r$-controlled vowels, vowel digraphs, and other common vowel patterns

Decode multisyllabic words
Recognize common letter patterns in words and use them to decode syllables (CVC, VCCV, VCV, VCCCV)

## High-Frequency Words

Read common high-frequency words (sight words)
Read irregularly spelled words


## SCOPE AND SEQUENCE

## Word Structure and Knowledge

| Use a dictionary to find words, determine word origin, syllabication, and pronunciation | - | - | - | - |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Recognize and know the meaning of common prefixes and suffixes |  | $\bullet$ | $\bullet$ | - | - | - |
| Recognize and know common inflectional endings (-s, -es, -er, -est, -ed, -ing) |  | - | - | - | - | $\bullet$ |
| Decode words with common suffixes (-ly, -ful, -able, -ible, -ment, -less) |  | - | - | - | - | - |
| Learn and recognize irregular spellings of words |  | - | $\bullet$ | - | - | - |
| Identify and decode compound words and contractions | - | - | - | - |  |  |
| Fluency |  |  |  |  |  |  |
| Read aloud with accuracy |  | - | - | - | - | $\bullet$ |
| Read aloud with appropriate pace and expression |  | - | - | - | - | $\bullet$ |
| Read aloud with prosody (stress, intonation) |  | - | - | - | - | - |
| Read aloud grade-level poetry and prose with fluency, accuracy, and comprehension |  | - | - | - | - | - |
| READING COMPREHENSION |  |  |  |  |  |  |

## Genre Characteristics

Identify and understand types of fiction (e.g., historical, realistic, traditional) Identify and understand types of informational texts (e.g., science, social studies, technical) Identify and understand characteristics of informational text (e.g., headings, illustrations, maps, captions, tables, sidebars)

Identify and understand structures of informational texts (e.g., cause and effect, problem and solution, compare and contrast)
Identify and understand characteristics of opinion writing or persuasive texts (facts, opinions, claim, supporting evidence, counterclaim)

Identify and understand characteristics of poetry and drama
Identify and understand characteristics of digital and multimodal texts
Identify the audience of a text

## Key Ideas and Details

Ask and answer questions about what is read
Identify details to help determine key ideas and themes
Use text evidence to support a response
Retell and paraphrase text
Make inferences or draw conclusions about a text, character, or theme
Set a purpose for reading
Make predictions

## SCOPE AND SEQUENCE

## SCOPE AND SEQUENCE

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## Analysis

## Evaluate details to determine the main idea

Retell, paraphrase, or summarize a text
Make connections (to a text, to other texts, to personal experiences, to society) Identify cause and effect

Compare and contrast details and information
Recognize facts and opinions
Confirm or correct predictions
Create mental images to build understanding of a text
Monitor comprehension and make adjustments to improve understanding
Describe the relationships between ideas, events, characters, people
Explain the effect of various elements of poetry (rhyme, imagery, line breaks, stanzas)
Analyze elements of fiction and drama (characters, setting, plot, dialogue, theme)
Identify and analyze the parts of a plot (rising action, conflict, falling action, resolution)
Identify the use of literary elements and devices (e.g., alliteration, hyperbole, imagery, symbolism)

Synthesize information to create a new understanding
Distinguish and analyze author's point of view
Determine the meaning of specific words or phrases used in a text
Recognize the characteristics of persuasive or argumentative text
Analyze graphic elements and features (e.g., illustrations, diagrams, graphs, maps)

## Response to Sources

Reflect on reading and respond by speaking or writing
Use text or text evidence to write about what is read
Interact with sources in meaningful ways
Make connections to personal experiences, ideas in other texts, society
Comparison Across Texts
Compare two or more texts
Compare two or more genres
Compare two or more authors
Appreciate texts across a broad range of genres


## SCOPE AND SEQUENCE

## Independent and Self-Selected Reading

Read independently for an extended period of time
Self-select texts for independent reading
Oral Language
Work collaboratively with others
Listen actively, ask relevant questions, and make pertinent comments
Express an opinion supported by reasons
Use eye contact and speak with appropriate rate and volume
Follow or restate oral directions
Develop social communication skills, such as conversing politely
Report on a topic or give a presentation using an appropriate mode of delivery
VOCABULARY ACQUISITION

## High-Frequency Words

Identify and read high-frequency (sight) words

## Word Study

Identify and learn words that name actions, directions, positions, sequences, and other categories and locations

Alphabetize words to the third letter
Identify and use context clues to learn about unfamiliar words
Understand synonyms and antonyms
Identify and understand the meaning of common prefixes
Identify and understand the meaning of common suffixes
Use knowledge of word roots, prefixes, and suffixes to determine the meaning of new words

Use knowledge of word relationships to determine the meaning of new words
Learn and understand common abbreviations
Identify and learn about compound words
Identify and learn homographs and homophones
Learn and understand idioms and figurative language, including word nuances (i.e., shades of meaning) and literal and nonliteral meanings of words and phrases
Learn and understand transitions or signal words (e.g., time order, chronological order, cause-and-effect order, compare-and-contrast order)

Learn about word origins and word histories
Understand adages and proverbs

## SCOPE AND SEQUENCE

## SCOPE AND SFQUENCE

## Word Learning Strategies

Use picture cues and other graphics to help determine the meaning of new words
Recognize and learn selection vocabulary
Use print and digital references to determine the meaning of new words
Learn academic language
Learn and understand domain-specific vocabulary and specialized vocabulary

## Academic Language

Learn the language of ideas used in academic discourse
Understand the difference between informal spoken language and the conventions of formal written language

## ANALYZE AUTHOR'S CRAFT

| Analyze and describe an author's use of imagery and figurative language |
| :--- |
| Identify and analyze an author's use of simile and metaphor |
| Analyze an author's use of illustrations |
| Analyze an author's use of print and graphic features (e.g., titles, headings, charts, tables, | graphs)

Analyze an author's use of text structure (e.g., time order, compare and contrast, cause and effect)

Analyze how an author's language and word choice contribute to voice
Analyze an author's use of point of view
Analyze and explain an author's purpose and message in a text

## DEVELOP WRITER'S CRAFT

Introduce a topic or opinion
Use a clear and coherent organization
Provide reasons and evidence to support a claim or opinion
End with a concluding or final statement
Use linking words and phrases (i.e., transitions) to connect and organize ideas
Describe experiences with facts and descriptive details in a clear sequence
Use dialogue and description to develop situations and characters
Use description to show the reaction of characters or real persons to situations and events
CONVENTIONS OF LANGUAGE

## Spelling

Use and apply knowledge of spelling to spell grade-level words
Consult reference materials (glossaries, dictionaries) as needed to correct spelling


## SCOPE AND SEQUENCE

## Spelling (cont.)

Use and apply knowledge of base words and affixes to spell words with inflections, prefixes, or suffixes
Spell words with blends, digraphs, silent letters, and unusual consonant combinations
Spell words with short vowels, long vowels, $r$-controlled vowels, the schwa sound, and other vowel combinations
Use knowledge of Greek and Latin roots to spell words
Use knowledge of syllable patterns (e.g., VCV, VCCV, VCCCV) to spell multisyllabic words
Spell words with irregular plurals
Learn and spell high-frequency words
Grammar and Usage
Learn about the parts of speech, including

- nouns and pronouns
- adjectives and adverbs
- prepositions and prepositional phrases
- conjunctions, interjections, and articles

Use and form irregular plurals of nouns
Use and form verb tenses with regular and irregular verbs
Use and form comparative and superlative forms of adjectives and adverbs
Use coordinating, correlative, and subordinating conjunctions
Form and use contractions
Use an apostrophe and form singular and plural possessives
Identify and use declarative, interrogative, exclamatory, and imperative sentences
Identify and use simple, compound, and complex sentences
Write sentences with subject-verb agreement
Avoid common sentence errors (e.g., misused words, misplaced modifiers, double negatives, shifts in verb tense)

## Capitalization and Punctuation

Capitalize the beginnings of sentences, proper nouns and adjectives, the pronoun I, days of the week and months of the year, holidays
Use end punctuation with sentences (period, question mark, exclamation mark)
Use common conventions for commas (e.g., in dates and addresses; with items in a series; in compound sentences; with greetings and closings; in dialogue)

Use an apostrophe to form contractions and possessives, when appropriate

## SCOPE AND SEQUENCE

## SCOPE AND SFQUENCE

## Capitalization and Punctuation (cont.)

Learn how and when to use quotation marks with dialogue

## FOUNDATIONAL SKILLS FOR WRITING

Letter Formation, Handwriting, Cursive
Develop handwriting by printing words legibly
Write legibly by leaving appropriate spaces between words
Write cursive letters legibly
Ways of Writing
Create writing in both printed and digital forms
Write regularly both short and longer products
Revise and edit drafts of writing
Develop keyboarding skills
Use technology to produce and publish writing
Use technology to interact and collaborate with others
Speaking and Listening
Participate in discussions with partners and groups about writing
Work with a peer or group to revise and edit writing

## COMPOSITION

## The Writing Process: Plan, Draft, Revise, Edit, Publish

WRITING WORKSHOP
Prewrite and plan using a variety of strategies
Develop drafts into organized pieces of writing
Revise drafts for coherence and clarity
Edit drafts for the conventions of standard English
Publish written work for audiences

## Genre Immersion: Modes and Products

Write in a variety of modes

- Informative or explanatory
- Narrative
- Persuasive

Write and produce a variety of forms of writing

- Letters, thank-you notes, emails
- Editorials, presentations, speeches, essays, brochures
- News stories, reports, summaries, how-to articles, informational articles
- Poems, stories, plays, and other creative writing

Write in self-selected forms

|  | SCOPF AND SFQUPNCE | K | 1 | 2 | 3 | 4 | 5 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ORAL LANGUAGE | SPEAKING |  |  |  |  |  |  |
|  | Retell an experience or story | - | - | - | $\bullet$ | $\bullet$ | - |
|  | Summarize a text or experience with descriptive details and relevant facts | - | - | - | $\bullet$ | $\bullet$ | $\bullet$ |
|  | Discuss politely and respectfully in groups | - | - | - | $\bullet$ | $\bullet$ | $\bullet$ |
|  | Speak clearly and coherently about a topic or text | - | - | - | $\bullet$ | $\bullet$ | $\bullet$ |
|  | Speak with sufficient volume and appropriate rate | - | - | - | - | $\bullet$ | - |
|  | Communicate effectively while following the conventions of English | - | - | - | - | $\bullet$ | $\bullet$ |
|  | Ask and answer questions | - | - | - | - | $\bullet$ | $\bullet$ |
|  | Ask for and provide clarification or elaboration | - | - | - | - | $\bullet$ | - |
|  | Connect ideas to those of others in a group | - | - | - | - | - | - |
|  | Report on a topic or text |  | - | - | $\bullet$ | - | $\bullet$ |
|  | Include media in an oral presentation or report |  |  | - | - | - | $\bullet$ |
|  | LISTENING |  |  |  |  |  |  |
|  | Listen to others when working in groups or with partners | - | - | - | - | - | - |
|  | Use active listening strategies (e.g., making eye contact, facing the speaker, asking questions) | - | - | - | $\bullet$ | - | $\bullet$ |
|  | Work collaboratively with others by following agreed-upon rules, norms, and protocols | - | $\bullet$ | - | $\bullet$ | $\bullet$ | - |
| スはINONI AESVC-ITECOXd | COLLABORATION |  |  |  |  |  |  |
|  | Engage in discussions (e.g., one-on-one, in groups, teacher-led) on collaborative projects | - | - | - | $\bullet$ | $\bullet$ | $\bullet$ |
|  | Work in pairs or with partners for inquiry projects |  | - | - | $\bullet$ | - | - |
|  | RESEARCH SKILLS AND PROCESS |  |  |  |  |  |  |
|  | Conduct Short Research Projects |  |  |  |  |  |  |
|  | Develop and follow a plan for research | - | - | - | $\bullet$ | $\bullet$ | $\bullet$ |
|  | Compose correspondence that requests information |  | - | $\bullet$ | $\bullet$ | $\bullet$ | - |
|  | Take notes on sources and organize information from notes |  | - | - | $\bullet$ | - | $\bullet$ |
|  | Generate questions for formal or informal inquiry | - | - | - | $\bullet$ | $\bullet$ | $\bullet$ |
|  | Use an appropriate mode of delivery to present results |  | $\bullet$ | - | - | $\bullet$ | $\bullet$ |
|  | Paraphrase information from research sources |  | - | - | - | $\bullet$ | - |
|  | Identify and Gather Information |  |  |  |  |  |  |
|  | Use primary and secondary sources for research |  |  | - | $\bullet$ | - | $\bullet$ |
|  | Avoid plagiarism |  |  |  | $\bullet$ | $\bullet$ | $\bullet$ |
|  | Find information for research from both print and online sources | - | - | $\bullet$ | - | - | - |
|  | Cite research sources (including print and online sources) and develop a bibliography |  |  | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ |
|  | Review sources critically for relevance and reliability |  | - | - | - | $\bullet$ | $\bullet$ |

## SCOPE AND SFQUENCE

Identify and Gather Information (cont.)
Demonstrate understanding of information gathered
Make appropriate use of media and technology
Interact with sources in meaningful ways

## TEST PREPARATION

## Editing

Edit for complete sentences (avoid sentence fragments, run-on sentences, and comma splices)

Edit for capitalization (e.g., proper nouns and adjectives, first word in a sentence, pronoun $I$, days of the week, months of the year) and punctuation (periods, question marks, apostrophes, quotation marks)

Edit for end punctuation (periods, question marks, exclamation marks) and other punctuation, including commas, apostrophes, and quotation marks, where appropriate

Edit for commas in dates, addresses, compound sentences, and quotations
Edit to avoid spelling mistakes
Edit to maintain consistent verb tense
Edit to maintain subject-verb agreement
Extended Writing Prompts

| Develop a personal narrative |  | - | - | - | $\bullet$ | - |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Develop an informational or explanatory paragraph or essay |  | - | - | - | $\bullet$ | $\bullet$ |
| Develop poetry or fiction |  | - | - | - | $\bullet$ | $\bullet$ |
| Develop a persuasive paragraph or essay |  |  |  | - | $\bullet$ | $\bullet$ |
| Develop correspondence |  | - | - | - | - | - |
| Author's Craft and Structure |  |  |  |  |  |  |
| Identify the author's purpose and craft | - | - | - | - | - | - |

## SCOPE AND SEQUENCE

## FOUNDATIONAL SKILLS

## Print Concepts

Hold a book upright and turn from page to page
Track print from left to right, top to bottom of a page, and from front to back of a book Know uppercase and lowercase letters

Understand that words are separated by spaces
Identify the correspondence between oral words and printed words
Show awareness of information in different parts of a book
Recognize the upper- and lowercase letters of the alphabet
Alphabetize to the first or second letter

## Phonological Awareness

Recognize and produce rhyming words
Count syllables in spoken words
Segment and blend syllables in words
Segment and blend onset and rime
Identify the same and different initial sounds in words
Identify the same and different ending sounds in words
Identify the same and different medial sounds in words
Isolate the initial, medial, or ending sounds in words
Add or delete beginning or ending phonemes in words
Segment a word or syllable into sounds

## Phonics

Connect sounds and letters to consonants
Know sound-letter relationships and match sounds to letters
Generate sounds from letters and blend those sounds to decode

- Consonants, consonant blends, and consonant digraphs
- Short and long vowels
- $r$-controlled vowels, vowel digraphs, and other common vowel patterns

Decode multisyllabic words
Recognize common letter patterns in words and use them to decode syllables (CVC, VCCV, VCV, VCCCV)

## High-Frequency Words

Read common high-frequency words (sight words)
Read irregularly spelled words


## SCOPE AND SEQUENCE

## Word Structure and Knowledge

| Use a dictionary to find words, determine word origin, syllabication, and pronunciation | - | - | - | - |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Recognize and know the meaning of common prefixes and suffixes |  | $\bullet$ | $\bullet$ | - | - | - |
| Recognize and know common inflectional endings (-s, -es, -er, -est, -ed, -ing) |  | - | - | - | - | $\bullet$ |
| Decode words with common suffixes (-ly, -ful, -able, -ible, -ment, -less) |  | - | - | - | - | - |
| Learn and recognize irregular spellings of words |  | - | $\bullet$ | - | - | - |
| Identify and decode compound words and contractions | - | - | - | - |  |  |
| Fluency |  |  |  |  |  |  |
| Read aloud with accuracy |  | - | - | - | - | $\bullet$ |
| Read aloud with appropriate pace and expression |  | - | - | - | - | $\bullet$ |
| Read aloud with prosody (stress, intonation) |  | - | - | - | - | - |
| Read aloud grade-level poetry and prose with fluency, accuracy, and comprehension |  | - | - | - | - | - |
| READING COMPREHENSION |  |  |  |  |  |  |

## Genre Characteristics

Identify and understand types of fiction (e.g., historical, realistic, traditional) Identify and understand types of informational texts (e.g., science, social studies, technical) Identify and understand characteristics of informational text (e.g., headings, illustrations, maps, captions, tables, sidebars)

Identify and understand structures of informational texts (e.g., cause and effect, problem and solution, compare and contrast)
Identify and understand characteristics of opinion writing or persuasive texts (facts, opinions, claim, supporting evidence, counterclaim)

Identify and understand characteristics of poetry and drama
Identify and understand characteristics of digital and multimodal texts
Identify the audience of a text

## Key Ideas and Details

Ask and answer questions about what is read
Identify details to help determine key ideas and themes
Use text evidence to support a response
Retell and paraphrase text
Make inferences or draw conclusions about a text, character, or theme
Set a purpose for reading
Make predictions

## SCOPE AND SEQUENCE

## SCOPE AND SEQUENCE

| K | 1 | 2 | 3 | 4 | 5 |
| :--- | :--- | :--- | :--- | :--- | :--- |

## Analysis

## Evaluate details to determine the main idea

Retell, paraphrase, or summarize a text
Make connections (to a text, to other texts, to personal experiences, to society) Identify cause and effect

Compare and contrast details and information
Recognize facts and opinions
Confirm or correct predictions
Create mental images to build understanding of a text
Monitor comprehension and make adjustments to improve understanding
Describe the relationships between ideas, events, characters, people
Explain the effect of various elements of poetry (rhyme, imagery, line breaks, stanzas)
Analyze elements of fiction and drama (characters, setting, plot, dialogue, theme)
Identify and analyze the parts of a plot (rising action, conflict, falling action, resolution)
Identify the use of literary elements and devices (e.g., alliteration, hyperbole, imagery, symbolism)

Synthesize information to create a new understanding
Distinguish and analyze author's point of view
Determine the meaning of specific words or phrases used in a text
Recognize the characteristics of persuasive or argumentative text
Analyze graphic elements and features (e.g., illustrations, diagrams, graphs, maps)

## Response to Sources

Reflect on reading and respond by speaking or writing
Use text or text evidence to write about what is read
Interact with sources in meaningful ways
Make connections to personal experiences, ideas in other texts, society
Comparison Across Texts
Compare two or more texts
Compare two or more genres
Compare two or more authors
Appreciate texts across a broad range of genres


## SCOPE AND SEQUENCE

## Independent and Self-Selected Reading

Read independently for an extended period of time
Self-select texts for independent reading
Oral Language
Work collaboratively with others
Listen actively, ask relevant questions, and make pertinent comments
Express an opinion supported by reasons
Use eye contact and speak with appropriate rate and volume
Follow or restate oral directions
Develop social communication skills, such as conversing politely
Report on a topic or give a presentation using an appropriate mode of delivery
VOCABULARY ACQUISITION

## High-Frequency Words

Identify and read high-frequency (sight) words

## Word Study

Identify and learn words that name actions, directions, positions, sequences, and other categories and locations

Alphabetize words to the third letter
Identify and use context clues to learn about unfamiliar words
Understand synonyms and antonyms
Identify and understand the meaning of common prefixes
Identify and understand the meaning of common suffixes
Use knowledge of word roots, prefixes, and suffixes to determine the meaning of new words

Use knowledge of word relationships to determine the meaning of new words
Learn and understand common abbreviations
Identify and learn about compound words
Identify and learn homographs and homophones
Learn and understand idioms and figurative language, including word nuances (i.e., shades of meaning) and literal and nonliteral meanings of words and phrases
Learn and understand transitions or signal words (e.g., time order, chronological order, cause-and-effect order, compare-and-contrast order)

Learn about word origins and word histories
Understand adages and proverbs

## SCOPE AND SEQUENCE

## SCOPE AND SFQUENCE

## Word Learning Strategies

Use picture cues and other graphics to help determine the meaning of new words
Recognize and learn selection vocabulary
Use print and digital references to determine the meaning of new words
Learn academic language
Learn and understand domain-specific vocabulary and specialized vocabulary

## Academic Language

Learn the language of ideas used in academic discourse
Understand the difference between informal spoken language and the conventions of formal written language

## ANALYZE AUTHOR'S CRAFT

| Analyze and describe an author's use of imagery and figurative language |
| :--- |
| Identify and analyze an author's use of simile and metaphor |
| Analyze an author's use of illustrations |
| Analyze an author's use of print and graphic features (e.g., titles, headings, charts, tables, | graphs)

Analyze an author's use of text structure (e.g., time order, compare and contrast, cause and effect)

Analyze how an author's language and word choice contribute to voice
Analyze an author's use of point of view
Analyze and explain an author's purpose and message in a text

## DEVELOP WRITER'S CRAFT

Introduce a topic or opinion
Use a clear and coherent organization
Provide reasons and evidence to support a claim or opinion
End with a concluding or final statement
Use linking words and phrases (i.e., transitions) to connect and organize ideas
Describe experiences with facts and descriptive details in a clear sequence
Use dialogue and description to develop situations and characters
Use description to show the reaction of characters or real persons to situations and events
CONVENTIONS OF LANGUAGE

## Spelling

Use and apply knowledge of spelling to spell grade-level words
Consult reference materials (glossaries, dictionaries) as needed to correct spelling


## SCOPE AND SEQUENCE

## Spelling (cont.)

Use and apply knowledge of base words and affixes to spell words with inflections, prefixes, or suffixes
Spell words with blends, digraphs, silent letters, and unusual consonant combinations
Spell words with short vowels, long vowels, $r$-controlled vowels, the schwa sound, and other vowel combinations
Use knowledge of Greek and Latin roots to spell words
Use knowledge of syllable patterns (e.g., VCV, VCCV, VCCCV) to spell multisyllabic words
Spell words with irregular plurals
Learn and spell high-frequency words
Grammar and Usage
Learn about the parts of speech, including

- nouns and pronouns
- adjectives and adverbs
- prepositions and prepositional phrases
- conjunctions, interjections, and articles

Use and form irregular plurals of nouns
Use and form verb tenses with regular and irregular verbs
Use and form comparative and superlative forms of adjectives and adverbs
Use coordinating, correlative, and subordinating conjunctions
Form and use contractions
Use an apostrophe and form singular and plural possessives
Identify and use declarative, interrogative, exclamatory, and imperative sentences
Identify and use simple, compound, and complex sentences
Write sentences with subject-verb agreement
Avoid common sentence errors (e.g., misused words, misplaced modifiers, double negatives, shifts in verb tense)

## Capitalization and Punctuation

Capitalize the beginnings of sentences, proper nouns and adjectives, the pronoun I, days of the week and months of the year, holidays
Use end punctuation with sentences (period, question mark, exclamation mark)
Use common conventions for commas (e.g., in dates and addresses; with items in a series; in compound sentences; with greetings and closings; in dialogue)

Use an apostrophe to form contractions and possessives, when appropriate

## SCOPE AND SEQUENCE

## SCOPE AND SFQUENCE

## Capitalization and Punctuation (cont.)

Learn how and when to use quotation marks with dialogue

## FOUNDATIONAL SKILLS FOR WRITING

Letter Formation, Handwriting, Cursive
Develop handwriting by printing words legibly
Write legibly by leaving appropriate spaces between words
Write cursive letters legibly
Ways of Writing
Create writing in both printed and digital forms
Write regularly both short and longer products
Revise and edit drafts of writing
Develop keyboarding skills
Use technology to produce and publish writing
Use technology to interact and collaborate with others
Speaking and Listening
Participate in discussions with partners and groups about writing
Work with a peer or group to revise and edit writing

## COMPOSITION

## The Writing Process: Plan, Draft, Revise, Edit, Publish

WRITING WORKSHOP
Prewrite and plan using a variety of strategies
Develop drafts into organized pieces of writing
Revise drafts for coherence and clarity
Edit drafts for the conventions of standard English
Publish written work for audiences

## Genre Immersion: Modes and Products

Write in a variety of modes

- Informative or explanatory
- Narrative
- Persuasive

Write and produce a variety of forms of writing

- Letters, thank-you notes, emails
- Editorials, presentations, speeches, essays, brochures
- News stories, reports, summaries, how-to articles, informational articles
- Poems, stories, plays, and other creative writing

Write in self-selected forms

|  | SCOPF AND SFQUPNCE | K | 1 | 2 | 3 | 4 | 5 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ORAL LANGUAGE | SPEAKING |  |  |  |  |  |  |
|  | Retell an experience or story | - | - | - | $\bullet$ | $\bullet$ | - |
|  | Summarize a text or experience with descriptive details and relevant facts | - | - | - | $\bullet$ | $\bullet$ | $\bullet$ |
|  | Discuss politely and respectfully in groups | - | - | - | $\bullet$ | $\bullet$ | $\bullet$ |
|  | Speak clearly and coherently about a topic or text | - | - | - | $\bullet$ | $\bullet$ | $\bullet$ |
|  | Speak with sufficient volume and appropriate rate | - | - | - | - | $\bullet$ | - |
|  | Communicate effectively while following the conventions of English | - | - | - | - | $\bullet$ | $\bullet$ |
|  | Ask and answer questions | - | - | - | - | $\bullet$ | $\bullet$ |
|  | Ask for and provide clarification or elaboration | - | - | - | - | $\bullet$ | - |
|  | Connect ideas to those of others in a group | - | - | - | - | - | - |
|  | Report on a topic or text |  | - | - | $\bullet$ | - | $\bullet$ |
|  | Include media in an oral presentation or report |  |  | - | - | - | $\bullet$ |
|  | LISTENING |  |  |  |  |  |  |
|  | Listen to others when working in groups or with partners | - | - | - | - | - | - |
|  | Use active listening strategies (e.g., making eye contact, facing the speaker, asking questions) | - | - | - | $\bullet$ | - | $\bullet$ |
|  | Work collaboratively with others by following agreed-upon rules, norms, and protocols | - | $\bullet$ | - | $\bullet$ | $\bullet$ | - |
| スはINONI AESVC-ITECOXd | COLLABORATION |  |  |  |  |  |  |
|  | Engage in discussions (e.g., one-on-one, in groups, teacher-led) on collaborative projects | - | - | - | $\bullet$ | $\bullet$ | $\bullet$ |
|  | Work in pairs or with partners for inquiry projects |  | - | - | $\bullet$ | - | - |
|  | RESEARCH SKILLS AND PROCESS |  |  |  |  |  |  |
|  | Conduct Short Research Projects |  |  |  |  |  |  |
|  | Develop and follow a plan for research | - | - | - | $\bullet$ | $\bullet$ | $\bullet$ |
|  | Compose correspondence that requests information |  | - | $\bullet$ | $\bullet$ | $\bullet$ | - |
|  | Take notes on sources and organize information from notes |  | - | - | $\bullet$ | - | $\bullet$ |
|  | Generate questions for formal or informal inquiry | - | - | - | $\bullet$ | $\bullet$ | $\bullet$ |
|  | Use an appropriate mode of delivery to present results |  | $\bullet$ | - | - | $\bullet$ | $\bullet$ |
|  | Paraphrase information from research sources |  | - | - | - | $\bullet$ | - |
|  | Identify and Gather Information |  |  |  |  |  |  |
|  | Use primary and secondary sources for research |  |  | - | $\bullet$ | - | $\bullet$ |
|  | Avoid plagiarism |  |  |  | $\bullet$ | $\bullet$ | $\bullet$ |
|  | Find information for research from both print and online sources | - | - | $\bullet$ | - | - | - |
|  | Cite research sources (including print and online sources) and develop a bibliography |  |  | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ |
|  | Review sources critically for relevance and reliability |  | - | - | - | $\bullet$ | $\bullet$ |

## SCOPE AND SFQUENCE

Identify and Gather Information (cont.)
Demonstrate understanding of information gathered
Make appropriate use of media and technology
Interact with sources in meaningful ways

## TEST PREPARATION

## Editing

Edit for complete sentences (avoid sentence fragments, run-on sentences, and comma splices)

Edit for capitalization (e.g., proper nouns and adjectives, first word in a sentence, pronoun $I$, days of the week, months of the year) and punctuation (periods, question marks, apostrophes, quotation marks)

Edit for end punctuation (periods, question marks, exclamation marks) and other punctuation, including commas, apostrophes, and quotation marks, where appropriate

Edit for commas in dates, addresses, compound sentences, and quotations
Edit to avoid spelling mistakes
Edit to maintain consistent verb tense
Edit to maintain subject-verb agreement
Extended Writing Prompts

| Develop a personal narrative |  | - | - | - | $\bullet$ | - |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Develop an informational or explanatory paragraph or essay |  | - | - | - | $\bullet$ | $\bullet$ |
| Develop poetry or fiction |  | - | - | - | $\bullet$ | $\bullet$ |
| Develop a persuasive paragraph or essay |  |  |  | - | $\bullet$ | $\bullet$ |
| Develop correspondence |  | - | - | - | - | - |
| Author's Craft and Structure |  |  |  |  |  |  |
| Identify the author's purpose and craft | - | - | - | - | - | - |

## SCOPE AND SEQUENCE

## FOUNDATIONAL SKILLS

## Print Concepts

Hold a book upright and turn from page to page
Track print from left to right, top to bottom of a page, and from front to back of a book Know uppercase and lowercase letters

Understand that words are separated by spaces
Identify the correspondence between oral words and printed words
Show awareness of information in different parts of a book
Recognize the upper- and lowercase letters of the alphabet
Alphabetize to the first or second letter

## Phonological Awareness

Recognize and produce rhyming words
Count syllables in spoken words
Segment and blend syllables in words
Segment and blend onset and rime
Identify the same and different initial sounds in words
Identify the same and different ending sounds in words
Identify the same and different medial sounds in words
Isolate the initial, medial, or ending sounds in words
Add or delete beginning or ending phonemes in words
Segment a word or syllable into sounds

## Phonics

Connect sounds and letters to consonants
Know sound-letter relationships and match sounds to letters
Generate sounds from letters and blend those sounds to decode

- Consonants, consonant blends, and consonant digraphs
- Short and long vowels
- $r$-controlled vowels, vowel digraphs, and other common vowel patterns

Decode multisyllabic words
Recognize common letter patterns in words and use them to decode syllables (CVC, VCCV, VCV, VCCCV)

## High-Frequency Words

Read common high-frequency words (sight words)
Read irregularly spelled words


## SCOPE AND SEQUENCE

## Word Structure and Knowledge

| Use a dictionary to find words, determine word origin, syllabication, and pronunciation | - | - | - | - |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Recognize and know the meaning of common prefixes and suffixes |  | $\bullet$ | $\bullet$ | - | - | - |
| Recognize and know common inflectional endings (-s, -es, -er, -est, -ed, -ing) |  | - | - | - | - | $\bullet$ |
| Decode words with common suffixes (-ly, -ful, -able, -ible, -ment, -less) |  | - | - | - | - | - |
| Learn and recognize irregular spellings of words |  | - | $\bullet$ | - | - | - |
| Identify and decode compound words and contractions | - | - | - | - |  |  |
| Fluency |  |  |  |  |  |  |
| Read aloud with accuracy |  | - | - | - | - | $\bullet$ |
| Read aloud with appropriate pace and expression |  | - | - | - | - | $\bullet$ |
| Read aloud with prosody (stress, intonation) |  | - | - | - | - | - |
| Read aloud grade-level poetry and prose with fluency, accuracy, and comprehension |  | - | - | - | - | - |
| READING COMPREHENSION |  |  |  |  |  |  |

## Genre Characteristics

Identify and understand types of fiction (e.g., historical, realistic, traditional) Identify and understand types of informational texts (e.g., science, social studies, technical) Identify and understand characteristics of informational text (e.g., headings, illustrations, maps, captions, tables, sidebars)

Identify and understand structures of informational texts (e.g., cause and effect, problem and solution, compare and contrast)
Identify and understand characteristics of opinion writing or persuasive texts (facts, opinions, claim, supporting evidence, counterclaim)

Identify and understand characteristics of poetry and drama
Identify and understand characteristics of digital and multimodal texts
Identify the audience of a text

## Key Ideas and Details

Ask and answer questions about what is read
Identify details to help determine key ideas and themes
Use text evidence to support a response
Retell and paraphrase text
Make inferences or draw conclusions about a text, character, or theme
Set a purpose for reading
Make predictions

## SCOPE AND SEQUENCE

## SCOPE AND SEQUENCE

| K | 1 | 2 | 3 | 4 | 5 |
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## Analysis

## Evaluate details to determine the main idea

Retell, paraphrase, or summarize a text
Make connections (to a text, to other texts, to personal experiences, to society) Identify cause and effect

Compare and contrast details and information
Recognize facts and opinions
Confirm or correct predictions
Create mental images to build understanding of a text
Monitor comprehension and make adjustments to improve understanding
Describe the relationships between ideas, events, characters, people
Explain the effect of various elements of poetry (rhyme, imagery, line breaks, stanzas)
Analyze elements of fiction and drama (characters, setting, plot, dialogue, theme)
Identify and analyze the parts of a plot (rising action, conflict, falling action, resolution)
Identify the use of literary elements and devices (e.g., alliteration, hyperbole, imagery, symbolism)

Synthesize information to create a new understanding
Distinguish and analyze author's point of view
Determine the meaning of specific words or phrases used in a text
Recognize the characteristics of persuasive or argumentative text
Analyze graphic elements and features (e.g., illustrations, diagrams, graphs, maps)

## Response to Sources

Reflect on reading and respond by speaking or writing
Use text or text evidence to write about what is read
Interact with sources in meaningful ways
Make connections to personal experiences, ideas in other texts, society
Comparison Across Texts
Compare two or more texts
Compare two or more genres
Compare two or more authors
Appreciate texts across a broad range of genres


## SCOPE AND SEQUENCE

## Independent and Self-Selected Reading

Read independently for an extended period of time
Self-select texts for independent reading
Oral Language
Work collaboratively with others
Listen actively, ask relevant questions, and make pertinent comments
Express an opinion supported by reasons
Use eye contact and speak with appropriate rate and volume
Follow or restate oral directions
Develop social communication skills, such as conversing politely
Report on a topic or give a presentation using an appropriate mode of delivery
VOCABULARY ACQUISITION

## High-Frequency Words

Identify and read high-frequency (sight) words

## Word Study

Identify and learn words that name actions, directions, positions, sequences, and other categories and locations

Alphabetize words to the third letter
Identify and use context clues to learn about unfamiliar words
Understand synonyms and antonyms
Identify and understand the meaning of common prefixes
Identify and understand the meaning of common suffixes
Use knowledge of word roots, prefixes, and suffixes to determine the meaning of new words

Use knowledge of word relationships to determine the meaning of new words
Learn and understand common abbreviations
Identify and learn about compound words
Identify and learn homographs and homophones
Learn and understand idioms and figurative language, including word nuances (i.e., shades of meaning) and literal and nonliteral meanings of words and phrases
Learn and understand transitions or signal words (e.g., time order, chronological order, cause-and-effect order, compare-and-contrast order)

Learn about word origins and word histories
Understand adages and proverbs

## SCOPE AND SEQUENCE

## SCOPE AND SFQUENCE

## Word Learning Strategies

Use picture cues and other graphics to help determine the meaning of new words
Recognize and learn selection vocabulary
Use print and digital references to determine the meaning of new words
Learn academic language
Learn and understand domain-specific vocabulary and specialized vocabulary

## Academic Language

Learn the language of ideas used in academic discourse
Understand the difference between informal spoken language and the conventions of formal written language

## ANALYZE AUTHOR'S CRAFT

| Analyze and describe an author's use of imagery and figurative language |
| :--- |
| Identify and analyze an author's use of simile and metaphor |
| Analyze an author's use of illustrations |
| Analyze an author's use of print and graphic features (e.g., titles, headings, charts, tables, | graphs)

Analyze an author's use of text structure (e.g., time order, compare and contrast, cause and effect)

Analyze how an author's language and word choice contribute to voice
Analyze an author's use of point of view
Analyze and explain an author's purpose and message in a text

## DEVELOP WRITER'S CRAFT

Introduce a topic or opinion
Use a clear and coherent organization
Provide reasons and evidence to support a claim or opinion
End with a concluding or final statement
Use linking words and phrases (i.e., transitions) to connect and organize ideas
Describe experiences with facts and descriptive details in a clear sequence
Use dialogue and description to develop situations and characters
Use description to show the reaction of characters or real persons to situations and events
CONVENTIONS OF LANGUAGE

## Spelling

Use and apply knowledge of spelling to spell grade-level words
Consult reference materials (glossaries, dictionaries) as needed to correct spelling


## SCOPE AND SEQUENCE

## Spelling (cont.)

Use and apply knowledge of base words and affixes to spell words with inflections, prefixes, or suffixes
Spell words with blends, digraphs, silent letters, and unusual consonant combinations
Spell words with short vowels, long vowels, $r$-controlled vowels, the schwa sound, and other vowel combinations
Use knowledge of Greek and Latin roots to spell words
Use knowledge of syllable patterns (e.g., VCV, VCCV, VCCCV) to spell multisyllabic words
Spell words with irregular plurals
Learn and spell high-frequency words
Grammar and Usage
Learn about the parts of speech, including

- nouns and pronouns
- adjectives and adverbs
- prepositions and prepositional phrases
- conjunctions, interjections, and articles

Use and form irregular plurals of nouns
Use and form verb tenses with regular and irregular verbs
Use and form comparative and superlative forms of adjectives and adverbs
Use coordinating, correlative, and subordinating conjunctions
Form and use contractions
Use an apostrophe and form singular and plural possessives
Identify and use declarative, interrogative, exclamatory, and imperative sentences
Identify and use simple, compound, and complex sentences
Write sentences with subject-verb agreement
Avoid common sentence errors (e.g., misused words, misplaced modifiers, double negatives, shifts in verb tense)

## Capitalization and Punctuation

Capitalize the beginnings of sentences, proper nouns and adjectives, the pronoun I, days of the week and months of the year, holidays
Use end punctuation with sentences (period, question mark, exclamation mark)
Use common conventions for commas (e.g., in dates and addresses; with items in a series; in compound sentences; with greetings and closings; in dialogue)

Use an apostrophe to form contractions and possessives, when appropriate

## SCOPE AND SEQUENCE

## SCOPE AND SFQUENCE

## Capitalization and Punctuation (cont.)

Learn how and when to use quotation marks with dialogue

## FOUNDATIONAL SKILLS FOR WRITING

Letter Formation, Handwriting, Cursive
Develop handwriting by printing words legibly
Write legibly by leaving appropriate spaces between words
Write cursive letters legibly
Ways of Writing
Create writing in both printed and digital forms
Write regularly both short and longer products
Revise and edit drafts of writing
Develop keyboarding skills
Use technology to produce and publish writing
Use technology to interact and collaborate with others
Speaking and Listening
Participate in discussions with partners and groups about writing
Work with a peer or group to revise and edit writing

## COMPOSITION

## The Writing Process: Plan, Draft, Revise, Edit, Publish

WRITING WORKSHOP
Prewrite and plan using a variety of strategies
Develop drafts into organized pieces of writing
Revise drafts for coherence and clarity
Edit drafts for the conventions of standard English
Publish written work for audiences

## Genre Immersion: Modes and Products

Write in a variety of modes

- Informative or explanatory
- Narrative
- Persuasive

Write and produce a variety of forms of writing

- Letters, thank-you notes, emails
- Editorials, presentations, speeches, essays, brochures
- News stories, reports, summaries, how-to articles, informational articles
- Poems, stories, plays, and other creative writing

Write in self-selected forms

|  | SCOPF AND SFQUPNCE | K | 1 | 2 | 3 | 4 | 5 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ORAL LANGUAGE | SPEAKING |  |  |  |  |  |  |
|  | Retell an experience or story | - | - | - | $\bullet$ | $\bullet$ | - |
|  | Summarize a text or experience with descriptive details and relevant facts | - | - | - | $\bullet$ | $\bullet$ | $\bullet$ |
|  | Discuss politely and respectfully in groups | - | - | - | $\bullet$ | $\bullet$ | $\bullet$ |
|  | Speak clearly and coherently about a topic or text | - | - | - | $\bullet$ | $\bullet$ | $\bullet$ |
|  | Speak with sufficient volume and appropriate rate | - | - | - | - | $\bullet$ | - |
|  | Communicate effectively while following the conventions of English | - | - | - | - | $\bullet$ | $\bullet$ |
|  | Ask and answer questions | - | - | - | - | $\bullet$ | $\bullet$ |
|  | Ask for and provide clarification or elaboration | - | - | - | - | $\bullet$ | - |
|  | Connect ideas to those of others in a group | - | - | - | - | - | - |
|  | Report on a topic or text |  | - | - | $\bullet$ | - | $\bullet$ |
|  | Include media in an oral presentation or report |  |  | - | - | - | $\bullet$ |
|  | LISTENING |  |  |  |  |  |  |
|  | Listen to others when working in groups or with partners | - | - | - | - | - | - |
|  | Use active listening strategies (e.g., making eye contact, facing the speaker, asking questions) | - | - | - | $\bullet$ | - | $\bullet$ |
|  | Work collaboratively with others by following agreed-upon rules, norms, and protocols | - | $\bullet$ | - | $\bullet$ | $\bullet$ | - |
| スはINONI AESVC-ITECOXd | COLLABORATION |  |  |  |  |  |  |
|  | Engage in discussions (e.g., one-on-one, in groups, teacher-led) on collaborative projects | - | - | - | $\bullet$ | $\bullet$ | $\bullet$ |
|  | Work in pairs or with partners for inquiry projects |  | - | - | $\bullet$ | - | - |
|  | RESEARCH SKILLS AND PROCESS |  |  |  |  |  |  |
|  | Conduct Short Research Projects |  |  |  |  |  |  |
|  | Develop and follow a plan for research | - | - | - | $\bullet$ | $\bullet$ | $\bullet$ |
|  | Compose correspondence that requests information |  | - | $\bullet$ | $\bullet$ | $\bullet$ | - |
|  | Take notes on sources and organize information from notes |  | - | - | $\bullet$ | - | $\bullet$ |
|  | Generate questions for formal or informal inquiry | - | - | - | $\bullet$ | $\bullet$ | $\bullet$ |
|  | Use an appropriate mode of delivery to present results |  | $\bullet$ | - | - | $\bullet$ | $\bullet$ |
|  | Paraphrase information from research sources |  | - | - | - | $\bullet$ | - |
|  | Identify and Gather Information |  |  |  |  |  |  |
|  | Use primary and secondary sources for research |  |  | - | $\bullet$ | - | $\bullet$ |
|  | Avoid plagiarism |  |  |  | $\bullet$ | $\bullet$ | $\bullet$ |
|  | Find information for research from both print and online sources | - | - | $\bullet$ | - | - | - |
|  | Cite research sources (including print and online sources) and develop a bibliography |  |  | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ |
|  | Review sources critically for relevance and reliability |  | - | - | - | $\bullet$ | $\bullet$ |

## SCOPE AND SFQUENCE

Identify and Gather Information (cont.)
Demonstrate understanding of information gathered
Make appropriate use of media and technology
Interact with sources in meaningful ways

## TEST PREPARATION

## Editing

Edit for complete sentences (avoid sentence fragments, run-on sentences, and comma splices)

Edit for capitalization (e.g., proper nouns and adjectives, first word in a sentence, pronoun $I$, days of the week, months of the year) and punctuation (periods, question marks, apostrophes, quotation marks)

Edit for end punctuation (periods, question marks, exclamation marks) and other punctuation, including commas, apostrophes, and quotation marks, where appropriate

Edit for commas in dates, addresses, compound sentences, and quotations
Edit to avoid spelling mistakes
Edit to maintain consistent verb tense
Edit to maintain subject-verb agreement
Extended Writing Prompts

| Develop a personal narrative |  | - | - | - | $\bullet$ | - |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Develop an informational or explanatory paragraph or essay |  | - | - | - | $\bullet$ | $\bullet$ |
| Develop poetry or fiction |  | - | - | - | $\bullet$ | $\bullet$ |
| Develop a persuasive paragraph or essay |  |  |  | - | $\bullet$ | $\bullet$ |
| Develop correspondence |  | - | - | - | - | - |
| Author's Craft and Structure |  |  |  |  |  |  |
| Identify the author's purpose and craft | - | - | - | - | - | - |

## SCOPE AND SEQUENCE

## FOUNDATIONAL SKILLS

## Print Concepts

Hold a book upright and turn from page to page
Track print from left to right, top to bottom of a page, and from front to back of a book Know uppercase and lowercase letters

Understand that words are separated by spaces
Identify the correspondence between oral words and printed words
Show awareness of information in different parts of a book
Recognize the upper- and lowercase letters of the alphabet
Alphabetize to the first or second letter

## Phonological Awareness

Recognize and produce rhyming words
Count syllables in spoken words
Segment and blend syllables in words
Segment and blend onset and rime
Identify the same and different initial sounds in words
Identify the same and different ending sounds in words
Identify the same and different medial sounds in words
Isolate the initial, medial, or ending sounds in words
Add or delete beginning or ending phonemes in words
Segment a word or syllable into sounds

## Phonics

Connect sounds and letters to consonants
Know sound-letter relationships and match sounds to letters
Generate sounds from letters and blend those sounds to decode

- Consonants, consonant blends, and consonant digraphs
- Short and long vowels
- $r$-controlled vowels, vowel digraphs, and other common vowel patterns

Decode multisyllabic words
Recognize common letter patterns in words and use them to decode syllables (CVC, VCCV, VCV, VCCCV)

## High-Frequency Words

Read common high-frequency words (sight words)
Read irregularly spelled words


## SCOPE AND SEQUENCE

## Word Structure and Knowledge

| Use a dictionary to find words, determine word origin, syllabication, and pronunciation | - | - | - | - |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Recognize and know the meaning of common prefixes and suffixes |  | $\bullet$ | $\bullet$ | - | - | - |
| Recognize and know common inflectional endings (-s, -es, -er, -est, -ed, -ing) |  | - | - | - | - | $\bullet$ |
| Decode words with common suffixes (-ly, -ful, -able, -ible, -ment, -less) |  | - | - | - | - | - |
| Learn and recognize irregular spellings of words |  | - | $\bullet$ | - | - | - |
| Identify and decode compound words and contractions | - | - | - | - |  |  |
| Fluency |  |  |  |  |  |  |
| Read aloud with accuracy |  | - | - | - | - | $\bullet$ |
| Read aloud with appropriate pace and expression |  | - | - | - | - | $\bullet$ |
| Read aloud with prosody (stress, intonation) |  | - | - | - | - | - |
| Read aloud grade-level poetry and prose with fluency, accuracy, and comprehension |  | - | - | - | - | - |
| READING COMPREHENSION |  |  |  |  |  |  |

## Genre Characteristics

Identify and understand types of fiction (e.g., historical, realistic, traditional) Identify and understand types of informational texts (e.g., science, social studies, technical) Identify and understand characteristics of informational text (e.g., headings, illustrations, maps, captions, tables, sidebars)

Identify and understand structures of informational texts (e.g., cause and effect, problem and solution, compare and contrast)
Identify and understand characteristics of opinion writing or persuasive texts (facts, opinions, claim, supporting evidence, counterclaim)

Identify and understand characteristics of poetry and drama
Identify and understand characteristics of digital and multimodal texts
Identify the audience of a text

## Key Ideas and Details

Ask and answer questions about what is read
Identify details to help determine key ideas and themes
Use text evidence to support a response
Retell and paraphrase text
Make inferences or draw conclusions about a text, character, or theme
Set a purpose for reading
Make predictions

## SCOPE AND SEQUENCE

## SCOPE AND SEQUENCE

| K | 1 | 2 | 3 | 4 | 5 |
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## Analysis

## Evaluate details to determine the main idea

Retell, paraphrase, or summarize a text
Make connections (to a text, to other texts, to personal experiences, to society) Identify cause and effect

Compare and contrast details and information
Recognize facts and opinions
Confirm or correct predictions
Create mental images to build understanding of a text
Monitor comprehension and make adjustments to improve understanding
Describe the relationships between ideas, events, characters, people
Explain the effect of various elements of poetry (rhyme, imagery, line breaks, stanzas)
Analyze elements of fiction and drama (characters, setting, plot, dialogue, theme)
Identify and analyze the parts of a plot (rising action, conflict, falling action, resolution)
Identify the use of literary elements and devices (e.g., alliteration, hyperbole, imagery, symbolism)

Synthesize information to create a new understanding
Distinguish and analyze author's point of view
Determine the meaning of specific words or phrases used in a text
Recognize the characteristics of persuasive or argumentative text
Analyze graphic elements and features (e.g., illustrations, diagrams, graphs, maps)

## Response to Sources

Reflect on reading and respond by speaking or writing
Use text or text evidence to write about what is read
Interact with sources in meaningful ways
Make connections to personal experiences, ideas in other texts, society
Comparison Across Texts
Compare two or more texts
Compare two or more genres
Compare two or more authors
Appreciate texts across a broad range of genres


## SCOPE AND SEQUENCE

## Independent and Self-Selected Reading

Read independently for an extended period of time
Self-select texts for independent reading
Oral Language
Work collaboratively with others
Listen actively, ask relevant questions, and make pertinent comments
Express an opinion supported by reasons
Use eye contact and speak with appropriate rate and volume
Follow or restate oral directions
Develop social communication skills, such as conversing politely
Report on a topic or give a presentation using an appropriate mode of delivery
VOCABULARY ACQUISITION

## High-Frequency Words

Identify and read high-frequency (sight) words

## Word Study

Identify and learn words that name actions, directions, positions, sequences, and other categories and locations

Alphabetize words to the third letter
Identify and use context clues to learn about unfamiliar words
Understand synonyms and antonyms
Identify and understand the meaning of common prefixes
Identify and understand the meaning of common suffixes
Use knowledge of word roots, prefixes, and suffixes to determine the meaning of new words

Use knowledge of word relationships to determine the meaning of new words
Learn and understand common abbreviations
Identify and learn about compound words
Identify and learn homographs and homophones
Learn and understand idioms and figurative language, including word nuances (i.e., shades of meaning) and literal and nonliteral meanings of words and phrases
Learn and understand transitions or signal words (e.g., time order, chronological order, cause-and-effect order, compare-and-contrast order)

Learn about word origins and word histories
Understand adages and proverbs

## SCOPE AND SEQUENCE

## SCOPE AND SFQUENCE

## Word Learning Strategies

Use picture cues and other graphics to help determine the meaning of new words
Recognize and learn selection vocabulary
Use print and digital references to determine the meaning of new words
Learn academic language
Learn and understand domain-specific vocabulary and specialized vocabulary

## Academic Language

Learn the language of ideas used in academic discourse
Understand the difference between informal spoken language and the conventions of formal written language

## ANALYZE AUTHOR'S CRAFT

| Analyze and describe an author's use of imagery and figurative language |
| :--- |
| Identify and analyze an author's use of simile and metaphor |
| Analyze an author's use of illustrations |
| Analyze an author's use of print and graphic features (e.g., titles, headings, charts, tables, | graphs)

Analyze an author's use of text structure (e.g., time order, compare and contrast, cause and effect)

Analyze how an author's language and word choice contribute to voice
Analyze an author's use of point of view
Analyze and explain an author's purpose and message in a text

## DEVELOP WRITER'S CRAFT

Introduce a topic or opinion
Use a clear and coherent organization
Provide reasons and evidence to support a claim or opinion
End with a concluding or final statement
Use linking words and phrases (i.e., transitions) to connect and organize ideas
Describe experiences with facts and descriptive details in a clear sequence
Use dialogue and description to develop situations and characters
Use description to show the reaction of characters or real persons to situations and events
CONVENTIONS OF LANGUAGE

## Spelling

Use and apply knowledge of spelling to spell grade-level words
Consult reference materials (glossaries, dictionaries) as needed to correct spelling


## SCOPE AND SEQUENCE

## Spelling (cont.)

Use and apply knowledge of base words and affixes to spell words with inflections, prefixes, or suffixes
Spell words with blends, digraphs, silent letters, and unusual consonant combinations
Spell words with short vowels, long vowels, $r$-controlled vowels, the schwa sound, and other vowel combinations
Use knowledge of Greek and Latin roots to spell words
Use knowledge of syllable patterns (e.g., VCV, VCCV, VCCCV) to spell multisyllabic words
Spell words with irregular plurals
Learn and spell high-frequency words
Grammar and Usage
Learn about the parts of speech, including

- nouns and pronouns
- adjectives and adverbs
- prepositions and prepositional phrases
- conjunctions, interjections, and articles

Use and form irregular plurals of nouns
Use and form verb tenses with regular and irregular verbs
Use and form comparative and superlative forms of adjectives and adverbs
Use coordinating, correlative, and subordinating conjunctions
Form and use contractions
Use an apostrophe and form singular and plural possessives
Identify and use declarative, interrogative, exclamatory, and imperative sentences
Identify and use simple, compound, and complex sentences
Write sentences with subject-verb agreement
Avoid common sentence errors (e.g., misused words, misplaced modifiers, double negatives, shifts in verb tense)

## Capitalization and Punctuation

Capitalize the beginnings of sentences, proper nouns and adjectives, the pronoun I, days of the week and months of the year, holidays
Use end punctuation with sentences (period, question mark, exclamation mark)
Use common conventions for commas (e.g., in dates and addresses; with items in a series; in compound sentences; with greetings and closings; in dialogue)

Use an apostrophe to form contractions and possessives, when appropriate

## SCOPE AND SEQUENCE

## SCOPE AND SFQUENCE

## Capitalization and Punctuation (cont.)

Learn how and when to use quotation marks with dialogue

## FOUNDATIONAL SKILLS FOR WRITING

Letter Formation, Handwriting, Cursive
Develop handwriting by printing words legibly
Write legibly by leaving appropriate spaces between words
Write cursive letters legibly
Ways of Writing
Create writing in both printed and digital forms
Write regularly both short and longer products
Revise and edit drafts of writing
Develop keyboarding skills
Use technology to produce and publish writing
Use technology to interact and collaborate with others
Speaking and Listening
Participate in discussions with partners and groups about writing
Work with a peer or group to revise and edit writing

## COMPOSITION

## The Writing Process: Plan, Draft, Revise, Edit, Publish

WRITING WORKSHOP
Prewrite and plan using a variety of strategies
Develop drafts into organized pieces of writing
Revise drafts for coherence and clarity
Edit drafts for the conventions of standard English
Publish written work for audiences

## Genre Immersion: Modes and Products

Write in a variety of modes

- Informative or explanatory
- Narrative
- Persuasive

Write and produce a variety of forms of writing

- Letters, thank-you notes, emails
- Editorials, presentations, speeches, essays, brochures
- News stories, reports, summaries, how-to articles, informational articles
- Poems, stories, plays, and other creative writing

Write in self-selected forms

|  | SCOPF AND SFQUPNCE | K | 1 | 2 | 3 | 4 | 5 |
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| ORAL LANGUAGE | SPEAKING |  |  |  |  |  |  |
|  | Retell an experience or story | - | - | - | $\bullet$ | $\bullet$ | - |
|  | Summarize a text or experience with descriptive details and relevant facts | - | - | - | $\bullet$ | $\bullet$ | $\bullet$ |
|  | Discuss politely and respectfully in groups | - | - | - | $\bullet$ | $\bullet$ | $\bullet$ |
|  | Speak clearly and coherently about a topic or text | - | - | - | $\bullet$ | $\bullet$ | $\bullet$ |
|  | Speak with sufficient volume and appropriate rate | - | - | - | - | $\bullet$ | - |
|  | Communicate effectively while following the conventions of English | - | - | - | - | $\bullet$ | $\bullet$ |
|  | Ask and answer questions | - | - | - | - | $\bullet$ | $\bullet$ |
|  | Ask for and provide clarification or elaboration | - | - | - | - | $\bullet$ | - |
|  | Connect ideas to those of others in a group | - | - | - | - | - | - |
|  | Report on a topic or text |  | - | - | $\bullet$ | - | $\bullet$ |
|  | Include media in an oral presentation or report |  |  | - | - | - | $\bullet$ |
|  | LISTENING |  |  |  |  |  |  |
|  | Listen to others when working in groups or with partners | - | - | - | - | - | - |
|  | Use active listening strategies (e.g., making eye contact, facing the speaker, asking questions) | - | - | - | $\bullet$ | - | $\bullet$ |
|  | Work collaboratively with others by following agreed-upon rules, norms, and protocols | - | $\bullet$ | - | $\bullet$ | $\bullet$ | - |
| スはINONI AESVC-ITECOXd | COLLABORATION |  |  |  |  |  |  |
|  | Engage in discussions (e.g., one-on-one, in groups, teacher-led) on collaborative projects | - | - | - | $\bullet$ | $\bullet$ | $\bullet$ |
|  | Work in pairs or with partners for inquiry projects |  | - | - | $\bullet$ | - | - |
|  | RESEARCH SKILLS AND PROCESS |  |  |  |  |  |  |
|  | Conduct Short Research Projects |  |  |  |  |  |  |
|  | Develop and follow a plan for research | - | - | - | $\bullet$ | $\bullet$ | $\bullet$ |
|  | Compose correspondence that requests information |  | - | $\bullet$ | $\bullet$ | $\bullet$ | - |
|  | Take notes on sources and organize information from notes |  | - | - | $\bullet$ | - | $\bullet$ |
|  | Generate questions for formal or informal inquiry | - | - | - | $\bullet$ | $\bullet$ | $\bullet$ |
|  | Use an appropriate mode of delivery to present results |  | $\bullet$ | - | - | $\bullet$ | $\bullet$ |
|  | Paraphrase information from research sources |  | - | - | - | $\bullet$ | - |
|  | Identify and Gather Information |  |  |  |  |  |  |
|  | Use primary and secondary sources for research |  |  | - | $\bullet$ | - | $\bullet$ |
|  | Avoid plagiarism |  |  |  | $\bullet$ | $\bullet$ | $\bullet$ |
|  | Find information for research from both print and online sources | - | - | $\bullet$ | - | - | - |
|  | Cite research sources (including print and online sources) and develop a bibliography |  |  | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ |
|  | Review sources critically for relevance and reliability |  | - | - | - | $\bullet$ | $\bullet$ |

## SCOPE AND SFQUENCE

Identify and Gather Information (cont.)
Demonstrate understanding of information gathered
Make appropriate use of media and technology
Interact with sources in meaningful ways

## TEST PREPARATION

## Editing

Edit for complete sentences (avoid sentence fragments, run-on sentences, and comma splices)

Edit for capitalization (e.g., proper nouns and adjectives, first word in a sentence, pronoun $I$, days of the week, months of the year) and punctuation (periods, question marks, apostrophes, quotation marks)

Edit for end punctuation (periods, question marks, exclamation marks) and other punctuation, including commas, apostrophes, and quotation marks, where appropriate

Edit for commas in dates, addresses, compound sentences, and quotations
Edit to avoid spelling mistakes
Edit to maintain consistent verb tense
Edit to maintain subject-verb agreement
Extended Writing Prompts

| Develop a personal narrative |  | - | - | - | $\bullet$ | - |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Develop an informational or explanatory paragraph or essay |  | - | - | - | $\bullet$ | $\bullet$ |
| Develop poetry or fiction |  | - | - | - | $\bullet$ | $\bullet$ |
| Develop a persuasive paragraph or essay |  |  |  | - | $\bullet$ | $\bullet$ |
| Develop correspondence |  | - | - | - | - | - |
| Author's Craft and Structure |  |  |  |  |  |  |
| Identify the author's purpose and craft | - | - | - | - | - | - |

## SCOPE AND SEQUENCE

## FOUNDATIONAL SKILLS

## Print Concepts

Hold a book upright and turn from page to page
Track print from left to right, top to bottom of a page, and from front to back of a book Know uppercase and lowercase letters

Understand that words are separated by spaces
Identify the correspondence between oral words and printed words
Show awareness of information in different parts of a book
Recognize the upper- and lowercase letters of the alphabet
Alphabetize to the first or second letter

## Phonological Awareness

Recognize and produce rhyming words
Count syllables in spoken words
Segment and blend syllables in words
Segment and blend onset and rime
Identify the same and different initial sounds in words
Identify the same and different ending sounds in words
Identify the same and different medial sounds in words
Isolate the initial, medial, or ending sounds in words
Add or delete beginning or ending phonemes in words
Segment a word or syllable into sounds

## Phonics

Connect sounds and letters to consonants
Know sound-letter relationships and match sounds to letters
Generate sounds from letters and blend those sounds to decode

- Consonants, consonant blends, and consonant digraphs
- Short and long vowels
- $r$-controlled vowels, vowel digraphs, and other common vowel patterns

Decode multisyllabic words
Recognize common letter patterns in words and use them to decode syllables (CVC, VCCV, VCV, VCCCV)

## High-Frequency Words

Read common high-frequency words (sight words)
Read irregularly spelled words


## SCOPE AND SEQUENCE

## Word Structure and Knowledge

| Use a dictionary to find words, determine word origin, syllabication, and pronunciation | - | - | - | - |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Recognize and know the meaning of common prefixes and suffixes |  | $\bullet$ | $\bullet$ | - | - | - |
| Recognize and know common inflectional endings (-s, -es, -er, -est, -ed, -ing) |  | - | - | - | - | $\bullet$ |
| Decode words with common suffixes (-ly, -ful, -able, -ible, -ment, -less) |  | - | - | - | - | - |
| Learn and recognize irregular spellings of words |  | - | $\bullet$ | - | - | - |
| Identify and decode compound words and contractions | - | - | - | - |  |  |
| Fluency |  |  |  |  |  |  |
| Read aloud with accuracy |  | - | - | - | - | $\bullet$ |
| Read aloud with appropriate pace and expression |  | - | - | - | - | $\bullet$ |
| Read aloud with prosody (stress, intonation) |  | - | - | - | - | - |
| Read aloud grade-level poetry and prose with fluency, accuracy, and comprehension |  | - | - | - | - | - |
| READING COMPREHENSION |  |  |  |  |  |  |

## Genre Characteristics

Identify and understand types of fiction (e.g., historical, realistic, traditional) Identify and understand types of informational texts (e.g., science, social studies, technical) Identify and understand characteristics of informational text (e.g., headings, illustrations, maps, captions, tables, sidebars)

Identify and understand structures of informational texts (e.g., cause and effect, problem and solution, compare and contrast)
Identify and understand characteristics of opinion writing or persuasive texts (facts, opinions, claim, supporting evidence, counterclaim)

Identify and understand characteristics of poetry and drama
Identify and understand characteristics of digital and multimodal texts
Identify the audience of a text

## Key Ideas and Details

Ask and answer questions about what is read
Identify details to help determine key ideas and themes
Use text evidence to support a response
Retell and paraphrase text
Make inferences or draw conclusions about a text, character, or theme
Set a purpose for reading
Make predictions

## SCOPE AND SEQUENCE

## SCOPE AND SEQUENCE

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## Analysis

## Evaluate details to determine the main idea

Retell, paraphrase, or summarize a text
Make connections (to a text, to other texts, to personal experiences, to society) Identify cause and effect

Compare and contrast details and information
Recognize facts and opinions
Confirm or correct predictions
Create mental images to build understanding of a text
Monitor comprehension and make adjustments to improve understanding
Describe the relationships between ideas, events, characters, people
Explain the effect of various elements of poetry (rhyme, imagery, line breaks, stanzas)
Analyze elements of fiction and drama (characters, setting, plot, dialogue, theme)
Identify and analyze the parts of a plot (rising action, conflict, falling action, resolution)
Identify the use of literary elements and devices (e.g., alliteration, hyperbole, imagery, symbolism)

Synthesize information to create a new understanding
Distinguish and analyze author's point of view
Determine the meaning of specific words or phrases used in a text
Recognize the characteristics of persuasive or argumentative text
Analyze graphic elements and features (e.g., illustrations, diagrams, graphs, maps)

## Response to Sources

Reflect on reading and respond by speaking or writing
Use text or text evidence to write about what is read
Interact with sources in meaningful ways
Make connections to personal experiences, ideas in other texts, society
Comparison Across Texts
Compare two or more texts
Compare two or more genres
Compare two or more authors
Appreciate texts across a broad range of genres


## SCOPE AND SEQUENCE

## Independent and Self-Selected Reading

Read independently for an extended period of time
Self-select texts for independent reading
Oral Language
Work collaboratively with others
Listen actively, ask relevant questions, and make pertinent comments
Express an opinion supported by reasons
Use eye contact and speak with appropriate rate and volume
Follow or restate oral directions
Develop social communication skills, such as conversing politely
Report on a topic or give a presentation using an appropriate mode of delivery
VOCABULARY ACQUISITION

## High-Frequency Words

Identify and read high-frequency (sight) words

## Word Study

Identify and learn words that name actions, directions, positions, sequences, and other categories and locations

Alphabetize words to the third letter
Identify and use context clues to learn about unfamiliar words
Understand synonyms and antonyms
Identify and understand the meaning of common prefixes
Identify and understand the meaning of common suffixes
Use knowledge of word roots, prefixes, and suffixes to determine the meaning of new words

Use knowledge of word relationships to determine the meaning of new words
Learn and understand common abbreviations
Identify and learn about compound words
Identify and learn homographs and homophones
Learn and understand idioms and figurative language, including word nuances (i.e., shades of meaning) and literal and nonliteral meanings of words and phrases
Learn and understand transitions or signal words (e.g., time order, chronological order, cause-and-effect order, compare-and-contrast order)

Learn about word origins and word histories
Understand adages and proverbs

## SCOPE AND SEQUENCE

## SCOPE AND SFQUENCE

## Word Learning Strategies

Use picture cues and other graphics to help determine the meaning of new words
Recognize and learn selection vocabulary
Use print and digital references to determine the meaning of new words
Learn academic language
Learn and understand domain-specific vocabulary and specialized vocabulary

## Academic Language

Learn the language of ideas used in academic discourse
Understand the difference between informal spoken language and the conventions of formal written language

## ANALYZE AUTHOR'S CRAFT

| Analyze and describe an author's use of imagery and figurative language |
| :--- |
| Identify and analyze an author's use of simile and metaphor |
| Analyze an author's use of illustrations |
| Analyze an author's use of print and graphic features (e.g., titles, headings, charts, tables, | graphs)

Analyze an author's use of text structure (e.g., time order, compare and contrast, cause and effect)

Analyze how an author's language and word choice contribute to voice
Analyze an author's use of point of view
Analyze and explain an author's purpose and message in a text

## DEVELOP WRITER'S CRAFT

Introduce a topic or opinion
Use a clear and coherent organization
Provide reasons and evidence to support a claim or opinion
End with a concluding or final statement
Use linking words and phrases (i.e., transitions) to connect and organize ideas
Describe experiences with facts and descriptive details in a clear sequence
Use dialogue and description to develop situations and characters
Use description to show the reaction of characters or real persons to situations and events
CONVENTIONS OF LANGUAGE

## Spelling

Use and apply knowledge of spelling to spell grade-level words
Consult reference materials (glossaries, dictionaries) as needed to correct spelling


## SCOPE AND SEQUENCE

## Spelling (cont.)

Use and apply knowledge of base words and affixes to spell words with inflections, prefixes, or suffixes
Spell words with blends, digraphs, silent letters, and unusual consonant combinations
Spell words with short vowels, long vowels, $r$-controlled vowels, the schwa sound, and other vowel combinations
Use knowledge of Greek and Latin roots to spell words
Use knowledge of syllable patterns (e.g., VCV, VCCV, VCCCV) to spell multisyllabic words
Spell words with irregular plurals
Learn and spell high-frequency words
Grammar and Usage
Learn about the parts of speech, including

- nouns and pronouns
- adjectives and adverbs
- prepositions and prepositional phrases
- conjunctions, interjections, and articles

Use and form irregular plurals of nouns
Use and form verb tenses with regular and irregular verbs
Use and form comparative and superlative forms of adjectives and adverbs
Use coordinating, correlative, and subordinating conjunctions
Form and use contractions
Use an apostrophe and form singular and plural possessives
Identify and use declarative, interrogative, exclamatory, and imperative sentences
Identify and use simple, compound, and complex sentences
Write sentences with subject-verb agreement
Avoid common sentence errors (e.g., misused words, misplaced modifiers, double negatives, shifts in verb tense)

## Capitalization and Punctuation

Capitalize the beginnings of sentences, proper nouns and adjectives, the pronoun I, days of the week and months of the year, holidays
Use end punctuation with sentences (period, question mark, exclamation mark)
Use common conventions for commas (e.g., in dates and addresses; with items in a series; in compound sentences; with greetings and closings; in dialogue)

Use an apostrophe to form contractions and possessives, when appropriate

## SCOPE AND SEQUENCE

## SCOPE AND SFQUENCE

## Capitalization and Punctuation (cont.)

Learn how and when to use quotation marks with dialogue

## FOUNDATIONAL SKILLS FOR WRITING

Letter Formation, Handwriting, Cursive
Develop handwriting by printing words legibly
Write legibly by leaving appropriate spaces between words
Write cursive letters legibly
Ways of Writing
Create writing in both printed and digital forms
Write regularly both short and longer products
Revise and edit drafts of writing
Develop keyboarding skills
Use technology to produce and publish writing
Use technology to interact and collaborate with others
Speaking and Listening
Participate in discussions with partners and groups about writing
Work with a peer or group to revise and edit writing

## COMPOSITION

## The Writing Process: Plan, Draft, Revise, Edit, Publish

WRITING WORKSHOP
Prewrite and plan using a variety of strategies
Develop drafts into organized pieces of writing
Revise drafts for coherence and clarity
Edit drafts for the conventions of standard English
Publish written work for audiences

## Genre Immersion: Modes and Products

Write in a variety of modes

- Informative or explanatory
- Narrative
- Persuasive

Write and produce a variety of forms of writing

- Letters, thank-you notes, emails
- Editorials, presentations, speeches, essays, brochures
- News stories, reports, summaries, how-to articles, informational articles
- Poems, stories, plays, and other creative writing

Write in self-selected forms

|  | SCOPF AND SFQUPNCE | K | 1 | 2 | 3 | 4 | 5 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ORAL LANGUAGE | SPEAKING |  |  |  |  |  |  |
|  | Retell an experience or story | - | - | - | $\bullet$ | $\bullet$ | - |
|  | Summarize a text or experience with descriptive details and relevant facts | - | - | - | $\bullet$ | $\bullet$ | $\bullet$ |
|  | Discuss politely and respectfully in groups | - | - | - | $\bullet$ | $\bullet$ | $\bullet$ |
|  | Speak clearly and coherently about a topic or text | - | - | - | $\bullet$ | $\bullet$ | $\bullet$ |
|  | Speak with sufficient volume and appropriate rate | - | - | - | - | $\bullet$ | - |
|  | Communicate effectively while following the conventions of English | - | - | - | - | $\bullet$ | $\bullet$ |
|  | Ask and answer questions | - | - | - | - | $\bullet$ | $\bullet$ |
|  | Ask for and provide clarification or elaboration | - | - | - | - | $\bullet$ | - |
|  | Connect ideas to those of others in a group | - | - | - | - | - | - |
|  | Report on a topic or text |  | - | - | $\bullet$ | - | $\bullet$ |
|  | Include media in an oral presentation or report |  |  | - | - | - | $\bullet$ |
|  | LISTENING |  |  |  |  |  |  |
|  | Listen to others when working in groups or with partners | - | - | - | - | - | - |
|  | Use active listening strategies (e.g., making eye contact, facing the speaker, asking questions) | - | - | - | $\bullet$ | - | $\bullet$ |
|  | Work collaboratively with others by following agreed-upon rules, norms, and protocols | - | $\bullet$ | - | $\bullet$ | $\bullet$ | - |
| スはINONI AESVC-ITECOXd | COLLABORATION |  |  |  |  |  |  |
|  | Engage in discussions (e.g., one-on-one, in groups, teacher-led) on collaborative projects | - | - | - | $\bullet$ | $\bullet$ | $\bullet$ |
|  | Work in pairs or with partners for inquiry projects |  | - | - | $\bullet$ | - | - |
|  | RESEARCH SKILLS AND PROCESS |  |  |  |  |  |  |
|  | Conduct Short Research Projects |  |  |  |  |  |  |
|  | Develop and follow a plan for research | - | - | - | $\bullet$ | $\bullet$ | $\bullet$ |
|  | Compose correspondence that requests information |  | - | $\bullet$ | $\bullet$ | $\bullet$ | - |
|  | Take notes on sources and organize information from notes |  | - | - | $\bullet$ | - | $\bullet$ |
|  | Generate questions for formal or informal inquiry | - | - | - | $\bullet$ | $\bullet$ | $\bullet$ |
|  | Use an appropriate mode of delivery to present results |  | $\bullet$ | - | - | $\bullet$ | $\bullet$ |
|  | Paraphrase information from research sources |  | - | - | - | $\bullet$ | - |
|  | Identify and Gather Information |  |  |  |  |  |  |
|  | Use primary and secondary sources for research |  |  | - | $\bullet$ | - | $\bullet$ |
|  | Avoid plagiarism |  |  |  | $\bullet$ | $\bullet$ | $\bullet$ |
|  | Find information for research from both print and online sources | - | - | $\bullet$ | - | - | - |
|  | Cite research sources (including print and online sources) and develop a bibliography |  |  | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ |
|  | Review sources critically for relevance and reliability |  | - | - | - | $\bullet$ | $\bullet$ |

## SCOPE AND SFQUENCE

Identify and Gather Information (cont.)
Demonstrate understanding of information gathered
Make appropriate use of media and technology
Interact with sources in meaningful ways

## TEST PREPARATION

## Editing

Edit for complete sentences (avoid sentence fragments, run-on sentences, and comma splices)

Edit for capitalization (e.g., proper nouns and adjectives, first word in a sentence, pronoun $I$, days of the week, months of the year) and punctuation (periods, question marks, apostrophes, quotation marks)

Edit for end punctuation (periods, question marks, exclamation marks) and other punctuation, including commas, apostrophes, and quotation marks, where appropriate

Edit for commas in dates, addresses, compound sentences, and quotations
Edit to avoid spelling mistakes
Edit to maintain consistent verb tense
Edit to maintain subject-verb agreement
Extended Writing Prompts

| Develop a personal narrative |  | - | - | - | $\bullet$ | - |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Develop an informational or explanatory paragraph or essay |  | - | - | - | $\bullet$ | $\bullet$ |
| Develop poetry or fiction |  | - | - | - | $\bullet$ | $\bullet$ |
| Develop a persuasive paragraph or essay |  |  |  | - | $\bullet$ | $\bullet$ |
| Develop correspondence |  | - | - | - | - | - |
| Author's Craft and Structure |  |  |  |  |  |  |
| Identify the author's purpose and craft | - | - | - | - | - | - |

## SCOPE AND SEQUENCE

## FOUNDATIONAL SKILLS

## Print Concepts

Hold a book upright and turn from page to page
Track print from left to right, top to bottom of a page, and from front to back of a book Know uppercase and lowercase letters

Understand that words are separated by spaces
Identify the correspondence between oral words and printed words
Show awareness of information in different parts of a book
Recognize the upper- and lowercase letters of the alphabet
Alphabetize to the first or second letter

## Phonological Awareness

Recognize and produce rhyming words
Count syllables in spoken words
Segment and blend syllables in words
Segment and blend onset and rime
Identify the same and different initial sounds in words
Identify the same and different ending sounds in words
Identify the same and different medial sounds in words
Isolate the initial, medial, or ending sounds in words
Add or delete beginning or ending phonemes in words
Segment a word or syllable into sounds

## Phonics

Connect sounds and letters to consonants
Know sound-letter relationships and match sounds to letters
Generate sounds from letters and blend those sounds to decode

- Consonants, consonant blends, and consonant digraphs
- Short and long vowels
- $r$-controlled vowels, vowel digraphs, and other common vowel patterns

Decode multisyllabic words
Recognize common letter patterns in words and use them to decode syllables (CVC, VCCV, VCV, VCCCV)

## High-Frequency Words

Read common high-frequency words (sight words)
Read irregularly spelled words


## SCOPE AND SEQUENCE

## Word Structure and Knowledge

| Use a dictionary to find words, determine word origin, syllabication, and pronunciation | - | - | - | - |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Recognize and know the meaning of common prefixes and suffixes |  | $\bullet$ | $\bullet$ | - | - | - |
| Recognize and know common inflectional endings (-s, -es, -er, -est, -ed, -ing) |  | - | - | - | - | $\bullet$ |
| Decode words with common suffixes (-ly, -ful, -able, -ible, -ment, -less) |  | - | - | - | - | - |
| Learn and recognize irregular spellings of words |  | - | $\bullet$ | - | - | - |
| Identify and decode compound words and contractions | - | - | - | - |  |  |
| Fluency |  |  |  |  |  |  |
| Read aloud with accuracy |  | - | - | - | - | $\bullet$ |
| Read aloud with appropriate pace and expression |  | - | - | - | - | $\bullet$ |
| Read aloud with prosody (stress, intonation) |  | - | - | - | - | - |
| Read aloud grade-level poetry and prose with fluency, accuracy, and comprehension |  | - | - | - | - | - |
| READING COMPREHENSION |  |  |  |  |  |  |

## Genre Characteristics

Identify and understand types of fiction (e.g., historical, realistic, traditional) Identify and understand types of informational texts (e.g., science, social studies, technical) Identify and understand characteristics of informational text (e.g., headings, illustrations, maps, captions, tables, sidebars)

Identify and understand structures of informational texts (e.g., cause and effect, problem and solution, compare and contrast)
Identify and understand characteristics of opinion writing or persuasive texts (facts, opinions, claim, supporting evidence, counterclaim)

Identify and understand characteristics of poetry and drama
Identify and understand characteristics of digital and multimodal texts
Identify the audience of a text

## Key Ideas and Details

Ask and answer questions about what is read
Identify details to help determine key ideas and themes
Use text evidence to support a response
Retell and paraphrase text
Make inferences or draw conclusions about a text, character, or theme
Set a purpose for reading
Make predictions

## SCOPE AND SEQUENCE

## SCOPE AND SEQUENCE

| K | 1 | 2 | 3 | 4 | 5 |
| :--- | :--- | :--- | :--- | :--- | :--- |

## Analysis

## Evaluate details to determine the main idea

Retell, paraphrase, or summarize a text
Make connections (to a text, to other texts, to personal experiences, to society) Identify cause and effect

Compare and contrast details and information
Recognize facts and opinions
Confirm or correct predictions
Create mental images to build understanding of a text
Monitor comprehension and make adjustments to improve understanding
Describe the relationships between ideas, events, characters, people
Explain the effect of various elements of poetry (rhyme, imagery, line breaks, stanzas)
Analyze elements of fiction and drama (characters, setting, plot, dialogue, theme)
Identify and analyze the parts of a plot (rising action, conflict, falling action, resolution)
Identify the use of literary elements and devices (e.g., alliteration, hyperbole, imagery, symbolism)

Synthesize information to create a new understanding
Distinguish and analyze author's point of view
Determine the meaning of specific words or phrases used in a text
Recognize the characteristics of persuasive or argumentative text
Analyze graphic elements and features (e.g., illustrations, diagrams, graphs, maps)

## Response to Sources

Reflect on reading and respond by speaking or writing
Use text or text evidence to write about what is read
Interact with sources in meaningful ways
Make connections to personal experiences, ideas in other texts, society
Comparison Across Texts
Compare two or more texts
Compare two or more genres
Compare two or more authors
Appreciate texts across a broad range of genres


## SCOPE AND SEQUENCE

## Independent and Self-Selected Reading

Read independently for an extended period of time
Self-select texts for independent reading
Oral Language
Work collaboratively with others
Listen actively, ask relevant questions, and make pertinent comments
Express an opinion supported by reasons
Use eye contact and speak with appropriate rate and volume
Follow or restate oral directions
Develop social communication skills, such as conversing politely
Report on a topic or give a presentation using an appropriate mode of delivery
VOCABULARY ACQUISITION

## High-Frequency Words

Identify and read high-frequency (sight) words

## Word Study

Identify and learn words that name actions, directions, positions, sequences, and other categories and locations

Alphabetize words to the third letter
Identify and use context clues to learn about unfamiliar words
Understand synonyms and antonyms
Identify and understand the meaning of common prefixes
Identify and understand the meaning of common suffixes
Use knowledge of word roots, prefixes, and suffixes to determine the meaning of new words

Use knowledge of word relationships to determine the meaning of new words
Learn and understand common abbreviations
Identify and learn about compound words
Identify and learn homographs and homophones
Learn and understand idioms and figurative language, including word nuances (i.e., shades of meaning) and literal and nonliteral meanings of words and phrases
Learn and understand transitions or signal words (e.g., time order, chronological order, cause-and-effect order, compare-and-contrast order)

Learn about word origins and word histories
Understand adages and proverbs

## SCOPE AND SEQUENCE

## SCOPE AND SFQUENCE

## Word Learning Strategies

Use picture cues and other graphics to help determine the meaning of new words
Recognize and learn selection vocabulary
Use print and digital references to determine the meaning of new words
Learn academic language
Learn and understand domain-specific vocabulary and specialized vocabulary

## Academic Language

Learn the language of ideas used in academic discourse
Understand the difference between informal spoken language and the conventions of formal written language

## ANALYZE AUTHOR'S CRAFT

| Analyze and describe an author's use of imagery and figurative language |
| :--- |
| Identify and analyze an author's use of simile and metaphor |
| Analyze an author's use of illustrations |
| Analyze an author's use of print and graphic features (e.g., titles, headings, charts, tables, | graphs)

Analyze an author's use of text structure (e.g., time order, compare and contrast, cause and effect)

Analyze how an author's language and word choice contribute to voice
Analyze an author's use of point of view
Analyze and explain an author's purpose and message in a text

## DEVELOP WRITER'S CRAFT

Introduce a topic or opinion
Use a clear and coherent organization
Provide reasons and evidence to support a claim or opinion
End with a concluding or final statement
Use linking words and phrases (i.e., transitions) to connect and organize ideas
Describe experiences with facts and descriptive details in a clear sequence
Use dialogue and description to develop situations and characters
Use description to show the reaction of characters or real persons to situations and events
CONVENTIONS OF LANGUAGE

## Spelling

Use and apply knowledge of spelling to spell grade-level words
Consult reference materials (glossaries, dictionaries) as needed to correct spelling


## SCOPE AND SEQUENCE

## Spelling (cont.)

Use and apply knowledge of base words and affixes to spell words with inflections, prefixes, or suffixes
Spell words with blends, digraphs, silent letters, and unusual consonant combinations
Spell words with short vowels, long vowels, $r$-controlled vowels, the schwa sound, and other vowel combinations
Use knowledge of Greek and Latin roots to spell words
Use knowledge of syllable patterns (e.g., VCV, VCCV, VCCCV) to spell multisyllabic words
Spell words with irregular plurals
Learn and spell high-frequency words
Grammar and Usage
Learn about the parts of speech, including

- nouns and pronouns
- adjectives and adverbs
- prepositions and prepositional phrases
- conjunctions, interjections, and articles

Use and form irregular plurals of nouns
Use and form verb tenses with regular and irregular verbs
Use and form comparative and superlative forms of adjectives and adverbs
Use coordinating, correlative, and subordinating conjunctions
Form and use contractions
Use an apostrophe and form singular and plural possessives
Identify and use declarative, interrogative, exclamatory, and imperative sentences
Identify and use simple, compound, and complex sentences
Write sentences with subject-verb agreement
Avoid common sentence errors (e.g., misused words, misplaced modifiers, double negatives, shifts in verb tense)

## Capitalization and Punctuation

Capitalize the beginnings of sentences, proper nouns and adjectives, the pronoun I, days of the week and months of the year, holidays
Use end punctuation with sentences (period, question mark, exclamation mark)
Use common conventions for commas (e.g., in dates and addresses; with items in a series; in compound sentences; with greetings and closings; in dialogue)

Use an apostrophe to form contractions and possessives, when appropriate

## SCOPE AND SEQUENCE

## SCOPE AND SFQUENCE

## Capitalization and Punctuation (cont.)

Learn how and when to use quotation marks with dialogue

## FOUNDATIONAL SKILLS FOR WRITING

Letter Formation, Handwriting, Cursive
Develop handwriting by printing words legibly
Write legibly by leaving appropriate spaces between words
Write cursive letters legibly
Ways of Writing
Create writing in both printed and digital forms
Write regularly both short and longer products
Revise and edit drafts of writing
Develop keyboarding skills
Use technology to produce and publish writing
Use technology to interact and collaborate with others
Speaking and Listening
Participate in discussions with partners and groups about writing
Work with a peer or group to revise and edit writing

## COMPOSITION

## The Writing Process: Plan, Draft, Revise, Edit, Publish

WRITING WORKSHOP
Prewrite and plan using a variety of strategies
Develop drafts into organized pieces of writing
Revise drafts for coherence and clarity
Edit drafts for the conventions of standard English
Publish written work for audiences

## Genre Immersion: Modes and Products

Write in a variety of modes

- Informative or explanatory
- Narrative
- Persuasive

Write and produce a variety of forms of writing

- Letters, thank-you notes, emails
- Editorials, presentations, speeches, essays, brochures
- News stories, reports, summaries, how-to articles, informational articles
- Poems, stories, plays, and other creative writing

Write in self-selected forms

|  | SCOPF AND SFQUPNCE | K | 1 | 2 | 3 | 4 | 5 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ORAL LANGUAGE | SPEAKING |  |  |  |  |  |  |
|  | Retell an experience or story | - | - | - | $\bullet$ | $\bullet$ | - |
|  | Summarize a text or experience with descriptive details and relevant facts | - | - | - | $\bullet$ | $\bullet$ | $\bullet$ |
|  | Discuss politely and respectfully in groups | - | - | - | $\bullet$ | $\bullet$ | $\bullet$ |
|  | Speak clearly and coherently about a topic or text | - | - | - | $\bullet$ | $\bullet$ | $\bullet$ |
|  | Speak with sufficient volume and appropriate rate | - | - | - | - | $\bullet$ | - |
|  | Communicate effectively while following the conventions of English | - | - | - | - | $\bullet$ | $\bullet$ |
|  | Ask and answer questions | - | - | - | - | $\bullet$ | $\bullet$ |
|  | Ask for and provide clarification or elaboration | - | - | - | - | $\bullet$ | - |
|  | Connect ideas to those of others in a group | - | - | - | - | - | - |
|  | Report on a topic or text |  | - | - | $\bullet$ | - | $\bullet$ |
|  | Include media in an oral presentation or report |  |  | - | - | - | $\bullet$ |
|  | LISTENING |  |  |  |  |  |  |
|  | Listen to others when working in groups or with partners | - | - | - | - | - | - |
|  | Use active listening strategies (e.g., making eye contact, facing the speaker, asking questions) | - | - | - | $\bullet$ | - | $\bullet$ |
|  | Work collaboratively with others by following agreed-upon rules, norms, and protocols | - | $\bullet$ | - | $\bullet$ | $\bullet$ | - |
| スはINONI AESVC-ITECOXd | COLLABORATION |  |  |  |  |  |  |
|  | Engage in discussions (e.g., one-on-one, in groups, teacher-led) on collaborative projects | - | - | - | $\bullet$ | $\bullet$ | $\bullet$ |
|  | Work in pairs or with partners for inquiry projects |  | - | - | $\bullet$ | - | - |
|  | RESEARCH SKILLS AND PROCESS |  |  |  |  |  |  |
|  | Conduct Short Research Projects |  |  |  |  |  |  |
|  | Develop and follow a plan for research | - | - | - | $\bullet$ | $\bullet$ | $\bullet$ |
|  | Compose correspondence that requests information |  | - | $\bullet$ | $\bullet$ | $\bullet$ | - |
|  | Take notes on sources and organize information from notes |  | - | - | $\bullet$ | - | $\bullet$ |
|  | Generate questions for formal or informal inquiry | - | - | - | $\bullet$ | $\bullet$ | $\bullet$ |
|  | Use an appropriate mode of delivery to present results |  | $\bullet$ | - | - | $\bullet$ | $\bullet$ |
|  | Paraphrase information from research sources |  | - | - | - | $\bullet$ | - |
|  | Identify and Gather Information |  |  |  |  |  |  |
|  | Use primary and secondary sources for research |  |  | - | $\bullet$ | - | $\bullet$ |
|  | Avoid plagiarism |  |  |  | $\bullet$ | $\bullet$ | $\bullet$ |
|  | Find information for research from both print and online sources | - | - | $\bullet$ | - | - | - |
|  | Cite research sources (including print and online sources) and develop a bibliography |  |  | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ |
|  | Review sources critically for relevance and reliability |  | - | - | - | $\bullet$ | $\bullet$ |

## SCOPE AND SFQUENCE

Identify and Gather Information (cont.)
Demonstrate understanding of information gathered
Make appropriate use of media and technology
Interact with sources in meaningful ways

## TEST PREPARATION

## Editing

Edit for complete sentences (avoid sentence fragments, run-on sentences, and comma splices)

Edit for capitalization (e.g., proper nouns and adjectives, first word in a sentence, pronoun $I$, days of the week, months of the year) and punctuation (periods, question marks, apostrophes, quotation marks)

Edit for end punctuation (periods, question marks, exclamation marks) and other punctuation, including commas, apostrophes, and quotation marks, where appropriate

Edit for commas in dates, addresses, compound sentences, and quotations
Edit to avoid spelling mistakes
Edit to maintain consistent verb tense
Edit to maintain subject-verb agreement
Extended Writing Prompts

| Develop a personal narrative |  | - | - | - | $\bullet$ | - |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Develop an informational or explanatory paragraph or essay |  | - | - | - | $\bullet$ | $\bullet$ |
| Develop poetry or fiction |  | - | - | - | $\bullet$ | $\bullet$ |
| Develop a persuasive paragraph or essay |  |  |  | - | $\bullet$ | $\bullet$ |
| Develop correspondence |  | - | - | - | - | - |
| Author's Craft and Structure |  |  |  |  |  |  |
| Identify the author's purpose and craft | - | - | - | - | - | - |

Unit 1: Stories of Change

| Activity | Class <br> Periods | Text Selections | Reading and Writing Focus | Focus <br> Standards | Additional Standards |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1.1 Previewing the Unit | 1 |  |  | W.6.10 - L.6.6 | RL.6.2 |
| 1.2 What Makes a Narrative? | 2 | "The Circuit," by Francisco Jimenez | Short Story <br> Narrative Writing | RL.6.2, RL.6.3 • W.6.3, W.6.3a | RL.6.1, RL.6.4, RL.6.5, RL.6.6 - W.6.3b, W.6.3d, W.6.4, W.6.10 • L.6.4b, L.6.6 |
| 1.3 Planning for Independent Reading | 1 |  |  | RL.6.10 | RL.6.3 |
| 1.4 Personal Narrative: Incident-Response-Reflection | 2 | "My Superpowers," by Dan Greenburg | Personal Narrative Narrative Writing | RI.6.5 - W.6.3a | RL.6.1, RL.6.2, RL.6.3, RL.6.4, <br> RL.6.10 • RI.6.1, RI.6.2, <br> RI.6.3, RI.6.10 - W.6.3b, <br> W.6.5 - L.6.3a, L.6.4d, L.6.6 |
| 1.5 He Said, She Said: Characterization | 2 | Excerpt from Flipped, by Wendelin Van Draanen | Novel <br> Narrative Writing | $\begin{aligned} & \text { RL.6.1 = L.6.1, } \\ & \text { L.6.1a, L.6.1b } \end{aligned}$ | RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6, RL.6.10 - W.6.3a, W.6.3b, W.6.3d, W.6.4, W.6.5, W.6.10 - L.6.1e, L.6.5c, L.6.6 |
| LC 1.5 Language Checkpoint: Punctuating Complete Sentences (Optional) | 1 |  | Revising | $\begin{aligned} & \text { W6.5 = L.6.1, } \\ & \text { L.6.2, L.6.3 } \end{aligned}$ |  |
| 1.6 Analyzing Narratives | 2 | "The Jacket," by Gary Soto | Personal Narrative <br> Explanatory Writing | RI.6.1, RI.6.3 | RI.6.2, RI.6.4, RI.6.10 - L.6.5a, L.6.6 |
| 1.7 Creating a Narrative | 2 |  | Narrative Writing | W.6.3, W.6.3a | W.6.5, W.6.10 |
| 1.8 Creating a Narrative: Prewriting and Drafting | 3 |  | Narrative Writing | W.6.3b, W.6.3c, W.6.5 | W.6.3a, W.6.3d, W.6.3e, W.6.4, W.6.10 |
| 1.9 Creating a Narrative: Revising | 2 |  | Narrative Writing and Revising | W.6.3a, W.6.3b, W.6.3c, W.6.3d | RL. 6.5 • RI. 6.5 • W.6.4, <br> W.6.5, W.6.10 • L.6.6 |
| Embedded Assessment 1: Writing a Personal Narrative | 2 |  | Narrative Writing and Revising | W.6.3, W.6.3a, W.6.3b, W.6.3c | W.6.3d, W.6.3e, W.6.4, W.6.5, W.6.6, W.6.10 - L.6.1e, L.6.2b, L.6.3a |
| 1.10 Previewing Embedded Assessment 2 and Preparing to Write a Short Story | 1 |  |  | L.6.6 |  |
| 1.11 What's in a Short Story? | 1 | "Thank You, M’am," by Langston Hughes | Short Story <br> Narrative Writing | RL.6.3 - W.6.3b | RL.6.1, RL.6.2, RL.6.4, RL.6.5 W.6.3a, W.6.3d, W.6.10 L.6.1a, L.6.1b, L.6.4b, L.6. 6 |
| 1.12 Plot Elements | 2 |  | Narrative Writing | $\begin{aligned} & \text { W.6.3, W.6.3a • } \\ & \text { SL.6.2 } \end{aligned}$ | $\begin{aligned} & \text { RL.6.2, RL.6.3 • W.6.10 • } \\ & \text { L.6.4b, L.6.6 } \end{aligned}$ |
| 1.13 In the Beginning | 2 | "Daedalus and Icarus," from Greek Myths by Geraldine McCaughrean | Myth <br> Narrative Writing | $\begin{aligned} & \text { RL.6.1, RL.6.3 " } \\ & \text { L.6.3, L.6.3a } \end{aligned}$ | RL.6.2, RL.6.4, RL.6.10 • W.6.3a, W.6.3d, W.6.10 • L.6.4b, L.6.6 |
| 1.14 A Day of Change: Developing the Story | 2 | "Eleven," from Woman Hollering Creek and Other Stories by Sandra Cisneros | Short Story <br> Narrative Writing | RL.6.3, RL.6.6 | RL.6.1, RL.6.2, RL.6.4, RL.6.5, <br> RL.6.10 • W.6.3a, W.6.3b, <br> W.6.3d, W.6.9, W.6.10 • <br> L.6.3a, L.6.5a |
| 1.15 In the End | 2 | "The Treasure of Lemon Brown," by Walter Dean Myers | Short Story <br> Narrative Writing | $\begin{aligned} & \text { RL.6.2, RL.6.10 " } \\ & \text { W.6.3e } \end{aligned}$ | RL.6.1, RL.6.3, RL.6.4, RL.6.5, <br> RL.6.6 • W.6.3b, W.6.3d, <br> W.6.9, W.6.10 • L.6.1a, L.6.3a |
| 1.16 Analyzing a Story | 2 | "The Fun They Had," by Isaac Asimov | Short Story | RL.6.2, RL.6.3, RL.6.5 | $\begin{aligned} & \text { RL.6.1, RL.6.10 • SL.6.1a • } \\ & \text { L.6.6 } \end{aligned}$ |

Unit 1: Stories of Change

| Activity | Class Periods | Text Selections | Reading and Writing Focus | Focus Standards | Additional Standards |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1.17 Sparking Ideas | 2 | *The Mysteries of Harris Burdick or other picture books by Chris Van Allsburg | Picture Books <br> Narrative Writing | W.6.3, W.6.5 | RL.6.10 • W.6.3a, W.6.3b, W.6.3d, W.6.3e, W.6.4, W.6.9, W.6.10 |
| Embedded Assessment 2: Writing a Short Story | 4 |  | Narrative Writing and Revising | W.6.3, W.6.3a, W.6.3b, W.6.3c | W.6.3d, W.6.3e, W.6.4, W.6.5, W.6.6, W.6.10 - L.6.1a, L.6.1e, L.6.2b, L.6.3a |

## Additional Skill Topics

Language and Writer's Craft<br>- Pronouns<br>- Vivid Verbs<br>- Transitions<br>- Varied Sentence Patterns

## Grammar and Usage

- Commas
- Reflexive and Intensive Pronouns
- Punctuating Dialogue
- Sentences and Fragments


## Speaking and Listening

- Discussion Groups
- Role-Playing
- Passage Audio
- Fishbowl Discussion

Unit 2: The Power to Change
Class
Activity
Periods
Alext Selections

[^40]Unit 2: The Power to Change

| Activity | Class Periods | Text Selections | Reading and Writing Focus | Focus Standards | Additional Standards |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 2.16 Traveling with Charley: Literary Nonfiction | 2 | Excerpt from Travels with Charley, by John Steinbeck | Memoir <br> Explanatory Writing | RI.6.2, RI.6.3 | RI.6.1, RI.6.4, RI.6.5, RI.6.6, RI.6.8, RI.6.10 - L.6.4a, L.6.4c, L.6.4d, L.6.6 |
| 2.17 Reflecting on Marley: Textual Evidence | 1 | "Saying Farewell to a Faithful Pal," by John Grogan | Memoir <br> Explanatory Writing | $\begin{aligned} & \text { RI.6.1 •W.6.9, } \\ & \text { W.6.9b } \end{aligned}$ | RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.8 - W.6.2a, W.6.2b, W.6.10 - L.6.5c, L.6.6 |
| 2.18 Making Connections Through Research | 2 | "Dogs Make Us Human" from Animals in Translation, by Temple Grandin and Catherine Johnson | Autobiography Research Writing | RI.6.1 - W.6.7 | RI.6.2, RI.6.6, RI.6.8 - W.6.10 |
| 2.19 Synthesizing Temple's Story | 2 | Temple Grandin <br> "My Story" from Animals in Translation, by Temple Grandin and Catherine Johnson <br> Excerpt from "Chapter 6: Hampshire School for Wayward Wizards" from Temple Grandin: How the Girl Who Loved Cows, Embraced Autism and Changed the World, by Sy Montgomery | Film Biography <br> Autobiography <br> Biography <br> Explanatory Writing | $\begin{aligned} & \text { RI.6.3 • W.6.9, } \\ & \text { W.6.9b } \end{aligned}$ | RI.6.1, RI.6.4, RI.6.5, RI.6.6, RI.6.7, RI.6.9, RI.6.10 • W.6.2a, W.6.2b |
| Embedded Assessment 2: Writing an Explanatory Essay | 2 |  | Explanatory and Research Writing and Revising | W.6.2a, W.6.2b, W.6.2c, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9b | RI.6.1, RI.6.2, RI.6.3 W.6.10 • SL.6.1c • L.6.1e, L.6.2b, L.6.3b |

## Additional Skill Topics

## Language and Writer's Craft

- Verb Tenses
- Pronoun Usage and Agreement
- Sentence Variety
- Figurative Language
- Parallel Structure


## Speaking and Listening

- Film Viewing
- Fishbowl Discussion
- Literature Circle
- Oral Reading
- Passage Audio
- Discussion Groups

Unit 3: Changing Perspectives
Pacing:
29 (50-minute)
class periods

| Activity | Class <br> Periods | Text Selections | Reading and Writing Focus | Focus Standards | Additional Standards |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 3.1 Previewing the Unit | 1 |  |  | L.6.6 |  |
| 3.2 It Is Time to Argue and Convince | 1 |  | Revising | $\begin{aligned} & \text { W.6.5 - L.6.4c, } \\ & \text { L.6.4d } \end{aligned}$ | W.6.10 - L.6.4a, L.6.6 |
| 3.3 Peanuts and Pennies: Identifying Claims in an Argument | 2 | "Don't ban peanuts at school, but teach about the dangers," by Des Moines Register Editorial Board <br> "Penny Problem: Not Worth Metal It's Made Of," by Yunji de Nies | Editorial <br> News Article Argument Writing | RI.6.6 - W.6.1 | RI.6.1, RI.6.2, RI.6.3, RI.6.5, <br> RI.6.6, RI.6.9, RI.6.10 <br> SL.6.1a, SL.6.1c, SL.6.4, <br> SL.6.6 - L.6.4a, L.6.6 |
| 3.4 Support the Sport? Creating Support with Reasons and Evidence | 2 | "Should Dodge Ball Be Banned in Schools?" by Staff of Time for Kids <br> "Most Dangerous 'Sport' of All May Be Cheerleading," by Lisa Ling and Arash Ghadishah <br> "High School Football: Would a Pop Warner Ban Limit Concussions?" by Tina Akouris | Article <br> News Article <br> News Article <br> Argument Writing | $\begin{aligned} & \text { RI.6.1, RI.6.5 " } \\ & \text { SL.6.1 } \end{aligned}$ | RI.6.2, RI.6.3, RI.6.4, RI.6.6, RI.6.10 • W.6.1a, W.6.1b, W.6.10 - SL.6.1a, SL.6.1b, SL.6.1c, SL.6.6 - L.6.4a, L.6.4c, L.6.4d, L.6.6 |
| 3.5 Do Your Research: Sources, Citation, and Credibility | 2 |  | Research Writing | W.6.1, W.6.8 | RI.6.1 - W.6.7, W.6.10 - L.6.6 |
| 3.6 The Formality of It All: Style and Tone | 2 | "Letter on Thomas Jefferson," by John Adams (1776) | Historical Document <br> Argument Writing and Revising | RI.6.10 $\quad$ <br> W.6.1d • <br> L.6.3, L.6.3b | RI.6.1, RI.6.2, RI.6.3, RI.6.4, <br> RI.6.6 • W.6.1a, W.6.1b, <br> W.6.4 - SL.6.1c - L.6. 6 |
| 3.7 A Graphic Is Worth a Thousand Words | 2 | "Print Almost Anything," by Stephen Ornes | News Article Argument Writing | $\begin{aligned} & \text { RI.6.7 • SL.6.2, } \\ & \text { SL.6.5 } \end{aligned}$ | RI.6.1, RI.6.2, RI.6.5, RI.6.8, RI.6.10 • W.6.1a, W.6.1b, W.6.10 - SL.6.1a, SL.6.1c, SL.6.4, SL.6.6 - L.6.6 |
| 3.8 Debate It: Organizing and Communicating an Argument | 2 | "Social Networking's Good and Bad Impacts on Kid," from Science Daily <br> "Pro \& Con Arguments: 'Are social networking sites good for our society?'" | Article <br> Informational Text <br> Argument and Research Writing | $\begin{aligned} & \text { RI.6.2 : } \\ & \text { W.6.5 : SL.6.1 } \end{aligned}$ | RI.6.1, RI.6.5, RI.6.6, RI.6.7, RI.6.8, RI.6.9, RI.6.10 • W.6.la, W.6.1b, W.6.1d, W.6.7, W.6.8, W.6.10 - SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.6 - L.6.6 |
| Embedded Assessment 1: Researching and Debating a Controversy | 2 |  | Research Writing and Revising | SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6 | RI.6.1, RI.6.2, RI.6.7 • W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.10 : SL.6.1a, SL.6.1b |
| 3.9 Previewing Embedded Assessment 2: Preparing for Argumentative Writing | 1 |  |  | SL.6.1, SL.6.1a | RI.6.10 - SL.6.1c |
| 3.10 Looking at a Model Argumentative Letter | 2 |  | Argument and Research Writing | $\begin{aligned} & \text { RI.6.1, RI.6.6 - } \\ & \text { W.6.1 } \end{aligned}$ | RI.6.2, RI.6.3, RI.6.5, RI.6.6 • W.6.la, W.6.1b, W.6.le, W.6.4, W.6.7, W.6.10 |
| 3.11 Facts and Feelings: Rhetorical Appeals in Argumentative Writing | 1 | "The First Americans," by Scott H. Peters, Grand Council Fire of American Indians | Letter | RI.6.5, RI.6.6 | RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.8, RI.6.10 - L.6.6 |

Unit 3: Changing Perspectives

| Activity | Class Periods | Text Selections | Reading and Writing Focus | Focus Standards | Additional Standards |
| :---: | :---: | :---: | :---: | :---: | :---: |
| LC 3.11 Language Checkpoint: Using Commas, Parentheses, and Dashes (Optional) | 1 |  | Revising | $\begin{aligned} & \text { W.6.5 = L.6.2, } \\ & \text { L.6.2a } \end{aligned}$ |  |
| 3.12 Citing Evidence | 1 |  | Argument and Research Writing and Revising | W.6.8 - L.6.3 | RI.6.2, RI.6.10 • W.6.1a, W.6.1b, W.6.5, W.6.10 • L.6.3a, L.6.6 |
| 3.13 Playing with Persuasive Diction: Appealing to Pathos | 1 |  | Revising | RI. 6.4 - W.6.4 | RI.6.10 • W.6.5, W.6.10 |
| 3.14 Writing an Introduction and a Conclusion | 2 |  | Argument Writing | $\begin{aligned} & \text { W.6.1, W.6.1a, } \\ & \text { W.6.1e } \end{aligned}$ | RI.6.1, RI.6.6 • W.6.1b, W.6.6, W.6.10 • L.6.2b |
| 3.15 Saying Too Much or Too Little? | 2 |  | Revising | W.6.4, W.6.5 | $\begin{aligned} & \text { RI.6.1 • W.6.1c, W.6.10 • } \\ & \text { SL.6.1b = L.6.2b } \end{aligned}$ |
| 3.16 Preparing to Write an Argument | 1 |  |  | W.6.10 |  |
| Embedded Assessment 2: Writing an Argumentative Letter | 2 |  | Argument and Research Writing and Revising | W.6.1a, W.6.1b, W.6.1c, W.6.1d, W.6.1e | RI.6.1, RI.6.2 • W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9, W.6.10 - L.6.2b |

## Additional Skill Topics

## Language and Writer's Craft

- Formal Style
- Using Appositives
- Revising by Creating Complex Sentences


## Grammar and Usage

- Prepositions and Prepositional Phrases
- Regular and Irregular Verbs
- Presenting
- Jigsaw
- Passage Audio

Unit 4: The Final Act

| Activity | Class Periods | Text Selections | Reading and Writing Focus | Focus Standards | Additional Standards |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 4.1 Previewing the Unit | 1 |  |  | L.6.6 | RI.6.1 |
| 4.2 Shakespeare in School | 1 | "Shakespeare dumbed down in comic strips for bored pupils," by Laura Clark | Article <br> Argument Writing | W.6.1, W.6.1a, W.6.1b = SL.6.3 | $\begin{aligned} & \text { RI.6.1, RI.6.2, RI.6.4, RI.6.8 • } \\ & \text { SL.6.1a, SL.6.1b, SL.6.4, } \\ & \text { SL.6.6 } \end{aligned}$ |
| 4.3 Shakespeare and His Society | 2 | "Shakespeare's Life," <br> The British Library | Informational Text <br> Explanatory and Research Writing and Revising | $\begin{aligned} & \text { RI.6.1 • W.6.2, } \\ & \text { W.6.2a : L.6.3a } \end{aligned}$ | RI.6.2, RI.6.5, RI.6.10 • W.6.2b, W.6.2c, W.6.2d, W.6.2e, W.6.4, W.6.5, W.6.8, W.6.10 • SL.6.4 - L.6.4b, L.6.6 |
| 4.4 Researching to Deepen Understanding | 2 |  | Explanatory and Research Writing and Revising | $\begin{aligned} & \text { RI.6.7 •W.6.7, } \\ & \text { W.6.8 } \end{aligned}$ | RI.6.1, RI.6.2 • W.6.2a, W.6.2b, W.6.2c, W.6.2d, W.6.2e, W.6.4, W.6.5, W.6.6, W.6.10 • L.6.3a, L.6.3b |
| 4.5 Planning to Present Research | 1 |  | Explanatory Writing | SL.6.4, SL.6.5 | W.6.2c, W.6.4 • SL.6.1a, SL.6.1b, SL.6.1c, SL.6.2 • L.6.6 |
| 4.6 Understanding Shakespeare's Language | 3 | Excerpt from "Reading Shakespeare's Language," by Barbara A. Mowat and Paul Werstine (editors) | Essay <br> Explanatory Writing | $\begin{aligned} & \text { RI.6.2 : L.6.5, } \\ & \text { L.6.5a } \end{aligned}$ | RI.6.1, RI.6.3, RI.6.4, RI.6.5, RI.6.10 • W.6.2a, W.6.2b, W.6.2c, W.6.2d, W.6.2e, W.6.4, W.6.5, W.6.7, W.6.10 • SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.4 - L.6.3a, L.6.3b, L.6.6 |
| Embedded Assessment 1: Researching and Presenting Shakespeare | 3 |  | Research Writing and Revising | SL.6.1a, SL.6.1b, SL.6.1d, SL.6.2, SL.6.4, SL.6.5, SL.6.6 | RI.6.7 • W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.10 • L.6.1e, L.6.3a, L.6.3b |
| 4.7 Previewing Embedded Assessment 2 and Preparing for a Performance | 1 |  |  | L.6.6 | RL.6.10 |
| 4.8 Play Ball: Analyzing a Game of Life | 2 | "The Southpaw," by Judith Viorst | Short Story <br> Explanatory Writing | RL.6.2, RL.6.4, RL.6.5 | RL.6.1, RL.6.3, RL.6.6 • W.6.2a, W.6.2b, W.6.2d, W.6.2e, W.6.5, W.6.10 • SL.6.1a • L.6.4c, L.6.4d, L.6.6 |
| 4.9 Drama Games: Connecting the Mind and Body | 1 |  |  | SL.6.6 | RL.6.3 - W.6.10 • L.6.1a, L.6.1b, L.6.1c, L.6.1d, L.6.1e, L.6.4b, L.6.6 |
| 4.10 Lear's Limericks: Playing with Rhythm and Rhyme | 2 | Limericks from A Book of Nonsense, by Edward Lear | Poetry | RL.6.5 - SL.6.6 | $\begin{aligned} & \text { RL.6.1 •W.6.10 • SL.6.2, } \\ & \text { SL.6.4 - L.6.2a, L.6.6 } \end{aligned}$ |
| 4.11 Planning and Presenting a Reader's Theater | 2 | "The Millionaire Miser," by Aaron Shepard | Drama <br> Explanatory Writing | RL.6.3, RL.6.4 | $\begin{aligned} & \text { RL.6.1, RL.6.2, RL.6.7 - } \\ & \text { W.6.10 • SL.6.2, SL.6.6 } \end{aligned}$ |
| 4.12 A Poetic Performance | 2 | "Oranges," by Gary Soto "Jabberwocky," by Lewis Caroll <br> "Fireflies," by Paul Fleischman | Poetry <br> Explanatory Writing | $\begin{aligned} & \text { RL.6.2, } \\ & \text { RL.6.4 SL.6.6 } \end{aligned}$ | $\begin{aligned} & \text { RL.6.3, RL.6.10 • } \\ & \text { W.6.10 • SL.6.2, } \\ & \text { SL.6.4 L.6.4a, L.6.4c, } \\ & \text { L.6.4d, L.6.5a, L.6.5c, L.6.6 } \end{aligned}$ |
| 4.13 Previewing the Play | 2 |  |  | RL.6.1, RL.6.3 | RL.6.2, RL.6.4 - SL.6.1a, SL.6.6 - L.6.4c, L.6.5b |

[^41]|  | Class <br> Periods | Text Selections |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |$\quad$| Reading and |
| :--- |
| Writing Focus |$\quad$| Focus |
| :--- |
| Standards |$\quad$| Additional Standards |
| :--- |

## Additional Skill Topics

Language and Writer's Craft

- Choosing Sentence Structure
- Pronoun Usage

| Grammar and Usage | Speaking and Listening |
| :--- | :--- |
| - Subordinating Conjunctions | $>$ Drama Games |
| - Adjectives and Predicates | $>$ Role-Playing |
| - Adjectives | $>$ Oral Interpretation |
| - Adverbs | $>$ Presenting |
| - Punctuation Conventions | $>$ Choral Reading |
|  | $>$ Performance: Reader's Theater |
|  | $>$ Passage Audio |

## Course 1 Curriculum Map

## ACTIVITY 1 <br> Unit 1: Number Concepts

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 45-min. period | On Grade Level | Core materials (p. 25) | Unpacking Embedded Assessment 1 <br> Comparing and Computing with Whole Numbers and Decimals-For the Birds | 6.NS.B.2, 6.NS.B.3, 6.NS.C.7, 6.NS.C.7a, 6.NS.C.7b | Assessment Focus <br> - Compare and order decimals. <br> - Add and subtract decimals. <br> - Multiply decimals. <br> - Divide by whole numbers. <br> - Divide by decimals. |
| 10 min . | On Grade Level | Core materials (p. 1) | Unit 1 Overview / Getting Ready | Assesses prerequisite skills | necessary for Unit 1. |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 2) | Divisibility Rules | 3.OA.C. 7 | - Determine if a number is divisible by $2,3,5,6,9$, or 10. |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 3) | Modeling Fractions | 3.NF.A.1, 3.NF.A. 2 | - Model fractions. <br> - Use models to write fractions and decimals. |
| 10 min . | On Grade Level | Math Skills Workshop (p. 5) | Ordering Rational Numbers | 3.NBT.A.3, 5.NBT.A.3b, 6.NS.C. 7 | - Compare and order rational numbers. |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 9) | Properties of Addition and Multiplication | 3.OA.B. 5 | - Identify and apply properties of addition and multiplication. |
| 1 45-min. period | On Grade Level | Core materials (p. 3) | Lesson 1-1 Comparing and Ordering Whole Numbers and Decimals | $\begin{aligned} & \text { 6.NS.C.7, 6.NS.C.7a, } \\ & \text { 6.NS.C.7b } \end{aligned}$ | - Locate whole numbers and decimals on a number line. <br> - Interpret statements of inequality of whole numbers and positive decimals. <br> - Order a set of positive whole numbers and decimals. |
| 15-25 min. | On Grade Level | Core materials (p. 5) | Lesson 1-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / <br> Assessments | Lesson 1-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| $145-\mathrm{min}$. period | On Grade Level | Core materials (p. 6) | Lesson 1-2 Adding and Subtracting Decimals | 6.NS.B. 3 | - Add and subtract multidigit decimals. <br> - Solve real-world problems by adding and subtracting decimals. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 10) | Lesson 1-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |

## Course 1 Curriculum Map

## ACTIVITY 1

Unit 1: Number Concepts

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career <br> Readiness Standards Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 1-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| 145 -min. period | On Grade Level | Core materials (p. 11) | Lesson 1-3 Multiplying Decimals |  $\bullet$ Multiply multidigit decimals. <br> 6.NS.B.3 $\bullet$ Estimate products of decimals. <br>  $\bullet$ Solve real-world problems by multiplying decimal <br>  numbers. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 14) | Lesson 1-3 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 1-3 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| 1 45-min. period | On Grade Level | Core materials (p. 15) | Lesson 1-4 Dividing Whole Numbers |  $\bullet$ Divide whole numbers by whole numbers. <br> 6.NS.B.2 Estimate quotients of whole numbers. <br>  Solve real-world problems by dividing whole <br>  numbers. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 18) | Lesson 1-4 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / <br> Assessments | Lesson 1-4 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| $\begin{aligned} & \text { l } 45 \text {-min. } \\ & \text { period } \end{aligned}$ | On Grade Level | Core materials (p. 19) | Lesson 1-5 Dividing Decimals |  $\bullet$ Divide decimals by whole numbers. <br> 6.NS.B.3 $\bullet$ Divide whole numbers and decimals by decimals. <br>  $\bullet$ Estimate quotients. <br>  $\bullet$ Solve real-world problems by dividing decimals. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 22) | Lesson 1-5 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 1-5 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| $145-\mathrm{min} .$ <br> period | On Grade Level | Core materials (p. 23) | Activity l Practice | Opportunity to apply knowledge and practice skills developed in the activity. |

## Course 1 Curriculum Map

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 45-min. period | On Grade Level | Core materials (p. 25) | Embedded Assessment 1 <br> Comparing and Computing with Whole Numbers and Decimals-For the Birds | 6.NS.B.2, 6.NS.B.3, 6.NS.C.7, 6.NS.C.7a, 6.NS.C.7b | Assessment Focus <br> - Compare and order decimals. <br> - Add and subtract decimals. <br> - Multiply decimals. <br> - Divide by whole numbers. <br> - Divide by decimals. |
| (1)HANACADEMY |  |  | View Khan Academy Videos: Comparing Decimal Place Values $\bullet$ Comparing Decimals: 156.378 and $156.348 \cdot$ Comparing Decimals: 9.97 and $9.798 \bullet$ Ordering Decimals 1 • Ordering Decimals 2 • Adding Decimals: $9.087+15.31 \bullet$ Adding Decimals: 0.822 $+5.65 \bullet$ Adding Three Decimals $\bullet$ Adding Decimals Word Problem •Subtracting Decimals: 9.005-3.6 Subtracting Decimals: $39.1-0.794 \bullet$ Adding \& Subtracting Decimals Word Problem $\bullet$ Multiplying Decimals Example $\bullet$ Multiplying Challenging Decimals <br> $\bullet$ Multiplying Decimals Word Problem • Dividing by 2-Digits: $7182 \div 42 \bullet$ Dividing Whole Numbers to Get a Decimal $\bullet$ Dividing by a Multi-Digit Decimal • Dividing Decimals with Hundredths • Dividing Decimals with Hundredths Example 3 |  |  |

## Course 1 Curriculum Map

## activity 2 Unit 1 Number Concepts

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 45-min. period | On Grade Level | Core materials (p. 43) | Unpacking Embedded Assessment 2 <br> Prime Factorization, Exponents, GCF, and LCMWinter Sports | 6.NS.B.4, 6.EE.A. 1 | Assessment Focus <br> - Classify a number as prime or composite. <br> - Use prime factorization to find the GCF and LCM. <br> - Express prime factorizations using exponents. |
| 145-min. period | On Grade Level | Core materials (p. 27) | Lesson 2-1 Prime Factorization | 6.EE.A.1, MP. 6 | - Determine whether a given whole number is a prime number or a composite number. <br> - Express a composite number as a product of prime numbers. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 29) | Lesson 2-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min. | On Grade Level | SpringBoard Digital / Assessments | Lesson 2-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 1 45-min. period | On Grade Level | Core materials (p. 30) | Lesson 2-2 Exponents | 6.EE.A. 1 | - Evaluate a whole number or decimal raised to a whole number exponent. <br> - Express prime factorizations using exponents when a prime factor occurs more than once. |
| $\begin{aligned} & \text { l5-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 32) | Lesson 2-2 Practice | Opportunity to apply know | dge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 2-2 Quiz | Opportunity to demonstrate | knowledge and skills developed in the lesson. |
| 145 -min. period | On Grade Level | Core materials (p. 33) | Activity 2 Practice | Opportunity to apply knowle | ledge and practice skills developed in the activity. |
| (1)HANACADEMY |  |  | View Khan Academy Videos: Prime Factorization Exercise • Recognizing Prime and Composite Numbers • Prime Numbers $\bullet$ Prime Factorization - Intro to Exponents |  |  |

## Course 1 Curriculum Map

## activity 3 Unit 1: Number Goncepts

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 45-min. period | On Grade Level | Core materials (p. 35) | Lesson 3-1 Greatest Common Factor | 6.NS.B. 4 | - Find all the factors of a whole number. <br> - Find the greatest common factor of two whole numbers. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 37) | Lesson 3-1 Practice | Opportunity to apply know | dge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / <br> Assessments | Lesson 3-1 Quiz | Opportunity to demonstrate | nowledge and skills developed in the lesson. |
| $\begin{aligned} & 145-\mathrm{min} \text {. } \\ & \text { period } \end{aligned}$ | On Grade Level | Core materials (p. 38) | Lesson 3-2 Least Common Multiple | 6.NS.B. 4 | - Find multiples of a whole number. <br> - Find the least common multiple of two or more whole numbers. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 40) | Lesson 3-2 Practice | Opportunity to apply know | Ige and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 3-2 Quiz | Opportunity to demonstrate | knowledge and skills developed in the lesson. |
| $1 \text { 45-min. }$ period | On Grade Level | Core materials (p. 41) | Activity 3 Practice | Opportunity to apply know | dge and practice skills developed in the activity. |
| 1 45-min. period | On Grade Level | Core materials (p. 43) | Embedded Assessment 2 <br> Prime Factorization, Exponents, GCF, and LCMWinter Sports | 6.NS.B.4, 6.EE.A. 1 | Assessment Focus <br> - Classify a number as prime or composite. <br> - Use prime factorization to find the GCF and LCM. <br> - Express prime factorizations using exponents. |

View Khan Academy Videos: Greatest Common Factor Explained •Greatest Common Factor Examples •Least Common Multiple - Least Common Multiple: Repeating Factors • Least Common Multiple of Three Numbers • GCF \& LCM Word Problems

## Course 1 Curriculum Map

## activity 4 Unit 1 Number Concepts

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 45-min. period | On Grade Level | Core materials (p. 79) | Unpacking Embedded Assessment 3 <br> Multiplying and Dividing Fractions and Mixed Numbers-Juan's Bookcase | 6.NS.A.1, 6.NS.C.7, <br> 6.NS.C.7a, 6.NS.C.7b | Assessment Focus <br> - Multiply and divide fractions. <br> - Multiply and divide mixed numbers. |
| 145 -min. period | On Grade Level | Core materials (p. 45) | Lesson 4-1 Meaning of Fractions | MP. 6 | - Given a proper fraction, find equivalent fractions. <br> - Express proper fractions in simplest form. <br> - Locate proper fractions on a number line. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 49) | Lesson 4-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / <br> Assessments | Lesson 4-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 1 45-min. period | On Grade Level | Core materials (p. 50) | Lesson 4-2 Comparing and Ordering Fractions | 6.NS.C.7a, 6.NS.C.7b | - Interpret statements of inequality of proper fractions in terms of a number line and in terms of real-world contexts. <br> - Compare proper fractions. <br> - Order a set of proper fractions. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 55) | Lesson 4-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 4-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 145 -min. period | On Grade Level | Core materials (p. 56) | Lesson 4-3 Mixed Numbers | MP. 6 | - Locate mixed numbers on a number line. <br> - Convert an improper fraction to a whole number or mixed number. <br> - Convert a whole number or mixed number to an improper fraction. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 59) | Lesson 4-3 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 4-3 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |

## Course 1 Curriculum Map

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 45-min. period | On Grade Level | Core materials (p. 60) | Lesson 4-4 Comparing and Ordering Mixed Numbers | 6.NS.C.7a, 6.NS.C.7b | - Interpret statements of inequality of mixed numbers in terms of a number line and in terms of real-world contexts. <br> - Compare mixed numbers. <br> - Order a set of mixed numbers or fractions. |
| 10 min . | On Grade Level | Math Skills <br> Workshop (p. 12) | Comparing Rational Numbers | 6.NS.C. 7 | - Compare rational numbers, mixing fractions, mixed numbers, and decimals. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 61) | Lesson 4-4 Practice | Opportunity to apply know | Ige and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 4-4 Quiz | Opportunity to demonstrate | knowledge and skills developed in the lesson. |
| 145 -min. period | On Grade Level | Core materials (p. 62) | Activity 4 Practice | Opportunity to apply know | ledge and practice skills developed in the activity. |
| DKHANACADEMY |  |  | View Khan Academy Videos: Fractions in Lowest Terms • Visualizing Equivalent Fractions • Equivalent Fraction Word Problem Example • Equivalent Fraction Word Problem Example 2•Equivalent Fraction Word Problem Example $3 \bullet$ Plotting Basic Fractions on the Number Line $\bullet$ Equivalent Fraction Word Problem Example $4 \bullet$ Comparing Fractions $\bullet$ Comparing and Ordering Fractions <br> - Comparing Fractions with > and < Symbols •Comparing Fractions with Like Numerators and Denominators $\bullet$ Comparing Fractions 2 (Unlike Denominators) • Ordering Fractions • Mixed Numbers and Improper Fractions • Proper and Improper Fractions - Converting Mixed Numbers to Improper Fractions • Rewriting Mixed Numbers as Improper Fractions • Rewriting Improper Fractions as Mixed Numbers • Comparing Improper Fractions and Mixed Numbers • Mixed Number or Improper Fraction on a Number Line |  |  |

## Course 1 Curriculum Map

## activity 5 Unit 1: Number Concepts

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 45-min. <br> period | On Grade Level | Core materials (p. 63) | Lesson 5-1 Multiplying by Fractions | MP. 6 | - Multiply a whole number by a fraction less than 1. <br> - Multiply two fractions less than 1. <br> - Estimate the product of a fraction and a whole number. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 66) | Lesson 5-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min. | On Grade Level | SpringBoard Digital / Assessments | Lesson 5-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 1 45-min. period | On Grade Level | Core materials (p. 67) | Lesson 5-2 Multiplying Mixed Numbers | MP. 6 | - Multiply mixed numbers by fractions, whole numbers, and other mixed numbers. <br> - Estimate products involving mixed numbers |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 68) | Lesson 5-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 5-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| $145-\mathrm{min}$. period | On Grade Level | Core materials (p. 69) | Activity 5 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |  |
| (1)HANACADEMY |  |  | View Khan Academy Videos: Intro to Multiplying 2 Fractions • Multiplying 2 Fractions: $5 / 6 \times 2 / 3 \bullet$ Multiplying Fractions Word Problem: Milk •Multiplying Fractions Word Problem: Pumpkin Pie • Multiplying Fractions Word Problem: Muffins • Multiplying Fractions Word Problem: Laundry • Multiplying Mixed Numbers • Multiplying Fractions Word Problem: Movies • Multiplying Fractions Word Problem: Bike |  |  |

## Course 1 Curriculum Map

## ACTIVITY 6

Unit 1: Number Concepts

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 145-min. period | On Grade Level | Core materials (p. 71) | Lesson 6-1 Dividing by Fractions | 6.NS.A. 1 | - Divide a whole number by a fraction less than 1. <br> - Divide a fraction by a whole number or fraction. <br> - Solve real-world problems by dividing such numbers. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 74) | Lesson 6-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 6-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 145 -min. period | On Grade Level | Core materials (p. 75) | Lesson 6-2 Dividing Mixed Numbers | 6.NS.A. 1 | - Divide a mixed number, whole number, or fraction by a mixed number. <br> - Estimate such quotients. <br> - Solve real-world problems by dividing such numbers. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 76) | Lesson 6-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / <br> Assessments | Lesson 6-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 145 -min. period | On Grade Level | Core materials (p. 77) | Activity 6 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |  |
| 145 -min. period | On Grade Level | Core materials (p. 79) | Embedded Assessment 3 <br> Multiplying and Dividing Fractions and Mixed Numbers-Juan's Bookcase | 6.NS.A.1, 6.NS.C.7, <br> 6.NS.C.7a, 6.NS.C.7b | Assessment Focus <br> - Multiply and divide fractions. <br> - Multiply and divide mixed numbers. |
| 145 -min. period | On Grade Level | SpringBoard Digital / Assessments | Unit 1 Assessments A/B | Opportunity to demonstrate knowledge and skills developed in the unit. |  |
| 10 min. per lesson | On Grade Level | Math Skills <br> Workshop (p. 14) | Additional Unit Practice | Opportunity to apply knowledge and practice skills developed in the unit. |  |
| (1)HANACADEMY |  |  | View Khan Academy Videos: Dividing Whole Numbers by Fractions: Word Problem • Dividing Fractions by Whole Numbers: Studying • Dividing Whole Numbers \& Fractions: T-shirts • Understanding Division of Fractions • Dividing Fractions: 2/5 $\div 7 / 3$ <br> - Dividing Fractions: $3 / 5 \div 1 / 2 \cdot$ Dividing Mixed Numbers |  |  |

## Course 1 Curriculum Map

ACTIVITY 7
Unit 2: Integers

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 45-min. period | On Grade Level | Core materials (p. 107) | Unpacking Embedded Assessment 1 Integer Sums and Differences-Hot and Cold | 6.NS.C.5, 6.NS.C.6, 6.NS.C.6a, 6.NS.C.6c, 6.NS.C.7, 6.NS.C.7a, 6.NS.C.7b, 6.NS.C.7c, 6.NS.C.7d | Assessment Focus <br> - Use the number line. <br> - Add integers. <br> - Subtract integers. |
| 10 min . | On Grade Level | Core materials (p. 81) | Unit 2 Overview / Getting Ready | Assesses prerequisite skills | necessary for Unit 2. |
| 10 min . | On Grade Level | Math Skills <br> Workshop (p. 24) | Computations with Numbers | 4.NBT.B.4, 4.NBT.B.5, 6.NS.B. 2 | - Perform computations with numbers to solve realworld problems. |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 26) | Coordinate Plane | 5.G.A.1, 5.G.A. 2 | - Identify points and locate ordered pairs on the coordinate plane. |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 28) | Create Visual Representations | $\begin{aligned} & \text { 2.MD.B.6, 2.OA.A.1, } \\ & \text { 3.OA.D.8 } \end{aligned}$ | - Create visual representations and models. |
| 10 min . | Approaching Grade Level | Math Skills <br> Workshop (p. 30) | Ordering Whole Numbers | 2.NBT.A. 4 | - Order whole numbers. |
| 1 45-min. period | On Grade Level | Core materials (p. 83) | Lesson 7-1 Integers and the Number Line | $\begin{aligned} & \text { 6.NS.C.5, 6.NS.C.6a, } \\ & \text { 6.NS.C.7c } \end{aligned}$ | - Use integers to represent quantities in real-world contexts. <br> - Position and identify integers on a number line. <br> - Find the opposite of an integer. <br> - Find the absolute value of an integer. <br> - Classify whole numbers, integers, and positive rational numbers. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 86) | Lesson 7-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard <br> Digital / <br> Assessments | Lesson 7-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 1 45-min. period | On Grade Level | Core materials (p. 87) | Lesson 7-2 Comparing and Ordering Integers | $\begin{aligned} & \text { 6.NS.C.7, 6.NS.C.7a, } \\ & \text { 6.NS.C.7d } \end{aligned}$ | - Compare and order integers. <br> - Interpret statements of inequality of integers in terms of a number line and of real-world contexts. <br> - Distinguish comparisons of absolute value from statements about the order of integers. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 90) | Lesson 7-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |

## Course 1 Curriculum Map

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career <br> Readiness Standards Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: |
| 10 min. | On Grade Level | SpringBoard Digital / Assessments | Lesson 7-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| $1 \text { 45-min. }$ <br> period | On Grade Level | Core materials (p. 91) | Activity 7 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |
| (1)HANACADEMY |  |  | View Khan Academy Videos: Intro to Negative Numbers • Missing Numbers on the Number Line Examples • Number Opposites <br> - Negative Symbol as Opposite • Number Opposites Challenge Problems • Ordering Negative Numbers • Absolute Value Examples <br> - Comparing Absolute Values $\bullet$ Placing Absolute Values on the Number Line $\bullet$ Comparing Absolute Values on the Number Line <br> - Interpreting Absolute Value |  |

## Course 1 Curriculum Map

## ACTIVITY 8

Unit 2: Integers

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: |
| 1 45-min. period | On Grade Level | Core materials (p. 93) | Lesson 8-1 Using Models to Add Integers |  $\bullet$ Using models, create several representations of a <br> MP. 6 given integer. <br>  $\bullet$ Using models, add any two integers with absolute <br>  value less than 10. |
| 10 min . | On Grade Level | Math Skills Workshop (p. 31) | Operational Vocabulary | 6.NS.C.5, $6 . E E . A .2 b, ~$ Build mathematical vocabulary needed for writing <br> 7.NS.A.3 expressions and equations. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 96) | Lesson 8-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 8-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| 245 -min. periods | On Grade Level | Core materials (p. 97) | Lesson 8-2 Using Rules to Add Integers | MP. 6 Add two or more integers. <br>  • Solve real-world problems by adding integers. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 99) | Lesson 8-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 8-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| 1 45-min. period | On Grade Level | Core materials (p. 100) | Lesson 8-3 Subtracting Integers |  $\bullet$ Use models to subtract one integer with absolute <br> MP. 6 value less than 10 from another. <br>  $\bullet$ Subtract integers. <br>  • solve real-world problems by subtracting integers. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 104) | Lesson 8-3 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 8-3 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| $145-\mathrm{min}$. period | On Grade Level | Core materials (p. 105) | Activity 8 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |

## Course 1 Curriculum Map



## Course 1 Curriculum Map

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 145 -min. period | On Grade Level | Core materials (p. 127) | Unpacking Embedded Assessment 2 Coordinate Plane and Multiplying and Dividing Integers-Scavenger Hunt | 6.NS.C.6, 6.NS.C.6a, 6.NS.C.6b, 6.NS.C.6c, 6.NS.C. 8 | Assessment Focus <br> - Use the coordinate plane. <br> - Multiply integers. <br> - Divide integers. |
| 245 -min. periods | On Grade Level | Core materials (p. 109) | Lesson 9-1 Integers in the Coordinate Plane | 6.NS.C.6b, 6.NS.C.6c | - Graph and identify ordered pairs of rational numbers. <br> - Understand and use terms such as origin, quadrant, $x$-axis, $y$-axis, first coordinate, and second coordinate associated with graphing on the coordinate plane. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 111) | Lesson 9-1 Practice | Opportunity to apply know | ge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 9-1 Quiz | Opportunity to demonstra | nowledge and skills developed in the lesson. |
| $145-\mathrm{min} .$ <br> period | On Grade Level | Core materials (p. 112) | Lesson 9-2 Distance and Reflections in the Coordinate Plane | 6.NS.C.6b, 6.NS.C. 8 | - Find the distance between points in the coordinate plane with the same first coordinate or the same second coordinate. <br> - Solve real-world and mathematical problems by graphing points in the coordinate plane and finding the distances between them. <br> - Find the reflection of a point over one or both axes. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 115) | Lesson 9-2 Practice | Opportunity to apply kno | dge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 9-2 Quiz | Opportunity to demonstrate | knowledge and skills developed in the lesson. |
| 145 -min. period | On Grade Level | Core materials (p. 116) | Activity 9 Practice | Opportunity to apply know | dge and practice skills developed in the activity. |
| (1)HANACADEMY |  |  | View Khan Academy Videos: Points on the Coordinate Plane Examples • Plotting a Point (Ordered Pair) •Finding the Point Not Graphed • Quadrants of the Coordinate Plane $\bullet$ Points and Quadrants Example $\bullet$ Coordinate Plane Word Problem Examples <br> - Reflecting Points in the Coordinate Plane |  |  |

## Course 1 Curriculum Map

## ACTIVITY 10 Unit 2: Integers

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career <br> Readiness Standards Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: |
| $\begin{aligned} & 145-\mathrm{min} \\ & \text { period } \end{aligned}$ | On Grade Level | Core materials (p. 117) | Lesson 10-1 Multiplying Integers | MP. 6 $\bullet$ Multiply integers. <br>  • Solve real-world problems by multiplying integers. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 121) | Lesson 10-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / <br> Assessments | Lesson 10-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| $145-\mathrm{min} .$ period | On Grade Level | Core materials (p. 122) | Lesson 10-2 Dividing Integers | MP. 6 Divide integers. <br> $\bullet$ Solve real-world problems by dividing integers. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 124) | Lesson 10-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 10-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| $\begin{aligned} & \text { l } 45-\mathrm{min} \text {. } \\ & \text { period } \end{aligned}$ | On Grade Level | Core materials (p. 125) | Activity 10 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |
| $145-\mathrm{min} .$ period | On Grade Level | Core materials (p. 127) | Embedded Assessment 2 <br> Coordinate Plane and Multiplying and Dividing Integers-Scavenger Hunt | 6.NS.C.6, 6.NS.C.6a, Assessment Focus <br> 6.NS.C.6b, 6.NS.C.6c, $\bullet$ Multiply integers. <br> 6.NS.C.8 $\bullet$ Divide integers. |
| $145-\mathrm{min} .$ <br> period | On Grade Level | SpringBoard Digital / Assessments | Unit 2 Assessments A/B | Opportunity to demonstrate knowledge and skills developed in the unit. |
| 10 min . per lesson | On Grade Level | Math Skills <br> Workshop (p. 33) | Additional Unit Practice | Opportunity to apply knowledge and practice skills developed in the unit. |

KHANACADEMY
View Khan Academy Videos: Why a Negative Times a Negative is a Positive • Why a Negative Times a Negative Makes Sense $\bullet$ Multiplying Positive \& Negative Numbers • Multiplying Numbers with Different Signs • Dividing Positive and Negative Numbers

## Course 1 Curriculum Map

## ACTIVITY 11 Unit 3: Expressions and Equations

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 145-min. period | On Grade Level | Core materials (p. 157) | Unpacking Embedded Assessment 1 <br> Order of Operations and Expressions-The Cost of After-School Activities | 6.EE.A.1, 6.EE.A.2, 6.EE.A.2a, 6.EE.A.2b, 6.EE.A.2c, 6.EE.A. 3 | Assessment Focus <br> - Read, write, and evaluate numerical and algebraic expressions. <br> - Apply the order of operations. <br> - Apply properties to generate equivalent expressions. <br> - Use variables to represent numbers and write expressions when solving a real-world or mathematical problems. <br> - Solve real-world and mathematical problems by writing and solving equations. |
| 10 min . | On Grade Level | Core materials (p. 129) | Unit 3 Overview / Getting Ready | Assesses prerequisite skills necessary for Unit 3. |  |
| 10 min . | Approaching Grade Level | Math Skills <br> Workshop (p. 42) | Coordinate Plane | 5.G.A. 2 | - Identify points and locate ordered pairs on the coordinate plane. |
| 10 min . | On Grade Level | Math Skills <br> Workshop (p. 44) | Evaluating Algebraic Expressions | 6.EE.A.2c | - Evaluate algebraic expressions. |
| 10 min . | Approaching Grade Level | Math Skills <br> Workshop (p. 46) | Opposites | 1.OA.B.4, 3.OA.C.7, 5.NF.B.7, 6.NS.A. 1 | - Identify the additive inverse and the multiplicative inverse of a number. |
| $2 \text { 45-min. }$ <br> periods | On Grade Level | Core materials (p. 131) | Lesson 11-1 Order of Operations | 6.EE.A. 1 | - Use the order of operations to simplify expressions involving addition, subtraction, multiplication, and division. <br> - Use the order of operations to simplify expressions involving whole number exponents and parentheses. |
| 10 min . | On Grade Level | Math Skills <br> Workshop (p. 48) | Order of Operations with Parentheses and Exponents | 6.EE.A. 1 | - Use order of operations. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 135) | Lesson 11-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / <br> Assessments | Lesson 11-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 145-min. period | On Grade Level | Core materials (p. 136) | Lesson 11-2 Evaluating Algebraic Expressions | 6.EE.A.2a, 6.EE.A.2b, <br> 6.EE.A.2c | - Use variables to represent numbers and write expressions to solve problems. <br> - Evaluate expressions containing variables. |

## Course 1 Curriculum Map

## ACTIVITY 11 Unit 3: Expressions and Equations

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career <br> Readiness Standards Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 138) | Lesson 11-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 11-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| 2 45-min. periods | On Grade Level | Core materials (p. 139) | Lesson 11-3 Writing Expressions | 6.EE.A.2a, 6.EE.B. $6 \quad \bullet$ Use variables to represent quantities. |
| $\begin{aligned} & 15-25 \\ & \mathrm{~min} . \end{aligned}$ | On Grade Level | Core materials (p. 142) | Lesson 11-3 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 11-3 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| 2 45-min. periods | On Grade Level | Core materials (p. 143) | Lesson 11-4 Properties of Operations | $\begin{array}{lll} \text { 6.EE.A.3, 6.EE.A. } 4 & \begin{array}{l} \text { Apply the properties of operations to generate } \\ \text { equivalent expressions. } \end{array} \\ & \text { • Identify when two expressions are equivalent. } \end{array}$ |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade <br> Level | Core materials (p. 146) | Lesson 11-4 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 11-4 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| l 45-min. period | On Grade <br> Level | Core materials (p. 147) | Activity 11 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |
| 1 K | ANACA | EMY | View Khan Academy Videos: Intro to Order of Operations • Order of Operations Example •Order of Operations Example •Worked Example: Order of Operations (PEMDAS) •What is a Variable? •Terms, Factors, \& Coefficients • Evaluating an Expression with One Variable •Evaluating Expressions with Variables: Temperature • Evaluating Expressions with Variables: Exponents <br> - Writing Expressions with Variables • Writing Expressions with Variables \& Parentheses • Writing Algebraic Expressions Example 2•Commutative Law of Addition •Commutative Law of Multiplication • Associative Law of Addition • Associative Law of Multiplication •Identity Property of $1 \bullet$ Identity Property of 1 (Second Example) •Identity Property of $0 \bullet$ Inverse Property of Addition - Inverse Property of Multiplication |  |

## Course 1 Curriculum Map

## ACTIVITY 12 Unit 3: Expressions and Equations

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $145-\mathrm{min} .$ period | On Grade Level | Core materials (p. 149) | Lesson 12-1 Representing Situations with Equations | 6.EE.B.5, 6.EE.B. 6 | - Write one-variable, one-step equations to represent situations. <br> - Distinguish between expressions and equations. |
| $\begin{aligned} & \text { l5-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 151) | Lesson 12-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 12-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| $\begin{aligned} & 2 \text { 45-min. } \\ & \text { periods } \end{aligned}$ | On Grade Level | Core materials (p. 152) | Lesson 12-2 Solutions of Equations | 6.EE.B. 5 | - Understand what it means to solve an equation. <br> - Use substitution to determine which values from a specified set make an equation true. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 154) | Lesson 12-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 12-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| $\begin{aligned} & \text { l } 45-\mathrm{min} \text {. } \\ & \text { period } \end{aligned}$ | On Grade Level | Core materials (p. 155) | Activity 12 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |  |
| $145-\mathrm{min} .$ <br> period | On Grade Level | Core materials (p. 157) | Embedded Assessment 1 <br> Order of Operations and Expressions-The Cost of After-School Activities | 6.EE.A.1, 6.EE.A.2, 6.EE.A.2a, 6.EE.A.2b, 6.EE.A.2c, 6.EE.A. 3 | Assessment Focus <br> - Read, write, and evaluate numerical and algebraic expressions. <br> - Apply the order of operations. <br> - Apply properties to generate equivalent expressions. <br> - Use variables to represent numbers and write expressions when solving a real-world or mathematical problems. <br> - Solve real-world and mathematical problems by writing and solving equations. |
| (1)ANACADEMY |  |  | View Khan Academy Videos: Variables, Expressions, \& Equations • Representing a Relationship with an Equation • Testing Solutions to Equations |  |  |

## Course 1 Curriculum Map

## ACTIVITY 13 Unit 3: Expressions and Equations

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $145-\mathrm{min} .$ period | On Grade Level | Core materials (p. 211) | Unpacking Embedded Assessment 2 <br> Expressions and Equations-The School Book Fair | 6.EE.B.5, 6.EE.B.7, <br> 6.EE.B.8, 6.EE.C. 9 | Assessment Focus <br> - Solve real-world and mathematical problems by writing and solving equations. <br> - Write an inequality to represent a condition in a real-world problem. <br> - Graph an inequality. <br> - Write an equation to represent a relationship between a dependent and independent variable. <br> - Analyze the relationship between the dependent and independent variables in an equation using graphs and tables and relate these to the equation. |
| $\begin{aligned} & \text { l } 45-\mathrm{min} \text {. } \\ & \text { period } \end{aligned}$ | On Grade Level | Core materials (p. 159) | Lesson 13-1 Modeling and Solving Addition Equations | 6.EE.B. 7 | - Write a one-step addition equation to model a situation. <br> - Solve an addition equation of the form $x+a=b$, where $a, b$, and $x$ are all nonnegative integers. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 161) | Lesson 13-1 Practice | Opportunity to apply know | dge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 13-1 Quiz | Opportunity to demonstrat | knowledge and skills developed in the lesson. |
| $\begin{aligned} & 2 \text { 45-min. } \\ & \text { periods } \end{aligned}$ | On Grade Level | Core materials (p. 162) | Lesson 13-2 Solving Addition Equations | 6.EE.B. 7 | - Write addition equations to represent situations. <br> - Solve an addition equation of the form $x+a=b$, where $a, b$, and $x$ are all nonnegative rational numbers. <br> - Given an equation of the form $x+a=b$, where $a, b$, and $x$ are all nonnegative rational numbers, write a corresponding real-world problem. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 165) | Lesson 13-2 Practice | Opportunity to apply know | dge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 13-2 Quiz | Opportunity to demonstrat | knowledge and skills developed in the lesson. |
| $145-\mathrm{min} .$ period | On Grade Level | Core materials (p. 166) | Lesson 13-3 Modeling and Solving Subtraction Equations | 6.EE.B. 7 | - Write a subtraction equation to represent a situation. <br> - Solve a subtraction equation of the form $x-a=b$, where $a, b$, and $x$ are all nonnegative rational numbers. |

## Course 1 Curriculum Map

## ACTIVITY 13 Unit 3: Expressions and Equations

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career <br> Readiness Standards Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 168) | Lesson 13-3 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |
| 10 min. | On Grade Level | SpringBoard Digital / Assessments | Lesson 13-3 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| 245 -min. periods | On Grade Level | Core materials (p. 169) | Lesson 13-4 Solving Subtraction Equations |  |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 172) | Lesson 13-4 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |
| 10 min. | On Grade Level | SpringBoard Digital / Assessments | Lesson 13-4 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| 1 45-min. period | On Grade Level | Core materials (p. 173) | Activity 13 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |
| (1)HANACADEMY |  |  | View Khan Academy Video: One-Step Subtraction Equations |  |

## Course 1 Curriculum Map

## ACTIVITY 14 Unit 3: Expressions and Equations

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career <br> Readiness Standards Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: |
| 145 -min. period | On Grade Level | Core materials (p. 175) | Lesson 14-1 Modeling and Solving Multiplication Equations |  • <br> Write a one-step multiplication equation to model a <br> 6.EE.B.7 <br>  <br>  <br>  <br>  <br>  <br>  <br>  <br>  <br> situation. <br> Solve a multiplication equation of the form $a x=b$, <br> where $a, b$, and $x$ are all positive integers. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 177) | Lesson 14-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 14-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| 245 -min. periods | On Grade Level | Core materials (p. 178) | Lesson 14-2 Solving Multiplication Equations |  |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 181) | Lesson 14-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 14-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| $145-\mathrm{min}$. period | On Grade Level | Core materials (p. 182) | Lesson 14-3 Solving Division Equations | $\begin{array}{lll}  & \text { • Write a division equation to represent a situation. } \\ \text { MP.2, MP.3, MP.6 } & \text { - Solve a division equation by multiplying both sides } \\ & \text { of the equation by the same number. } \end{array}$ |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 184) | Lesson 14-3 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 14-3 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| 145 -min. period | On Grade Level | Core materials (p. 185) | Activity 14 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |
| (1)HANACADEMY |  |  | View Khan Academy Video: One-Step Subtraction Equations |  |

## Course 1 Curriculum Map

## ACTIVITY 15 Unit 3: Expressions and Equations

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 145-min. period | On Grade Level | Core materials (p. 187) | Lesson 15-1 Representing Situations with Inequalities | 6.EE.B.5, 6.EE.B. 8 | - Write inequalities to represent constraints or conditions within problems. <br> - Use substitution to determine whether a given number makes an inequality true. <br> - Graph solution sets of inequalities. <br> - Given an inequality, write a corresponding realworld problem. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 192) | Lesson 15-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 15-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| $145-\mathrm{min} .$ <br> period | On Grade Level | Core materials (p. 193) | Lesson 15-2 Solving One-Step Inequalities | 6.EE.B.5, 6.EE.B. 8 | - Write one-step inequalities to represent constraints or conditions within problems. <br> - Use substitution to determine whether a given number makes an inequality true. <br> - Solve one-step inequalities. <br> - Graph the solution sets of one-step inequalities. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 196) | Lesson 15-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 15-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| l 45-min. period | On Grade Level | Core materials (p. 197) | Activity 15 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |  |
| (1)ANACADEMY |  |  | View Khan Academy Videos: Plotting Inequalities • Plotting an Inequality Example •Testing Solutions to Inequalities • Inequality Word Problems • Inequality Word Problem: One Variable • One-Step Inequality Word Problem • One-Step Inequality involving Addition • Inequalities using Addition and Subtraction |  |  |

## Course 1 Curriculum Map

## ACTIVITY 16 Unit 3: Expressions and Equations

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $2 \text { 45-min. }$ periods | On Grade Level | Core materials (p. 199) | Lesson 16-1 Representing Relationships | 6.EE.C. 9 | - Create a table representing a relationship given a verbal description. <br> - Write an equation to represent a relationship given a verbal description or a table. <br> - Investigate rate of change. <br> - Graph equations of the form $y=a x$. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 203) | Lesson 16-1 Practice | Opportunity to apply know | dge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 16-1 Quiz | Opportunity to demonstrate | knowledge and skills developed in the lesson. |
| $\begin{aligned} & 2 \text { 45-min. } \\ & \text { periods } \end{aligned}$ | On Grade Level | Core materials (p. 204) | Lesson 16-2 Dependent and Independent Variables | 6.EE.C. 9 | - Graph equations of the form $y=k x$ or $y=x+b$. <br> - Create a table and graph a relationship given a verbal description. <br> - Explain how one variable depends on another variable. <br> - Describe a relationship given a graph. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 208) | Lesson 16-2 Practice | Opportunity to apply know | dge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 16-2 Quiz | Opportunity to demonstrate | knowledge and skills developed in the lesson. |
| 1 45-min. <br> period | On Grade Level | Core materials (p. 209) | Activity 16 Practice | Opportunity to apply knowle | ledge and practice skills developed in the activity. |
| $145-\mathrm{min} .$ <br> period | On Grade Level | Core materials (p. 211) | Embedded Assessment 2 <br> Expressions and Equations-The School Book Fair | 6.EE.B.5, 6.EE.B.7, <br> 6.EE.B.8, 6.EE.C. 9 | Assessment Focus <br> - Solve real-world and mathematical problems by writing and solving equations. <br> - Write an inequality to represent a condition in a real-world problem. <br> - Graph an inequality. <br> - Write an equation to represent a relationship between a dependent and independent variable. <br> - Analyze the relationship between the dependent and independent variables in an equation using graphs and tables and relate these to the equation. |

## Course 1 Curriculum Map

## ACTIVITY 16 <br> Unit 3: Expressions and Equations

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career <br> Readiness Standards Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: |
| $145-\mathrm{min} .$ <br> period | On Grade Level | SpringBoard Digital / Assessments | Unit 3 Assessments A/B | Opportunity to demonstrate knowledge and skills developed in the unit. |
| 10 min . per lesson | On Grade Level | Math Skills <br> Workshop (p. 50) | Additional Unit Practice | Opportunity to apply knowledge and practice skills developed in the unit. |
| DKHANACADEMY |  |  | View Khan Academy Videos: Dependent \& Independent Variables: Graphing • Dependent \& Independent Variables • Dependent \& Independent Variables: Equation |  |

## Course 1 Curriculum Map

## ACTIVITY 17

Unit 4: Ratios

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $145-\mathrm{min} .$ period | On Grade Level | Core materials (p. 245) | Unpacking Embedded Assessment 1 <br> Ratios and Rates-A Summer Job | 6.RP.A.1, 6.RP.A.2, <br> 6.RP.A.3, 6.RP.A.3a, <br> 6.RP.A.3b, 6.RP.A.3d, <br> 6.EE.C. 9 | Assessment Focus <br> - Solve problems involving ratios and proportional relationships. <br> - Write equivalent ratios. |
| 10 min . | On Grade Level | Core materials (p. 213) | Unit 4 Overview / Getting Ready | Assesses prerequisite skills necessary for Unit 4. |  |
| 10 min . | Approaching Grade Level | Math Skills <br> Workshop (p. 62) | Convert Fractions to Decimals | 3.NF.A.1, 3.NF.A.3b, 5.NF.B. 3 | - Convert fractions to decimals. |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 66) | Number Lines | 2.MD.B. 6 | - Identify points on a number line. |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 67) | Sets of Numbers | 4.OA.B. 4 | - Categorize numbers. |
| 10 min . | On Grade Level | Math Skills Workshop (p. 69) | Solving Equations | 6.EE.B. 7 | - Use inverse operations to solve equations. |
| $145-\mathrm{min} .$ period | On Grade Level | Core materials (p. 215) | Lesson 17-1 Understanding Ratios | 6.RP.A.1, 6.RP.A. 3 | - Understand the concept of a ratio and use ratio language. <br> - Represent ratios with concrete models, fractions, and decimals. <br> - Give examples of ratios as multiplicative comparisons of two quantities describing the same attribute. |
| 10 min . | On Grade Level | Math Skills <br> Workshop (p. 70) | Ratios | 6.RP.A. 3 | - Generate equivalent ratios using multiplication. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 217) | Lesson 17-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 17-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| $\begin{aligned} & \text { l } 45-\mathrm{min} . \\ & \text { period } \end{aligned}$ | On Grade Level | Core materials (p. 218) | Lesson 17-2 Ratios in Proportional Relationships | 6.RP.A.3, 6.RP.A.3a, 6.EE.C. 9 | - Make tables of equivalent ratios relating quantities. <br> - Use tables to compare ratios. <br> - Plot the pairs of values on the coordinate plane and describe the relationship. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 220) | Lesson 17-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |

## Course 1 Curriculum Map

## Unit 4: Ratios

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career <br> Readiness Standards Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: |
| 10 min. | On Grade Level | SpringBoard Digital / Assessments | Lesson 17-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| $145-\mathrm{min}$. period | On Grade Level | Core materials (p. 221) | Activity 17 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |
| DKHANACADEMY |  |  | View Khan Academy Videos: Intro to Ratios • Part: Whole Ratios • Scale Drawing: Centimeters to Kilometers • Solving Ratio Problems with Tables •Solving Ratio Problems with Tables Example 2 • Solving Ratio Problems with Graph |  |

## Course 1 Curriculum Map

## ACTIVITY 18

Unit 4: Ratios

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 45-min. period | On Grade Level | Core materials (p. 223) | Lesson 18-1 Solve Problems Using Ratios | 6.RP.A.3, 6.RP.A.3d, 6.EE.C. 9 | - Use ratio and rate reasoning to solve problems. <br> - Use ratio reasoning to convert measurement units. <br> - Apply quantitative reasoning, including predicting and comparing, to solve real-world problems involving ratios and rates. |
| 10 min . | On Grade Level | Math Skills <br> Workshop (p. 71) | Conversion Factor | 6.RP.A.3d | - Convert measurements with ratios. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 226) | Lesson 18-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 18-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 145 -min. period | On Grade Level | Core materials (p. 227) | Lesson 18-2 Convert Between Measurements Using Ratios | 6.RP.A.3, 6.RP.A.3d | - Use ratio and rate reasoning to solve problems by reasoning about double number line diagrams and equations. <br> - Use ratio reasoning to convert measurement units. <br> - Represent mathematical and real-world problems involving ratios and rates using scale factors and proportions. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 230) | Lesson 18-2 Practice | Opportunity to apply know | dge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 18-2 Quiz | Opportunity to demonstra | knowledge and skills developed in the lesson. |
| 145 -min. period | On Grade Level | Core materials (p. 231) | Activity 18 Practice | Opportunity to apply know | dge and practice skills developed in the activity. |
| (1)ANACADEMY |  |  | View Khan Academy Videos: Converting Pounds to Ounces • Converting Yards into Inches • Multiple Units Word Problem: Road Trip •Multiple Units Word Problem: Drug Dosage (advanced) • Same Length in Different Units |  |  |

## Course 1 Curriculum Map

## ACTIVITY 19

## Unit 4: Ratios

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 145 -min. period | On Grade Level | Core materials (p. 233) | Lesson 19-1 Understanding Rates and Unit Rates | 6.RP.A. 2 | - Understand the concept of a unit rate $\frac{a}{b}$ associated with the ratio $a: b$ with $b \neq 0$. <br> - Use rate language in the context of a ratio relationship. <br> - Give examples of rates as the comparison by division of two quantities having different attributes. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 235) | Lesson 19-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 19-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 145-min. period | On Grade Level | Core materials (p. 236) | Lesson 19-2 Calculating Unit Rates | 6.RP.A.3, 6.RP.A.3b | - Solve unit rate problems. <br> - Convert units within a measurement system, including the use of proportions and unit rates. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 239) | Lesson 19-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / <br> Assessments | Lesson 19-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 145 -min. period | On Grade Level | Core materials <br> (p. 240) | Lesson 19-3 Calculating Rates of Speed | 6.RP.A. 3 | - Use ratio and rate reasoning to solve problems. <br> - Represent mathematical and real-world problems involving ratios and rates using scale factors and proportions. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 241) | Lesson 19-3 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 19-3 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 1 45-min. period | On Grade Level | Core materials (p. 243) | Activity 19 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |  |

## Course 1 Curriculum Map

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 45-min. period | On Grade Level | Core materials (p. 245) | Embedded Assessment 1 <br> Ratios and Rates-A Summer Job | 6.RP.A.1, 6.RP.A.2, <br> 6.RP.A.3, 6.RP.A.3a, <br> 6.RP.A.3b, 6.RP.A.3d, <br> 6.EE.C. 9 | Assessment Focus <br> - Solve problems involving ratios and proportional relationships. <br> - Write equivalent ratios. |
| (1)HANACADEMY |  |  | View Khan Academy Videos: Intro to Rates • Solving Unit Rate Problem • Solving Unit Price Problem • Rate Problems • Speed Translation • Finding Average Speed or Rate |  |  |

## Course 1 Curriculum Map

## ACTIVITY 20

Unit 4: Ratios

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 45-min. period | On Grade Level | Core materials (p. 273) | Unpacking Embedded Assessment 2 <br> Understanding and Applying Percents-An Ice Cream Treat | 6.RP.A.3, 6.RP.A.3c | Assessment Focus <br> - Find the percent of a quantity as a rate per 100 . <br> - Represent ratios and percents with fractions and decimals. <br> - Use equivalent percents, fractions, and decimals to show parts of the same whole. <br> - Represent percents with concrete models, fractions, and decimals. |
| 1 45-min. period | On Grade Level | Core materials (p. 247) | Lesson 20-1 Using Models to Understand Percents | 6.RP.A.3, 6.RP.A.3c | - Find a percent of a quantity as a rate per 100. <br> - Represent ratios and percents with concrete models and decimals. <br> - Represent benchmark fractions and percents. <br> - Generate equivalent forms of decimals and percents. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 250) | Lesson 20-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 20-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 1 45-min. period | On Grade Level | Core materials (p. 251) | Lesson 20-2 Percents, Fractions, and Decimals | 6.RP.A.3, 6.RP.A.3c | - Represent ratios and percents with fractions and decimals. <br> - Represent benchmark percents such as $1 \%, 10 \%$, $25 \%, 33 \frac{1}{3} \%$, and multiples of these values using number lines and numbers. <br> - Use percents, fractions, and decimals to show parts of the same whole. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 255) | Lesson 20-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 20-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 1 45-min. period | On Grade Level | Core materials (p. 256) | Lesson 20-3 More Percents, Decimals, and Fractions | 6.RP.A.3, 6.RP.A.3c | - Find a percent of a quantity as a rate per 100. <br> - Generate equivalent forms of fractions, decimals, and percents using real-world problems. <br> - Represent percents with concrete models, fractions, and decimals. |

## Course 1 Curriculum Map



## Course 1 Curriculum Map

## ACTIVITY 21

Unit 4: Ratios

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career <br> Readiness Standards Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: |
| $\begin{aligned} & \text { l 45-min. } \\ & \text { period } \end{aligned}$ | On Grade Level | Core materials (p. 261) | Lesson 21-1 Using Models to Understand Percents |  • <br> 6.RPlve real-world problems to find the percent given <br>  <br> the part and the whole. <br>  Use ratio and rate reasoning to solve real-world and <br> mathematical problems.  |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 263) | Lesson 21-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / <br> Assessments | Lesson 21-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| 145 -min. period | On Grade Level | Core materials (p. 264) | Lesson 21-2 Find the Part Given a Percent and a Whole |  • <br> 6.Relve real-world problems to find the part, given <br> 6.A.3, 6.RP.A.3c <br>  <br>  <br>  <br> • Use ratio and the percent. <br> mathematical problems. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 267) | Lesson 21-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / <br> Assessments | Lesson 21-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| 1 45-min. period | On Grade Level | Core materials (p. 268) | Lesson 21-3 Find the Whole Given a Part and the Percent |  |
| $\begin{aligned} & 15-25 \\ & \mathrm{~min} . \end{aligned}$ | On Grade Level | Core materials (p. 270) | Lesson 21-3 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 21-3 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| 145-min. period | On Grade Level | Core materials (p. 271) | Activity 21 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |

## Course 1 Curriculum Map

## ACTIVITY 21

Unit 4: Ratios

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $145-\mathrm{min} .$ <br> period | On Grade Level | Core materials (p. 273) | Embedded Assessment 2 <br> Understanding and Applying Percents-An Ice Cream Treat | 6.RP.A.3, 6.RP.A.3c | Assessment Focus <br> - Find the percent of a quantity as a rate per 100 . <br> - Represent ratios and percents with fractions and decimals. <br> - Use equivalent percents, fractions, and decimals to show parts of the same whole. <br> - Represent percents with concrete models, fractions, and decimals. |
| $\begin{aligned} & 145-\mathrm{min} \text {. } \\ & \text { period } \end{aligned}$ | On Grade Level | SpringBoard <br> Digital / <br> Assessments | Unit 4 Assessments A/B | Opportunity to demonstrate | knowledge and skills developed in the unit. |
| 10 min . per lesson | On Grade Level | Math Skills <br> Workshop (p. 72) | Additional Unit Practice | Opportunity to apply knowl | dge and practice skills developed in the unit. |
| (1)K | ANAC | EMY | View Khan Academy Videos: Percent Word Problem: Recycling Cans • Percent Word Problem: 100 is what percent of 80 ? <br> - Growing by a Percentage • Percent Word Problem: Guavas • Percent Word Problem: Penguins • Percent Word Problem: 78 is $15 \%$ of what number? • Solving Percent Problems • Percent Word Problems: Tax and Discount |  |  |

## Course 1 Curriculum Map

## ACTIVITY 22 Unit 5: Geometric Concepts

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{aligned} & 145-\mathrm{min} \\ & \text { period } \end{aligned}$ | On Grade Level | Core materials (p. 315) | Unpacking Embedded Assessment 1 Geometric Concepts-Astronomy Logo | 6.G.A.1, 6.G.A. 3 | Assessment Focus <br> - Classify triangles and quadrilaterals. <br> - Find a missing angle measure in a triangle or a quadrilateral. <br> - Find the area of a composite figure. <br> - Find the area of a composite figure on the coordinate plane. <br> - Solve real-world problems involving the area of rectangles, parallelograms, trapezoids, and triangles. |
| 10 min . | On Grade Level | Core materials (p. 275) | Unit 5 Overview / Getting Ready | Assesses prerequisite skills necessary for Unit 5. |  |
| 10 min . | On Grade Level | Math Skills Workshop (p. 84) | Coordinate Plane | $\begin{aligned} & \text { 3.MD.D.8, 4.MD.A.3, } \\ & \text { 6.NS.C. } \end{aligned}$ | - Plot ordered pairs on the coordinate plane. |
| 10 min . | Approaching Grade Level | Math Skills <br> Workshop (p. 87) | Perimeter | 3.MD.D. 8 | - Measure the perimeter of plane figures. |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 89) | Two-Dimensional Figures | 2.G.A.1 | - Identify and classify plane figures. |
| $145-\mathrm{min} .$ period | On Grade Level | Core materials (p. 277) | Lesson 22-1 Properties of Triangles and Side Lengths | MP.6, MP. 7 | - Determine when three side lengths form a triangle. <br> - Use the Triangle Inequality Property. <br> - Classify triangles by side length. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 280) | Lesson 22-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard <br> Digital / <br> Assessments | Lesson 22-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| $\begin{aligned} & \text { l 45-min. } \\ & \text { period } \end{aligned}$ | On Grade Level | Core materials (p. 281) | Lesson 22-2 Properties of Triangles and Angle Measures | MP.6, MP. 8 | - Classify angles by their measures. <br> - Classify triangles by their angles. <br> - Recognize the relationship between the lengths of sides and measures of angles in a triangle. <br> - Recognize the sum of angles in a triangle. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 286) | Lesson 22-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |

## Course 1 Curriculum Map

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career <br> Readiness Standards Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: |
| 10 min . | On Grade Level | SpringBoard <br> Digital / <br> Assessments | Lesson 22-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| $145-\mathrm{min}$. period | On Grade Level | Core materials (p. 287) | Activity 22 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |
| (1)HANACADEMY |  |  | View Khan Academy Videos: Classifying Triangles •Worked Example: Classifying Triangles •Triangle Inequality Theorem <br> $\bullet$ Classifying Triangles by Angles • Intro to Quadrilateral • Ouadrilateral Properties • Ouadrilateral Types • Classifying <br> Quadrilaterals • Perimeter \& Area • Area of Parallelogram Proof • Area of Composite Shapes • Area of a Quadrilateral on a Grid <br> - Perimeter of a Parallelogram • Perimeter \& Area of Composite Shapes • Area of Trapezoids • Finding Area by Rearranging Parts |  |

## Course 1 Curriculum Map

## ACTIVITY 23 Unit 5: Geometric Concepts

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 45-min. period | On Grade Level | Core materials (p. 289) | Lesson 23-1 Recalling Quadrilaterals | 6.G.A.1 | - Define and classify quadrilaterals based on their properties. <br> - Use properties of quadrilaterals to determine missing side lengths and angle measures. |
| 15-25 <br> min. | On Grade Level | Core materials (p. 292) | Lesson 23-1 Practice | Opportunity to apply know | dge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 23-1 Quiz | Opportunity to demonstrat | knowledge and skills developed in the lesson. |
| 145 -min. period | On Grade Level | Core materials (p. 293) | Lesson 23-2 Perimeter and Area of Composite Figures | 6.G.A.1 | - Model the area of a parallelogram by decomposing into triangles. <br> - Find the area of a special quadrilateral by decomposing into triangles. <br> - Write equations that represent problems related to the area of parallelograms and rectangles. <br> - Solve problems involving the area of parallelograms and rectangles. <br> - Find the area of special quadrilaterals and polygons by composing into rectangles or decomposing into triangles and other shapes. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 296) | Lesson 23-2 Practice | Opportunity to apply know | dge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 23-2 Quiz | Opportunity to demonstrat | knowledge and skills developed in the lesson. |
| 145 -min. period | On Grade Level | Core materials (p. 297) | Lesson 23-3 Area of Triangles, Trapezoids, and Polygons | 6.G.A.1 | - Model area formulas for parallelograms, trapezoids, and triangles. <br> - Write equations that represent problems related to the area of trapezoids and triangles. <br> - Solve problems involving the area of trapezoids and triangles. <br> - Find the area of triangles, special quadrilaterals, and polygons. <br> - Model area formulas by decomposing and rearranging parts. <br> - Find the area of special quadrilaterals and polygons. |

## Course 1 Curriculum Map

## ACTIVITY 23 Unit 5: Geometric Goncepts

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career <br> Readiness Standards Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: |
| 10 min . | On Grade Level | Math Skills Workshop (p. 92) | Pi: The Ratio of the Circumference of a Circle to the Diameter | 6.RP.A. 3 • Apply ratios to find pi. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 300) | Lesson 23-3 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 23-3 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| $145-\mathrm{min}$. period | On Grade Level | Core materials (p. 301) | Activity 23 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |
| (1) | ANACA | FMY | View Khan Academy Videos: Intro to Quadrilateral - Quadrilateral Properties - Quadrilateral Types - Classifying Quadrilaterals - Perimeter \& Area • Area of Parallelogram Proof • Area of Composite Shapes • Area of a Quadrilateral on a Grid • Perimeter of a Parallelogram • Perimeter \& Area of Composite Shapes • Area of Trapezoids • Finding Area by Rearranging Parts |  |

## Course 1 Curriculum Map

## ACTIVITY 24 Unit 5: Geometric Concepts

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 45-min. period | On Grade Level | Core materials (p. 305) | Lesson 24-1 Defining Polygons on the Coordinate Plane | 6.G.A. 3 | - Draw polygons in the coordinate plane given vertex coordinates. <br> - Find the length of a segment joining points with the same first coordinate or the same second coordinate. <br> - Use coordinate geometry to identify locations on a plane. <br> - Graph points in all four quadrants. <br> - Solve problems involving the area on the coordinate plane. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 308) | Lesson 24-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 24-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 1 45-min. period | On Grade Level | Core materials (p. 309) | Lesson 24-2 Area of Polygons on a Coordinate Plane | 6.G.A. 3 | - Use coordinate geometry to identify locations on a plane. <br> - Graph points in all four quadrants. <br> - Solve problems involving the area of parallelograms, trapezoids, and triangles. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 312) | Lesson 24-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 24-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| $145-\mathrm{min}$. period | On Grade Level | Core materials (p. 313) | Activity 24 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |  |

## Course 1 Curriculum Map

## ACTIVITY 24

Unit 5: Geometric Concepts

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 145 -min. period | On Grade Level | Core materials (p. 315) | Embedded Assessment 1 <br> Geometric Concepts-Astronomy Logo | 6.G.A.1, 6.G.A. 3 | Assessment Focus <br> - Classify triangles and quadrilaterals. <br> - Find a missing angle measure in a triangle or a quadrilateral. <br> - Find the area of a composite figure. <br> - Find the area of a composite figure on the coordinate plane. <br> - Solve real-world problems involving the area of rectangles, parallelograms, trapezoids, and triangles. |
| K | ANACA | EMY | View Khan Academy Videos: Parallelogram on the Coordinate Plane $\bullet$ Drawing a Quadrilateral on the Coordinate Plane Example <br> - Coordinates of Rectangle Example •Dimensions of a Rectangle from Coordinates •Example of Shapes on a Coordinate Plane <br> - Coordinates of a Missing Vertex • Drawing a Quadrilateral on the Coordinate Plane Example • Area of a Parallelogram on the Coordinate Plane |  |  |

## Course 1 Curriculum Map

## ACTIVITY 25 Unit 5: Geometric Concepts

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 45-min. period | On Grade Level | Core materials (p. 343) | Unpacking Embedded Assessment 2 Surface Area and Volume of Prisms-Coloring Creations | 6.G.A.2, 6.G.A. 4 | Assessment Focus <br> - Represent prisms using nets. <br> - Find the surface area of prisms. <br> - Find the volume of rectangular prisms. <br> - Solve real-world problems involving the surface area and volume of prisms. |
| 245 -min. periods | On Grade Level | Core materials (p. 317) | Lesson 25-1 Nets and Surface Area of Cubes | 6.G.A. 4 | - Represent three-dimensional figures using nets. <br> - Use nets to find the surface area of figures. <br> - Write equations that represent problems related to the area of rectangles. <br> - Determine solutions for problems involving the area of rectangles. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 320) | Lesson 25-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 25-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 145 -min. period | On Grade Level | Core materials (p. 321) | Lesson 25-2 Nets and Surface Area of Prisms | 6.G.A. 4 | - Represent three-dimensional figures using nets. <br> - Use nets to find the surface area of figures. <br> - Write equations that represent area problems. <br> - Solve problems involving the area of rectangles and triangles. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 324) | Lesson 25-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 25-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 145-min. period | On Grade Level | Core materials (p. 325) | Activity 25 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |  |
| (1)KANACADEMY |  |  | View Khan Academy Videos: Intro to Nets of Polyhedra • Surface Area using a Net: Triangular Prism • Surface Area of a Box (Cuboid) • Surface Area of a Box using Nets • Surface Area using a Net: Rectangular Prism |  |  |

## Course 1 Curriculum Map

## ACTIVITY 26 Unit 5: Geometric Goncepts

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $145-\mathrm{min} .$ period | On Grade Level | Core materials (p. 331) | Lesson 26-1 Volume of Cubes | 6.G.A. 2 | - Find the volume of a right rectangular prism with fractional edge lengths. <br> - Write equations that represent problems related to the volume of right rectangular prisms. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 334) | Lesson 26-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 26-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| $145-\mathrm{min} .$ <br> period | On Grade Level | Core materials (p. 335) | Lesson 26-2 Volume of Rectangular Prisms | 6.G.A. 2 | - Write equations that represent problems related to the volume of right rectangular prisms. <br> - Apply the formulas $V=l w h$ and $V=b h$ to find volumes of right rectangular prisms. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 338) | Lesson 26-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 26-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 145-min. period | On Grade Level | Core materials (p. 339) | Activity 26 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |  |
| $145-\mathrm{min} .$ <br> period | On Grade Level | Core materials (p. 343) | Embedded Assessment 2 <br> Surface Area and Volume of Prisms-Coloring Creations | $\text { 6.G.A.2, 6.G.A. } 4$ | Assessment Focus <br> - Represent prisms using nets. <br> - Find the surface area of prisms. <br> - Find the volume of rectangular prisms. <br> - Solve real-world problems involving the surface area and volume of prisms. |
| 145-min. period | On Grade Level | SpringBoard Digital / Assessments | Unit 5 Assessments A/B | Opportunity to demonstra | knowledge and skills developed in the unit. |
| 10 min. per lesson | On Grade Level | Math Skills Workshop (p. 94) | Additional Unit Practice | Opportunity to apply know | dge and practice skills developed in the unit. |
| (1)HANACADEMY |  |  | $\begin{aligned} & \text { View Khan Academy Videos: Volume Intro } \bullet \text { Volume of a Rectangular Prism: Fractional Dimensions } \bullet \text { Volume with Fractional } \\ & \text { Cubes } \bullet \text { Measuring Volume with Unit Cubes } \bullet \text { Measuring Volume as Area Times Length } \bullet \text { Volume Word Problem: Water Tank } \\ & \bullet \text { Volume of a Rectangular Prism } \bullet \text { Volume in Unit Cubes by Decomposing Shape } \end{aligned}$ |  |  |

## Course 1 Curriculum Map

## ACTIVITY 27

Unit 6: Data Analysis

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 45-min. period | On Grade Level | Core materials (p. 377) | Unpacking Embedded Assessment 1 <br> Types of Variables and Measures of CenterDribble, Shoot, Score! | 6.SP.A.1, 6.SP.A.2, 6.SP.A.3, 6.SP.B.5c | Assessment Focus <br> - Identify statistical questions. <br> - Identify categorical and numerical variables. <br> - Construct dot plots. <br> - Determine measures of center. <br> - Analyze shapes of distributions. |
| 10 min . | On Grade Level | Core materials (p. 345) | Unit 6 Overview / Getting Ready | Assesses prerequisite skills necessary for Unit 6. |  |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 106) | Constructing a Bar Chart | 3.MD.B. 3 | - Construct and describe a bar chart. |
| 10 min . | On Grade Level | Math Skills Workshop (p. 108) | Finding the Average | 6.SP.B.5c | - Determine the average (mean) of a set of data. |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 109) | Operations with Numbers | 4.NBT.B.4, 5.NBT.B.5, 5.NBT.B. 6 | - Perform the basic operations of addition, subtraction, multiplication, and division. |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 111) | Ordering Numbers | 2.NBT.A.4, 5.NBT.A.3b | - Order numbers from least to greatest. |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 112) | Types of Graphs | 2.MD.D. 10 | - Identify different types of graphs. |
| 1 45-min. period | On Grade Level | Core materials (p. 347) | Lesson 27-1 Survey Questions and Variability | 6.SP.A.1, 6.SP.A. 2 | - Identify statistical questions. <br> - Interpret the variability of data collected from a survey. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 348) | Lesson 27-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard <br> Digital / <br> Assessments | Lesson 27-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| $\begin{aligned} & 245 \text {-min. } \\ & \text { periods } \end{aligned}$ | On Grade Level | Core materials (p. 351) | Lesson 27-2 Types of Variables and Graphs | 6.SP.A.1, 6.SP.A. 2 | - Identify types of statistical variables. <br> - Write statistical questions. <br> - Construct graphs to represent statistical data. |

## Course 1 Curriculum Map

## ACTIVITY 27

Unit 6: Data Analysis

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career <br> Readiness Standards Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 356) | Lesson 27-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |
| 10 min. | On Grade Level | SpringBoard Digital / <br> Assessments | Lesson 27-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| 1 45-min. period | On Grade Level | Core materials (p. 357) | Lesson 27-3 Shapes of Distributions |  $\bullet$ <br> $\bullet$ <br> • Organize data from a statistical question. <br> - Determine appropriate graphical representation <br>  of data. <br>  • Describe distributions from graphical <br>  representation. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 361) | Lesson 27-3 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 27-3 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| 1 45-min. period | On Grade Level | Core materials (p. 362) | Activity 27 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |
| (1) | ANACA | EMY | View Khan Academy Videos: Statistical and Non-Statistical Questions • Statistical Questions • Creating a Bar Graph • Reading Bar Charts: Comparing Two Sets of Data $\bullet$ Reading Bar Graphs $\bullet$ Frequency Tables \& Dot Plots • Stem-and-Leaf Plots • Reading Stem-and-Leaf Plots • Shapes of Distributions •Classifying Shapes of Distributions •Example: Describing a Distribution |  |

## Course 1 Curriculum Map

## ACTIVITY 28

Unit 6: Data Analysis

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 45-min. period | On Grade Level | Core materials (p. 363) | Lesson 28-1 Mean and Outliers | 6.SP.A.3, 6.SP.B.5c, MP. 6 | - Calculate the mean of a data set. <br> - Identify outliers of a data set. <br> - Construct dot plots. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 366) | Lesson 28-1 Practice | Opportunity to apply know | dge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 28-1 Quiz | Opportunity to demonstrater | knowledge and skills developed in the lesson. |
| 1 45-min. period | On Grade Level | Core materials (p. 367) | Lesson 28-2 Median | 6.SP.A.3, 6.SP.B.5c | - Find the median. <br> - Determine relative position of the mean and median in a distribution. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 369) | Lesson 28-2 Practice | Opportunity to apply kno | ge and practice skills developed in the lesson. |
| 10 min. | On Grade Level | SpringBoard Digital / Assessments | Lesson 28-2 Quiz | Opportunity to demonstra | nowledge and skills developed in the lesson. |
| $145-\mathrm{min}$. period | On Grade Level | Core materials (p. 370) | Lesson 28-3 Summarize the Center of a Distribution | 6.SP.A.3, 6.SP.B.5c, MP. 6 | - Construct dot plots. <br> - Identify whether the mean or the median should be used to summarize the center of a distribution based upon the shape of the distribution. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 374) | Lesson 28-3 Practice | Opportunity to apply know | dge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 28-3 Quiz | Opportunity to demonstra | knowledge and skills developed in the lesson. |
| 145 -min. period | On Grade Level | Core materials (p. 375) | Activity 28 Practice | Opportunity to apply know | dge and practice skills developed in the activity. |
| $145-\mathrm{min}$. period | On Grade Level | Core materials (p. 377) | Embedded Assessment 1 <br> Types of Variables and Measures of CenterDribble, Shoot, Score! | $\begin{aligned} & \text { 6.SP.A.1, 6.SP.A.2, } \\ & \text { 6.SP.A.3, 6.SP.B.5c } \end{aligned}$ | Assessment Focus <br> - Identify statistical questions. <br> - Identify categorical and numerical variables. <br> - Construct dot plots. <br> - Determine measures of center. <br> - Analyze shapes of distributions. |
| (1)ANACADEMY |  |  | View Khan Academy Videos: $\qquad$ Frequency Tables \& Dot Plots $\qquad$ Statistics Intro: Mean, Median, \& Mode Mean, Median, \& Mode Example |  |  |

## Course 1 Curriculum Map

## ACTIVITY 29

Unit 6: Data Analysis

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 145 -min. period | On Grade Level | Core materials (p. 407) | Unpacking Embedded Assessment 2 <br> Measures of Variability and Numerical Graphs"Take a Snapshot Revisited" | 6.SP.A.3, 6.SP.B.4, <br> 6.SP.B.5, 6.SP.B.5a, <br> 6.SP.B.5b, 6.SP.B.5c, <br> 6.SP.B.5d | Assessment Focus <br> - Write statistical questions. <br> - Represent data with graphs. <br> - Determine the five-number summary. <br> - Find measures of center and variability. <br> - Describe distributions. |
| $1 \text { 45-min. }$ period | On Grade Level | Core materials (p. 379) | Lesson 29-1 Range | 6.SP.A.3, 6.SP.B.5c | - Compute the range of a distribution as a measure of variability. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 381) | Lesson 29-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min. | On Grade Level | SpringBoard Digital / Assessments | Lesson 29-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 245 -min. periods | On Grade Level | Core materials (p. 382) | Lesson 29-2 Mean Absolute Deviation | 6.SP.A.3, 6.SP.B.5c | - Compute the mean absolute deviation (MAD) of a distribution as a measure of variability. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 385) | Lesson 29-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 29-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| $145-\mathrm{min}$. period | On Grade Level | Core materials (p. 386) | Lesson 29-3 Interquartile Range (IQR) | 6.SP.A.3, 6.SP.B.5c | - Compute the interquartile range (IQR) of a distribution as a measure of variability. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 389) | Lesson 29-3 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 29-3 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| $145-\mathrm{min}$. period | On Grade Level | Core materials (p. 390) | Activity 29 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |  |
| (1)HANACADEMY |  |  |  |  |  |

## Course 1 Curriculum Map

## ACTIVITY 30

Unit 6: Data Analysis

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 2 45-min. periods | On Grade Level | Core materials (p. 391) | Lesson 30-1 Box Plots | 6.SP.B.4, 6.SP.B.5, <br> 6.SP.B.5c | - Determine the five-number summary for numerical data. <br> - Construct a box plot to represent numerical data. <br> - Describe numerical data sets using comparative language. |
| 10 min . | On Grade Level | Math Skills Workshop (p. 114) | Comparing and Ordering Integers | 4.MD.B.4, 6.NS.C. 6 | - Compare integer values and locate them on a number line. <br> - Determine an appropriate scale for a given set of data when constructing a number line for a box plot. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 396) | Lesson 30-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 30-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| $1 \text { 45-min. }$ period | On Grade Level | Core materials (p. 397) | Lesson 30-2 Histograms | 6.SP.B. 4 | - Summarize data using frequency tables. <br> - Construct histograms to represent numerical data. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade <br> Level | Core materials (p. 400) | Lesson 30-2 Practice | Opportunity to apply know | lge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / <br> Assessments | Lesson 30-2 Quiz | Opportunity to demonstrat | knowledge and skills developed in the lesson. |
| $\begin{aligned} & 245 \text {-min. } \\ & \text { periods } \end{aligned}$ | On Grade <br> Level | Core materials (p. 401) | Lesson 30-3 More on Histograms | 6.SP.B. 4 | - Create class intervals. <br> - Construct histograms using class intervals. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade <br> Level | Core materials (p. 404) | Lesson 30-3 Practice | Opportunity to apply knowl | dge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / <br> Assessments | Lesson 30-3 Quiz | Opportunity to demonstrate | knowledge and skills developed in the lesson. |
| $1 \text { 45-min. }$ <br> period | On Grade Level | Core materials (p. 405) | Activity 30 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |  |

## Course 1 Curriculum Map

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 145 -min. period | On Grade Level | Core materials (p. 407) | Embedded Assessment 2 <br> Measures of Variability and Numerical Graphs"Take a Snapshot Revisited" | 6.SP.A.3, 6.SP.B.4, <br> 6.SP.B.5, 6.SP.B.5a, <br> 6.SP.B.5b, 6.SP.B.5c, <br> 6.SP.B.5d | Assessment Focus <br> - Write statistical questions. <br> - Represent data with graphs. <br> - Determine the five-number summary. <br> - Find measures of center and variability. <br> - Describe distributions. |
| 145-min. period | On Grade Level | SpringBoard Digital / Assessments | Unit 6 Assessments A/B | Opportunity to demonstrate | knowledge and skills developed in the unit. |
| 10 min. per lesson | On Grade Level | Math Skills Workshop (p. 116) | Additional Unit Practice | Opportunity to apply know | ledge and practice skills developed in the unit. |
| (1)ANACADEMY |  |  | View Khan Academy Videos: Reading Box Plots • Constructing a Box Plot • Worked Example: Creating a Box Plot (Odd Number of Data Points) • Worked Example: Creating a Box Plot (Even Number of Data Points) • Interpreting Box Plots • Histograms <br> - Interpreting a Histogram • Creating a histogram |  |  |

## Course 1 Curriculum Map

## ACTIVITY 31

Unit 7: Personal Financial Literacy

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: |
| 10 min . | Approaching Grade Level | Core materials (p. 409) | Unit 7 Overview / Getting Ready | Assesses prerequisite skills necessary for Unit 7. |
| 10 min. | Approaching Grade Level | Math Skills Workshop (p. 126) | Calculations with Integers | 5.NBT.A. $2 \quad \bullet$ Multiply or divide integers. |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 128) | Multiplying with Decimals and Percents | 5.NBT.B.7, 6.RP.A.3c • Multiply decimals and percents. |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 130) | Operations with Fractions | 3.NF.A.3b, 4.NF.B.3a, Perform operations with fractions to solve real- <br> 4.NF.B.4c world problems. |
| 10 min. | Approaching Grade Level | Math Skills Workshop (p. 133) | Rounding | 3.NBT.A.1 • Round numbers to a specified place value. |
| $145-\mathrm{min}$. period | On Grade Level | Core materials (p. 411) | Lesson 31-1 Understanding Bank Accounts | - Examine the features and costs of different types of bank accounts. <br> - Understand and use a bank account check register. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 413) | Lesson 31-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 31-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| 1 45-min. period | On Grade Level | Core materials (p. 414) | Lesson 31-2 Using Credit | - Identify the benefits and costs of credit cards. <br> - Understand credit history and how it applies to a personal credit score. |
| 10 min. | On Grade Level | Math Skills Workshop (p. 136) | Finding Percent of a Number | 6.RP.A.3c - Use proportions to solve percent problems. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 415) | Lesson 31-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 31-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |

## Course 1 Curriculum Map

## ACTIVITY 31 Unit 7: Personal Financial Literacy

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career <br> Readiness Standards Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: |
| 145-min. period | On Grade Level | Core materials (p. 416) | Lesson 31-3 Planning for the Future |  |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 419) | Lesson 31-3 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |
| 10 min. | On Grade Level | SpringBoard Digital / Assessments | Lesson 31-3 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| $145-\mathrm{min} .$ <br> period | On Grade Level | Core materials (p. 420) | Activity 31 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |
| $145-\mathrm{min}$. period | On Grade Level | SpringBoard Digital / Assessments | Unit 7 Assessments A/B | Opportunity to demonstrate knowledge and skills developed in the unit. |
| 10 min. per lesson | On Grade Level | Math Skills Workshop (p. 138) | Additional Unit Practice | Opportunity to apply knowledge and practice skills developed in the unit. |
| (1)HANACADEMY |  |  | View Khan Academy Video: Introduction to Credit |  |


| Activity | Class Periods | Text Selections | Reading and Writing Focus | Focus Standards | Additional Standards |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1.1 Previewing the Unit | 1 |  |  | L.7.6 |  |
| 1.2 Exploring the Concept of Choice | 1 |  |  | RI.7.6 - W.7.10 | L.7.6 |
| 1.3 Choices and Consequences: Paired Poetry | 1 | "The Road Not Taken," <br> by Robert Frost <br> "Choices," by Nikki Giovanni | Poetry <br> Explanatory Writing | $\begin{aligned} & \text { RL.7.1, RL.7.2, } \\ & \text { RL.7.4 } \end{aligned}$ | $\begin{aligned} & \text { RL.7.5, RL.7.10 • W.7.2a, } \\ & \text { W.7.9a • L.7.1a, L.7.4c, } \\ & \text { L.7.5a, L.7.5c, L.7.6 } \end{aligned}$ |
| 1.4 Exploring the Personal Narrative | 1-2 | "The Scholarship Jacket," by Marta Salinas | Personal Narrative <br> Explanatory Writing | $\begin{aligned} & \text { RL. } 7.2 \text { • W.7.3, } \\ & \text { W.7.3a } \end{aligned}$ | $\begin{aligned} & \text { RL.7.1, RL.7.3, RL.7.4, } \\ & \text { RL.7.6 - W.7.4 - L.7.4b } \end{aligned}$ |
| LC 1.4 Language Checkpoint: Using Possessive Nouns (Optional) | 1 |  | Revising | $\begin{aligned} & \text { W.7.5 = L.7.1, } \\ & \text { L.7.2 } \end{aligned}$ |  |
| 1.5 Analyzing Language | 2 | Excerpt from Bad Boy, by Walter Dean Myers | Memoir <br> Narrative Writing | $\begin{aligned} & \text { RI.7.1, RI.7.3 ■ } \\ & \text { W.7.3, W.7.3a } \end{aligned}$ | RI.7.2, RI.7.4, RI.7.6, RI.7.10 • W.7.3b, W.7.3c, W.7.4, W.7.10 - L.7.1a, L.7.4a, L.7.4b, L.7.4c, L.7.6 |
| 1.6 Timed Writing: Choosing a Topic and Drafting a Personal Narrative | 1-2 |  | Narrative Writing and Revising | $\begin{aligned} & \text { W.7.3, W.7.3a • } \\ & \text { SL.7.1, SL.7.1a } \end{aligned}$ | W.7.3c, W.7.4, W.7.5 • SL.7.1b, SL.7.1c - L.7.6 |
| 1.7 Once Upon a Time: Revising the Beginning | 1 |  | Revising | RI.7.5 - W.7.5 | $\begin{aligned} & \text { RI. } 7.3 \text { •W.7.3a, W. } 7.10 \text { • } \\ & \text { L.7.6 } \end{aligned}$ |
| 1.8 Can you Sense It? Revising the Middle | 1 | "Why Couldn't I Have Been Named Ashley?" by Imma Achilike | Personal Narrative <br> Narrative Writing | RI.7.1 - W.7.3d | SL.7.2 - L.7.2a, L.7.4a |
| 1.9 Tie It Together: Revising the Ending | 1 |  | Narrative Writing and Revising | $\begin{aligned} & \text { RI.7.5 • W.7.3e, } \\ & \text { W.7.5 } \end{aligned}$ | RI.7.2 - SL.7.1a |
| Embedded Assessment 1: <br> Revising a Personal Narrative About Choice | 2 |  | Narrative Writing | W.7.3a, W.7.3b, W.7.3d, W.7.3e, W.7.5 | W.7.2, W.7.4, W.7.5, W.7.10 • SL.7.1 - L.7.2a, L.7.2b |
| 1.10 Previewing Embedded Assessment 2: Expanding Narrative Writing | 1 |  |  | L.7.6 |  |
| 1.11 Poor Choices: "Phaethon" | 2 | "Phaethon," by Bernard Evslin | Myth <br> Explanatory Writing | RL.7.1, RL.7.3 | RL.7.2, RL.7.4, RL.7.10 • W.7.2a, W.7.2b, W.7.2d, W.7.9a, W.7.10 - L.7.3a |
| 1.12 A Matter of Pride | 1 | "Arachne," by Olivia E. Coolidge | Myth <br> Research Writing | RL.7.1, RL.7.3 | $\begin{aligned} & \text { RL.7.2, RL.7.6, RL.7. } 10 \text { - } \\ & \text { W.7.7 - SL.7.1a } \end{aligned}$ |
| 1.13 Symbolic Thinking | 1 |  | Research Writing | RL.7.4 - W.7.7 | SL.7.4 - L.7.6 |
| 1.14 Animals as Symbols | 1 | "The Burro and the Fox," by Angel Vigil | Fable <br> Research Writing | RL.7.1, RL.7.4 | W.7.9a - L.7.4b |


|  | Class <br> Periods | Text Selections |
| :--- | :--- | :--- | :--- | :--- | :--- |$\quad$| Reading and |
| :--- |
| Writing Focus |$\quad$| Focus |
| :--- |
| Standards |$\quad$| Additional Standards |
| :--- |
| l.15 Creation Myths from Around <br> the Globe |

## Additional Skill Topics

Language and Writer's Craft

- Coherence
- Punctuating Coordinate Adjectives
- Pronouns and Antecedents
- Sentence Variety

| Grammar and Usage | Speaking and Listening |
| :--- | :--- |
| $>$ Punctuation | $>$ Discussion Groups |
| $>$ Compound-Complex Sentences | $>$ Writing Groups |
| $>$ Commas | $>$ Jigsaw |
|  | $>$ Presenting |
|  | $>$ Passage Audio |

Unit 2: What Influences My Choices?

| Activity | Class Periods | Text Selections | Reading and Writing Focus | Focus Standards | Additional Standards |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 2.1 Previewing the Unit | 1 |  |  | L.7.6 | RI.7.10 |
| 2.2 What Is the issue? | 2 | "\$211 Billon and So Much to Buy - American Youths, the New Big Spenders" | Informational Text | $\begin{aligned} & \text { RI.7.1, RI. } 7.5 \text { • } \\ & \text { SL 7.1 } \end{aligned}$ | $\begin{aligned} & \text { RI.7.2, RI.7.10 • W.7.10 • } \\ & \text { SL.7.6 : L.7.6 } \end{aligned}$ |
| 2.3 Analyzing Informational Text | 2 | "Facts About Marketing to Children," by The Center for a New American Dream | Informational Text | $\begin{aligned} & \text { RI. } 7.5 \text { • } \\ & \text { W.7.7 • SL } 7.1 \end{aligned}$ | $\begin{aligned} & \text { RI.7.1, RI.7.2, RI.7.10 • } \\ & \text { L.7.4a, L.7.6 } \end{aligned}$ |
| 2.4 How Do They Do It? Analyzing Ads | 1 |  | Explanatory Writing and Revising | W.7.2, W.7.2a | RI.7.6, RI.7.1 - W.7.2b, W.7.2c, <br> W.7.4, W.7.5 • L.7.4b, L.7.6 |
| 2.5 Advertising for All | 2 |  | Explanatory Writing | W.7.2, W.7.2a • SL.7.la | $\begin{aligned} & \text { RI.7.1 • W.7.2b, W.7.4, } \\ & \text { W.7.10 • L.7.3a } \end{aligned}$ |
| 2.6 Evaluating Sources: How Credible Are They? | 1.5 | "Statement of Commissioner Michael J. Copps," from the Federal Communication Commission website | Informational Text <br> Explanatory and Research Writing | W.7.2, W.7.8 | $\begin{aligned} & \text { RI.7.1, RI. } 7.6 \text { : W. } 7.7 \text { • } \\ & \text { SL.7.2 } \end{aligned}$ |
| 2.7 Gathering Evidence from a Film | 1 | The Myth of Choice: How Junk Food Marketers Target Our Kids | Film <br> Research Writing | W.7.8 - SL.7.1a | $\begin{aligned} & \text { W.7.7, W.7.9b • SL.7.2, } \\ & \text { SL.7.6 } \end{aligned}$ |
| 2.8 Gathering Evidence from a News Article | 2 | "Marketing to Kids Gets More Savvy with New Technologies" | News Article <br> Explanatory Writing | $\begin{aligned} & \text { RI.7.1, RI.7.9 ■ } \\ & \text { W.7.2 } \end{aligned}$ | $\begin{aligned} & \text { RI.7.2, RI.7.5, RI.7.10 = W.7.5 } \\ & \text { SL.7.1a }=\text { L.7.1b, L.7.4a, } \\ & \text { L.7.5a } \end{aligned}$ |
| 2.9 Gathering Evidence: Bringing It All Together | 2 |  | Explanatory Writing | W.7.2f, W.7.5 | W.7.10 |
| Embedded Assessment 1: Writing an Expository Essay and Participating in a Collaborative Discussion | 2 |  | Explanatory and Research Writing and Revising | W.7.2a, W.7.2b, W.7.2c, W.7.2f, W.7.4, W.7.9b • L.7.2b | $\begin{aligned} & \text { SL.7.1a, SL.7.1b, SL.7.1c, } \\ & \text { SL.7.1d }=\text { L.7.1b } \end{aligned}$ |
| 2.10 Unpacking Embedded Assessment 2: Preparing for Argumentative Writing | 1 |  |  | W.7.10 - SL.7.1a | SL.7.1b |
| 2.11 Which Claims to Believe | 2 | "America the Not-SoBeautiful," by Andrew A. Rooney | Essay <br> Revising | RI.7.8 - W.7.5 | RI.7.1, RI.7.3, RI.7.4, RI.7.6, RI.7.10 • SL.7.1a - L.7.4b, L.7.6 |
| LC 2.11 Language Checkpoint: Writing Parallel Lists (Optional) | 1 |  | Revising | $\begin{aligned} & \text { W.7.5 = L.7.1, } \\ & \text { L.7.2 } \end{aligned}$ |  |
| 2.12 Exploring and Evaluating Reasons and Evidence | 2 | "Another Study Highlights the Insanity of Selling Junk Food in School Vending Machines," by Karen Kaplan | Informational Text <br> Argument and Research Writing | RI.7.8 - W.7.7 | RI.7.1, RI.7.6, RI.7.10 $\quad$ W.7.1a, W.7.1b, W.7.1c, W.7.8 <br> - SL.7.1a - L.7.1a |
| 2.13 Just the Right Rhetoric: Logical Appeals | 2 | "Ain't I a Woman?" <br> by Sojourner Truth <br> "Remarks to the U.N. 4th World Conference on Women Plenary Session" (excerpt), by Hillary Rodham Clinton | Speeches <br> Revising | $\begin{aligned} & \text { RI.7.1, RI.7.7, } \\ & \text { RI.7.8 } \end{aligned}$ | RI.7.4, RI.7.6, RI.7.9, RI.7.10 • <br> W.7.5 • SL.7.la • L.7.1a, L.7.6 |


|  | Class <br> Periods | Text Selections | Reading and <br> Writing Focus | Focus <br> Standards | Additional Standards |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |

## Additional Skill Topics

## Language and Writer's Craft

- Revising for Cohesion and Clarity
- Revising for Precise Language and Formal Style
- Sentence Variety
- Sentence Structure
- Using Rhetorical Devices
- Phrases and Clauses


## Grammar and Usage

- Colons
- Compound Sentences
- Parallel Structure
- Easily Confused Words
- Cultural Connections
- Phrases and Clauses
- Complex Sentences
- Dangling Modifiers


## Speaking and Listening

- Writing Groups
- Discussion Groups
- Fishbowl Discussion
- Debating
- Passage Audio

Unit 3: Choices and Consequences

## Pacing: 30.5 (50-minute) class periods

| Activity | Class Periods | Text Selections | Reading and Writing Focus | Focus Standards | Additional Standards |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 3.1 Previewing the Unit | 1 |  |  | L.7.6 |  |
| 3.2 Peeling a Tangerine | 1 |  | Narrative Writing | $\begin{aligned} & \text { RL.7.1 •W.7.3b, } \\ & \text { W.7.3d } \end{aligned}$ | SL.7.1a - L.7.6 |
| 3.3 Reading the Novel Tangerine | 1 | Tangerine, by Edward Bloor | Novel | $\begin{aligned} & \text { RL.7.1 • SL.7.1, } \\ & \text { SL.7.1a } \end{aligned}$ | $\begin{aligned} & \text { RL.7.10 • W.7.9a, W.7. } 10 \text { • } \\ & \text { L.7.6 } \end{aligned}$ |
| 3.4 There's a New Kid in Town | 1 | Tangerine, by Edward Bloor | Explanatory Writing | $\begin{aligned} & \text { RL.7.3 • W.7.2, } \\ & \text { W.7.2a - L.7.1a } \end{aligned}$ | $\begin{aligned} & \text { RL.7.1, RL.7.10 - W. } 7.5 \text { • } \\ & \text { L.7.1b, L.7. } \end{aligned}$ |
| 3.5 Like Mother, Like Son? | 1.5 | Tangerine, by Edward Bloor | Explanatory Writing | $\begin{aligned} & \text { RL.7.1, RL. } 7.6 \text { • } \\ & \text { W.7.9 } \end{aligned}$ | $\begin{aligned} & \text { RL.7.10 • W.7.10 • SL.7.1a • } \\ & \text { L.7.6 } \end{aligned}$ |
| 3.6 Oh, Brother! | 2 | Tangerine, by Edward Bloor | Explanatory Writing and Revising | RL.7.1 - W.7.2, W.7.2a, W.7.5 | RL.7.10 • W.7.2b, W.7.2c, W.7.2f, W.7.4, W.7.6, W.7.9a, W.7.10 - SL.7.1a - L.7.1a, L.7.3a |
| 3.7 September 11 Perspectives | 1 | "A Stunning Tale of Escape Traps Its Hero in Replay," by Harry Bruinius | News Article <br> Revising | RL.7.9, RI.7.6 | RL.7.1, RL.7.10 • RI.7.1 • W.7.5, W.7.9a, W.7.10 • SL.7.1a, SL.7.1c • L.7.1a, L.7.1b, L.7.3a, L.7.6 |
| 3.8 SIFTing Through Tangerine | 1.5 | Tangerine, by Edward Bloor | Explanatory Writing and Revising | $\begin{aligned} & \text { RL.7.1, RL.7.2 • } \\ & \text { L.7.1, L.7.1a } \end{aligned}$ | RL.7.3, RL.7.4, RL.7.10 • <br> W.7.2a, W.7.2b, W.7.2d, W.7.4, W.7.5, W.7.9a, W.7.10 • L.7.4c, L.7.5a, L.7.6 |
| 3.9 Same Sport, Different School | 1 | Tangerine, by Edward Bloor | Explanatory Writing | $\begin{aligned} & \text { RL.7.1 • W.7.2, } \\ & \text { W.7.2a } \end{aligned}$ | W.7.2b, W.7.2c, W.7.4, W.7.9a • SL.7.la |
| 3.10 A Good Sport | 1.5 | Tangerine, by Edward Bloor | Explanatory Writing | RL.7.1 • W.7.2, <br> W.7.2a • SL.7.1a | RL.7.2, RL.7.10 • W.7.2f, <br> W.7.4, W.7.5, W.7.9a, W.7.10 <br> - SL.7.1b, SL.7.1c, SL.7.1d |
| 3.11 Seeing is Believing | 1.5 | Tangerine, by Edward Bloor | Explanatory Writing | W.7.2, W.7.2a • L.7.5, L.7.5a | RL.7.1, RL.7.4, RL.7.10 • W.7.4 • SL.7.1a, SL.7.1d |
| 3.12 Conflicts and Consequences | 1 | Tangerine, by Edward Bloor | Explanatory Writing | $\begin{aligned} & \text { RL. } 7.3 \text { • W.7.9, } \\ & \text { W.7.9a } \end{aligned}$ | $\begin{aligned} & \text { RL.7.1, RL.7.4, RL.7.10 • } \\ & \text { W.7.4 • SL.7.1a, SL.7.1d • } \\ & \text { L.7.6 } \end{aligned}$ |
| 3.13 Mourning and Night | 1 | "To an Athlete Dying <br> Young," by A. E. Housman | Poetry | RL.7.2, RL.7.4 | $\begin{aligned} & \text { RL.7.1, RL.7.10 • W.7.10 • } \\ & \text { L.7.5a, L.7.6 } \end{aligned}$ |
| 3.14 The Final Score | 1.5 | Tangerine, by Edward Bloor | Explanatory Writing | $\begin{aligned} & \text { RL.7.1, RL.7.2 • } \\ & \text { W.7.5 } \end{aligned}$ | $\begin{aligned} & \text { RL.7.3, RL.7.10 • W.7.2, } \\ & \text { W.7.4, W.7.9a - SL.7.1a, } \\ & \text { SL.7.4 - L.7.6 } \end{aligned}$ |
| Embedded Assessment 1: Writing a Literary Analysis Essay | 2 |  | Explanatory Writing and Revising | W.7.2a, W.7.2b, W.7.2c, W.7.2d, W.7.2e, W.7.2f, W.7.5, W.7.9a • L.7.2b | RL.7.1, RL.7.2, RL.7.3 • <br> W.7.10 • SL.7.la |
| 3.15 Previewing Embedded Assessment 2 and Analyzing Words That Inspire | 1 |  |  | SL.7.1, SL.7.1a |  |
| 3.16 Nelson Mandela in Hollywood | 1 | Invictus, directed by Clint Eastwood | Film <br> Research Writing | W.7.7 • SL.7.1, SL.7.1a, SL.7.2 |  |

[^42]Unit 3: Choices and Consequences

| Activity | Class Periods | Text Selections | Reading and Writing Focus | Focus Standards | Additional Standards |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 3.17 A Long Walk to Peace | 1 | "The Nobel Peace Prize 1993, Biography of Nelson Mandela" <br> Excerpt from Long Walk to Freedom, by Nelson Mandela | Biography Autobiography | RI.7.1, RI.7.9 | RI.7.2, RI.7.6 - L.7.1a |
| 3.18 Planning for Research and Citing Sources | 2 |  | Research Writing | W.7.8 - SL.7.4 | W.7.7 • SL.7.1a - L.7.6 |
| 3.19 Visual Impact | 1 | Landmarks of Nelson Mandela's Life | Informational Text | SL.7.2, SL.7.5 | RI.7.5 |
| 3.20 Comparing Text and Film | 2 | "Invictus," by William Ernest Henley <br> Excerpts from Playing the Enemy: Nelson Mandela and the Game That Made a Nation, by John Carlin | Poetry <br> Nonfiction | $\begin{aligned} & \text { RL.7.1, RL.7.2 • } \\ & \text { RI.7.7, RI.7.10 } \end{aligned}$ | RI.7.1, RI.7.3, RI.7.5, RI.7.9 • W.7.8 - SL.7.1a, SL.7.2 |
| LC 3.20 Language Checkpoint: Using Pronouns (Optional) | 1 |  | Revising | W.7.5 - L.7.1 |  |
| 3.21 Follow the Leader | 1 | Excerpt from Nelson <br> Mandela's Nobel Prize <br> Acceptance Speech <br> *Speeches by Great Leaders | Speech <br> Research Writing | RI.7.1 - W.7.7 | $\begin{aligned} & \text { RI.7.4, RI.7.10 • W.7.8, } \\ & \text { W.7.9b }- \text { SL.7.1, SL.7.3 } \\ & \text { L.7.1c } \end{aligned}$ |
| Embedded Assessment 2: Creating a Biographical Presentation | 2 |  | Research Writing and Revising | W.7.6, W.7.8 SL.7.1b, SL.7.4, SL.7.5 | W.7.5, W.7.7 • SL.7.1a, SL.7.1c, SL.7.1d, SL.7.2 |

## Additional Skill Topics

Language and Writer's Craft
Writing and Revising with Subordinate
Clauses
Revising with Coordinating Conjunction
Understanding Phrases

- Active Versus Passive Voice
- Adjectival and Prepositional Phrases
- Dangling and Misplaced Modifiers

| Grammar and Usage | Speaking and Listening |
| :---: | :---: |
| - Citing Literature | - Jigsaw |
| - Direct Quotations | - Writing Group |
| - Punctuating Transitions | - Discussion Groups |
| - Conjunctions | - Passage Audio |
| - Verbs | - Choral Reading |
| - Appositives | - Film Viewing |
| - Correlative Conjunctions | - Presenting |


| Activity | Class Periods | Text Selections | Reading and Writing Focus | Focus Standards | Additional Standards |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 4.1 Previewing the Unit | 1 |  |  | L.7.6 |  |
| 4.2 Using Language for Effect | 3 | "Stopping by Woods on a Snowy Evening," by Robert Frost <br> "maggie and milly and molly and may," by E.E. Cummings "Mother to Son," by Langston Hughes Haiku by José Juan Tablada "It Happened in Montgomery," by Phil W. Petrie | Poetry <br> Explanatory Writing | RL.7.4, RL.7.5 | $\begin{aligned} & \text { RL.7.10 : W.7.10 - SL.7.1a, } \\ & \text { SL.7.6 : L.7.4a, L.7.6 } \end{aligned}$ |
| 4.3 Analyzing a Comedic Monologue | 3 |  | Narrative Writing | SL.7.2 | W.7.3a, W.7.3b • SL.7.1c, SL.7.1d • L.7.4b, L.7.6 |
| 4.4 Analyzing and Presenting a Dramatic Monologue | 2 | "Roommate," by Deborah Karczewski <br> "Mr. Perfect," by Deborah Karczewski <br> "Family Addition," by Deborah Karczewski | Monologues | $\begin{aligned} & \text { SL.7.1, SL.7.1a, } \\ & \text { SL.7.4 L.7.1b } \end{aligned}$ | RL.7.10 - SL.7.2, SL.7.6 • <br> L.7.1c, L.7.3a, L.7.6 |
| 4.5 Analyzing and Responding to Narrative Poetry | 2 | "The Raven," by Edgar Allan Poe | Poetry <br> Explanatory Writing | RL.7.1 - L.7.6 | RL.7.2, RL.7.5, RL.7.10 |
| 4.6 Transforming a Traditional Tale | 3 | "Little Red Riding Hood and the Wolf," by Roald Dahl | Poetry <br> Narrative Writing | RL.7.4, RL.7.5 W.7.3, W.7.3a | $\begin{aligned} & \text { RL.7.1, RL.7.6 - W.7.3b, } \\ & \text { W.7.3c, W.7.3d, W.7.3e, W.7.4, } \\ & \text { W.7.5, W.7.10 - SL.7.1a, } \\ & \text { SL.7.4, SL.7.6 L.7.6 } \end{aligned}$ |
| 4.7 Using Language to Develop Theme | 3 | "The Highwaymen of Hounslow Heath" "The Highwayman," by Alfred Noyes | Informational Text <br> Poetry <br> Narrative Writing | $\begin{aligned} & \text { RL.7.9 = W.7.3, } \\ & \text { W.7.3a } \end{aligned}$ | RL.7.1, RL.7.4, RL.7.10 • RI.7.2, RI.7.4, RI.7.10 • W.7.3b, W.7.3c, W.7.3d, W.7.3e, W.7.4, W.7.5, W.7.9b, W.7.10 • L.7.4a |
| Embedded Assessment 1: Creating and Presenting a Monologue | 4 |  | Narrative Writing and Revising | W.7.3a, W.7.3b, W.7.3c, W.7.3d, W.7.3e, W.7.5, W.7.10 • SL.7.1a, SL.7.6 | W.7.4 - L.7.1b, L.7.2b, L.7.3a |
| 4.8 Previewing Embedded Assessment 2 and Performing Shakespeare | 1 |  |  | L.7.6 |  |
| 4.9 Putting on the Mask | 1-2 | "We Wear the Mask," by Paul Laurence Dunbar | Poetry | RL.7.1, RL.7.4 | $\begin{aligned} & \text { RL.7. } 10 \text { • SL.7.2, SL.7.4, } \\ & \text { SL.7.5 - L.7.4a, L.7.5a, L.7.5c } \end{aligned}$ |
| 4.10 Improvisation | 1-2 |  |  | RL.7.1 - SL.7.2 | $\begin{aligned} & \text { RL.7.3 : SL.7.1c, SL. } 7.4 \text { • } \\ & \text { L.7.6 } \end{aligned}$ |
| 4.11 Analyzing and Delivering a Shakespearean Monologue | 2 | Excerpt from Twelfth Night, by William Shakespeare | Drama | RL.7.1, RL.7.7 • SL.7.4 | RL.7.2, RL.7.10 - L.7.4d, L.7.6 |
| 4.12 Acting for Understanding | 1 | Excerpt from Twelfth Night, by William Shakespeare | Drama | RL.7.1 - SL.7.4 | $\begin{aligned} & \text { RL.7. } 10 \text { : SL. } 7.6 \text { : L.7.5a, } \\ & \text { L.7.6 } \end{aligned}$ |
| 4.13 Interpreting Character in Performance | 2 | Excerpt from Twelfth Night, by William Shakespeare | Drama <br> Explanatory Writing | $\begin{aligned} & \text { RL.7.1, RL.7.3 - } \\ & \text { SL.7.4 } \end{aligned}$ | RL.7.10 • W.7.2a, W.7.2b, W.7.3a, W.7.9a, W.7.10 - SL.7.lb |

Pacing:
38-40 (50-minute)
class periods

| Activity | Class Periods | Text Selections | Reading and Writing Focus | Focus Standards | Additional Standards |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 4.14 Comparing Film and Text | 1.5 | Excerpt from Twelfth Night, by William Shakespeare | Drama | RL.7.1, RL.7.7 | RL.7.10 • SL.7.2, SL.7.4 |
| 4.15 Stage Directions | 1.5 | Excerpt from Twelfth Night, by William Shakespeare | Drama | RL.7.7 | $\begin{aligned} & \text { RL.7.1, RL.7.2, RL.7.10 - } \\ & \text { SL.7.4 - L.7.6 } \end{aligned}$ |
| 4.16 Exploring Theatrical Elements | 2 | Excerpt from Twelfth Night, by William Shakespeare | Drama | RL.7.1, RL.7.7 | RL.7.10 |
| Embedded Assessment 2: <br> Performing a Shakespearean Dialogue | 4 |  |  | $\begin{aligned} & \text { RL.7.1 : W.7.10 - } \\ & \text { SL.7.2, SL.7.4 } \end{aligned}$ | RL.7.3 - SL.7.5, SL.7.6 |

## Additional Skill Topics

## Language and Writer's Craft

- Dangling and Misplaced Modifiers
- Varying Syntax for Effect

| Grammar and Usage | Speaking and Listening |
| :--- | :--- |
| $\bullet$ Cultural Connections | $>$ Jigsaw |
| $\bullet$ Punctuation | $>$ Oral Interpretation |
| $\bullet$ Relative Pronouns | $>$ Discussion Groups |
|  | $>$ Role-Playing |
|  | $>$ Choral Reading |
|  | $>$ Passage Audio |
|  | $>$ Drama Games |
|  | $>$ Performing |

## Course 2 Curriculum Map

ACTIVITY 1
Unit 1: Number Systems

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 45-min. period | On Grade Level | Core materials (p. 23) | Unpacking Embedded Assessment 1 <br> Positive Rational Numbers and Adding and Subtracting Integers-Off to the Races | 7.NS.A.1, 7.NS.A.1a, <br> 7.NS.A.1b, 7.NS.A.1c, <br> 7.NS.A.1d, 7.NS.A.2, <br> 7.NS.A.2d, 7.NS.A. 3 | Assessment Focus <br> - Perform operations on rational numbers. <br> - Convert rational numbers to decimals. <br> - Find the absolute value of an integer. <br> - Compare integers. <br> - Add integers. <br> - Subtract integers. |
| 10 min . | Approaching Grade Level | Core materials (p. 1) | Unit 1 Overview / Getting Ready | Assesses prerequisite skills necessary for Unit 1. |  |
| 10 min . | Approaching Grade Level | Math Skills <br> Workshop (p. 2) | Absolute Value | 6.NS.C. 7 | - Find the absolute value of a number. |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 3) | Operations with Rational Numbers | 6.NS.B.2, 6.NS.B.3, 7.NS.A.1, 7.NS.A.2c | - Order fractions and decimals. |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 7) | Ordering Fractions and Decimals | 6.NS.C. 7 | - Identify and apply properties of numbers. |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 9) | Properties of Whole Numbers | 6.NS.B.2, 6.NS.B.3, 7.NS.A.1, 7.NS.A.2c | - Perform operations on rational numbers. |
| 10 min . | Approaching Grade Level | Math Skills <br> Workshop (p. 12) | Visual Representations | 6.NS.C. 6 | - Create and use number lines and Venn diagrams to solve problems. |
| 2 45-min. periods | On Grade Level | Core materials (p. 3) | Lesson 1-1 Adding and Subtracting Decimals | 7.NS.A. 1 | - Solve problems with decimals, using addition and subtraction. <br> - Justify solutions with decimals, using addition and subtraction. <br> - Estimate decimal sums and differences. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 4) | Lesson 1-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / <br> Assessments | Lesson 1-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 1 45-min. period | On Grade Level | Core materials (p. 5) | Lesson 1-2 Multiplying and Dividing Decimals | 7.NS.A. 2 | - Estimate decimal products and quotients. <br> - Solve problems involving multiplication and division of decimals. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 6) | Lesson 1-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |

## Course 2 Curriculum Map

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 1-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 1 45-min. period | On Grade Level | Core materials (p. 7) | Lesson 1-3 Operations with Fractions | 7.NS.A. 2 | - Solve problems with fractions using addition, subtraction, multiplication, and division. <br> - Estimate with fractions. |
| 10 min . | Approaching Grade Level | Math Skills <br> Workshop (p. 14) | Adding and Subtracting Fractions with Unlike Denominators | 5.NF.A.1, 7.NS.A.1 | - Model one-step equations using manipulatives. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 10) | Lesson 1-3 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 1-3 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 145-min. period | On Grade Level | Core materials (p. 11) | Lesson 1-4 Converting Rational Numbers to Decimals | 7.NS.A.2d | - Convert a fraction to a decimal. <br> - Understand the difference between terminating and repeating decimals. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 12) | Lesson 1-4 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / <br> Assessments | Lesson 1-4 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| l 45-min. period | On Grade Level | Core materials (p. 13) | Activity 1 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |  |
| (1)HANACADEMY |  |  | View Khan Academy Videos: Adding Decimals: $9.087+15.31$ Adding Decimals: $0.822+5.65 \bullet$ Subtracting Decimals: $9.57-8.09$ <br> $\bullet$ Subtracting Decimals: 39.1-0.794 • Multiplying Decimals Example • Multiplying Challenging Decimals • Dividing by a Multi- <br> Digit Decimal • Dividing a Whole Number by a Decimal • Dividing a Decimal by a Whole Number $\bullet$ Adding Fractions with Like <br> Denominators $\bullet$ Adding Fractions with Unlike Denominators •Subtracting Fractions with Unlike Denominators Adding Mixed <br> Numbers: $193 / 18+182 / 3 \bullet$ Subtracting Mixed Numbers: 7 6/9-32/5 $\bullet$ Adding Mixed Numbers with Regrouping •Subtracting <br> Mixed Numbers with Regrouping (Unlike Denominators) • Fraction Word Problem: Piano • Fraction Word Problem: Lizard • Adding <br> Fractions Word Problem: Paint •Subtracting Fractions Word Problem: Tomatoes •Multiplying 2 Fractions: 5/6 x 2/3 • Multiplying <br> Mixed Numbers • Dividing Fractions: $3 / 5 \div 1 / 2 \bullet$ Dividing Fractions: $2 / 5 \div 7 / 3 \bullet$ Dividing Mixed Numbers $\bullet$ Dividing Mixed Numbers <br> - Dividing Whole Numbers \& Fractions: T-shirts • Worked Example: Converting a Fraction (7/8) to a Decimal • Fraction to Decimal: <br> 11/25 • Rewriting Tricky Fractions to Decimals $\bullet$ Converting a Fraction to a Repeating Decimal |  |  |

## Course 2 Curriculum Map

## ACTIVITY 2 Unit 1: Number Systems

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 145-min. period | On Grade Level | Core materials (p. 15) | Lesson 2-1 Adding Integers | $\begin{aligned} & \text { 7.NS.A.1, 7.NS.A.1a, } \\ & \text { 7.NS.A. } 3 \end{aligned}$ | - Add two or more integers. <br> - Identify and combine opposites. <br> - Solve real-world problems by adding integers. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 18) | Lesson 2-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 2-1 Quiz | Opportunity to demonstrate | knowledge and skills developed in the lesson. |
| $145-\mathrm{min} .$ <br> period | On Grade Level | Core materials (p. 19) | Lesson 2-2 Subtracting Integers | 7.NS.A.1b, 7.NS.A. 3 | - Subtract integers. <br> - Find distances using absolute value. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 21) | Lesson 2-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 2-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 1 45-min. period | On Grade Level | Core materials (p. 22) | Activity 2 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |  |
| 1 45-min. <br> period | On Grade Level | Core materials (p. 23) | Embedded Assessment 1 <br> Positive Rational Numbers and Adding and Subtracting Integers-Off to the Races | $\begin{aligned} & \text { 7.NS.A.1, 7.NS.A.1a, } \\ & \text { 7.NS.A.1b, 7.NS.A.1c, } \\ & \text { 7.NS.A.1d, 7.NS.A.2, 7.NS.A. } \end{aligned}$ | Assessment Focus <br> - Perform operations on rational numbers. <br> - Convert rational numbers to decimals. <br> - Find the absolute value of an integer. <br> - Compare integers. <br> - Add integers. <br> - Subtract integers. |

View Khan Academy Videos: Adding Negative Numbers Example • Adding Numbers with Different Signs • Inverse Property of Addition • Adding \& Subtracting Negative Numbers • Absolute Value and Number Lines • Absolute Value as Distance Between Numbers

# Course 2 Curriculum Map 

## ACTIVITY 3

Unit 1a Number Systems

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 45-min. period | On Grade Level | Core materials (p. 47) | Unpacking Embedded Assessment 2 <br> Rational Number Operations and Multiplying and Dividing Integers-Top to Bottom | 7.NS.A.1, 7.NS.A.1b, 7.NS.A.1c, 7.NS.A.2, 7.NS.A.2a, 7.NS.A.2b, 7.NS.A.2c, 7.NS.A.2d, 7.NS.A. 3 | Assessment Focus <br> - Multiply integers. <br> - Divide integers. <br> - Perform operations on rational numbers. |
| 1 45-min. period | On Grade Level | Core materials (p. 25) | Lesson 3-1 Multiplying Integers | 7.NS.A.2, 7.NS.A. 3 | - Multiply two or more integers. <br> - Apply properties of operations to multiply integers. <br> - Solve real-world problems by multiplying, adding, and subtracting integers. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 28) | Lesson 3-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 3-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 1 45-min. period | On Grade Level | Core materials (p. 29) | Lesson 3-2 Dividing Integers | 7.NS.A. 3 | - Divide integers. <br> - Solve real-world problems by dividing integers and possibly adding, subtracting, or multiplying integers as well. |
| 15-25 <br> min. | On Grade Level | Core materials (p. 30) | Lesson 3-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 3-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| $1 \text { 45-min. }$ <br> period | On Grade Level | Core materials (p. 31) | Activity 3 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |  |

KHANACADEMY
View Khan Academy Videos: Why a Negative Times a Negative is a Positive •Why a Negative Times a Negative Makes Sense $\bullet$ Multiplying Positive \& Negative Numbers • Dividing Positive and Negative Numbers • Multiplying and Dividing Negative Numbers

## Course 2 Curriculum Map

ACTIVITY 4
Unit 1: Number Systems

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 145 -min. period | On Grade Level | Core materials (p. 33) | Lesson 4-1 Sets of Rational Numbers | MP. 6 | - Given a rational number, determine whether the number is a whole number, an integer, or a rational number that is not an integer. <br> - Describe relationships between sets of rational numbers. |
| $\begin{aligned} & \text { l5-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 35) | Lesson 4-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 4-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 145 -min. period | On Grade Level | Core materials (p. 36) | Lesson 4-2 Adding Rational Numbers | 7.NS.A.1, 7.NS.A.1b | - Add two or more rational numbers. <br> - Use properties of addition to add rational numbers. <br> - Solve real-world problems by adding two or more rational numbers. |
| 15-25 <br> min. | On Grade Level | Core materials (p. 38) | Lesson 4-2 Practice | Opportunity to apply know | dge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 4-2 Quiz | Opportunity to demonst | nowledge and skills developed in the lesson. |
| 145 -min. period | On Grade Level | Core materials (p. 39) | Lesson 4-3 Subtracting Rational Numbers | 7.NS.A.1, 7.NS.A.1c | - Subtract rational numbers. <br> - Apply the fact that for all rational numbers $a$ and $b, a-b=a+(-b)$, to add and subtract rational numbers. <br> - Solve real-world problems by subtracting rational numbers and possibly by adding rational numbers as well. |
| 15-25 <br> min. | On Grade Level | Core materials (p. 40) | Lesson 4-3 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 4-3 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 2 45-min. periods | On Grade Level | Core materials (p. 41) | Lesson 4-4 Multiplying and Dividing Rational Numbers | 7.NS.A.2, 7.NS.A.2c, 7.NS.A. 3 | - Multiply and divide rational numbers. <br> - Apply properties of operations to multiply and divide rational numbers. <br> - Solve real-world problems involving the four operations with rational numbers. |

## Course 2 Curriculum Map

## ACTIVITY 4

Unit 1: Number Systems

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career <br> Readiness Standards Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 44) | Lesson 4-4 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / <br> Assessments | Lesson 4-4 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| $145-\mathrm{min} .$ <br> period | On Grade Level | Core materials (p. 45) | Activity 4 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |
| $\begin{aligned} & 145-\mathrm{min} \text {. } \\ & \text { period } \end{aligned}$ | On Grade Level | Core materials (p. 47) | Embedded Assessment 2 <br> Rational Number Operations and Multiplying and Dividing Integers-Top to Bottom | 7.NS.A.1, 7.NS.A.1b, Assessment Focus <br> 7.NS.A.1c, 7.NS.A.2, $\bullet$ Multiply integers. <br> 7.NS.A.2a, 7.NS.A.2b, $\bullet$ Divide integers. <br> 7.NS.A.2c, 7.NS.A.2d, $\bullet$ Perform operations on rational numbers. <br> 7.NS.A.3  |
| $1 \text { 45-min. }$ <br> period | On Grade Level | SpringBoard Digital / Assessments | Unit 1 Assessments A/B | Opportunity to demonstrate knowledge and skills developed in the unit. |
| 10 min. per lesson | On Grade Level | Math Skills <br> Workshop (p. 16) | Additional Unit Practice | Opportunity to apply knowledge and practice skills developed in the unit. |

KHANACADEMY
View Khan Academy Videos: Adding Fractions with Different Signs• Adding \& Subtracting Fractions • Adding \& Subtracting Rational Numbers: 79\%-79.1-581/10• Adding \& Subtracting Rational Numbers: 0.79-4/3-1/2+150\%•Subtracting a Negative = Adding a Positive • Multiplying Positive and Negative Fractions • Dividing Negative Fractions

## Course 2 Curriculum Map

## ACTIVITY 5 Unit 2: Expressions and Equations

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 45-min. period | On Grade Level | Core materials (p. 65) | Unpacking Embedded Assessment 1 <br> Writing and Solving Equations-Fundraising Fun | 7.EE.A.1, 7.EE.A.2, <br> 7.EE.B.3, 7.EE.B.4, <br> 7.EE.B.4a | Assessment Focus <br> - Apply properties of operations. <br> - Model two-step equations. <br> - Write two-step equations. <br> - Solve two-step equations. |
| 10 min . | Approaching Grade Level | Core materials (p. 49) | Unit 2 Overview / Getting Ready | Assesses prerequisite skills necessary for Unit 2. |  |
| 10 min . | Approaching Grade Level | Math Skills <br> Workshop (p. 28) | Algebraic Expressions | 6.NS.C.7, 6.EE.A.1, 6.EE.A.2a, 6.EE.A.2c | - Write and evaluate algebraic expressions. |
| 10 min . | Approaching Grade Level | Math Skills <br> Workshop (p. 30) | Applications of Whole Numbers | $\begin{aligned} & \text { 7.RP.A.2, 7.RP.A.2c, } \\ & \text { 7.RP.A.3, 7.EE.B.4, } \\ & \text { 7.G.B.6 } \end{aligned}$ | - Identify and use operations on numbers to solve real-world problems. |
| 10 min . | Enrichment | Math Skills <br> Workshop (p. 32) | Solving One-Step Equations | 8.EE.C.7b | - Use inverse operations to solve equations. |
| 145-min. period | On Grade Level | Core materials (p. 51) | Lesson 5-1 Applying Properties of Operations | 7.EE.A. 1 | - Identify properties of operations. <br> - Apply properties of operations to simplify linear expressions. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 53) | Lesson 5-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / <br> Assessments | Lesson 5-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 2 45-min. periods | On Grade Level | Core materials (p. 54) | Lesson 5-2 Applying Properties to Factor and Expand | 7.EE.A. 1 | - Apply properties to factor and expand linear expressions. <br> - Rewrite expressions to see how the problem and quantities are related. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 57) | Lesson 5-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / <br> Assessments | Lesson 5-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |

## Course 2 Curriculum Map

| ACTIVITY 5 |  | Unit 2: Expressions and Equations |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career <br> Readiness Standards Learning Targets or Assessment Focus |
| $145-\mathrm{min} .$ period | On Grade Level | Core materials (p. 58) | Activity 5 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |
| (1)HANACADEMY |  |  | View Khan Academy Videos: Commutative Law of Addition • Commutative Law of Multiplication • Associative Law of Addition <br> - Associative Law of Multiplication • Identity Property of 1•Identity Property of 1 (Second Example) • Identity Property of 0• Inverse Property of Addition • Inverse Property of Multiplication • Distributive Property over Addition • Distributive Property over Subtraction <br> - Distributive Property Exercise Examples |  |

## Course 2 Curriculum Map

## ACTIVITY 6 Unit 2: Expressions and Equations

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 145-min. period | On Grade Level | Core materials (p. 59) | Lesson 6-1 Modeling and Writing Two-Step Equations | 7.EE.B. 4 | - Use variables to represent quantities in real-world problems. <br> - Model and write two-step equations to represent real-world problems. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 60) | Lesson 6-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 6-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| $\begin{aligned} & 2 \text { 45-min. } \\ & \text { periods } \end{aligned}$ | On Grade Level | Core materials (p. 61) | Lesson 6-2 Solving Two-Step Equations | 7.EE.B.3, 7.EE.B. 4 | - Solve two-step equations. <br> - Solve real-world problems by writing an equation of the form $p x+q=r$. |
| 10 min . | Approaching Grade Level | Math Skills <br> Workshop (p. 34) | Modeling One-Step Linear Equations | 6.EE.B.5, 6.EE.B.6, 6.EE.B.7, 7.NS.A. 1 | - Model one-step equations using manipulatives. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 63) | Lesson 6-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / <br> Assessments | Lesson 6-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 145 -min. period | On Grade Level | Core materials (p. 64) | Activity 6 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |  |
| 145 -min. period | On Grade Level | Core materials (p. 65) | Embedded Assessment 1 <br> Writing and Solving Equations-Fundraising Fun | 7.EE.A.1, 7.EE.A.2, <br> 7.EE.B.3, 7.EE.B.4, <br> 7.EE.B.4a | Assessment Focus <br> - Apply properties of operations. <br> - Model two-step equations. <br> - Write two-step equations. <br> - Solve two-step equations. |
| (1)ANACADEMY |  |  | View Khan Academy Videos: Two-Step Equation Word Problem: Computers • Two-Step Equation Word Problem: Garden • Intro to Two-Step Equations • Two-Step Equations Intuition • Worked Example: Two-Step Equations |  |  |

## Course 2 Curriculum Map

## ACTIVITY 7 Unit 2: Expressions and Equations

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 45-min. period | On Grade Level | Core materials (p. 75) | Unpacking Embedded Assessment 2 Solving Inequalities-A Gold Medal Appetite | 7.EE.B.3, 7.EE.B.4, <br> 7.EE.B.4b | Assessment Focus <br> - Model two-step inequalities. <br> - Write two-step inequalities. <br> - Solve two-step inequalities. |
| 2 45-min. periods | On Grade Level | Core materials (p. 67) | Lesson 7-1 Modeling and Writing Two-Step Inequalities | 7.EE.B.3, 7.EE.B. 4 | - Represent quantities in a real-world problem. <br> - Construct two-step inequalities to solve problems. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 69) | Lesson 7-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 7-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| l 45-min. period | On Grade Level | Core materials (p. 70) | Lesson 7-2 Solving Two-Step Inequalities | 7.EE.B.4b | - Solve two-step inequalities. <br> - Construct two-step inequalities to solve problems. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 73) | Lesson 7-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 7-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 145 -min. period | On Grade Level | Core materials (p. 74) | Activity 7 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |  |
| 1 45-min. period | On Grade Level | Core materials (p. 75) | Embedded Assessment 2 <br> Solving Inequalities-A Gold Medal Appetite | $\begin{aligned} & \text { 7.EE.B.3, 7.EE.B.4, } \\ & \text { 7.EE.B. } 4 \mathrm{~b} \end{aligned}$ | Assessment Focus <br> - Model two-step inequalities. <br> - Write two-step inequalities. <br> - Solve two-step inequalities. |
| 1 45-min. period | On Grade Level | SpringBoard Digital / <br> Assessments | Unit 2 Assessments A/B | Opportunity to demonstrate | knowledge and skills developed in the unit. |
| 10 min. per lesson | On Grade Level | Math Skills <br> Workshop (p. 36) | Additional Unit Practice | Opportunity to apply knowle | edge and practice skills developed in the unit. |
| KHANACADEMY |  |  | View Khan Academy Videos: Two-Step Inequality Word Problem: R\&B • Two-Step Inequality Word Problem: Apples • Two-Step Inequalities |  |  |

## Course 2 Curriculum Map

## ACTIVITY 8

Unit 3: Ratio and Proportion

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 45-min. period | On Grade Level | Core materials (p. 99) | Unpacking Embedded Assessment 1 Ratios, Proportions, and Proportional Reasoning-Weighing in on Diamonds | 7.RP.A.1, 7.RP.A.2, <br> 7.RP.A.2a, 7.RP.A.2b, <br> 7.RP.A.2c, 7.RP.A.2d | Assessment Focus <br> - Solve problems involving proportional relationships. <br> - Convert between measurement systems using unit rates and using proportions. <br> - Represent constant rates of change with equations of the form $y=k x$. <br> - Determine the constant of proportionality from a table, graph, or equation. |
| 10 min . | Approaching Grade Level | Core materials (p. 77) | Unit 3 Overview / Getting Ready | Assesses prerequisite skills necessary for Unit 3. |  |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 42) | Expressions and Equations | 8.EE.C. 7 | - Write and evaluate algebraic expressions. <br> - Solve equations. |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 45) | Fractions, Decimals, and Percents | 5.NF.B.4, 7.NS.A. 2 | - Convert fractions, decimals, and percents. |
| 10 min . | Approaching Grade Level | Math Skills <br> Workshop (p. 49) | Ratios, Tables, and Graphs | 6.RP.A.3, 6.RP.A.3a | - Write ratios using different representations. |
| 1 45-min. period | On Grade Level | Core materials (p. 79) | Lesson 8-1 Ratio and Unit Rates | $\begin{aligned} & \text { 7.RP.A.1, 7.RP.A.2, } \\ & \text { 7.RP.A.2b } \end{aligned}$ | - Express relationships using ratios. <br> - Find unit rates. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 81) | Lesson 8-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 8-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 1 45-min. period | On Grade Level | Core materials (p. 82) | Lesson 8-2 Identifying and Solving Proportions | 7.RP.A.2a, 7.RP.A.2b | - Determine whether quantities are in a proportional relationship. <br> - Solve problems involving proportional relationships. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 84) | Lesson 8-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / <br> Assessments | Lesson 8-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| $1 \text { 45-min. }$ period | On Grade Level | Core materials (p. 85) | Lesson 8-3 Converting Measurements | 7.RP.A.2a, 7.RP.A.2c | - Convert between measurement. <br> - Use unit rates and proportions for conversions. |

## Course 2 Curriculum Map



## Course 2 Curriculum Map

## ACTIVITY 9

Unit 3: Ratio and Proportion

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 145 -min. period | On Grade Level | Core materials (p. 89) | Lesson 9-1 Equations Representing Proportional Relationships | 7.RP.A.2c, 7.RP.A. 3 | - Given representations of proportional relationships, represent constant rates of change with equations of the form $y=k x$. <br> - Determine the meaning of points on a graph of a proportional relationship. <br> - Solve problems involving proportional relationships. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 93) | Lesson 9-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 9-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| $145-\mathrm{min} .$ period | On Grade Level | Core materials (p. 94) | Lesson 9-2 Constants of Proportionality | 7.RP.A.2b | - Determine the constant of proportionality from a table, graph, equation, or verbal description of a proportional relationship. |
| 10 min . | On Grade Level | Math Skills <br> Workshop (p. 51) | Determining the Constant of Proportionality | 7.RP.A.2b | - Find the constant of proportionality. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 96) | Lesson 9-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 9-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| l 45-min. period | On Grade Level | Core materials (p. 97) | Activity 9 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |  |
| 1 45-min. period | On Grade Level | Core materials (p. 99) | Embedded Assessment 1 <br> Ratios, Proportions, and Proportional Reasoning-Weighing in on Diamonds | 7.RP.A.1, 7.RP.A.2, <br> 7.RP.A.2a, 7.RP.A.2b, <br> 7.RP.A.2c, 7.RP.A.2d | Assessment Focus <br> - Solve problems involving proportional relationships. <br> - Convert between measurement systems using unit rates and using proportions. <br> - Represent constant rates of change with equations of the form $y=k x$. <br> - Determine the constant of proportionality from a table, graph, or equation. |
| (1)HANACADEMY |  |  | View Khan Academy Videos: Writing Proportional Equations from Tables Equations for Proportional Relationships •Writing Proportional Equations • Identifying Constant of Proportionality Graphically • Constant of Proportionality from Equation • Constant of Proportionality from Table (with Equations) • Comparing Proportionality Constants • Interpret Proportionality Constants |  |  |

## Course 2 Curriculum Map

## ACTIVITY 10 Unit 3: Ratio and Proportion

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 145-min. period | On Grade Level | Core materials (p. 113) | Unpacking Embedded Assessment 2 <br> Proportional Relationships and Scale-Soccer Sense | 7.RP.A.2, 7.RP.A.2b, <br> 7.RP.A.2c, 7.RP.A.3, <br> 7.G.A.1 | Assessment Focus <br> - Solve problems using scale drawings. <br> - Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing. <br> - Reproduce a scale drawing at a different scale. |
| 145-min. period | On Grade Level | Core materials (p. 101) | Lesson 10-1 Using Scale Drawings | 7.RP.A.2b, 7.RP.A.2c, 7.G.A.1 | - Represent proportional relationships by equations. <br> - Determine the constant of proportionality from a table, graph, equation, or verbal description of a proportional relationship. <br> - Solve problems using scale drawings. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 104) | Lesson 10-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 10-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 145-min. period | On Grade Level | Core materials (p. 105) | Lesson 10-2 Using Maps | $\begin{aligned} & \text { 7.RP.A.1, 7.RP.A.2, } \\ & \text { 7.RP.A. } 3 \end{aligned}$ | - Given the scale of a map and a distance on a map, find the actual distance. <br> - Convert scale factors with units to scale factors without units. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 107) | Lesson 10-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 10-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 145-min. period | On Grade Level | Core materials (p. 108) | Lesson 10-3 Make Scale Drawings | 7.RP.A.1, 7.G.A. 1 | - Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing. <br> - Reproduce a scale drawing at a different scale. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 110) | Lesson 10-3 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 10-3 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |

## Course 2 Curriculum Map

## ACTIVITY 10 Unit 3: Ratio and Proportion

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 145-min. period | On Grade Level | Core materials (p. 111) | Activity 10 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |  |
| $145-\mathrm{min}$. period | On Grade Level | Core materials (p. 113) | Embedded Assessment 2 <br> Proportional Relationships and Scale-Soccer Sense | 7.RP.A.2, 7.RP.A.2b, <br> 7.RP.A.2c, 7.RP.A.3, <br> 7.G.A.1 | Assessment Focus <br> - Solve problems using scale drawings. <br> - Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing. <br> - Reproduce a scale drawing at a different scale. |
| (1)HANACADEMY |  |  | View Khan Academy Videos: Scale Drawings • Interpreting a Scale Drawing • Scale Factors and Area $\operatorname{Solving~a~Scale~Drawing~}$ Word Problem •Scale Drawing: Centimeters to Kilometers $\bullet$ Creating scale drawings •Making a Scale Drawing |  |  |

## Course 2 Curriculum Map

## ACTIVITY 11 Unit 3: Ratio and Proportion

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 145-min. period | On Grade Level | Core materials (p. 133) | Unpacking Embedded Assessment 3 <br> Percents and Proportions-Socializing and Selling | 7.RP.A.3, 7.EE.B. 3 | Assessment Focus <br> - Find the percent of a number. <br> - Find the percent that one number is of another. <br> - Given the percent and the whole, find the part. <br> - Solve problems about sales tax, tips, and commissions. <br> - Solve problems about percent increase, percent decrease, markups, and discounts. <br> - Solve problems about interest and percent error. |
| $\begin{aligned} & \text { l } 45-\mathrm{min} . \\ & \text { period } \end{aligned}$ | On Grade Level | Core materials (p. 115) | Lesson 11-1 Basic Percent Problems | 7.RP.A.3, 7.EE.B. 3 | - Find a percent of a number. <br> - Find the percent that one number is of another. <br> - Given the percent and the whole, find the part. |
| $\begin{aligned} & \text { l5-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 118) | Lesson 11-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 11-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| $145-\mathrm{min} .$ <br> period | On Grade Level | Core materials (p. 119) | Lesson 11-2 Sales Tax, Tips, and Commissions | 7.RP.A.3, 7.EE.B. 3 | - Solve problems about sales tax, tips, and commissions. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 120) | Lesson 11-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 11-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 145 -min. period | On Grade Level | Core materials (p. 121) | Activity 11 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |  |
| (1)HANACADEMY |  |  | View Khan Academy Videos: Finding a Percent • Percent of a Whole Number •Identifying Percent Amount and Base • Percent Word Problem: Guavas • Percent Word Problem: Recycling Cans • Percent Word Problem: Penquins • Growing by a Percentage - Percent Word Problem: 100 is what percent of 80 ? $\bullet$ Percent Word Problem: 78 is $15 \%$ of what number? • Percent Word Problems: Tax and Discount |  |  |

## Course 2 Curriculum Map

## ACTIVITY 12 Unit 3: Ratio and Proportion



## Course 2 Curriculum Map

## ACTIVITY 12 Unit 3: Ratio and Proportion

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 145 -min. period | On Grade Level | Core materials (p. 133) | Embedded Assessment 3 <br> Percents and Proportions-Socializing and Selling | 7.RP.A.3, 7.EE.B. 3 | Assessment Focus <br> - Find the percent of a number. <br> - Find the percent that one number is of another. <br> - Given the percent and the whole, find the part. <br> - Solve problems about sales tax, tips, and commissions. <br> - Solve problems about percent increase, percent decrease, markups, and discounts. <br> - Solve problems about interest and percent error. |
| 145 -min. period | On Grade Level | SpringBoard Digital / Assessments | Unit 3 Assessments A/B | Opportunity to demonstrat | knowledge and skills developed in the unit. |
| 10 min. per lesson | On Grade Level | Math Skills <br> Workshop (p. 53) | Additional Unit Practice | Opportunity to apply knowl | dge and practice skills developed in the unit. |

KHANACADEMY View Khan Academy Videos: Percent Word Problems: Tax and Discount • Introduction to Interest

## Course 2 Curriculum Map

## ACTIVITY 13

Unit 4: Geometry


## Course 2 Curriculum Map

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career <br> Readiness Standards Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: |
| $145-\mathrm{min}$. period | On Grade Level | Core materials (p. 145) | Activity 13 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |
| (1)HANACADEMY |  |  | View Khan Academy Videos: Complementary \& Supplementary Angles • Equation Practice with Complementary Angles <br> - Equation Practice with Supplementary Angles • Vertical Angles |  |

## Course 2 Curriculum Map

## ACTIVITY 14

Unit 4: Geometry

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 245 -min. periods | On Grade Level | Core materials (p. 147) | Lesson 14-1 Draw Triangles from Side Lengths | 7.G.A. 2 | - Decide if three side lengths determine a triangle. <br> - Draw a triangle given measures of sides. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 150) | Lesson 14-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 14-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 2 45-min. periods | On Grade Level | Core materials (p. 151) | Lesson 14-2 Draw Triangles from Measures of Angles or Sides | 7.G.A. 2 | - Draw a triangle given measures of angles and/or sides. <br> - Recognize when given conditions determine a unique triangle, more than one triangle, or no triangle. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 154) | Lesson 14-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 14-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| l 45-min. period | On Grade Level | Core materials (p. 155) | Activity 14 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |  |
| 1 45-min. period | On Grade Level | Core materials (p. 156) | Embedded Assessment 1 <br> Angles and Triangles-Pool Angles | 7.G.A.2, 7.G.B. 5 | Assessment Focus <br> - Solve problems involving adjacent, vertical, complementary, and supplementary angles. <br> - Solve problems involving angles of a triangle. |
| (1)HANACADEMY |  |  | View Khan Academy Videos: Construct a Triangle with Constraints $\bullet$ Construct a Right Isosceles Triangle |  |  |

## Course 2 Curriculum Map

## ACTIVITY 15

Unit 4: Geometry

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 45-min. period | On Grade <br> Level | Core materials (p. 188) | Unpacking Embedded Assessment 2 Circumference and Area-In the Paint | 7.G.A.1, 7.G.B.4, 7.G.B.6 | Assessment Focus <br> - Solve problems involving area of rectangles and circles. <br> - Solve problems involving area of composite plane shapes. |
| 2 45-min. periods | On Grade Level | Core materials (p. 159) | Lesson 15-1 Identify Similar Figures and Find Missing Lengths | 7.G.A. 1 | - Identify whether or not polygons are similar. <br> - Find a common ration for corresponding side lengths of similar polygons. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 163) | Lesson 15-1 Practice | Opportunity to apply kno | Ige and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 15-1 Quiz | Opportunity to demonstrate | knowledge and skills developed in the lesson. |
| 245 -min. periods | On Grade Level | Core materials (p. 164) | Lesson 15-2 Indirect Measurement | 7.G.A.1, 7.G.A. 2 | - Apply properties of similar figures to determine missing lengths. <br> - Solve problems using similar figures. |
| $\begin{aligned} & 15-25 \\ & \mathrm{~min} . \end{aligned}$ | On Grade Level | Core materials (p. 166) | Lesson 15-2 Practice | Opportunity to apply know | dge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 15-2 Quiz | Opportunity to demonstrate | knowledge and skills developed in the lesson. |
| $1 \text { 45-min. }$ period | On Grade <br> Level | Core materials (p. 167) | Activity 15 Practice | Opportunity to apply know | ledge and practice skills developed in the activity. |
| KHANACADEMY |  |  | View Khan Academy Videos: Intro to Triangle Similarity • Solving Similar Triangles • Solving Similar Triangles: Same Side Plays Different Roles |  |  |

## Course 2 Curriculum Map

## ACTIVITY 16

Unit 4: Geometry

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 245 -min. periods | On Grade Level | Core materials (p. 169) | Lesson 16-1 Circumference of a Circle | 7.G.B. 4 | - Investigate the ratio of the circumference of a circle to its diameter. <br> - Apply the formula to find the circumference of a circle. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 172) | Lesson 16-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 16-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 245 -min. periods | On Grade Level | Core materials (p. 173) | Lesson 16-2 Area of a Circle | 7.G.B. 4 | - Approximate the area of a circle. <br> - Apply the formula to find the area of a circle. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 176) | Lesson 16-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 16-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| $1 \text { 45-min. }$ <br> period | On Grade Level | Core materials (p. 177) | Activity 16 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |  |
| (1)HANACADEMY |  |  | View Khan Academy Videos: Radius, Diameter, Circumference \& $\Pi \bullet$ Labeling Parts of a Circle $\bullet$ Area of a Circle |  |  |

## Course 2 Curriculum Map

## ACTIVITY 17 Unit 4: Geometry

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 245 -min. periods | On Grade Level | Core materials (p. 179) | Lesson 17-1 Area of Composite Figures | 7.G.B.4, 7.G.B. 6 | - Determine the area of geometric figures. <br> - Determine the area of composite figures. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 181) | Lesson 17-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade <br> Level | SpringBoard Digital / <br> Assessments | Lesson 17-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 245 -min. periods | On Grade Level | Core materials (p. 183) | Lesson 17-2 More Area of Composite Figures | 7.G.B. 6 | - Determine the area of composite figures. <br> - Solve problems involving area. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 185) | Lesson 17-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / <br> Assessments | Lesson 17-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| l 45-min. period | On Grade Level | Core materials (p. 186) | Activity 17 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |  |
| 145 -min. period | On Grade Level | Core materials (p. 188) | Embedded Assessment 2 <br> Circumference and Area-In the Paint | 7.G.A.1, 7.G.B.4, 7.G.B. 6 | Assessment Focus <br> - Solve problems involving area of rectangles and circles. <br> - Solve problems involving area of composite plane shapes. |
| KHANACADEMY |  |  | View Khan Academy Videos: Area of a Triangle • Area of a Parallelogram - Area of Trapezoids - Finding Area by Rearranging Parts • Area of Composite Shapes • Area of a Quadrilateral on a Grid |  |  |

## Course 2 Curriculum Map

## ACTIVITY 18

Unit 4: Geometry

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $145-\mathrm{min} .$ period | On Grade Level | Core materials (p. 223) | Unpacking Embedded Assessment 3 Surface Area and Volume-Under the Sea | 7.G.A.1, 7.G.B.4, 7.G.B. 6 | Assessment Focus <br> - Draw the net for a given prism. <br> - Find the surface area of a prism. <br> - Determine the dimensions of a cross section of a solid. |
| $2 \text { 45-min. }$ <br> periods | On Grade Level | Core materials (p. 191) | Lesson 18-1 Shapes That Result from Slicing Solids | 7.G.A. 3 | - Draw different views of three-dimensional solids. <br> - Identify cross sections and other views of pyramids and prisms. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 198) | Lesson 18-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 18-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 2 45-min. periods | On Grade Level | Core materials (p. 199) | Lesson 18-2 Lateral and Total Surface Area of Prisms | 7.G.B. 6 | - Calculate the lateral and total surface area of prisms. |
| 10 min . | On Grade Level | Math Skills Workshop (p. 77) | Lateral Area v. Surface Area | 6.G.A.4, 7.G.B.6 | - Visualize and compare lateral area and total surface area. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 202) | Lesson 18-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 18-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 3 45-min. periods | On Grade Level | Core materials (p. 205) | Lesson 18-3 Lateral and Total Surface Area of Pyramids | 7.G.B. 6 | - Calculate the lateral and total surface area of pyramids. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 208) | Lesson 18-3 Practice | Opportunity to apply know | dge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 18-3 Quiz | Opportunity to demonstrate | knowledge and skills developed in the lesson. |
| l 45-min. period | On Grade Level | Core materials (p. 211) | Activity 18 Practice | Opportunity to apply know | dge and practice skills developed in the activity. |
| (1)HANACADEMY |  |  | View Khan Academy Videos: Intro to Nets of Polyhedra - Ways to Cross-Section a Cube •Slicing a Rectangular Pyramid •Surface Area using a Net: Triangular Prism • Surface Area of a Box (Cuboid) • Surface Area of a Box using Nets • Surface Area using a Net: Rectangular Prism • Surface Area Word Problem Example |  |  |

## Course 2 Curriculum Map

## ACTIVITY 19 Unit 4: Geometry

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career <br> Readiness Standards Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: |
| 2 45-min. periods | On Grade Level | Core materials (p. 213) | Lesson 19-1 Find the Volume of Prisms | 7.G.B.6 © Calculate the volume of prisms. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 216) | Lesson 19-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 19-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| $2 \text { 45-min. }$ <br> periods | On Grade Level | Core materials (p. 217) | Lesson 19-2 Find the Volume of Pyramids |  $\bullet$ Calculate the volume of pyramids. <br> 7.G.B. 6 Calculate the volume of complex solids. <br>  • Understand the relationship between the volume of <br>  a pyramid and the volume of a prism. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 220) | Lesson 19-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 19-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| 1 45-min. period | On Grade Level | Core materials (p. 221) | Activity 19 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |
| 145-min. period | On Grade Level | Core materials (p. 223) | Embedded Assessment 3 <br> Surface Area and Volume-Under the Sea |  |
| 145-min. period | On Grade Level | SpringBoard Digital / Assessments | Unit 4 Assessments A/B | Opportunity to demonstrate knowledge and skills developed in the unit. |
| 10 min. per lesson | On Grade Level | Math Skills <br> Workshop (p. 79) | Additional Unit Practice | Opportunity to apply knowledge and practice skills developed in the unit. |

KHANACADEMY
View Khan Academy Videos: Volume of a Rectangular Prism: Fractional Dimensions • Volume of a Rectangular Prism: Word Problem •Volume with Fractional Cubes •Volume of Triangular Prism \& Cube

## Course 2 Curriculum Map

## ACTIVITY 20 Unit 5: Probability

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 45-min. period | On Grade Level | Core materials (p. 272) | Unpacking Embedded Assessment 1 <br> Finding Probabilities-Spinning Spinners and Random Picks | 7.SP.C.5, 7.SP.C.6, <br> 7.SP.C.7, 7.SP.C.7a, <br> 7.SP.C.7b | Assessment Focus <br> - Anticipate outcomes based on a probability model. <br> - Reason about plausible probability models given observed outcomes. <br> - Calculate theoretical probabilities for a probability experiment that has equally likely outcomes (a uniform probability model). <br> - Estimate probabilities. |
| 10 min . | On Grade Level | Core materials (p. 225) | Unit 5 Overview / Getting Ready | Assesses prerequisite skills necessary for Unit 5. |  |
| 10 min . | Approaching Grade Level | Math Skills <br> Workshop (p. 94) | Equivalent Fractions | 3.NF.A.3b | - Write equivalent fractions. |
| 10 min . | On Grade Level | Math Skills Workshop (p. 97) | Fractions, Decimals, Percents | 7.NS.A.2b, 7.NS.A. 3 | - Convert fractions, decimals, and percents. |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 101) | Representation of Fractions | 2.G.A. 3 | - Use visual representations to write fractions. |
| 2 45-min. periods | On Grade Level | Core materials (p. 227) | Lesson 20-1 Making Predictions | 7.SP.C. 5 | - Reason about the likelihood of winning a game based on a probability experiment. <br> - Provide support for winning strategies of a game based on a probability experiment. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 230) | Lesson 20-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 20-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 2 45-min. periods | On Grade Level | Core materials (p. 231) | Lesson 20-2 Investigating Chance Processes | 7.SP.C.6, MP. 5 | - Collect data about chance processes in frequency tables or lists. <br> - Determine probabilities for outcomes in a probability experiment. <br> - Describe the results of an investigation and support the conclusions. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 236) | Lesson 20-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |

## Course 2 Curriculum Map

## ACTIVITY 20

Unit 5: Probability

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career <br> Readiness Standards Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 20-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| 1 45-min. period | On Grade Level | Core materials (p. 239) | Lesson 20-3 Estimating Probabilities |  - Interpret a probability as the fraction of the number <br> 7.SP.C.5, 7.SP.C.6 <br>  <br> of times that an outcome occurs when a probability <br> $\quad$experiment is repeated many times.  <br>  Estimate probabilities of outcomes in probability <br> experiments.  |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 242) | Lesson 20-3 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 20-3 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| $\begin{aligned} & 245-\mathrm{min} . \\ & \text { periods } \end{aligned}$ | On Grade Level | Core materials (p. 243) | Lesson 20-4 Making Decisions |  $\bullet$ - Make decisions based on probabilities. <br> MP.2, MP.3, MP.6 • Expect variation in results from chance processes. <br>  - Write about chance processes and justify <br>  conclusions based on probability experiments. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 247) | Lesson 20-4 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 20-4 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| $145-\mathrm{min}$. period | On Grade Level | Core materials (p. 249) | Activity 20 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |
| (1)HANACADEMY |  |  | View Khan Academy Videos: Experimental Probability $\bullet$ Making Predictions with Probability $\bullet$ Intuitive Sense of Probabilities |  |

## Course 2 Curriculum Map

## ACTIVITY 21 Unit 5: Probability

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career <br> Readiness Standards Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: |
| $\begin{aligned} & 245 \text {-min. } \\ & \text { periods } \end{aligned}$ | On Grade <br> Level | Core materials (p. 251) | Lesson 21-1 Equally Likely Outcomes |  $\bullet$ Recognize when a probability experiment has <br>  outcomes that are equally likely. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade <br> Level | Core materials (p. 257) | Lesson 21-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 21-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| $\begin{aligned} & 2 \text { 45-min. } \\ & \text { periods } \end{aligned}$ | On Grade Level | Core materials (p. 259) | Lesson 21-2 Theoretical Probability |  $\bullet$ Calculate theoretical probabilities for a probability <br> 7.SP.C. 7 experiment. <br>  <br>  <br>  <br>  <br>  <br> Estimate probabilities by observing outcomes of a <br> probability experiment. |
| 15-25 <br> min. | On Grade Level | Core materials (p. 264) | Lesson 21-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |
| 10 min . | On Grade <br> Level | SpringBoard Digital / Assessments | Lesson 21-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| $2 \text { 45-min. }$ periods | On Grade Level | Core materials (p. 265) | Lesson 21-3 Comparing Probabilities | 7.SP.C. 7 $\bullet$ Compare theoretical probabilities and estimated <br>  probabilities. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 269) | Lesson 21-3 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |
| 10 min . | On Grade <br> Level | SpringBoard Digital / Assessments | Lesson 21-3 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| 145-min. period | On Grade <br> Level | Core materials (p. 270) | Activity 21 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |

## Course 2 Curriculum Map

## ACTIVITY 21 Unit 5: Probability

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 45-min. period | On Grade Level | Core materials (p. 272) | Embedded Assessment 1 <br> Finding Probabilities-Spinning Spinners and Random Picks | 7.SP.C.5, 7.SP.C.6, <br> 7.SP.C.7, 7.SP.C.7a, <br> 7.SP.C.7b | Assessment Focus <br> - Anticipate outcomes based on a probability model. <br> - Reason about plausible probability models given observed outcomes. <br> - Calculate theoretical probabilities for a probability experiment that has equally likely outcomes (a uniform probability model). <br> - Estimate probabilities. |
| DKHANACADEMY |  |  | View Khan Academy Videos: Die Rolling Probability • Intro to Theoretical Probability • Theoretical and Experimental Probabilities |  |  |

## Course 2 Curriculum Map

## ACTIVITY 22

Unit 5: Probability

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 145-min. period | On Grade Level | Core materials (p. 320) | Unpacking Embedded Assessment 2 <br> Probability and Simulation-Flipping Coins and Random Choices | 7.SP.C.8, 7.SP.C.8a, <br> 7.SP.C.8b, 7.SP.C.8c | Assessment Focus <br> - Use tables and tree diagrams to represent outcomes. <br> - Use a tree diagram to assign probabilities to outcomes in the sample space. <br> - Reason about equally likely outcomes. <br> - Plan a simulation for a given probability experiment. <br> - Use simulation to estimate probabilities. |
| 245 -min. periods | On Grade Level | Core materials (p. 275) | Lesson 22-1 Rock, Paper, Scissors | 7.SP.C.8a | - Use observed outcomes to estimate probabilities. <br> - Use tables to represent the possible outcomes of a probability experiment. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade <br> Level | Core materials (p. 278) | Lesson 22-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / <br> Assessments | Lesson 22-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| $2 \text { 45-min. }$ <br> periods | On Grade Level | Core materials (p. 279) | Lesson 22-2 More Rock, Paper, Scissors | 7.SP.C.8, 7.SP.C.8b | - Use tables to represent the possible outcomes of a probability experiment. <br> - Assign probabilities to outcomes in a sample space. <br> - Use probabilities assigned to outcomes in a sample space to compute event probabilities. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 284) | Lesson 22-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min. | On Grade Level | SpringBoard Digital / Assessments | Lesson 22-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 245 -min. periods | On Grade Level | Core materials (p. 285) | Lesson 22-3 Boxes and Drawers | 7.SP.C.8a, 7.SP.C.8b | - Use observed outcomes to estimate probabilities. <br> - Use tables and tree diagrams to represent the possible outcomes of a probability experiment. <br> - Calculate the probabilities of events for a probability experiment with equally likely outcomes. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 290) | Lesson 22-3 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |

## Course 2 Curriculum Map

## ACTIVITY 22 Unit 5: Probability

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career <br> Readiness Standards Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 22-3 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| 2 45-min. periods | On Grade Level | Core materials (p. 291) | Lesson 22-4 More Boxes and Drawers | $\begin{array}{lll}  & \bullet & \text { Use observed outcomes to estimate probabilities. } \\ \text { 7.SP.C.8a, 7.SP.C.8b } & \text { Use tables and tree diagrams to represent the } \\ \text { possible outcomes of a probability experiment. } \end{array}$ |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 294) | Lesson 22-4 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 22-4 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| 145 -min. period | On Grade Level | Core materials (p. 295) | Activity 22 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |
| (1)HANACADEMY |  |  | View Khan Academy Videos: Probability with Counting Outcomes • Count Outcomes using Tree Diagram |  |

## Course 2 Curriculum Map

## ACTIVITY 23

Unit 5: Probability

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{aligned} & 245-\mathrm{min} \text {. } \\ & \text { periods } \end{aligned}$ | On Grade Level | Core materials (p. 297) | Lesson 23-1 What is Simulation? | 7.SP.C.8, MP.4, MP. 6 | - Use artificial processes to simulate outcomes. <br> - Assign random digits to outcomes. <br> - Carry out a simulation using random digits. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 301) | Lesson 23-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 23-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| $\begin{aligned} & 245 \text {-min. } \\ & \text { periods } \end{aligned}$ | On Grade Level | Core materials (p. 302) | Lesson 23-2 Using Random Numbers to Simulate Events | 7.SP.C.8, MP. 1 | - Design and carry out a simulation. <br> - Use a simulation to estimate a probability. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 305) | Lesson 23-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 23-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| $2 \text { 45-min. }$ <br> periods | On Grade Level | Core materials (p. 306) | Lesson 23-3 Simulating a Compound Event | 7.SP.C. 8 | - Design and carry out the simulation of a compound event. <br> - Use a simulation to estimate the probability of a compound event. |
| 10 min . | On Grade Level | Math Skills Workshop (p. 102) | Probability of Compound Events | 7.SP.C.8a | - Understand and find compound probability. |
| $\begin{aligned} & \text { l5-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 309) | Lesson 23-3 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 23-3 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| $\begin{aligned} & 2 \text { 45-min. } \\ & \text { periods } \end{aligned}$ | On Grade Level | Core materials (p. 310) | Lesson 23-4 Finding Probabilities Using Simulation | 7.SP.C.8b | - Design and carry out the simulation of a compound event. <br> - Use a simulation to estimate the probability of a compound event. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 314) | Lesson 23-4 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |

## Course 2 Curriculum Map

## ACTIVITY 23

Unit 5: Probability

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career <br> Readiness Standards Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: |
| 10 min. | On Grade Level | SpringBoard Digital / Assessments | Lesson 23-4 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| $1 \text { 45-min. }$ <br> period | On Grade Level | Core materials (p. 316) | Activity 23 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |
| 145-min. period | On Grade Level | Core materials (p. 320) | Embedded Assessment 2 <br> Probability and Simulation-Flipping Coins and Random Choices |  Assessment Focus <br>  $\bullet$ Use tables and tree diagrams to represent <br>  outcomes. <br> 7.SP.C.8, 7.SP.C.8a, Use a tree diagram to assign probabilities to <br> 7.SP.C.8b, 7.SP.C.8c outcomes in the sample space. <br>  • Reason about equally likely outcomes. <br>  elan a simulation for a given probability <br>  experiment. <br>  •Use simulation to estimate probabilities. |
| 1 45-min. period | On Grade Level | SpringBoard Digital / Assessments | Unit 5 Assessments A/B | Opportunity to demonstrate knowledge and skills developed in the unit. |
| 10 min. per lesson | On Grade Level | Math Skills Workshop (p. 104) | Additional Unit Practice | Opportunity to apply knowledge and practice skills developed in the unit. |

KHANACADEMY
View Khan Academy Videos: Random Numbers for Experimental Probability • Random Number List to Run Experiment

## Course 2 Curriculum Map

## ACTIVITY 24

Unit 6: Statistics

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 45-min. period | On Grade Level | Core materials (p. 357) | Unpacking Embedded Assessment 1 Random Sampling and Sampling VariabilitySchool Populations | 7.SP.A.1, 7.SP.A. 2 | Assessment Focus <br> - Determine methods for selecting a random sample. <br> - Identify sampling variability. <br> - Use data from a sample to draw a conclusion about a population. |
| 10 min . | Approaching Grade Level | Core materials (p. 323) | Unit 6 Overview / Getting Ready | Assesses prerequisite skills necessary for Unit 6. |  |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 114) | Box Plots | 6.SP.B. 4 | - Construct a dot plot for a set of data. |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 116) | Dot Plots | 6.SP.B. 4 | - Construct a box plot for a set of data. |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 117) | Mean Absolute Deviation | 6.SP.B.5c | - Find the mean absolute deviation (MAD) for a set of data. |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 119) | Mean and Median of Data | 6.SP.B.5c | - Find the mean, median, mode, or range of a set of data. |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 121) | Quartiles and IQR | 6.SP.B.5c | - Identify different quartiles for a set of data. |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 123) | Summary Statistics | 6.SP.B.5c | - Find the mean, median, mode, or range of a set of data. |
| 2 45-min. periods | On Grade <br> Level | Core materials (p. 325) | Lesson 24-1 Population and Census | 7.SP.A. 1 | - Determine from what population data has been collected. <br> - Determine if a data collection is a census. <br> - Display and analyze data in circle graphs, bar charts, and dot plots. |
| $\begin{aligned} & 15-25 \\ & \mathrm{~min} . \end{aligned}$ | On Grade Level | Core materials (p. 327) | Lesson 24-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade <br> Level | SpringBoard Digital / Assessments | Lesson 24-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |

## Course 2 Curriculum Map

## ACTIVITY 24 Unit 6: Statistics

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $2 \text { 45-min. }$ <br> periods | On Grade Level | Core materials (p. 328) | Lesson 24-2 Sampling from a Population | 7.SP.A. 1 | - Understand that the way a sample is selected is important. <br> - Understand that random sampling is a fair method for selecting a sample. <br> - Use the random-number digit table to select a random sample. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 335) | Lesson 24-2 Practice | Opportunity to apply kno | ge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 24-2 Quiz | Opportunity to demonstrat | knowledge and skills developed in the lesson. |
| l 45-min. period | On Grade Level | Core materials (p. 336) | Activity 24 Practice | Opportunity to apply know | edge and practice skills developed in the activity. |
| View Khan Academy Videos: Identifying a Sample and Population $\bullet$ Reasonable Samples |  |  |  |  |  |

## Course 2 Curriculum Map

## ACTIVITY 25 Unit 6: Statistics

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 2 45-min. periods | On Grade Level | Core materials (p. 341) | Lesson 25-1 Sample Statistic and Sampling Variability | 7.SP.A. 2 | - Understand the difference between variability in a population and sampling variability. <br> - Know that increasing the sample size decreases sampling variability. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 344) | Lesson 25-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 25-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 2 45-min. periods | On Grade Level | Core materials (p. 346) | Lesson 25-2 Predictions and Conclusions | 7.SP.A. 2 | - Use data from a random sample to estimate a population characteristic. <br> - Understand the implications of sampling variability when estimating a population characteristic. <br> - Use data from a random sample to draw a conclusion about a population. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 352) | Lesson 25-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / <br> Assessments | Lesson 25-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 145 -min. period | On Grade Level | Core materials (p. 353) | Activity 25 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |  |
| 145-min. period | On Grade Level | Core materials (p. 357) | Embedded Assessment 1 <br> Random Sampling and Sampling VariabilitySchool Populations | 7.SP.A.1, 7.SP.A. 2 | Assessment Focus <br> - Determine methods for selecting a random sample. <br> - Identify sampling variability. <br> - Use data from a sample to draw a conclusion about a population. |
| (1)HANACADEMY |  |  | View Khan Academy Video: Inferring Population Mean from Sample Mean |  |  |

## Course 2 Curriculum Map

## ACTIVITY 26

Unit 6: Statistics

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{aligned} & 1 \text { 45-min. } \\ & \text { period } \end{aligned}$ | On Grade Level | Core materials (p. 391) | Unpacking Embedded Assessment 2 <br> Comparing Populations-One Mean Arm Span | 7.SP.B.3, 7.SP.B. 4 | Assessment Focus <br> - Understand sampling variability. <br> - Use data from random samples to compare populations. |
| $\begin{aligned} & 245-\mathrm{min} \\ & \text { periods } \end{aligned}$ | On Grade Level | Core materials (p. 361) | Lesson 26-1 Two Sample Means | 7.SP.B.3, 7.SP.B. 4 | - Compare the means of two numerical samples. <br> - Understand that a meaningful difference between two sample means is one that is greater than would have been expected due to sampling variability alone. <br> - Use data from random samples to compare populations. |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 126) | Measures of Center | 6.SP.A. 3 | - Calculate measures of center. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 370) | Lesson 26-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 26-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| $\begin{aligned} & 245-\mathrm{min} \\ & \text { periods } \end{aligned}$ | On Grade Level | Core materials (p. 371) | Lesson 26-2 Difference in Terms of MAD | 7.SP.B. 4 | - Compare population means for populations with approximately the same amount of variability. <br> - Express the difference in the sample means in terms of mean absolute deviation (MAD). <br> - Draw conclusions about population differences based on sample size and the difference in sample means relative to the MAD. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 379) | Lesson 26-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 26-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |

## Course 2 Curriculum Map

## ACTIVITY 26

Unit 6: Statistics

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{aligned} & 245-\mathrm{min} \text {. } \\ & \text { periods } \end{aligned}$ | On Grade Level | Core materials (p. 380) | Lesson 26-3 Calculating MAD for a Sample | 7.SP.B.3, 7.SP.B. 4 | - Calculate the mean absolute deviation (MAD). <br> - Use two random samples to compare population means. <br> - Draw conclusions about populations with similar amounts of variability based on the difference of two sample means. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 385) | Lesson 26-3 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 26-3 Quiz | Opportunity to demonstrat | knowledge and skills developed in the lesson. |
| $145-\mathrm{min}$. period | On Grade Level | Core materials (p. 387) | Activity 26 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |  |
| 1 45-min. period | On Grade Level | Core materials (p. 391) | Embedded Assessment 2 <br> Comparing Populations-One Mean Arm Span | 7.SP.B.3, 7.SP.B. 4 | Assessment Focus <br> - Understand sampling variability. <br> - Use data from random samples to compare populations. |
| 145-min. period | On Grade Level | SpringBoard Digital / Assessments | Unit 6 Assessments A/B | Opportunity to demonstrate knowledge and skills developed in the unit. |  |
| 10 min. per lesson | On Grade Level | Math Skills Workshop (p. 128) | Additional Unit Practice | Opportunity to apply knowledge and practice skills developed in the unit. |  |

KHANACADEMY
View Khan Academy Videos: Comparing Distributions with Dot Plots (Example Problem) • Mean Absolute Deviation (MAD)

## Course 2 Curriculum Map

## ACTIVITY 27

Unit 7: Personal Financial Literacy

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 10 min . | On Grade Level | Core materials (p. 393) | Unit 7 Overview / Getting Ready | Assesses prerequisite skills necessary for Unit 7. |  |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 134) | Equivalent Fractions | 3.NF.A.3, 3.NF.A.3a, 3.NF.A.3b | - Identify and write equivalent fractions. |
| 10 min . | On Grade Level | Math Skills Workshop (p. 136) | Fractions, Decimals, Percents | 5.NBT.A.3, 7.NS.A. 2 | - Convert fractions, decimals, percents. |
| 10 min . | On Grade Level | Math Skills Workshop (p. 141) | Operations with Decimals | 7.NS.A.2c | - Apply operations with decimals. |
| $\begin{aligned} & 245 \text {-min. } \\ & \text { periods } \end{aligned}$ | On Grade Level | Core materials (p. 395) | Lesson 27-1 Understanding Earnings and Budgets | MP. 6 | - Examine taxes on wages earned and on purchases. <br> - Analyze a family budget and calculate percentages for each part of a budget. |
| 10 min . | On Grade Level | Math Skills Workshop (p. 144) | Finding Percent Increase and Decrease | 7.RP.A. 3 | - Finding percent increase and decrease. |
| $\begin{aligned} & \text { l5-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 399) | Lesson 27-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 27-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| $\begin{aligned} & 245 \text {-min. } \\ & \text { periods } \end{aligned}$ | On Grade Level | Core materials (p. 400) | Lesson 27-2 Financial Planning | MP.2, MP. 6 | - Construct a statement of financial net worth. <br> - Calculate and compare simple interest earnings. <br> - Analyze and compare sales taxes and various ways to save money on purchases. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 403) | Lesson 27-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessments | Lesson 27-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 145 -min. period | On Grade Level | Core materials (p. 404) | Activity 27 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |  |

## Course 2 Curriculum Map

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career <br> Readiness Standards Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: |
| $145-\mathrm{min}$. period | On Grade Level | SpringBoard Digital / Assessments | Unit 7 Assessments A/B | Opportunity to demonstrate knowledge and skills developed in the unit. |
| 10 min. per lesson | On Grade Level | Math Skills Workshop (p. 146) | Additional Unit Practice | Opportunity to apply knowledge and practice skills developed in the unit. |
| DKHANACADEMY |  |  | View Khan Academy Video: Anatomy of a Paycheck |  |

## Grade 7 Storyline

## Bundle

| 1 | Organisms and Nonliving Things are Made of Atoms | 9 weeks | Do soil samples taken from a newly discovered planet provide enough evidence of life and natural resources to support future explorations of this planet? | Competition in Ecosystems <br> Organism Interactions in Ecosystems <br> Human Dependence on Natural Resources <br> Structure of Matter <br> Changes in Energy on the Molecular Level <br> Heat and Matter |
| :---: | :---: | :---: | :---: | :---: |
| 2 | Matter Cycles and Energy Flows through Organisms and Rocks | 11 weeks | How can humans successfully colonize Mars? | Characteristics of Chemical Reactions <br> Physical and Chemical Properties <br> Modeling Conservation of Mass <br> Thermal Energy in Chemical Reactions <br> Introduction to Photosynthesis <br> Energy Flow in Organisms <br> Earth Materials |

## Grade 7 Storyline

## Bundle

| 3 | Natural Processes and Human Activities Shape Earth's Resources and Ecosystems | 6 weeks | How will the movement of continents affect the matter and energy flow within the new ecosystems? | Relationship in Ecosystems <br> Flow of Energy in Ecosystems <br> Plate Tectonics <br> Seafloor Spreading <br> Organism Interactions in Ecosystems <br> Competition in Ecosystems <br> Human Dependence on Natural Resources <br> Characteristics of Chemical Reactions <br> Modeling Conservation of Mass |
| :---: | :---: | :---: | :---: | :---: |
| 4 | Sustaining Biodiversity and Ecosystem Services in a Changing World | 10 weeks | How will geoscience processes affect biodiversity in Sunnyville, California, 40 years from now? | Dynamic Nature of Ecosystems <br> Ecosystem Biodiversity <br> Geoscience Processes <br> Weathering and Erosion <br> Natural Hazard Predictions <br> Synthetic Materials |

Unit 1: The Challenge of Heroism

| Activity | Class Periods | Text Selections | Reading and Writing Focus | Focus Standards | Additional Standards |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1.1 Previewing the Unit | 2 |  |  | $\begin{aligned} & \text { RL.8.4 • SL.8.1 • } \\ & \text { L.8.6 } \end{aligned}$ | RL.8.3, RL.8.10 • W.8.10 SL.8.1a, SL.8.4, SL.8.5, SL.8.6 |
| 1.2 Understanding the Hero's Journey Archetype | 1 | Big Hero 6, directed by Don Hall and Chris Williams | Film <br> Explanatory Writing | RL.8.1, RL.8.7 | RL.8.2, RL.8.3, RL.8.9 - L.8.6 |
| 1.3 Planning for Independent Reading | 1 |  | Explanatory Writing | RL.8.10 | RL.8.3 |
| 1.4 The Onset of Adventure | 2 | "Ithaka," by C. P. Cavafy | Poetry | RL.8.4 - W.8.2 | RL.8.1, RL.8.2, RL.8.10 • W.8.5, W.8.10 • L.8.6 |
| 1.5 The Departure | 2 | "The Drummer Boy of Shiloh," by Ray Bradbury | Short Story <br> Narrative Writing | RL.8.3 • W.8.3, W.8.3a, W.8.3d | $\begin{aligned} & \text { RL.8.1, RL.8.2, RL.8.4, } \\ & \text { RL.8.10 - W.8.3b, W.8.4, } \\ & \text { W.8.10 : L.8.4a, L.8.4c } \end{aligned}$ |
| 1.6 The Initiation | 3.5 | From the Odyssey, by Homer | Narrative Poetry Narrative Writing | RL.8.3 • W.8.3, <br> W.8.3a, W.8.3d | $\begin{aligned} & \text { RL.8.1, RL.8.2, RL.8.4, } \\ & \text { RL.8.10 = W.8.3b, W.8.3c, } \\ & \text { W.8.4 L.8.4b, L.8.6 } \end{aligned}$ |
| 1.7 The Return | 2.5 | Excerpt from A Wrinkle in Time, by Madeleine L'Engle <br> Excerpt from A Wrinkle in Time: The Graphic Novel, adapted and illustrated by Hope Larson | Novel <br> Graphic Novel | RL.8.3 - W.8.3e | RL.8.1, RL.8.2, RL.8.4, RL.8.10 • W.8.3a, W.8.3b, W.8.3c, W.8.3d, W.8.4, W.8.5 • L.8.4b, L.8.6 |
| 1.8 Revising and Editing | 2 |  | Narrative Writing and Revising | W.8.5 | $\begin{aligned} & \text { RL.8.3 - W.8.10 •SL.8.1a, } \\ & \text { SL.8.1b, SL.8.1c, SL.8.1d • } \\ & \text { L.8.1c, L.8.1d, L.8.2c } \end{aligned}$ |
| Embedded Assessment 1: <br> Writing a Hero's Journey Narrative | 3 |  | Narrative Writing and Revising | W.8.3a, W.8.3b, W.8.3c, W.8.3d, W.8.3e | W.8.4, W.8.5, W.8.6, W.8.10 • L.8.1c, L.8.2c |
| 1.9 Previewing Embedded Assessment 2 and the Definition Essay | 1 |  |  | L.8.6 | RI.8.10 |
| 1.10 The Nuance of Tone | 1 |  |  | L.8.5b, L.8.5c | SL.8.4, SL.8.6 - L.8.4d, L.8.6 |
| 1.11 Physical and Emotional Challenges | 2 | "A Man," by Nina Cassian "Soldier home after losing his leg in Afghanistan," by Gale Fiege | Poetry <br> Article <br> Explanatory Writing | RL.8.2, RL.8.5 | RL.8.3, RL.8.4, RL.8.10 RI.8.1, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.10 • W.8.10 • L.8.4a, L.8.5a, L.8.6 |
| 1.12 Definition Strategies | 1 | "Sonnet 116," by William Shakespeare <br> "Where I Find My Heroes," by Oliver Stone | Poetry <br> Article <br> Explanatory Writing | $\begin{aligned} & \text { RI.8.2, } \\ & \text { RI.8.3 }=\text { L.8.6 } \end{aligned}$ | RL.8.10 - RI.8.1, RI.8.4, RI.8.5, RI.8.10 • W.8.2a, W.8.2b, W.8.2c, W.8.2d, W.8.4, W.8.5, W.8.7, W.8.10 • L.8.5c |
| 1.13 Historical Heroes: Examples | 3 | Excerpt from White House Funeral Sermon for Abraham Lincoln, by Dr. Phineas D. Gurley <br> "O Captain! My Captain!" by Walt Whitman <br> "Frederick Douglass," by Robert Hayden <br> Excerpt from The Narrative of the Life of Frederick Douglass, an American Slave, by Frederick Douglass | Sermon <br> Poetry <br> Autobiography <br> Explanatory Writing | RI.8.3 - W.8.9, W.8.9a, W.8.9b | RL.8.1, RL.8.4, RL.8.10 • RI.8.1, RI.8.2, RI.8.3, RI.8.5, RI.8.10 • W.8.2a, W.8.2b, W.8.2d, W.8.2e, W.8.4, W.8.10 - L.8.5a, L.8.5b, L.8.5c, L.8.6 |

[^43]Unit 1: The Challenge of Heroism

## Pacing: <br> 34 (50-minute) <br> class periods

| Activity | Class <br> Periods | Text Selections |  | Reading and <br> Writing Focus | Focus <br> Standards | Additional Standards |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |

## Additional Skill Topics

## Language and Writer's Craft

- Verbs and Mood

| Grammar and Usage | Speaking and Listening |
| :--- | :--- |
| $\bullet$ Verbs and Mood | $\bullet$ Film Viewing |
| $\bullet$ Prepositional Phrases | $>$ Discussion Groups |
| $\bullet$ Appositives | $>$ Presenting |
|  | $>$ Writing Groups |
|  | $>$ Passage Audio |

## Speaking and Listening

- Film Viewing
- Discussion Groups
- Presenting
- Passage Audio

Unit 2: The Challenge of Utopia
Pacing:
35 (50-minute)
class periods

| Activity | Class Periods | Text Selections | Reading and Writing Focus | Focus <br> Standards | Additional Standards |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 2.1 The Challenge of Utopia | 1 |  |  | L.8.6 | RL.8.10 - SL.8.1 |
| 2.2 Expository Writing: Compare/ Contrast | 2 | "Grant and Lee: A Study in Contrasts," by Bruce Catton | Essay <br> Explanatory Writing | $\begin{aligned} & \text { RI.8.3 • W.8.2, } \\ & \text { W.8.2a } \end{aligned}$ | RI.8.1, RI.8.2, RI.8.4, RI.8.5, RI.8.10 - W.8.2b, W.8.2c, W.8.5, W.8.10 • L.8.1c, L.8.4c, L.8.4d, L.8.5a, L.8.5b, L.8.5c, L.8.6 |
| 2.3 Utopian Ideals and Dystopian Reality | 2 | "Harrison Bergeron," by Kurt Vonnegut | Short Story <br> Explanatory Writing | $\begin{aligned} & \text { RL.8.2, RL.8.3 - } \\ & \text { W.8.2b } \end{aligned}$ | RL.8.1, RL.8.4, RL.8.6 • W.8.2a, W.8.9, W.8.10 • L.8.1b, L.8.3a, L.8.4b, L.8.5a, L.8.6 |
| LC 2.3 Language Checkpoint: Using Subject-Verb Agreement (Optional) | 1 |  | Revising | W.8.5 - L.8.1 |  |
| 2.4 Understanding a Society's Way of Life | 2 | The Giver, by Lois Lowry, or Fahrenheit 451, by Ray Bradbury | Novel <br> Explanatory Writing | RL.8.1, RL.8.3 | RL.8.2, RL.8.4 - W.8.2a, W.8.2b, W.8.4, W.8. 10 SL.8.la - L.8.4a, L.8.6 |
| 2.5 Contemplating Conflicting Perspectives | 2 | The Giver, by Lois Lowry, or Fahrenheit 451, by Ray Bradbury | Novel <br> Explanatory Writing | RL.8.4, RL.8.6 | RL.8.2 - W.8.2a, W.8.2b, <br> W.8.4, W.8.5, W.8.9 • L.8.1c, <br> L.8.3a, L.8.6 |
| 2.6 Questioning Society | 2 | The Giver, by Lois Lowry, or Fahrenheit 451, by Ray Bradbury <br> "Banned Books Week: Celebrating the Freedom to Read," from the American Library Association | Novel <br> Article | $\begin{aligned} & \text { SL.8.1, SL.8.1a, } \\ & \text { SL.8.1b } \end{aligned}$ | RL.8.1, RL.8.2, RL.8.4, RL.8.10 <br> - RI.8.1, RI.8.2 - W.8.9, W.8.10 <br> - SL.8.1c, SL.8.1d, SL.8.6 <br> L.8.4a, L.8.6 |
| 2.7 A Shift in Perspective: Beginning the Adventure | 2 | The Giver, by Lois Lowry, or Fahrenheit 451, by Ray Bradbury | Novel <br> Explanatory Writing | RL.8.9 - W.8.2c | RL.8.1, RL.8.3, RL.8.4 - <br> RI.8.2 - W.8.2a, W.8.2b, <br> W.8.4 - L.8.1b, L.8.4a, L.8.4b |
| 2.8 Navigating the Road of Trials | 2 | The Giver, by Lois Lowry, or Fahrenheit 451, by Ray Bradbury | Novel <br> Explanatory Writing | $\begin{aligned} & \text { RL.8.3 - SL.8.1, } \\ & \text { SL.8.1a } \end{aligned}$ | RL.8.1, RL.8.2, RL.8.4 • W.8.10 • SL.8.6 • L.8.4a |
| 2.9 The End of the Journey | 2 | The Giver, by Lois Lowry, or Fahrenheit 451, by Ray Bradbury | Novel <br> Explanatory and Research Writing | $\begin{aligned} & \text { RL.8.8, RL.8.9 • } \\ & \text { W.8.9, W.8.9a } \end{aligned}$ | RL.8.1, RL.8.3, RL.8.4, <br> RL.8.6 • W.8.2a, W.8.2b, <br> W.8.4, W.8.5, W.8.10 • L.8.1b, <br> L.8.1c, L.8.3a, L.8.4a |
| Embedded Assessment 1: Writing an Expository Essay | 4 |  | Explanatory and Research Writing and Revising | W.8.2a, W.8.2b, W.8.2c, W.8.2d, W.8.2e, W.8.2f | RL.8.1, RL.8.3 - W.8.4, W.8.5, W.8.8, W.8.9, W.8.10 - L.8.1b, L.8.1c, L.8.2c, L.8.3a |
| 2.10 Previewing Embedded Assessment 2 and Effective Argumentation | 1 |  |  | SL.8.1b - L.8.6 | RL.8.10 - W.8.10 |
| 2.11 Understanding Element of Argumentation | 2 | "Private Eyes," by Brooke Chorlton | Essay <br> Explanatory Writing | RI.8.5, RI.8.6 | RI.8.1, RI.8.2, RI.8.3 • W.8.2a, W.8.2b, W.8.4, W.8.5 - L.8. 6 |
| 2.12 Don't Hate - Debate! | 1 | "Representative Urges Action on the Media" | Article <br> Argument Writing | SL.8.3, SL.8.4 | RI.8.1, RI.8.4 • W.8.1a, W.8.1b - SL.8.1a, SL.8.1b, SL.8.1c, SL.8.2, SL.8.6 - L.8.6 |

Unit 2: The Challenge of Utopia

| Activity | Class Periods | Text Selections | Reading and Writing Focus | Focus Standards | Additional Standards |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 2.13 Highlighting Logos | 1 | "Parents Share Son's Fatal Text Message to Warn Against Texting \& Driving," from the Associated Press | Article <br> Argument Writing | RI.8.8 - W.8.1b | RI.8.1, RI.8.2, RI.8.4, RI.8.5, RI.8.10 • W.8.1a, W.8.8 <br> - SL.8.6 - L.8.1b, L.8.2b, L.8.3a, L.8.6 |
|  |  | "The Science Behind Distracted Driving," from KUTV, Austin |  |  |  |
| 2.14 Forming and Supporting a Debatable Claim | 2 |  | Argument Writing | $\begin{aligned} & \text { RI.8.8 • W.8.1, } \\ & \text { W.8.1a } \end{aligned}$ | W.8.10 - L.8.6 |
| 2.15 Conducting Effective Research | 2 | "How the Brain Reacts," by Marcel Just and Tim Keller | Article <br> Argument Writing | W.8.7, W.8.8 | RI.8.1, RI.8.2, RI.8.4, RI.8.10 <br> - W.8.1b, W.8.4, W.8.10 <br> - L.8.6 |
| 2.16 Gathering and Citing Evidence | 2 | "Cellphones and driving: As dangerous as we think?" by Matthew Walberg | Article <br> Argument Writing | W.8.7, W.8.8 | $\begin{aligned} & \text { RI.8.1, RI.8.2, RI.8.4, RI.8.8, } \\ & \text { RI.8.9, RI.8.10 : W.8.1a, } \\ & \text { W.8.1b, W.8.9 : L.8.6 } \end{aligned}$ |
| 2.17 Organizing and Revising Your Argument | 1 |  | Argument and Research Writing and Revising | $\begin{aligned} & \text { SL.8.1b, SL.8.1c, } \\ & \text { SL.8.1d } \end{aligned}$ | RI.8.1, RI.8.2 • W.8.1a, W.8.1b, W.8.1c, W.8.1d, W.8.1e, W.8.4, W.8.5, W.8.7, W.8.8, W.8.10 • SL.8.1a • L.8.1b, L.8.1c, L.8.1d, L.8.3a, L.8.6 |
| Embedded Assessment 2: Writing an Argumentative Essay | 2 |  | Argument and Research Writing and Revising | W.8.1a, W.8.1b, W.8.1c, W.8.1d, W.8.le | W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10 • L.8.2c |

## Additional Skill Topics

## Language and Writer's Craft

- Embedding Direct Quotations
- Active and Passive Voice
- Choosing Mood
- Shifts in Voice and Mood

| Grammar and Usage | Speaking and Listening |
| :---: | :---: |
| - Conditional Mood | - Discussion Groups |
| - Conventions | - Socratic Seminar |
| - Mood | - Fishbowl Discussion |
| - Conditional Statements | - Writing Groups |
| - Passive Voice | - Debating |
|  | - Passage Audio |

Unit 3: The Challenge to Make a Difference
Pacing:
36 (50-minute)
class periods

| Activity | Class Periods | Text Selections | Reading and Writing Focus | Focus Standards | Additional Standards |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 3.1 Previewing the Unit | 1 |  |  | L.8.6 | RL.8.10 - RI.8.10 |
| 3.2 Collaborating to Preview Holocaust Narratives | 2 |  |  | $\begin{aligned} & \text { SL.8.1, SL.8.1a, } \\ & \text { SL.8.1b } \end{aligned}$ | RI.8.1 • W.8.10 • SL.8.1c, SL.8.1d, SL.8.6 - L.8.4b, L.8.5a, L.8.5b, L.8.6 |
| 3.3 Understanding Literature Circle Discussions | 2 |  | Explanatory Writing | $\begin{aligned} & \text { SL.8.1, SL.8.1a, } \\ & \text { SL.8.1b } \end{aligned}$ | RI.8.1, RI.8.2 • W.8.2, W.8.10 <br> - SL.8.1c, SL.8.1d - L.8.6 |
| 3.4 Making Thematic Connections | 2 | Excerpt from Night, by Elie Wiesel <br> "First They Came for the Communists," by Martin Niemöller | Memoir <br> Poetry <br> Explanatory Writing | $\begin{aligned} & \text { RL.8.5 : RI.8.1, } \\ & \text { RI.8.2 } \end{aligned}$ | RL.8.1, RL.8.2, RL.8.3 RL.8.10 • <br> RI.8.3, RI.8.4, RI.8.5, RI.8.6, <br> RI.8.10 • W.8.10 • SL.8.1a, <br> SL.8.1b, SL.8.1c, SL.8.1d • <br> L.8.4b, L.8.6 |
| 3.5 Analyzing an Allegory | 1 | Terrible Things: An Allegory of the Holocaust, by Eve Bunting | Children's Book <br> Explanatory Writing | $\begin{aligned} & \text { RL.8.2 • SL.8.la, } \\ & \text { SL.8.4 } \end{aligned}$ | RL.8.1, RL.8.3, RL.8.4, RL.8.5, RL.8.6 • W.8.2a, W.8.2b, W.8.2e, W.8.9a, W.8.9b, W.8.10 - SL.8.1c, SL.8.1d, SL.8.6 - L.8.6 |
| 3.6 Dangerous Diction | 1 |  |  | L.8.4c | $\begin{aligned} & \text { RL.8.4 • RI.8.4 • W.8.7 • } \\ & \text { SL.8.1a, SL.8.1b - L.8.4a, } \\ & \text { L.8.4b, L.8.4d, L.8.5c, L.8.6 } \end{aligned}$ |
| 3.7 Exploring the Museum | 2 |  | Explanatory and Research Writing | SL.8.4 | RI.8.1, RI.8.2 • W.8.2a, W.8.2b, W.8.2c, W.8.2e, W.8.2f, W.8.7, W.8.8 • SL.8.1a, SL.8.3 |
| 3.8 Presenting Voices | 2 |  | Narrative and Research Writing | $\begin{aligned} & \text { W.8.3, W.8.3a • } \\ & \text { L.8.1b } \end{aligned}$ | RI.8.1, RI.8.2 - W.8.3b, W.8.3c, W.8.3d, W.8.3e, W.8.5, W.8.7, W.8.10 • SL.8.1a, SL.8.4, SL.8.6 - L.8.1c, L.8.1d, L.8.3a, L.8.4b, L.8.6 |
| 3.9 Finding Light in Film | 2 | Life Is Beautiful, directed by Roberto Benigni | Film <br> Explanatory Writing | SL.8.1, SL.8.1a | W.8.2a, W.8.2b, W.8.2e, W.8.5, W.8.10 - SL.8.1b, SL.8.1c, SL.8.2, SL.8.4, SL.8.6 |
| 3.10 Dramatic Tone Shifts | 2 | Excerpt from The Diary of Anne Frank, by Frances Goodrich and Albert Hackett | Drama <br> Explanatory Writing | RL.8.2, RL.8.3 | RL.8.1, RL.8.4 • W.8.2a, W.8.4, W.8.5, W.8.9a • SL.8.1a - L.8.1b, L.8.1c, L.8.2a, L.8.2b, L.8.3a, L.8.6 |
| LC 3.10 Language Checkpoint: <br> Using Punctuation Within Sentences (Optional) | 1 |  | Narrative Writing and Revising | $\begin{aligned} & \text { W.8.5 = L.8.2, } \\ & \text { L.8.2a, L.8.2b } \end{aligned}$ |  |
| 3.11 The Wrong Side of the Fence | 2 | Excerpt from The Boy in the Striped Pajamas, by John Boyne | Fiction <br> Explanatory Writing | $\begin{aligned} & \text { RL.8.1 = W.8.9, } \\ & \text { W.8.9a - SL.8.1, } \\ & \text { SL.8.1a } \end{aligned}$ | RL.8.2, RL.8.3, RL.8.4, RL.8.10 • W.8.2a, W.8.2c, W.8.10 • SL.8.1b, SL.8.3, SL.8.4, SL.8.6 |
| 3.12 Creating a Memorable Opening | 1 | Excerpt from The Diary of a Young Girl, by Anne Frank | Diary | $\begin{aligned} & \text { RL.8.5 = W.8.9, } \\ & \text { W.8.9b = SL.8.6 } \end{aligned}$ | RL.8.1, RL.8.2, RL.8.4 • RI.8. 10 <br> - W.8.9a, W.8. 10 • L.8.6 |
| Embedded Assessment 1: Presenting Voices of the Holocaust | 2 |  | Explanatory Writing | $\begin{aligned} & \text { SL.8.1a, SL.8.1b, } \\ & \text { SL.8.1c, SL.8.1d, } \\ & \text { SL.8.3, SL.8.4, } \\ & \text { SL.8.6 } \end{aligned}$ | RL.8.1, RL.8.2, RL.8.3, RL.8.10 <br> - W.8.2a, W.8.2b, W.8.2d, <br> W.8.2e, W.8.2f, W.8.4, W.8.10 |
| 3.13 Previewing Embedded Assessment 2 and Looking at Multimedia | 1 |  |  | L.8.6 | $\begin{aligned} & \text { RL.8.10 • RI.8. } 10 \text { •W. W. } 10 \text { • } \\ & \text { L.8.5b } \end{aligned}$ |

Unit 3: The Challenge to Make a Difference

| Activity | Class Periods | Text Selections | Reading and Writing Focus | Focus Standards | Additional Standards |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 3.14 Making a Difference | 1 |  | Explanatory Writing | RI.8.7 - SL.8.2 | $\begin{aligned} & \text { W.8.8, W.8.10 • SL.8.1b • } \\ & \text { L.8.1a, L.8.6 } \end{aligned}$ |
| 3.15 Never Forget, Never Again | 2 | From Elie Wiesel's Nobel Peace Prize Acceptance Speech | Speech <br> Argument Writing | $\begin{aligned} & \text { RI.8.1, RI.8.2 • } \\ & \text { SL.8.3 } \end{aligned}$ | RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.8 - W.8.1a, W.8.1b, W.8.8, W.8.9a • SL.8.1a, SL.8.1b, SL.8.1c, SL.8.2, SL.8.5, SL.8.6 - L.8.1c, L.8.3a, L.8.6 |
| 3.16 Students Taking Action | 2 | From Do Something! A Handbook for Young Activists | Informational Text Research Writing | $\begin{aligned} & \text { RI.8.1, } \\ & \text { RI.8.5 = SL.8.2 } \end{aligned}$ | RI.8.4, RI.8.6 - W. 8.7 • SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d, SL.8.6 - L.8.2a, L.8.6 |
| 3.17 From Vision to Action | 2 | "Wangari Maathai," from BBC News <br> About Freerice.com <br> Free Rice Online Quiz Game | Informational Texts Argument Writing | RI.8.1 - SL.8.2 | RI.8.2, RI.8.3, RI.8.5a W.8.1a, W.8.1e, W.8.4, W.8.6, W.8.8, W.8.10 • SL.8.1a |
| 3.18 Examining Media Campaigns | 1 | Public Service Announcements | Informational Text <br> Public Service <br> Announcements <br> Research Writing | $\begin{aligned} & \text { RI. } 8.7 \text { •W. W. } 8 \\ & \text { SL.8.2 } \end{aligned}$ | RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.6, RI.8.8 • W.8.4, W.8.6 - SL.8.5 - L.8.6 |
| 3.19 Raising Awareness | 1 | Address by Cesar Chavez, President, United Farm Workers of America, AFL-CIO | Speech <br> Research Writing | RI.8.8 | RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6 • W.8.7 • SL.8.2 • L.8.6 |
| LC 3.19 Understanding Verb Tense (Optional) | 1 |  | Revising | W.8.5 - L.8.1 |  |
| Embedded Assessment 2: Presenting a Multimedia Campaign | 4 |  | Argument and Research Writing and Revising | W.8.la, W.8.1b, W.8.1c, W.8.1e, W.8.4, W.8.6, W.8.7, W.8.8 | RL.8.10 • W.8.5, W.8.10 • <br> SL.8.1a, SL.8.1d, SL.8.2, <br> SL.8.3, SL.8.4-6 - <br> L.8.1c, L.8.3a |

## Additional Skill Topics

## Language and Writer's Craft

- Active Versus Passive Voice
- Reviewing Participial Phrases
- Reviewing Clauses


## Grammar and Usage

- Pronoun Antecedents
- Punctuation
- Commas
- Verb Tenses
- Sentence Fragments


## Speaking and Listening

- Oral Reading
- Discussion Groups
- Presenting
- Passage Audio

Unit 4: The Challenge of Comedy

| Activity | Class Periods | Text Selections | Reading and Writing Focus | Focus Standards | Additional Standards |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 4.1 Previewing the Unit | 1 |  |  | L.8.6 | RL.8.10 - RI.8.10 |
| 4.2 Understanding the Complexity of Humor | 2 | "Made You Laugh," by Marc Tyler Nobleman | Essay <br> Explanatory Writing | $\begin{aligned} & \text { RI.8.2 } \quad \text { W.8.2d • } \\ & \text { L.8.5c } \end{aligned}$ | RI.8.1, RI.8.3, RI.8.4, RI.8.6, RI.8.8, RI.8.10 - W.8.2a, W.8.2b, W.8.4, W.8.5, W.8.9b, W.8.10 • L.8.1a, L.8.5b, L.8.6 |
| 4.3 Classifying Comedy | 1 |  | Explanatory Writing | W.8.2, W.8.2a, W.8.9, W.8.9a • L.8.6 | RL.8.1, RL.8.5 - RI.8.1, RI.8.2, <br> RI.8.4 - W.8.2b, W.8.2d, <br> W.8.4, W.8.10 • SL.8.6 |
| 4.4 Humorous Anecdotes | 3 | Excerpt from "Brothers," by Jon Scieszka | Essay <br> Explanatory and Narrative Writing | $\begin{aligned} & \text { RI.8.1 - W.8.3, } \\ & \text { W.8.3a - L.8.1, } \\ & \text { L.8.1a } \end{aligned}$ | RI.8.2, RI.8.3, RI.8.4 - W.8.2a, W.8.2b, W.8.2d, W.8.3e, W.8.4, W.8.5, W.8.9a, W.8.10 SL.8.1a, SL.8.2, SL.8.6 L.8.4b, L.8.6 |
| 4.5 Finding Truth in Comedy | 2 | "I've got a few pet peeves about sea creatures," by Dave Barry | Essay <br> Explanatory Writing | W.8.2, W.8.2a, W.8.2d • SL.8.1 | RI.8.1, RI.8.2, RI.8.4, RI.8.5, RI.8.6, RI.8.10 • W.8.2c, W.8.2e, W.8.4, W.8.9b • SL.8.1a, SL.8.1b, SL.8.1c, SL.8.6 - L.8.5a |
| 4.6 Satirical Humor | 2 | "Underfunded Schools Forced to Cut Past Tense from Language Programs," from The Onion | Article <br> Informative/Explanatory Writing | RI.8.4 - W.8.2c | RL.8.1, RL.8.4 • RI.8.3 • W.8.2a, W.8.2b, W.8.2d, W.8.2e, W.8.4, W.8.5, W.8.9a • L.8.1d, L.8.5a, L.8.5b, L.8.5c, L.8.6 |
| 4.7 Elements of Humor: Comic Characters and Caricatures | 2 | "The Open Window," by Saki | Short Story | RL.8.3 | RL.8.1, RL.8.2, RL.8.4, RL.8.6, RL.8.10 - W.8.10 - SL.8.1a, SL.8. 6 - L.8.4a, L.8. 6 |
| 4.8 Elements of Humor: Comic Situations | 2 | "A Day's Work" from The Adventures of Tom Sawyer, by Mark Twain | Novel <br> Explanatory Writing | RL.8.4, RL.8.6 - <br> W.8.9, W.8.9a | RL.8.1, RL.8.2, RL.8.3 • W.8.2a, W.8.2b, W.8.2c, W.8.2d, W.8.2e, W.8.4, W.8.5 - SL.8.1b • L.8.1a, L.8.5a, L.8.6 |
| LC 4.8 Language Checkpoint: Recognizing Frequently Confused Words (Optional) | 1 |  | Revising | W.8.5 - L.8.2 |  |
| 4.9 Elements of Humor: Hyperbole | 2 | "They Have Yarns," by Carl Sandburg <br> "Mooses," by Ted Hughes <br> "El Chicle," by Ana Castillo | Poetry | L.8.5, L.8.5a | RL.8.1, RL.8.4, RL.8.9, <br> RL.8.10 • W.8.10 • SL.8.1a, <br> SL.8.1c, SL.8.2, SL.8.6 <br> L.8.1a, L.8.6 |
| 4.10 Elements of Humor: Comic Wordplay | 2 | "Is Traffic Jam Delectable?" by Jack Prelutsky <br> "Who's on First?" by Bud Abbott and Lou Costello (available online) | Poetry <br> Comedic Skit <br> Explanatory Writing | $\begin{aligned} & \text { RL.8.4 - L.8.5, } \\ & \text { L.8.5a } \end{aligned}$ | RL.8.1 • W.8.2a, W.8.2b, W.8.2c, W.8.2d, W.8.4, W.8.5, W.8.9a • SL.8.1a, SL.8.6 • L.8.1a, L.8.6 |
| 4.11 Planning and Revising an Analysis of a Humorous Text | 3 | "The Power of Pets," by Isha Sharma | Student Explanatory <br> Essay <br> Explanatory Writing and Revising | W.8.2, W.8.2a, W.8.9, W.8.9a | RL.8.1, RL.8.4 • RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5 - W.8.2b, W.8.2c, W.8.2f, W.8.4, W.8.5 • L.8.5a | Unit 4: The Challenge of Comedy


| Activity | Class Periods | Text Selections | Reading and Writing Focus | Focus Standards | Additional Standards |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Embedded Assessment 1: Writing an Analysis of a Humorous Text | 3 |  | Explanatory and Research Writing | W.8.2a, W.8.2b, W.8.2c, W.8.2d, W.8.2e, W.8.2f | RL.8.1, RL.8.2, RL.8.4, RL.8.6, RL.8.10 - RI.8.1, RI.8.2, <br> RI.8.3, RI.8.4, RI.8.5 • W.8.4, W.8.5, W.8.6, W.8.9a, W.8.9b, W.8.10 - SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d - L.8.1a, L.8.2c, L.8.5a |
| 4.12 Previewing Embedded Assessment 2 | 1 |  |  | W.8.10 - L.8.6 | RL.8.10 |
| 4.13 Creating Context from Shakespearean Comedy | 3 |  | Narrative and Research Writing | W.8.7 | RL.8.2 • W.8.3a, W.8.3b, W.8.3d, W.8.4, W.8.5, W.8.10 • L.8.6 |
| 4.14 Insulting Language | 1 |  |  | $\begin{aligned} & \text { SL.8.6 • L.8.4, } \\ & \text { L.8.4a } \end{aligned}$ | $\begin{aligned} & \text { RL.8.2, RL.8.4 - W.8.10 • } \\ & \text { SL.8.1a - L.8.6 } \end{aligned}$ |
| 4.15 Close Reading of a Scene | 1 | Excerpt from A Midsummer Night's Dream, by William Shakespeare | Drama | $\begin{aligned} & \text { RL.8.1, RL.8.2, } \\ & \text { RL.8.6 } \end{aligned}$ | $\begin{aligned} & \text { RL.8.4, RL.8.10 : W.8.10 - } \\ & \text { SL.8.1a, SL.8.6 - L.8.4a, } \\ & \text { L.8.4c, L.8.4d, L.8.6 } \end{aligned}$ |
| 4.16 Acting Companies and Collaborative Close Reading | 2 | Excerpt from A Midsummer Night's Dream, by William Shakespeare | Drama | SL.8.1b, SL.8.6 | ```RL.8.1, RL.8.2, RL.8.4 - W.8.5, W.8.10 - SL.8.1a, SL.8.6 - L.8.4a, L.8.4c, L.8.4d, L.8.5a``` |
| 4.17 Facing the Challenge of Performance | 1 | Adapted from "Fear <br> Busters-10 Tips to Overcome Stage Fright," by Gary Guwe | Informational Text | SL.8.6 | RI.8.1, RI.8.2, RI.8.4 • <br> W.8.10 • SL.8.1a, SL.8.1c |
| 4.18 Working with Acting Companies and Focus Groups | 2 | Excerpt from A Midsummer Night's Dream, by William Shakespeare | Drama | RL.8.3 - SL.8.1b | $\begin{aligned} & \text { RL.8.1, RL.8.4, RL.8.10 - } \\ & \text { W.8.10 : SL.8.1a, SL.8.1d, } \\ & \text { SL.8.4, SL.8.5, SL.8.6 } \end{aligned}$ |
| 4.19 Same Text, Different Text | 2 | Excerpt from A Midsummer Night's Dream, by William Shakespeare | Film <br> Drama | RL.8.7 | RL.8.2, RL.8.10 - W.8.10 |
| 4.20 Dress Rehearsal | 1 |  |  | SL.8.4, SL.8.6 | W.8.10 - SL.8.1a, SL.8.1d |
| Embedded Assessment 2: Performing a Shakespearean Comedy | 3 |  |  | RL.8.4, RL.8.6, <br> RL.8.7, RL.8.10 $\quad$ <br> SL.8.1a, SL.8.1b, <br> SL.8.5, SL.8.6 | SL.8.1c, SL.8.1d, SL.8.4 <br> - L.8.4c, L.8.5a |

## Additional Skill Topics

## Language and Writer's Craft

- Verbals
- Using Verbals


## Grammar and Usage

- Subject-Verb Agreement
- Active and Passive Voice
- Denotation and Connotation
- Participial Phrases
- Apostrophes
- Punctuation


## Speaking and Listening

- Film Viewing
- Fishbowl Discussion
- Literature Circle
- Oral Reading
- Passage Audio


## Course 3 Curriculum Map

## ACTIVITY 1

## Unit 1: Numerical Relationships

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $145-\mathrm{min} .$ period | On Grade Level | Core materials (p. 31) | Unpacking Embedded Assessment 1 <br> Patterns and Quantitative Reasoning-Game On | MP. 1 | Assessment Focus <br> - Recognize patterns. <br> - Compute with mixed fractions to solve real-world problems. |
| 10 min . | Approaching Grade Level | Core materials (p. 1) | Unit 1 Overview / Getting Ready | Assesses prerequisite skill | necessary for Unit 1. |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 2) | Classifying Sets of Numbers | 6.NS.C. 6 | - Categorize numbers. |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 4) | Operations with Decimals | 6.NS.B.3, 6.NS.C. 7 | - Apply operations with decimals. |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 7) | Properties of Numbers | 6.EE.A. 1 | - Identify and apply properties of numbers. |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 8) | Visual Representations | 3.NF.A.3, 6.NS.C. 6 | - Use visual representations to write fractions, decimals, and percents. |
| $145-\mathrm{min} .$ <br> period | On Grade Level | Core materials (p. 3) | Lesson 1-1 Analyzing Sequences | MP.2, MP. 7 | - Analyze simple sequences. <br> - Describe patterns in simple sequences and give the next terms in a sequence. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 6) | Lesson 1-1 Practice | Opportunity to apply know | dge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 1-1 Quiz | Opportunity to demonstrat | knowledge and skills developed in the lesson. |
| $145-\mathrm{min} .$ <br> period | On Grade Level | Core materials (p. 7) | Lesson 1-2 Analyzing More Sequences | MP.2, MP.7, MP. 8 | - Analyze more complex sequences. <br> - Describe patterns in sequences and develop methods for predicting any term in a sequence. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 10) | Lesson 1-2 Practice | Opportunity to apply know | dge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 1-2 Quiz | Opportunity to demonstrate | knowledge and skills developed in the lesson. |
| $145-\mathrm{min} .$ period | On Grade Level | Core materials (p. 11) | Lesson 1-3 Increasing and Decreasing Sequences | MP.2, MP.3, MP. 7 | - Understand increasing and decreasing sequences. <br> - Analyze sequences containing mathematical operations and those based on other patterns. |

## Course 3 Curriculum Map

## ACTIVITY 1

Unit 1: Numerical Relationships

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career <br> Readiness Standards Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: |
| 10 min . | Approaching Grade Level | Math Skills <br> Workshop (p. 11) | Integers | 6.NS.C.6 - Identify and order integers. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 14) | Lesson 1-3 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 1-3 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| l 45-min. period | On Grade Level | Core materials (p. 15) | Activity 1 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |
| (1)HANACADEMY |  |  | View Khan Academy Videos: Math Patterns: Table • Math Patterns: Toothpicks Graphing Patterns on Coordinate Plane <br> - Interpreting Patterns on Coordinate Plane •Finding Patterns in Numbers |  |

## Course 3 Curriculum Map

## ACTIVITY 2

Unit 1: Numerical Relationships

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 2 45-min. periods | On Grade Level | Core materials (p. 17) | Lesson 2-1 Adding and Subtracting Fractions | MP.2, MP.3, MP. 4 | - Represent a real-world context with fractions. <br> - Simplify expressions involving fractions by adding and subtracting. |
| 10 min . | Approaching Grade Level | Math Skills <br> Workshop (p. 12) | Adding and Subtracting Mixed Numbers | 5.NF.A. 1 | - Add and subtract mixed numbers with unlike denominators. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 22) | Lesson 2-1 Practice | Opportunity to apply know | Ige and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 2-1 Quiz | Opportunity to demonstrate | knowledge and skills developed in the lesson. |
| 2 45-min. periods | On Grade Level | Core materials (p. 22) | Lesson 2-2 Multiplying and Dividing Fractions | MP.1, MP.2, MP. 7 | - Represent a real-world context with fractions. <br> - Simplify expressions involving fractions by multiplying and dividing. <br> - Write the reciprocal of a number. |
| $\begin{aligned} & 15-25 \\ & \mathrm{~min} . \end{aligned}$ | On Grade Level | Core materials (p. 28) | Lesson 2-2 Practice | Opportunity to apply know | dge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 2-2 Quiz | Opportunity to demonstrate | knowledge and skills developed in the lesson. |
| l 45-min. period | On Grade Level | Core materials (p. 29) | Activity 2 Practice | Opportunity to apply know | edge and practice skills developed in the activity. |
| 145 -min. period | On Grade Level | Core materials (p. 31) | Embedded Assessment 1 <br> Patterns and Quantitative Reasoning-Game On | MP. 1 | Assessment Focus <br> - Recognize patterns. <br> - Compute with mixed fractions to solve real-world problems. |

View Khan Academy Videos: Adding Mixed Numbers: $193 / 18+182 / 3 \cdot$ Subtracting Mixed Numbers: $76 / 9-32 / 5 \cdot$ Adding Mixed
KHANACADEMY Mo Denominators •Subtracting Fractions with Unlike Denominators • Subtracting Fractions Word Problem: Tomatoes •Multiplying Mixed Numbers • Intro to Multiplying 2 Fractions • Multiplying 2 Fractions: $5 / 6 \times 2 / 3 \bullet$ Dividing Mixed Numbers • Dividing Mixed Numbers • Dividing Fractions: $2 / 5 \div 7 / 3 \bullet$ Dividing Fractions: $3 / 5 \div 1 / 2 \bullet$ Dividing Whole Numbers \& Fractions: T-shirts

## Course 3 Curriculum Map

## ACTIVITY 3

## Unit 1: Numerical Relationships

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 45-min. period | On Grade Level | Core materials (p. 69) | Unpacking Embedded Assessment 2 <br> Representing Rational and Irrational NumbersWeather or Not? | 8.NS.A.1, 8.NS.A.2, <br> 8.EE.A. 2 | Assessment Focus <br> - Convert between fractions, decimals, and percents. <br> - Determine square roots and cube roots of perfect squares and perfect cubes. <br> - Distinguish between rational and irrational numbers. |
| $\begin{aligned} & 2 \text { 45-min. } \\ & \text { periods } \end{aligned}$ | On Grade Level | Core materials (p. 33) | Lesson 3-1 Area, Squares, and Square Roots | 8.EE.A.2, MP. 2 | - Interpret and simplify the square of a number. <br> - Determine the square root of a perfect square. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 37) | Lesson 3-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 3-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| $2 \text { 45-min. }$ periods | On Grade Level | Core materials (p. 38) | Lesson 3-2 Volume, Cubes, and Cube Roots | 8.EE.A.2, MP. 4 | - Interpret and simplify the cube of a number. <br> - Determine the cube root of a perfect cube. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 40) | Lesson 3-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 3-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 1 45-min. period | On Grade Level | Core materials (p. 41) | Lesson 3-3 Exponents, Roots, and Order of Operations | 8.EE.A.2, MP.2, MP. 3 | - Simplify expressions with powers and roots. <br> - Follow the order of operations to simplify expressions. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 42) | Lesson 3-3 Practice | Opportunity to apply know | dge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 3-3 Quiz | Opportunity to demonstrate | knowledge and skills developed in the lesson. |
| l 45-min. period | On Grade Level | Core materials (p. 43) | Activity 3 Practice | Opportunity to apply know | edge and practice skills developed in the activity. |
| KHANACADEMY |  |  | View Khan Academy Videos: Intro to Exponents •Understanding Square Roots • Intro to Square Roots •Square Root of Decimal <br> - Intro to Cube Roots • Order of Operations Examples: Exponents • Order of Operations Example |  |  |

## Course 3 Curriculum Map

## ACTIVITY 4

Unit 1: Numerical Relationships

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 2 45-min. periods | On Grade Level | Core materials (p. 45) | Lesson 4-1 Modeling Fractions | MP.4, MP. 7 | - Model fractions graphically. <br> - Convert between fractions, decimals, and percents. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 49) | Lesson 4-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 4-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 1 45-min. period | On Grade Level | Core materials (p. 50) | Lesson 4-2 Rational Number Representations | 8.NS.A.1, MP. 7 | - Define and recognize rational numbers. <br> - Represent repeating decimals using bar notation. <br> - Convert a repeating decimal to a fraction. |
| $15-25$ <br> min. | On Grade Level | Core materials (p. 52) | Lesson 4-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 4-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 1 45-min. period | On Grade Level | Core materials (p. 53) | Lesson 4-3 Comparing Rational Numbers | 8.NS.A.l, MP.6, MP. 7 | - Compare rational numbers in different forms. <br> - Represent repeating decimals using bar notation. <br> - Utilize various forms of rational numbers. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 56) | Lesson 4-3 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 4-3 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| $145-\mathrm{min}$. period | On Grade Level | Core materials (p. 57) | Activity 4 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |  |
| (1)HANACADEMY |  |  | View Khan Academy Videos: Converting Percents to Decimals \& Fractions Example • Worked Example: Converting a Fraction (7/8) to a Decimal • Rewriting Tricky Fractions to Decimals • Converting Decimals to Fractions 2 (Ex 1) •Converting Decimals to Fractions 2 (Ex 2) •Converting Decimals to Percents: $0.601 \bullet$ Converting Decimals to Percents: $1.501 \bullet$ Converting Percents to Decimals: $59.2 \% \bullet$ Converting Percents to Decimals: $113.9 \%$ Converting a Fraction to a Repeating Decimal $\bullet$ Converting Repeating Decimals to Fractions (Part 1 of 2) •Converting Repeating Decimals to Fractions (Part 2 of 2) $\bullet$ Comparing Rational Numbers |  |  |

## Course 3 Curriculum Map

## activity 5 Unit 1: Numerical Relationships

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 245 -min. periods | On Grade Level | Core materials (p. 59) | Lesson 5-1 Estimating Irrational Numbers | 8.EE.A.2, 8.NS.A. 2 | - Differentiate between rational and irrational numbers. <br> - Approximate an irrational number in terms of a rational number. |
| $\begin{aligned} & \text { l5-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 62) | Lesson 5-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 5-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 245 -min. periods | On Grade Level | Core materials (p. 63) | Lesson 5-2 Comparing Rational and Irrational Numbers | 8.NS.A. 2 | - Approximate an irrational number in terms of a rational number. <br> - Compare and order irrational and rational numbers. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 66) | Lesson 5-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 5-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 145 -min. period | On Grade Level | Core materials (p. 67) | Activity 5 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |  |
| 145-min. period | On Grade Level | Core materials (p. 69) | Embedded Assessment 2 <br> Representing Rational and Irrational NumbersWeather or Not? | $\begin{aligned} & \text { 8.NS.A.1, 8.NS.A.2, } \\ & \text { 8.EE.A. } 2 \end{aligned}$ | Assessment Focus <br> - Convert between fractions, decimals, and percents. <br> - Determine square roots and cube roots of perfect squares and perfect cubes. <br> - Distinguish between rational and irrational numbers. |
| - KHANACADEMY |  |  | View Khan Academy Videos: Intro to Rational \& Irrational Numbers • Classifying Numbers: Rational \& Irrational • Approximating Square Roots |  |  |

## Course 3 Curriculum Map

## ACTIVITY 6

Unit 1: Numerical Relationships

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 45-min. period | On Grade Level | Core materials (p. 101) | Unpacking Embedded Assessment 3 <br> Exponents and Scientific Notation-Contagious Mathematics | 8.EE.A.1, 8.EE.A.3, <br> 8.EE.A. 4 | Assessment Focus <br> - Compute with exponents. <br> - Write a number in scientific notation. <br> - Recognize exponential number patterns. |
| 1 45-min. period | On Grade Level | Core materials (p. 71) | Lesson 6-1 Multiplying and Dividing with Exponents | 8.EE.A. 1 | - Understand and apply properties of integer exponents. <br> - Simplify multiplication expressions with integer exponents. <br> - Simplify division expressions with integer exponents. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 74) | Lesson 6-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 6-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 1 45-min. period | On Grade Level | Core materials (p. 75) | Lesson 6-2 Negative Exponents | 8.EE.A.1 | - Understand and apply properties of integer exponents. <br> - Simplify expressions with negative exponents. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 77) | Lesson 6-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 6-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 1 45-min. period | On Grade Level | Core materials (p. 78) | Lesson 6-3 Power of Zero and Powers of Powers | 8.EE.A.1, MP. 7 | - Understand and apply properties of integer exponents. <br> - Simplify expressions with zero as the exponent. <br> - Simplify expressions with exponents raised to a power. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 80) | Lesson 6-3 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 6-3 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |

## Course 3 Curriculum Map

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career <br> Readiness Standards Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: |
| $1 \text { 45-min. }$ <br> period | On Grade Level | Core materials (p. 81) | Activity 6 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |
| (1)HANACADEMY |  |  | View Khan Academy Videos: Exponent Properties with Products • Exponent Properties with Quotients • Exponent Rules Intro <br> $\bullet$ Exponent Rules Part (Composite Problems) • Negative Exponents • Exponent Properties with Parentheses • Thinking More about Negative Exponents |  |

## Course 3 Curriculum Map

## activity 7 Unit 1: Numerical Relationships

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 145 -min. period | On Grade Level | Core materials (p. 83) | Lesson 7-1 Scientific Notation vs. Standard Form | 8.EE.A. 3 | - Express numbers in scientific notation. <br> - Convert numbers in scientific notation to standard form. <br> - Use scientific notation to write estimates of quantities. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 87) | Lesson 7-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 7-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 145 -min. period | On Grade Level | Core materials (p. 88) | Lesson 7-2 Scientific Notation: Power of Zero, Negative Exponents, and Ordering | 8.EE.A. 3 | - Express numbers in scientific notation. <br> - Convert numbers in scientific notation to standard form. <br> - Compare and order numbers in scientific notation. <br> - Use scientific notation to write estimates of quantities. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 90) | Lesson 7-2 Practice | Opportunity to apply know | dge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 7-2 Quiz | Opportunity to demonstrat | knowledge and skills developed in the lesson. |
| 145 -min. period | On Grade Level | Core materials (p. 91) | Activity 7 Practice | Opportunity to apply know | edge and practice skills developed in the activity. |
| KHANACADEMY |  |  | View Khan Academy Videos: Introduction to Scientific Notation • Scientific Notation Examples • Scientific Notation Examples <br> - Scientific Notation Example: 0.0000000003457 |  |  |

## Course 3 Curriculum Map

## ACTIVITY 8

## Unit 1: Numerical Relationships

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: |
| $\begin{aligned} & 2 \text { 45-min. } \\ & \text { periods } \end{aligned}$ | On Grade Level | Core materials (p. 93) | Lesson 8-1 Multiplying and Dividing in Scientific Notation |  • Multiplying numbers expressed in scientific <br>  notation.  <br>  $\bullet$ Divide numbers expressed in scientific notation.  |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 96) | Lesson 8-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 8-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| 145 -min. period | On Grade Level | Core materials (p. 97) | Lesson 8-2 Adding and Subtracting in Scientific Notation | 8.EE.A. $4 \quad$ • Add numbers expressed in scientific notation. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 98) | Lesson 8-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 8-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| 1 45-min. period | On Grade Level | Core materials (p. 99) | Activity 8 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |
| 145-min. period | On Grade Level | Core materials (p. 101) | Embedded Assessment 3 <br> Exponents and Scientific Notation-Contagious Mathematics |  Assessment Focus <br> 8.EE.A.1, 8.EE.A.3, $\bullet$ Compute with exponents. <br> 8.EE.A.4 $\bullet$ Write a number in scientific notation. <br>  $\bullet$ Recognize exponential number patterns. |
| 1 45-min. period | On Grade Level | SpringBoard Digital / Assessments | Unit 1 Assessments A/B | Opportunity to demonstrate knowledge and skills developed in the unit. |
| 10 min. per lesson | On Grade Level | Math Skills <br> Workshop (p. 13) | Additional Unit Practice | Opportunity to apply knowledge and practice skills developed in the unit. |

[^44][^45]
## Course 3 Curriculum Map

## ACTIVITY 9

Unit 2: Equations

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 145-min. period | On Grade Level | Core materials (p. 131) | Unpacking Embedded Assessment 1 Expressions and Equations-What a Good Idea! | 8.EE.C.7, 8.EE.C.7a, <br> 8.EE.C.7b | Assessment Focus <br> - Write linear equations. <br> - Solve linear equations. |
| 10 min . | Approaching Grade Level | Core materials (p. 103) | Unit 2 Overview / Getting Ready | Assesses prerequisite skills necessary for Unit 2. |  |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 30) | Coordinate Plane | 6.NS.C.6c | - Identify points and locate ordered pairs on the coordinate plane. |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 32) | Expressions and Equations | 6.EE.A. 2 | - Write and evaluate algebraic expressions. |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 34) | Similar Triangles | 8.G.A. 4 | - Determine if two triangles are similar. |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 36) | Tables of Values | 6.RP.A.3a | - Create and use tables of values to represent linear equations. |
| 245 -min. periods | On Grade Level | Core materials (p. 105) | Lesson 9-1 Representing Patterns | MP.2, MP.7, MP. 8 | - Identify and represent patterns using models, tables, and expressions. <br> - Write and evaluate algebraic expressions that represent patterns with constant differences. |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 40) | Evaluating Expressions | 6.EE.A.2c | - Evaluate algebraic expressions. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 109) | Lesson 9-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 9-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 2 45-min. periods | On Grade Level | Core materials (p. 111) | Lesson 9-2 Using Patterns to Write and Evaluate Expressions | MP.3, MP.7, MP. 8 | - Identify patterns that do not have a constant difference. <br> - Write and evaluate algebraic expressions that represent patterns that do not have a constant difference. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 116) | Lesson 9-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |

## Course 3 Curriculum Map

## Activity $9 \quad$ Unit 2: Equations

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career <br> Readiness Standards Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: |
| 10 min. | On Grade Level | SpringBoard <br> Digital / <br> Assessment | Lesson 9-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| $1 \text { 45-min. }$ period | On Grade Level | Core materials (p. 117) | Activity 9 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |
| (1)ANACADEMY |  |  | View Khan Academy Videos: Writing Expressions with Variables • Writing Expressions with Variables \& Parentheses • Graphing Patterns on Coordinate Plane •Evaluating an Expression with One Variable • Evaluating Expressions with Variables: Temperature |  |

## Course 3 Curriculum Map

## ACTIVITY 10

Unit 2: Equations

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 245 -min. periods | On Grade Level | Core materials (p. 119) | Lesson 10-1 Solving Linear Equations with Models | 8.EE.C.7, 8.EE.C.7b | - Solve linear equations with rational number coefficients. <br> - Solve linear equations by using the Distributive Property and collecting like terms. |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 41) | Solving Equations Using Bags and Cubes | 6.EE.B. 6 | - Use modeling to solve equations. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 123) | Lesson 10-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min. | On Grade Level | SpringBoard Digital / Assessment | Lesson 10-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| $145-\mathrm{min}$. period | On Grade Level | Core materials (p. 124) | Lesson 10-2 Solving Linear Equations Algebraically | 8.EE.C.7, 8.EE.C.7b | - Use linear equations with one variable to model and solve real-world and mathematical problems. <br> - Solve linear equations with variables on both sides of the equation by using the Distributive Property and collecting like terms. |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 43) | More Bags and Cubes to Solve Equations | 6.EE.B. 6 | - Use modeling to solve equations. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 128) | Lesson 10-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / <br> Assessment | Lesson 10-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 1 45-min. period | On Grade Level | Core materials (p. 129) | Activity 10 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |  |
| 145 -min. period | On Grade Level | Core materials (p. 131) | Embedded Assessment 1 <br> Expressions and Equations-What a Good Idea! | 8.EE.C.7, 8.EE.C.7a, 8.EE.C.7b | Assessment Focus <br> - Write linear equations. <br> - Solve linear equations. |
| DKHANACADEMY |  |  | View Khan Academy Videos: Linear Equations 1•Linear Equations 2•Linear Equations 3•Equations with Parentheses <br> - Equation with Variables on Both Sides: Fractions • Ex 2: Distributive Property to Simplify • Equations with Parentheses <br> - Equations with Variables on Both Sides: $20-7 x=6 x-6 \bullet$ Number of Solutions to Equations • Creating an Equation with No <br> Solutions • Creating an Equation with Infinitely Many Solutions • Worked Example: Number of Solutions to Equations |  |  |

## Course 3 Curriculum Map

## ACTIVITY 11

Unit 2: Equations

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 145 -min. period | On Grade Level | Core materials (p. 174) | Unpacking Embedded Assessment 2 <br> Linear Equations and Rates of Change-Who's That? | 8.EE.B.5, 8.EE.B. 6 | Assessment Focus <br> - Determine and interpret rate of change. <br> - Write linear equations. |
| $145-\mathrm{min}$. period | On Grade Level | Core materials (p. 133) | Lesson 11-1 Linear Equations and Slope | 8.EE.B.5, 8.EE.B. 6 | - Understand the concept of slope as the ratio $\frac{\text { change in } y}{\text { change in } x}$ between any two points on a line. <br> - Graph proportional relationships; interpret the slope and the $y$-intercept $(0,0)$ of the graph. <br> - Use similar right triangles to develop an understanding of slope. |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 45) | Ratios | 6.RP.A. 1 | - Write ratios. |
| 10 min. | On Grade Level | Math Skills Workshop (p. 46) | Finding Slope Given a Table or a Graph | 8.F.A.2, 8.F.B. 4 | - Determine the slope of line. |
| $\begin{aligned} & \text { l5-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 139) | Lesson 11-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 11-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 145 -min. period | On Grade Level | Core materials (p. 140) | Lesson 11-2 More on Linear Equations and Slope | 8.EE.B. 5 | - Understand the concept of slope as the ratio $\frac{\text { change in } y}{\text { change in } x}$ between any two points on a line. <br> - Graph proportional relationships; interpret the slope and the $y$-intercept $(0,0)$ of the graph. <br> - Use similar right triangles to develop an understanding of slope. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 144) | Lesson 11-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min. | On Grade Level | SpringBoard Digital / Assessment | Lesson 11-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| $145-\mathrm{min}$. period | On Grade Level | Core materials (p. 145) | Activity 11 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |  |
| (1)HANACADEMY |  |  | View Khan Academy Videos: Intro to Slope - Worked Example: Slope from Graph |  |  |

## Course 3 Curriculum Map

## ACTIVITY 12

Unit 2: Equations

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 45-min. period | On Grade Level | Core materials (p. 147) | Lesson 12-1 Identifying Slope Using Tables and Graphs | 8.EE.B.5, 8.EE.B. 6 | - Graph linear relationships represented in different forms. <br> - Write an equation in the form $y=m x+b$ to model $a$ linear relationship between two quantities. <br> - Interpret the meaning of slope and $y$-intercept in a problem context. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 150) | Lesson 12-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min. | On Grade Level | SpringBoard Digital / Assessment | Lesson 12-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 145 -min. period | On Grade Level | Core materials (p. 151) | Lesson 12-2 Comparing Slopes of Different Lines | 8.EE.B. 5 | - Compare different proportional relationships represented in different ways. <br> - Graph linear relationships and identify and interpret the meaning of slope in graphs. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 154) | Lesson 12-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 12-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 1 45-min. period | On Grade Level | Core materials (p. 155) | Lesson 12-3 Linear Relationships Using SlopeIntercept Form | 8.EE.B.5, 8.EE.B. 6 | - Derive equations of the form $y=m x$ and $y=m x+b$ from their graphs. <br> - Graph linear relationships and identify and interpret the meaning of slope and $y$-intercept in graphs. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 158) | Lesson 12-3 Practice | Opportunity to apply know | dge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 12-3 Quiz | Opportunity to demonstrate | knowledge and skills developed in the lesson. |
| 1 45-min. period | On Grade Level | Core materials (p. 159) | Activity 12 Practice | Opportunity to apply know | ledge and practice skills developed in the activity. |
| (1)HANACADEMY |  |  | View Khan Academy Videos: Graph from Slope-Intercept Equation • Slope-Intercept Equation from Graph • Slope-Intercept Equation from Slope \& Point • Slope-Intercept Equation from Two Points • Slope-Intercept Form Problems •Linear Graphs Word Problem: Cats • Linear Equations Word Problem: Marbles •Linear Equations Word Problem: File Transfer $\bullet$ Rates \& Proportional Relationships Example • Rates \& Proportional Relationships: Gas Mileage |  |  |

## Course 3 Curriculum Map

## ACTIVITY 13

Unit 2: Equations

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 2 45-min. periods | On Grade Level | Core materials (p. 161) | Lesson 13-1 Linear Proportional Relationships | 8.EE.B. 5 | - Represent linear proportional situations with tables, graphs, and equations. <br> - Identify slope and $y$-intercept in these representations and interpret their meaning in reallife contexts. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 164) | Lesson 13-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 13-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 245 -min. periods | On Grade Level | Core materials (p. 166) | Lesson 13-2 Directly Proportional Relationships | 8.EE.B. 5 | - Solve problems involving direct variation. <br> - Distinguish between proportional and nonproportional situations using tables, graphs, and equations. |
| 15-25 <br> min. | On Grade Level | Core materials (p. 171) | Lesson 13-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 13-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| l 45-min. period | On Grade Level | Core materials (p. 172) | Activity 13 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |  |
| 1 45-min. period | On Grade Level | Core materials (p. 174) | Embedded Assessment 2 <br> Linear Equations and Rates of Change-Who's That? | 8.EE.B.5, 8.EE.B. 6 | Assessment Focus <br> - Determine and interpret rate of change. <br> - Write linear equations. |
| (1)HANACADEMY |  |  | View Khan Academy Videos: Graphing Proportional Relationships: Unit Rate • Bl41Graphing Proportional Relationships from a Table •B141Graphing Proportional Relationships from an Equation • B141Writing Proportional Equations from Tables •B141Direct Variation Word Problem: Filling Gas •B141Direct Variation Word Problem: Space Travel • Bl41Introduction to Proportional Relationships |  |  |

## Course 3 Curriculum Map

## ACTIVITY 14

Unit 2: Equations

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 145 -min. period | On Grade Level | Core materials (p. 199) | Unpacking Embedded Assessment 3 Solving Systems of Linear Equations-Supply and Demand | 8.EE.C.8, 8.EE.C.8a, <br> 8.EE.C.8b, 8.EE.C.8c | Assessment Focus <br> - Solve systems of linear equations graphically. <br> - Solve systems of linear equations algebraically. |
| $145-\mathrm{min}$. period | On Grade Level | Core materials (p. 177) | Lesson 14-1 Understanding Solutions to Linear Systems | 8.EE.C.8a, 8.EE.C.8b, <br> 8.EE.C.8c | - Understand that solutions to systems of linear equations correspond to the points of intersection of their graphs. <br> - Solve systems of linear equations numerically and by graphing. <br> - Use systems of linear equations to solve real-world and mathematical problems. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 181) | Lesson 14-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 14-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| $2 \text { 45-min. }$ <br> periods | On Grade Level | Core materials (p. 182) | Lesson 14-2 Solving Linear Systems by Graphing | 8.EE.C.8, 8.EE.C.8b, MP. 7 | - Convert linear equations into slope-intercept form. <br> - Solve systems of linear equations by graphing. <br> - Solve simple systems of linear equations by inspection. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 186) | Lesson 14-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 14-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| $145-\mathrm{min}$. period | On Grade Level | Core materials (p. 187) | Activity 14 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |  |
| View Khan Academy Videos: Systems of Equations with Graphing: Chores •Systems of Equations with Graphing: Exact \& Approximate solutions • Number of Solutions to a System of Equations • Testing a Solution to a System of Equations • Systems of Equations: Trolls, Tolls (1 of 2) •Systems of Equations: Trolls, Tolls (2 of 2) • How Many Solutions does a System of Linear Equations have if There are At Least Two? •Systems of Equations with Graphing •Systems of Equations with Graphing: y = (7/5) $\underline{x}-5 \& y=(3 / 5) x-1 \bullet$ Systems of Equations with Graphing: $5 x+3 y=7 \& 3 x-2 y=8 \bullet$ Number of Solutions to a System of Equations Graphically |  |  |  |  |  |

## Course 3 Curriculum Map

## ACTIVITY 15

Unit 2: Equations

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 2 45-min. periods | On Grade Level | Core materials (p. 189) | Lesson 15-1 Solving Linear Systems Algebraically | 8.EE.C.8a, 8.EE.C.8b | - Connect solutions to systems of linear equations to the points of intersection of their graphs. <br> - Connect solutions to systems of linear equations to the points of intersection of their graphs. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 193) | Lesson 15-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 15-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 2 45-min. periods | On Grade Level | Core materials (p. 194) | Lesson 15-2 Applications of Linear Systems | 8.EE.C.8b, 8.EE.C.8c | - Write linear systems to solve real-world and mathematical problems. <br> - Write linear systems to solve real-world and mathematical problems. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 196) | Lesson 15-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 15-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| $1 \text { 45-min. }$ period | On Grade Level | Core materials (p. 197) | Activity 15 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |  |
| $\begin{aligned} & \text { l 45-min. } \\ & \text { period } \end{aligned}$ | On Grade Level | Core materials (p. 199) | Embedded Assessment 3 <br> Solving Systems of Linear Equations-Supply and Demand | 8.EE.C.8, 8.EE.C.8a, <br> 8.EE.C.8b, 8.EE.C.8c | Assessment Focus <br> - Solve systems of linear equations graphically. <br> - Solve systems of linear equations algebraically. |
| $\begin{aligned} & \text { l } 45-\mathrm{min} \text {. } \\ & \text { period } \end{aligned}$ | On Grade Level | SpringBoard Digital / <br> Assessments | Unit 2 Assessments A/B | Opportunity to demonstrate | knowledge and skills developed in the unit. |

## Course 3 Curriculum Map

## ACTIVITY 15 Unit 2: Equations

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career <br> Readiness Standards Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: |
| 10 min . per lesson | On Grade Level | Math Skills <br> Workshop (p. 48) | Additional Unit Practice | Opportunity to demonstrate knowledge and practice skills developed in the unit. |
| (1) | ANACA | EMY | View Khan Academy Videos: Systems of Equations with Substitution: $2 \mathrm{y}=\mathrm{x}+7 \& \mathrm{x}=\mathrm{y}-4 \bullet$ Systems of Equations with <br> Substitution: $y=-5 x+8 \& 10 x+2 y=-2 \bullet$ Systems of Equations with Substitution: $y=(-1 / 4) x+100 \& y=(-1 / 4) x+120 \bullet$ Systems of Equations with Substitution: $y=4 x-17.5 \& y+2 x=6.5 \bullet$ Systems of Equations with Substitution: $9 x+3 y=15 \& y-x=5 \bullet$ Systems of Equations with Substitution: $-3 x-4 y=-2 \& y=2 x-5 \bullet$ Systems of Equations with Elimination: $3 t+4 g=6 \&-6 t+g=6 \bullet$ Systems of Equations with Elimination: $4 x-2 y=5 \& 2 x-y=2.5 \bullet$ Systems of Equations with Elimination: $x+2 y=6 \& 4 x-2 y=14 \bullet$ Systems of Equations with Elimination: $-3 y+4 x=11 \& y+2 x=13 \cdot$ Systems of Equations with Elimination: $2 x-y=14 \&-6 x+3 y=-42$ <br> - Systems of Equations with Substitution: Coins • Systems of Equations with Elimination: TV \& DVD •Systems of Equations with Elimination: Sum/Difference of Numbers •Systems of Equations with Elimination: Apples and Oranges $\bullet$ Systems of Equations with Substitution: Shelves • Systems of Equations with Elimination: Coffee and Croissants |  |

## Course 3 Curriculum Map

## ACTIVITY 16

Unit 3: Geometry

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 145 -min. period | On Grade Level | Core materials (p. 229) | Unpacking Embedded Assessment 1 Angle Measures-Light and Glass | 8.G.A. 5 | Assessment Focus <br> - Identify and determine the measures of complementary and supplementary angles. <br> - Determine the measures of the angles of a triangle or quadrilateral. <br> - Determine the measures of the angles formed by parallel lines that are cut by a transversal. |
| 10 min . | Approaching Grade Level | Core materials (p. 201) | Unit 3 Overview / Getting Ready | Assesses prerequisite skills necessary for Unit 3. |  |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 64) | Coordinate Plane | 6.NS.C.6c | - Identify points and locate ordered pairs on the coordinate plane. |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 66) | Perimeter and Area | 6.G.A.1, 7.G.B.4, 7.G.B. 6 | - Find the perimeter and area of geometric figures. |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 70) | Ratio and Proportion | 6.RP.A.3, 7.RP.A. 3 | - Write equivalent ratios. <br> - Solve proportions. |
| 10 min . | Approaching Grade Level | Math Skills <br> Workshop (p. 71) | Triangles | 4.G.A. 2 | - Classify triangles by their sides and angles. |
| 2 45-min. periods | On Grade Level | Core materials (p. 203) | Lesson 16-1 Complementary and Supplementary Angles | 8.G.A. 5 | - Identify and determine the measure of complementary angles. <br> - Identify and determine the measure of supplementary angles. |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 73) | Measuring with a Protractor | 4.MD.C.6, 7.G.A. 1 | - Draw angles using a protractor. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 207) | Lesson 16-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 16-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 2 45-min. periods | On Grade Level | Core materials (p. 208) | Lesson 16-2 Angles Formed by Parallel Lines | 8.G.A. 5 | - Determine the measure of angles formed by parallel lines and transversals. <br> - Identify angle pairs formed by parallel lines and transversals. |

## Course 3 Curriculum Map

## ACTIVITY 16

Unit 3: Geometry

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career <br> Readiness Standards Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 215) | Lesson 16-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 16-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| $145-\mathrm{min} .$ period | On Grade Level | Core materials (p. 215) | Activity 16 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |
| K | ANAC | EMY | View Khan Academy Videos: Complementary \& Supplementary Angles • Equation Practice with Complementary Angles <br> - Equation Practice with Supplementary Angles • Angles, Parallel Lines, \& Transversals • Missing Angles with a Transversal <br> - Measures of Angles Formed by a Transversal |  |

## Course 3 Curriculum Map

## ACTIVITY 17

Unit 3: Geometry

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 2 45-min. periods | On Grade Level | Core materials (p. 217) | Lesson 17-1 Angles in a Triangle | 8.G.A. 5 | - Describe the relationship among the angles of a triangle. <br> - Write and solve equations involving angles of a triangle. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 222) | Lesson 17-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 17-1 Quiz | Opportunity to demonstr | knowledge and skills developed in the lesson. |
| 2 45-min. periods | On Grade Level | Core materials (p. 223) | Lesson 17-2 Exterior Angles and Angles in Quadrilaterals | 8.G.A. 5 | - Describe and apply the relationship between an exterior angle of a triangle and its remote interior angles. <br> - Describe and apply the relationship among the angles of a quadrilateral. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 226) | Lesson 17-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 17-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 1 45-min. period | On Grade Level | Core materials (p. 227) | Activity 17 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |  |
| 1 45-min. period | On Grade Level | Core materials (p. 229) | Embedded Assessment 1 <br> Angle Measures-Light and Glass | 8.G.A. 5 | Assessment Focus <br> - Identify and determine the measures of complementary and supplementary angles. <br> - Determine the measures of the angles of a triangle or quadrilateral. <br> - Determine the measures of the angles formed by parallel lines that are cut by a transversal. |

KHANACADEMY

[^46]
## Course 3 Curriculum Map

## ACTIVITY 18

Unit 3: Geometry

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 45-min. period | On Grade Level | Core materials (p. 263) | Unpacking Embedded Assessment 2 <br> Rigid Transformations-In Transformations We Trust | 8.G.A.l, 8.G.A.la, 8.G.A.1b, 8.G.A.1c, 8.G.A.2, 8.G.A. 3 | Assessment Focus <br> - Perform translations, reflections, and rotations on the coordinate plane. <br> - Identify transformations that preserve congruence. |
| 1 45-min. period | On Grade Level | Core materials (p. 231) | Lesson 18-1 What Is a Transformation? | 8.G.A. 1 | - Recognize rotations, reflections, and translations in physical models. <br> - Explore rigid transformations of figures. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 233) | Lesson 18-1 Practice | Opportunity to apply know | ge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 18-1 Quiz | Opportunity to demonstrate | knowledge and skills developed in the lesson. |
| 1 45-min. period | On Grade Level | Core materials (p. 234) | Lesson 18-2 Translations and Coordinates | 8.G.A.1, 8.G.A.2, 8.G.A. 3 | - Determine the effect of translations on twodimensional figures using coordinates. <br> - Represent and interpret translations involving words, coordinates, and symbols. |
| 15-25 <br> min. | On Grade Level | Core materials (p. 237) | Lesson 18-2 Practice | Opportunity to apply know | dge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 18-2 Quiz | Opportunity to demonstrate | knowledge and skills developed in the lesson. |
| 1 45-min. period | On Grade Level | Core materials (p. 238) | Lesson 18-3 Reflections and Coordinates | 8.G.A. 3 | - Determine the effect of reflections on twodimensional figures using coordinates. <br> - Represent and interpret reflections involving words, coordinates, and symbols. |
| 15-25 <br> min. | On Grade Level | Core materials (p. 240) | Lesson 18-3 Practice | Opportunity to apply know | dge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 18-3 Quiz | Opportunity to demonstrate | knowledge and skills developed in the lesson. |
| $\begin{aligned} & \text { l } 45-\mathrm{min} \text {. } \\ & \text { period } \end{aligned}$ | On Grade Level | Core materials (p. 241) | Lesson 18-4 Rotations and Coordinates | 8.G.A. 3 | - Determine the effect of rotations on twodimensional figures using coordinates. <br> - Represent and interpret rotations involving words, coordinates, and symbols. |

## Course 3 Curriculum Map

## ACTIVITY 18

Unit 3: Geometry

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career <br> Readiness Standards Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 244) | Lesson 18-4 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 18-4 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| 145-min. period | On Grade Level | Core materials (p. 245) | Activity 18 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |
| View Khan Academy Videos: Rigid Transformations Intro - Determining Rotations |  |  |  |  |

## Course 3 Curriculum Map

## ACTIVITY 19

Unit 3: Geometry

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 2 45-min. periods | On Grade Level | Core materials (p. 247) | Lesson 19-1 Properties of Transformations | 8.G.A.1, 8.G.A.2, 8.G.A. 3 | - Explore properties of translations, rotations, and reflections on two-dimensional figures. <br> - Explore congruency of transformed figures. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 253) | Lesson 19-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 19-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 2 45-min. periods | On Grade Level | Core materials (p. 254) | Lesson 19-2 Composition of Transformations | 8.G.A.1, 8.G.A. 3 | - Explore composition of transformations. <br> - Describe the effect of composition of translations, rotations, and reflections on two-dimensional figures using coordinates. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 258) | Lesson 19-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / <br> Assessment | Lesson 19-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| l 45-min. period | On Grade Level | Core materials (p. 261) | Activity 19 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |  |
| 1 45-min. period | On Grade Level | Core materials (p. 263) | Embedded Assessment 2 <br> Rigid Transformations-In Transformations We Trust | 8.G.A.1, 8.G.A.la, 8.G.A.1b, 8.G.A.1c, 8.G.A.2, 8.G.A. 3 | Assessment Focus <br> - Perform translations, reflections, and rotations on the coordinate plane. <br> - Identify transformations that preserve congruence. |
| (1)HANACADEMY |  |  | View Khan Academy Videos: Rigid Transformations: Preserved Properties • Congruent Shapes \& Transformations |  |  |

## Course 3 Curriculum Map

## ACTIVITY 20

Unit 3: Geometry

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 45-min. period | On Grade Level | Core materials (p. 293) | Unpacking Embedded Assessment 3 Similarity and Dilations-Business as Usual | 8.G.A.3, 8.G.A.4, 8.G.A. 5 | Assessment Focus <br> - Identify similar figures and find unknown measures. <br> - Perform dilations on the coordinate plane. <br> - Find perimeters and areas of similar figures. |
| 245 -min. periods | On Grade Level | Core materials (p. 265) | Lesson 20-1 Exploring Similarity | 8.G.A.4, 8.G.A. 5 | - Identify similar triangles. <br> - Identify corresponding sides and angles in similar triangles. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 270) | Lesson 20-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 20-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 2 45-min. periods | On Grade Level | Core materials (p. 271) | Lesson 20-2 Properties and Conditions of Similar | 8.G.A.3, 8.G.A.4, 8.G.A. 5 | - Determine whether triangles are similar given side lengths or angle measures. <br> - Calculate unknown side lengths in similar triangles. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 276) | Lesson 20-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 20-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| $145-\mathrm{min} .$ <br> period | On Grade Level | Core materials (p. 277) | Activity 20 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |  |
| (1)HANACADEMY |  |  | View Khan Academy Videos: Intro to Triangle Similarity • Determining Similar Triangles |  |  |

## Course 3 Curriculum Map

## ACTIVITY 21

Unit 3: Geometry

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 245 -min. periods | On Grade Level | Core materials (p. 279) | Lesson 21-1 Properties and Conditions of Similar | 8.G.A. 3 | - Investigate the effect of dilations on twodimensional figures. <br> - Explore the relationship of dilated figures on the coordinate plane. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 285) | Lesson 21-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 21-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 2 45-min. periods | On Grade Level | Core materials (p. 286) | Lesson 21-2 Effects of Scale Factor | 8.G.A.1, 8.G.A.2, 8.G.A. 3 | - Determine the effect of the value of the scale factor on a dilation. <br> - Explore how scale factor affects two-dimensional figures on a coordinate plane. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 290) | Lesson 21-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 21-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 145 -min. period | On Grade Level | Core materials (p. 291) | Activity 21 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |  |
| 145 -min. period | On Grade Level | Core materials (p. 293) | Embedded Assessment 3 <br> Similarity and Dilations-Business as Usual | 8.G.A.3, 8.G.A.4, 8.G.A. 5 | Assessment Focus <br> - Identify similar figures and find unknown measures. <br> - Perform dilations on the coordinate plane. <br> - Find perimeters and areas of similar figures. |
| (1)ANACADEMY |  |  | View Khan Academy Videos: Dilating Shapes: Expanding - Dilating Shapes: Shrinking • Dilations: Scale Factor |  |  |

## Course 3 Curriculum Map

## ACTIVITY 22 Unit 3: Geometry

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 45-min. period | On Grade Level | Core materials (p. 325) | Unpacking Embedded Assessment 4 The Pythagorean Theorem-Camp Euclid | 8.G.B.6, 8.G.B.7, 8.G.B.8 | Assessment Focus <br> - Solve problems using the Pythagorean Theorem. <br> - Use the converse of the Pythagorean Theorem. |
| 245 -min. periods | On Grade Level | Core materials (p. 297) | Lesson 22-1 Pythagorean Theorem: Squares of Lengths | 8.G.B.6, 8.G.B. 7 | - Investigate the Pythagorean Theorem. <br> - Understand and apply the Pythagorean Theorem. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 300) | Lesson 22-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min. | On Grade Level | SpringBoard Digital / Assessment | Lesson 22-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 245 -min. periods | On Grade Level | Core materials (p. 301) | Lesson 22-2 Pythagorean Theorem: Missing Lengths | 8.G.B. 7 | - Investigate the Pythagorean Theorem. <br> - Find missing side lengths of right triangles using the Pythagorean Theorem. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 304) | Lesson 22-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min. | On Grade Level | SpringBoard Digital / Assessment | Lesson 22-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 1 45-min. period | On Grade Level | Core materials (p. 305) | Activity 22 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |  |
| KHANACADEMY |  |  | View Khan Academy Videos: Intro to the Pythagorean Theorem • Pythagorean Theorem Example $\bullet$ Pythagorean Theorem with Isosceles Triangle • Intro to the Pythagorean Theorem 2 |  |  |

## Course 3 Curriculum Map

## ACTIVITY 23

Unit 3: Geometry

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $2 \text { 45-min. }$ <br> periods | On Grade Level | Core materials (p. 307) | Lesson 23-1 The Pythagorean Theorem in Two and Three Dimensions | 8.G.B. 7 | - Apply the Pythagorean Theorem to solve problems in two dimensions. <br> - Apply the Pythagorean Theorem to solve problems in three dimensions. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 310) | Lesson 23-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 23-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 245 -min. periods | On Grade Level | Core materials (p. 311) | Lesson 23-2 The Pythagorean Theorem and the Coordinate Plane | 8.G.B. 8 | - Apply the Pythagorean Theorem to right triangles on the coordinate plane. <br> - Find the distance between points on the coordinate plane. |
| $\begin{aligned} & \text { l5-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 314) | Lesson 23-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / <br> Assessment | Lesson 23-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| $145-\mathrm{min}$. period | On Grade Level | Core materials (p. 315) | Activity 23 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |  |
| (1)HANACADEMY |  |  | View Khan Academy Videos: Use Pythagorean Theorem to Find Area of an Isosceles Triangle • Pythagorean Theorem Word Problem: Carpet • Pythagorean Theorem Word Problem: Fishing Boat • Pythagorean Theorem in 3D • Thiago asks: How Much Time does a Goalkeeper Have to React to a Penalty Kick? • Distance Formula |  |  |

## Course 3 Curriculum Map

## ACTIVITY 24

Unit 3: Geometry

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 145 -min. period | On Grade Level | Core materials (p. 317) | Lesson 24-1 The Converse of the Pythagorean Theorem | 8.G.B. 6 | - Explain the converse of the Pythagorean Theorem. <br> - Verify whether a triangle with given side lengths is a right triangle. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 320) | Lesson 24-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 24-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 145 -min. period | On Grade Level | Core materials (p. 321) | Lesson 24-2 Pythagorean Triples | MP.2, MP.3, MP. 7 | - Verify whether a set of whole numbers is a Pythagorean triple. <br> - Use a Pythagorean triple to generate a new Pythagorean triple. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 322) | Lesson 24-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 24-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 145 -min. period | On Grade Level | Core materials (p. 323) | Activity 24 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |  |
| 145 -min. period | On Grade Level | Core materials (p. 325) | Embedded Assessment 4 <br> The Pythagorean Theorem-Camp Euclid | 8.G.B.6, 8.G.B.7, 8.G.B. 8 | Assessment Focus <br> - Solve problems using the Pythagorean Theorem. <br> - Use the converse of the Pythagorean Theorem. |
| (1)ANACADEMY |  |  | View Khan Academy Video: Intro to the Pythagorean Theorem 2 |  |  |

## Course 3 Curriculum Map

## ACTIVITY 25

Unit 3: Geometry

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 145 -min. period | On Grade Level | Core materials (p. 353) | Unpacking Embedded Assessment 5 Surface Area and Volume-Air Dancing | 8.G.C.9 | Assessment Focus <br> - Calculate the surface area and lateral area of threedimensional figures. <br> - Calculate the volume of three-dimensional figures, including composite solids. |
| 145 -min. period | On Grade Level | Core materials (p. 327) | Lesson 25-1 Lateral and Surface Areas of Prisms | MP.2, MP. 4 | - Find the lateral and surface areas of rectangular prisms. <br> - Find the lateral and surface areas of triangular prisms. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 332) | Lesson 25-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min. | On Grade Level | SpringBoard Digital / Assessment | Lesson 25-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 1 45-min. period | On Grade Level | Core materials (p. 333) | Lesson 25-2 Lateral and Surface Areas of Cylinders | MP.2, MP. 7 | - Find the lateral area of cylinders. <br> - Find the surface area of cylinders. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 336) | Lesson 25-2 Practice | Opportunity to apply know | dge and practice skills developed in the lesson. |
| 10 min. | On Grade Level | SpringBoard Digital / Assessment | Lesson 25-2 Quiz | Opportunity to demonstrat | knowledge and skills developed in the lesson. |
| 145 -min. period | On Grade Level | Core materials (p. 337) | Activity 25 Practice | Opportunity to apply know | dge and practice skills developed in the activity. |
| - KHANACADEMY |  |  | View Khan Academy Videos: Surface Area using a Net: Triangular Prism • Surface Area of a Box (Cuboid) • Surface Area of a Box using Nets • Surface Area using a Net: Rectangular Prism • Cylinder Volume \& Surface Area |  |  |

## Course 3 Curriculum Map

## ACTIVITY 26

Unit 3: Geometry

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| l 45-min. period | On Grade Level | Core materials (p. 339) | Lesson 26-1 Volumes of Prisms and Pyramids | MP.2, MP. 7 | - Apply the formula for the volume of a prism. <br> - Apply the formula for the volume of a pyramid. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 342) | Lesson 26-1 Practice | Opportunity to apply know | ge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 26-1 Quiz | Opportunity to demonstrate | knowledge and skills developed in the lesson. |
| 2 45-min. periods | On Grade Level | Core materials (p. 343) | Lesson 26-2 Volumes of Cylinders, Cones, and Spheres | 8.G.C. 9 | - Apply the formula for the volume of a cone. <br> - Apply the formula for the volume of a cylinder. <br> - Apply the formula for the volume of a sphere. |
| 145 -min. class period | On Grade Level | Math Skills <br> Workshop (p. 75) | Prisms, Pyramids, Cylinders, and Cones | 7.G.B.6, 8.G.C. 9 | - Compare the multiplicative relationships between solids. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 347) | Lesson 26-2 Practice | Opportunity to apply know | ge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 26-2 Quiz | Opportunity to demonstrate | knowledge and skills developed in the lesson. |
| 2 45-min. periods | On Grade Level | Core materials (p. 348) | Lesson 26-3 Volumes of Composite Solids | 8.G.C. 9 | - Decompose composite solids into simpler threedimensional figures. <br> - Find the volume of composite solids. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 350) | Lesson 26-3 Practice | Opportunity to apply know | edge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 26-3 Quiz | Opportunity to demonstrate | knowledge and skills developed in the lesson. |
| $145-\mathrm{min} .$ period | On Grade Level | Core materials (p. 351) | Activity 26 Practice | Opportunity to apply knowle | edge and practice skills developed in the activity. |
| 1 45-min. period | On Grade Level | Core materials (p. 353) | Embedded Assessment 5 <br> Surface Area and Volume-Air Dancing | 8.G.C. 9 | Assessment Focus <br> - Calculate the surface area and lateral area of threedimensional figures. <br> - Calculate the volume of three-dimensional figures, including composite solids. |

## Course 3 Curriculum Map

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career <br> Readiness Standards Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: |
| $145-\mathrm{min} .$ <br> period | On Grade Level | SpringBoard Digital / Assessments | Unit 3 Assessments A/B | Opportunity to demonstrate knowledge and skills developed in the unit. |
| 10 min . per lesson | On Grade Level | Math Skills <br> Workshop (p. 80) | Additional Unit Practice | Opportunity to apply knowledge and practice skills developed in the unit. |
| DKHANACADEMY |  |  | View Khan Academy Videos: Volume of Triangular Prism \& Cube $\bullet$ Cylinder Volume \& Surface Area • Volume of a Cone $\bullet$ Volume of a Sphere • Volume through Decomposition |  |

## Course 3 Curriculum Map

## ACTIVITY 27 Unit 4: Functions

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $145-\mathrm{min} .$ period | On Grade Level | Core materials (p. 408) | Unpacking Embedded Assessment 1 Functions-Remember When? | 8.F.A.l, 8.F.A.2, 8.F.A. 3 | Assessment Focus <br> - Determine whether a relation is a function. <br> - Determine whether a function is a proportional function. <br> - Represent functions in different ways. |
| 10 min . | Approaching Grade Level | Core materials (p. 355) | Unit 4 Overview / Getting Ready | Assesses prerequisite skills | necessary for Unit 4. |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 100) | Coordinate Plane | 6.EE.C. 9 | - Identify points and locate ordered pairs on the coordinate plane. |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 102) | Representations of Linear Relationships | 6.EE.C.9, 7.EE.B.4a | - Represent a linear relationship using a table, graph, or equation. |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 106) | Visual Representations of Numbers | 6.EE.C.9, 7.EE.B.4a | - Identify graphs as linear or nonlinear. |
| $145-\mathrm{min}$. period | On Grade Level | Core materials (p. 357) | Lesson 27-1 What Is a Function? | 8.F.A.l, MP.2, MP.6, MP. 7 | - Define relation and function. <br> - Evaluate functions. |
| 10 min . | On Grade Level | Math Skills Workshop (p. 107) | Functions | 8.F.A.1, 8.F.A. 3 | - Define functions using a graphic organizer. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 361) | Lesson 27-1 Practice | Opportunity to apply know | dge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 27-1 Quiz | Opportunity to demonstrate | knowledge and skills developed in the lesson. |
| $1 \text { 45-min. }$ <br> period | On Grade Level | Core materials (p. 362) | Lesson 27-2 Mapping Inputs and Outputs | 8.F.A. 1 | - Understand that a function is a rule that assigns exactly one output to each input. <br> - Identify functions using ordered pairs, tables, and mappings. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 365) | Lesson 27-2 Practice | Opportunity to apply know | dge and practice skills developed in the lesson. |

## Course 3 Curriculum Map

## ACTIVITY 27 Unit 4: Functions

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career <br> Readiness Standards Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: |
| 10 min . | On Grade <br> Level | SpringBoard Digital / Assessment | Lesson 27-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| 145-min. period | On Grade Level | Core materials (p. 366) | Lesson 27-3 Identifying Functions | MP.2, MP.6, MP. 7 $\bullet$ Define domain and range. <br>  • Determine the domain and range of a relation. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade <br> Level | Core materials (p. 369) | Lesson 27-3 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 27-3 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| 2 45-min. periods | On Grade Level | Core materials (p. 370) | Lesson 27-4 Graphs of Functions |  $\bullet$ <br> 8.F.A.1, MP.2, MP. 7 <br> $\bullet$ <br> • Understand the difference between discrete and <br> continuous data. |
| 15-25 <br> min. | On Grade Level | Core materials (p. 376) | Lesson 27-4 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |
| 10 min . | On Grade <br> Level | SpringBoard Digital / <br> Assessment | Lesson 27-4 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| l 45-min. period | On Grade Level | Core materials (p. 377) | Activity 27 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |
| (1) | ANACA | EMY | View Khan Academy Videos: What Is a Function? • Relations and Functions •Worked Example: Evaluating Functions from Equation •Worked Example: Evaluating Functions from Graph • Checking if a Table Represents a Function • Recognizing Functions from Table •Domain and range of a function $\bullet$ Testing if a Relationship is a Function $\bullet$ Recognizing Functions from Graph |  |

## Course 3 Curriculum Map

## ACTIVITY 28 Unit 4: Functions

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 245 -min periods | On Grade Level | Core materials (p. 379) | Lesson 28-1 Representing Functions | 8.F.A. 2 | - Represent functions algebraically, graphically, tabularly, or verbally. <br> - Compare properties of two or more functions. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 389) | Lesson 28-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 28-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 245 -min periods | On Grade Level | Core materials (p. 391) | Lesson 28-2 Analyzing Functions | 8.F.A. 2 | - Compare properties of two or more functions, each represented in a different way. <br> - Identify examples of proportional and nonproportional functions. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 393) | Lesson 28-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 28-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| $145-\mathrm{min}$ period | On Grade Level | Core materials (p. 394) | Activity 28 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |  |
| (1)HANACADEMY |  |  | View Khan Academy Videos: Comparing Linear Functions: Equation vs. Graph •Comparing Linear Functions: Table vs. Graph <br> - Comparing Linear Functions Word Problem: Walk • Comparing Linear Functions Word Problem: Work •Comparing Linear <br> Functions: Table vs. Graph • Comparing Linear Functions Word Problem: Climb |  |  |

## Course 3 Curriculum Map

## ACTIVITY 29 Unit 4: Functions

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 245 -min. periods | On Grade Level | Core materials (p. 395) | Lesson 29-1 Construct a Function | 8.F.A. 3 | - Construct a function to model a linear relationship between two quantities. <br> - Graph functions that model linear relationships. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 399) | Lesson 29-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 29-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 245 -min. periods | On Grade Level | Core materials (p. 400) | Lesson 29-2 Rate of Change and Initial Value | 8.F.A. 3 | - Determine the rate of change and initial value of a function. <br> - Interpret the rate of change and initial value of a linear function in terms of the situation it models. <br> - Identify examples of proportional and nonproportional functions that arise from mathematical and real-world problems. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 405) | Lesson 29-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min. | On Grade Level | SpringBoard Digital / Assessment | Lesson 29-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| $145-\mathrm{min} .$ period | On Grade Level | Core materials (p. 406) | Activity 29 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |  |
| $145-\mathrm{min}$. period | On Grade Level | Core materials (p. 408) | Embedded Assessment 1 <br> Functions-Remember When? | 8.F.A.1, 8.F.A.2, 8.F.A. 3 | Assessment Focus <br> - Determine whether a relation is a function. <br> - Determine whether a function is a proportional function. <br> - Represent functions in different ways. |
| (1)HANACADEMY |  |  | View Khan Academy Videos: Linear Functions Word Problem: Fuel •Linear Functions Word Problem: Pool • Linear Functions Word Problem: Iceberg • Linear Functions Word Problem: Paint • Proportional Relationships: Graphs • Interpreting Graphs of Proportional Relationships |  |  |

## Course 3 Curriculum Map

## ACTIVITY 30 Unit 4: Functions

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 145-min. period | On Grade Level | Core materials (p. 440) | Unpacking Embedded Assessment 2 <br> Scatter Plots and Trend Lines-Geographically Speaking | 8.F.A.3, 8.F.B.4, 8.F.B. 5 | Assessment Focus <br> - Create and interpret a scatter plot. <br> - Use a trend line to make a prediction. <br> - Identify linear equations. |
| 145 -min. period | On Grade Level | Core materials (p. 411) | Lesson 30-1 Rate of Change | 8.F.B. 5 | - Model linear relationships between quantities using functions. <br> - Identify and represent linear functions with tables, graphs, and equations. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 416) | Lesson 30-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 30-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 145 -min. period | On Grade Level | Core materials (p. 417) | Lesson 30-2 Representing Linear Relationships | 8.F.B.5, MP.3, MP. 7 | - Identify linear and non-linear functions from tables, graphs, and equations. <br> - Graph a linear function from a verbal description. <br> - Understand that $y=m x+b$ defines a linear equation. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 420) | Lesson 30-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min. | On Grade Level | SpringBoard Digital / Assessment | Lesson 30-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 145 -min. period | On Grade Level | Core materials (p. 421) | Activity 30 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |  |
| KHANACADEMY |  |  | View Khan Academy Videos: Modeling with Linear Equations: Snow • Modeling with Linear Equations: Gym Membership \& Lemonade •Recognizing Linear Functions •Linear \& Nonlinear Functions: Table •Linear \& Nonlinear Functions: Word Problem |  |  |

## Course 3 Curriculum Map

## ACTIVITY 31

Unit 4: Functions

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standard | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 2 45-min. periods | On Grade Level | Core materials (p. 423) | Lesson 31-1 Bean Experiment | 8.F.A.3, 8.F.B. 4 | - Determine if a function is linear or non-linear. <br> - Represent functions with tables, graphs, and equations. <br> - Find a trend line to represent data. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 427) | Lesson 31-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 31-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 1 45-min. period | On Grade Level | Core materials (p. 429) | Lesson 31-2 Bean Experiment Continued | 8.F.A.3, 8.F.B. 4 | - Define, evaluate, and compare functions. <br> - Recognize patterns in non-linear functions. <br> - Represent functions with tables, graphs, and equations. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 432) | Lesson 31-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 31-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 245 -min. periods | On Grade Level | Core materials (p. 433) | Lesson 31-3 Scale Experiment | 8.F.A.3, 8.F.B. 4 | - Recognize the relationship between verbal descriptions and graphs of linear and non-linear functions. <br> - Use a trend line to make predictions. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 437) | Lesson 31-3 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 31-3 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| $1 \text { 45-min. }$ period | On Grade Level | Core materials (p. 438) | Activity 31 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |  |
| $\begin{aligned} & \text { l 45-min. } \\ & \text { period } \end{aligned}$ | On Grade Level | Core materials (p. 440) | Embedded Assessment 2 <br> Scatter Plots and Trend Lines-Geographically Speaking | 8.F.A.3, 8.F.B.4, 8.F.B. 5 | Assessment Focus <br> - Create and interpret a scatter plot. <br> - Use a trend line to make a prediction. <br> - Identify linear equations. |

## Course 3 Curriculum Map

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career <br> Readiness Standards Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: |
| $145-\mathrm{min} .$ <br> period | On Grade Level | SpringBoard Digital / Assessments | Unit 4 Assessments A/B | Opportunity to demonstrate knowledge and skills developed in the unit. |
| 10 min . per lesson | On Grade Level | Math Skills Workshop (p.108) | Additional Unit Practice | Opportunity to apply knowledge and practice skills developed in the unit. |
| KHANACADEMY |  |  | View Khan Academy Videos: Recognizing Linear Functions •Linear \& Nonlinear Functions: Table •Linear \& Nonlinear Functions: Word Problem •Linear \& Nonlinear Functions: Missing Value • Interpreting a Trend Line |  |

## Course 3 Curriculum Map

## ACTIVITY 32

Unit 5: Probability and Statistics

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{aligned} & 145-\mathrm{min} \text {. } \\ & \text { period } \end{aligned}$ | On Grade Level | Core materials (p. 465) | Unpacking Embedded Assessment 1 Scatter Plots, Associations, and TrendsU.S. Census | 8.SP.A.1, 8.SP.A.2, <br> 8.SP.A.3, 8.SP.A. 4 | Assessment Focus <br> - Generate a scatter plot from data collected from a random sample. <br> - Describe the association between variables of a scatter plot. <br> - Write and interpret a trend line. |
| 10 min . | Approaching Grade Level | Core materials (p. 443) | Unit 5 Overview / Getting Ready | Assesses prerequisite skills | necessary for Unit 5. |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 124) | Coordinate Plane | 6.NS.C.6c, 6.EE.C. 9 | - Identify points and locate ordered pairs on the coordinate plane. |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 126) | Data Displays | 7.SP.A. 2 | - Construct and use different data displays to solve problems. |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 130) | Equivalent Forms of Numbers | 4.NF.C.6, 7.NS.A.2d, 7.RP.A. 3 | - Write fractions as percents. |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 131) | Linear Equations: Slope-Intercept Form | 6.EE.C. 9 | - Write linear equations in slope-intercept form. |
| $2 \text { 45-min. }$ <br> periods | On Grade Level | Core materials (p. 445) | Lesson 32-1 Scatter Plots | 8.SP.A. 1 | - Make a scatter plot. <br> - Recognize patterns in scatter plots. |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 133) | Plotting Ordered Pairs in the Coordinate Plane | 6.NS.C. 8 | - Locate ordered pairs on the coordinate plane. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 448) | Lesson 32-1 Practice | Opportunity to apply know | dge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 32-1 Quiz | Opportunity to demonstrate | knowledge and skills developed in the lesson. |
| $145-\mathrm{min} .$ <br> period | On Grade Level | Core materials (p. 449) | Lesson 32-2 Association | 8.SP.A. 1 | - Recognize patterns in scatter plots. <br> - Describe association between two numerical variables in terms of direction, form and strength. |

## Course 3 Curriculum Map

## ACTIVITY 32

Unit 5: Probability and Statistics

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career <br> Readiness Standards Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 451) | Lesson 32-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |
| 10 min. | On Grade Level | SpringBoard Digital / Assessment | Lesson 32-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |
| $145-\mathrm{min}$. period | On Grade Level | Core materials (p. 453) | Activity 32 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |
| KHANACADEMY |  |  | View Khan Academy Videos: Constructing a Scatter Plot • Example of Direction in Scatterplots • Scatter Plot: Smokers • Bivariate Relationship Linearity, Strength and Direction |  |

## Course 3 Curriculum Map

## ACTIVITY 33 Unit 5: Probability and Statistics

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 245 -min. periods | On Grade Level | Core materials (p. 455) | Lesson 33-1 Collecting Data | 8.SP.A.1, MP.6, MP. 7 | - Collect bivariate data from an experiment. <br> - Summarize bivariate data in a scatter plot. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 458) | Lesson 33-1 Practice | Opportunity to apply know | dge and practice skills developed in the lesson. |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 33-1 Quiz | Opportunity to demonstrat | knowledge and skills developed in the lesson. |
| 145 -min. period | On Grade Level | Core materials (p. 459) | Lesson 33-2 Trend Lines | 8.SP.A.2, 8.SP.A. 3 | - Informally fit a line to bivariate data. <br> - Use a trend line to make a prediction. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 460) | Lesson 33-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 33-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 2 45-min. periods | On Grade Level | Core materials (p. 461) | Lesson 33-3 The Competition! | 8.SP.A.1, 8.SP.A. 3 | - Interpret scatter plots. <br> - Use a trend line to make predictions. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 463) | Lesson 33-3 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 33-3 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| $145-\mathrm{min} .$ <br> period | On Grade Level | Core materials (p. 464) | Activity 33 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |  |
| 145 -min. period | On Grade Level | Core materials (p. 465) | Embedded Assessment 1 <br> Scatter Plots, Associations, and TrendsU.S. Census | 8.SP.A.1, 8.SP.A.2, <br> 8.SP.A.3, 8.SP.A. 4 | Assessment Focus <br> - Generate a scatter plot from data collected from a random sample. <br> - Describe the association between variables of a scatter plot. <br> - Write and interpret a trend line. |
| (1)HANACADEMY |  |  | View Khan Academy Videos: Constructing a Scatter Plot$\qquad$ - Interpreting a Trend Line |  |  |

## Course 3 Curriculum Map

## ACTIVITY 34 Unit 5: Probability and Statistics

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{aligned} & \text { l } 45-\mathrm{min} . \\ & \text { period } \end{aligned}$ | On Grade Level | Core materials (p. 485) | Unpacking Embedded Assessment 2 <br> Median-Median Line and Two-Way TablesMokher's Measurements | 8.SP.A.1, 8.SP.A.2, 8.SP.A.3, 8.SP.A. 4 | Assessment Focus <br> - Write and use the median-median line. <br> - Compute row percentages for a two-way table. <br> - Create a segmented bar graph. <br> - Determine association in a two-way table. |
| $2 \text { 45-min. }$ periods | On Grade Level | Core materials (p. 467) | Lesson 34-1 Finding the Median-Median Line | 8.SP.A.1, 8.SP.A. 2 | - Determine if a linear model is a good fit for a scatter plot. <br> - Find the median-median line for bivariate numerical data. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 471) | Lesson 34-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 34-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| $\begin{aligned} & 145-m i n . \\ & \text { period } \end{aligned}$ | On Grade Level | Core materials (p. 473) | Lesson 34-2 Using the Median-Median Line | 8.SP.A.2, 8.SP.A. 3 | - Find the median-median line for bivariate numerical data. <br> - Use the median-median line to make predictions. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 475) | Lesson 34-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 34-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 145-min. period | On Grade Level | Core materials (p. 476) | Activity 34 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |  |
| (1)HANACADEMY |  |  | View Khan Academy Videos: Interpreting Two-Way Tables • Estimating the Line of Best Fit |  |  |

## Course 3 Curriculum Map

## ACTIVITY 35 Unit 5: Probability and Statistics

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 245 -min. periods | On Grade Level | Core materials (p. 477) | Lesson 35-1 Two-Way Tables | 8.SP.A. 4 | - Analyze two-way tables and find relative frequencies. <br> - Construct segmented bar graphs to display association. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 480) | Lesson 35-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 35-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 245 -min. periods | On Grade Level | Core materials (p. 481) | Lesson 35-2 Investigating Association | 8.SP.A. 4 | - Understand association between two categorical variables. <br> - Describe association between two categorical variables. |
| $\begin{aligned} & 15-25 \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 483) | Lesson 35-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min. | On Grade Level | SpringBoard Digital / Assessment | Lesson 35-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 145 -min. period | On Grade Level | Core materials (p. 484) | Activity 35 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |  |
| 145 -min. period | On Grade Level | Core materials (p. 485) | Embedded Assessment 2 <br> Median-Median Line and Two-Way <br> Tables-Mokher's Measurements | $\begin{aligned} & \text { 8.SP.A.1, 8.SP.A.2, } \\ & \text { 8.SP.A.3, 8.SP.A. } 4 \end{aligned}$ | Assessment Focus <br> - Write and use the median-median line. <br> - Compute row percentages for a two-way table. <br> - Create a segmented bar graph. <br> - Determine association in a two-way table. |
| $1 \text { 45-min. }$ <br> period | On Grade Level | SpringBoard Digital / Assessments | Unit 5 Assessments A/B | Opportunity to demonstrate | knowledge and skills developed in the unit. |
| 10 min. per lesson | On Grade Level | Math Skills Workshop (p.135) | Additional Unit Practice | Opportunity to apply knowl | edge and practice skills developed in the unit. |
| KHANACADEMY |  |  | View Khan Academy Videos: Interpreting Two-Way Tables • Two-Way Relative Frequency Tables • Analyzing Trends in Categorical Data |  |  |

## Course 3 Curriculum Map

## ACTIVITY 36

Unit 6: Personal Financial Literacy

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career Readiness Standards | Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 10 min . | Approaching Grade Level | Core materials (p. 487) | Unit 6 Overview / Getting Ready | Assesses prerequisite skills necessary for Unit 6. |  |
| 10 min. | Approaching Grade Level | Math Skills Workshop (p. 144) | Decimals and Percents | 4.NF.C.6, 7.NS.A.2d, 7.RP.A. 3 | - Convert decimals and percents. |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 145) | Operations with Decimals and Percents | 6.NS.B. 3 | - Perform operations on decimals and percents. |
| 2 45-min. periods | On Grade Level | Core materials (p. 489) | Lesson 36-1 The Cost of Borrowing | MP.1, MP.2, MP. 7 | - Analyze the factors that affect the cost of a loan. <br> - Calculate and compare the costs of different types of loans. <br> - Explain the advantages and disadvantages of different methods of repayment. |
| 10 min . | Approaching Grade Level | Math Skills Workshop (p. 147) | Effect of Rate and Time | 6.RP.A.3d, 8.EE.C. 7 | - Investigate the effect of rate and time in simple interest. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 493) | Lesson 36-1 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 36-1 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 2 45-min. periods | On Grade Level | Core materials (p. 494) | Lesson 36-2 Saving for the Future | $\text { MP.2, MP. } 3$ | - Compare simple and compound interest and how they affect savers and borrowers. <br> - Explain the importance of regular saving for the future. <br> - Outline a financial plan to pay for college. |
| $\begin{aligned} & \text { 15-25 } \\ & \text { min. } \end{aligned}$ | On Grade Level | Core materials (p. 497) | Lesson 36-2 Practice | Opportunity to apply knowledge and practice skills developed in the lesson. |  |
| 10 min . | On Grade Level | SpringBoard Digital / Assessment | Lesson 36-2 Quiz | Opportunity to demonstrate knowledge and skills developed in the lesson. |  |
| 145 -min. period | On Grade Level | Core materials (p. 498) | Activity 36 Practice | Opportunity to apply knowledge and practice skills developed in the activity. |  |

## Course 3 Curriculum Map

| Pacing | Level of Instruction | Resource | Instructional Focus | College and Career <br> Readiness Standards Learning Targets or Assessment Focus |
| :---: | :---: | :---: | :---: | :---: |
| 145 -min. period | On Grade Level | SpringBoard Digital / Assessments | Unit 6 Assessments A/B | Opportunity to demonstrate knowledge and skills developed in the unit. |
| 10 min . per lesson | On Grade Level | Math Skills Workshop (p.149) | Additional Unit Practice | Opportunity to apply knowledge and practice skills developed in the unit. |
| DKHANACADEMY |  |  | View Khan Academy Videos: Introduction to Interest - Converting Decimals to Percents: 0.601 |  |

## Grade 8 Storyline

## Bundle

| 1 | Objects Move and Collide | 7 weeks | How do unbalanced forces cause sports injuries? | Newton's Third Law of Motion <br> Changes in Force and Motion <br> Gravitational Forces <br> Kinetic Energy |
| :---: | :---: | :---: | :---: | :---: |
| 2 | Noncontact Forces Influence Phenomena | 9 weeks | How can an object influence the motion of another object without touching it? | Potential Energy <br> Earth, Sun, and Moon System <br> Formation and Motion of Galaxies <br> The Solar System <br> Electric and Magnetic Forces <br> Gravitational Forces |
| 3 | Evolution Explains <br> Life's Unity and Diversity | 10 weeks | How does the history of Earth and evidence of evolution give us clues about how Earth evolved and how species are similar and diverse? | Geologic History of Earth <br> Fossil Record <br> Embryonic Similarities <br> Evolutionary History and Relationships <br> Natural Selection <br> Gene and Proteins <br> Mutations <br> Artificial Selection |

## Grade 8 Storyline

## Bundle

Suggested Pacing

Anchoring
Phenomena

## Scopes

Human Impact on the Environment

Introduction to Properties of Waves

Modeling Waves Through
Various Mediums

Properties of Visible Light
Modeling Light Waves
Digital vs Analog Signals

Earth, Sun, and Moon
System
Natural Selection

Artificial Selection

# NGSS Middle School Domain Scope List 

## Life Science

MS Life: Bundle 1: Structure, Function, and Information Processing

- Cells
- Anatomy of a Cell
- Bodies and Systems
- Sensory Receptors

MS Life: Bundle 2: Growth and Development of Organisms

- Reproduction in Plants and Animals
- Growth of Organisms
- Introduction to Photosynthesis
- Energy Flow in Organisms

MS Life: Bundle 3: Interdependent Relationships in Ecosystems

- Competition in Ecosystems
- Organism Interactions in Ecosystems
- Relationships in Ecosystems
- Flow of Energy in Ecosystems
- Dynamic Nature of Ecosystems
- Ecosystem Biodiversity

MS Life: Bundle 4: Inheritance and Variation of Traits

- Genes and Proteins
- Mutations
- Inheritance and Genetic Variation

MS Life: Bundle 5: Evidence of Common Ancestry and Diversity

- Fossil Record
- Evolutionary History and Relationships
- Embryonic Similarities

MS Life: Bundle 6: Changes in Organisms Over Time

- Natural Selection
- Artificial Selection


# NGSS Middle School Domain Scope List 

## Earth and Space Science

MS Earth \& Space: Bundle 1: The Earth and the Solar System

- Earth, Sun, and Moon System
- Formation and Motion of Galaxies
- The Solar System

MS Earth \& Space: Bundle 2: The History of Planet Earth

- Geologic History of Earth
- Plate Tectonics
- Seafloor Spreading

MS Earth \& Space: Bundle 3: Earth's Materials, Systems, and Natural Hazards

- Earth Materials
- Weathering and Erosion
- Geoscience Processes
- Natural Hazard Predictions

MS Earth \& Space: Bundle 4: The Role of Water in the Earth's Surface, and Weather and Climate

- The Water Cycle
- Predicting Weather
- Ocean Currents
- Influences of Weather and Climate

MS Earth \& Space: Bundle 5: Natural Resources and Human Impacts on Earth Systems

- Human Impact on the Environment
- Human Activities and Global Climate Change
- Human Dependence on Natural Resources


# NGSS Middle School Domain Scope List 

## Physical Science

MS Physical: Bundle 1: Chemical Reactions

- Structure of Matter
- Physical and Chemical Properties
- Synthetic Materials
- Characteristics of Chemical Reactions
- Modeling Conservation of Mass

MS Physical: Bundle 2: Structure and Properties of Matter

- Heat and Matter
- Changes in Energy on the Molecular Level
- Thermal Energy in Chemical Reactions

MS Physical: Bundle 3: Forces and Motion

- Newton's Third Law of Motion
- Changes in Force and Motion
- Electric and Magnetic Forces
- Gravitational Forces

MS Physical: Bundle 4: Potential and Kinetic Energy

- Kinetic Energy
- Potential Energy

MS Physical: Bundle 5: Energy Transfer in Temperature

- Thermal Energy Transfer
- Energy Transfer and Temperature

MS Physical: Bundle 6: Waves and their Applications in Technologies and Information Transfer

- Introduction to Properties of Waves
- Modeling Waves through Various Mediums
- Properties of Visible Light
- Modeling Light Waves
- Digital vs. Analog Signals


## MS Earth and Space Science Storyline

|  | Bundle | Suggested Pacing |  | Scopes |
| :---: | :---: | :---: | :---: | :---: |
| 1 | The Earth and the Solar System | 5 weeks | What space objects can be seen in the universe and how do they move in relation to each other? | Earth, Sun, and Moon System <br> The Solar System <br> Formation and Motion of Galaxies |
| 2 | The History of Planet Earth | 5 weeks | What clues can tell us about a planet's past and help us predict its future? | Geologic History of Earth <br> Plate Tectonics <br> Seafloor Spreading |
| 3 | Earth's Materials, Systems, and Natural Hazards | 8 weeks | What can past geoscience processes tell us about Earth's materials and natural hazards? | Earth's Materials <br> Weathering and Erosion <br> Geoscience Processes <br> Natural Hazard Predictions |
| 4 | The Role of Water in the Earth's Surface, and Weather and Climate | 7 weeks | How can the interactions of the air, ocean, and land be used to predict the formation and movement of a hurricane? | The Water Cycle <br> Predicting Weather <br> Ocean Currents <br> Influences of Weather and Climate |
| 5 | Natural Resources and Human Impacts on Earth Systems | 6 weeks | How does the use of natural resources like petroleum impact the environment? | Human Impact on the Environment <br> Human Activities and Global Climate Change <br> Human Dependence on Natural Resources |

## MS Life Science Storyline

Bundle

| 1 | Structure, Function, and Information Processing | 6 weeks | How does an organism survive in an unfamiliar environment? | Cells <br> Anatomy of a Cell <br> Bodies and Systems <br> Sensory Receptors |
| :---: | :---: | :---: | :---: | :---: |
| 2 | Growth and Development of Organisms | 6 weeks | How can we promote the growth and development of plants and animals? | Reproduction in Plants and Animals <br> Growth of Organisms <br> Introduction to Photosynthesis <br> Energy Flow in Organisms |
| 3 | Interdependent Relationships in Ecosystems | 8 weeks | How can changes in ecosystems affect interacting relationships among organisms in an area? | Competition in Ecosystems <br> Organism Interactions in Ecosystems <br> Relationships in Ecosystems <br> Flow of Energy in Ecosystems <br> Dynamic Nature of Ecosystems <br> Ecosystem Biodiversity |
| 4 | Inheritance and Variation of Traits | 5 weeks | Can harmful mutations be passed on to future offspring? | Genes and Proteins <br> Mutations <br> Inheritance and Genetic Variation |

# MS Life Science Storyline 

Bundle
Suggested Pacing

Anchoring
Phenomena

Scopes
Fossil Record

Evolutionary History and
Relationships

Embryonic Similarities

Natural Selection

Artificial Selection

## MS Physical Science Storyline

Bundle

| 1 | Chemical Reactions | 9 weeks | How can chemical reactions be used to describe the law of conservation of mass? | Structure of Matter <br> Physical and Chemical <br> Properties <br> Synthetic Materials <br> Characteristics of Chemical Reactions <br> Modeling Conservation of Mass |
| :---: | :---: | :---: | :---: | :---: |
| 2 | Structure and Properties of Matter | 4 weeks | How does the transfer of thermal energy affect different types of matter? | Heat and Matter <br> Changes in Energy on the Molecular Level <br> Thermal Energy in Chemical Reactions |
| 3 | Forces and Motion | 8 weeks | How do forces impact motion in our daily lives? | Newton's Third Law of Motion <br> Changes in Force and Motion <br> Electric and Magnetic Forces <br> Gravitational Forces |
| 4 | Potential and Kinetic Energy | 4 weeks | How do kinetic and potential energy interact in a system? | Potential Energy <br> Kinetic Energy |

## Bundle

Suggested
Pacing

Anchoring
Phenomena

## Scopes

Thermal Energy Transfer
Energy Transfer and Temperature
Introduction to Properties of Waves

Modeling Waves Through Various Mediums

Properties of Visible Light
Modeling Light Waves

Digital vs Analog Signals


# Michigan K-12 Standards Social Studies 



## CONTENTS

The Goals of Social Studies ..... 3
Michigan's Grade Level Content Expectations for Social Studies ..... 7
Using the K-8 Social Studies GLCE ..... 9
The Social Studies Standard and Michigan Law ..... 10
K-2 Overview ..... 11
The Arc of Inquiry and Social Studies Process and Skills: Grades K-2 ..... 12
3-5 Overview ..... 26
The Arc of Inquiry and Social Studies Process and Skills: Grades 3-5 ..... 27
6-8 Overview ..... 50
The Arc of Inquiry and Social Studies Process and Skills: Grades 6-8 ..... 51
World Geography: Grade 6 ..... 53
Social Studies Content Expectations: Grade 6 ..... 54
World History and Geography: Grade 7 ..... 66
Integrated United States History: Grade 8 ..... 76

## 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



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.

| $\begin{array}{c}\text { Dimension 1: } \\ \text { Developing Questions } \\ \text { and Planning Inquiries }\end{array}$ | $\begin{array}{c}\text { Dimension 2: } \\ \text { Applying Disciplinary } \\ \text { Concepts and Tools }\end{array}$ | $\begin{array}{c}\text { Dimension 3: } \\ \text { Evaluating Sources and } \\ \text { Using Evidence }\end{array}$$\begin{array}{c}\text { Dimension 4: } \\ \text { Communicating } \\ \text { Conclusions and Taking } \\ \text { Informed Action }\end{array}$ <br> $\begin{array}{l}\text { Developing Compelling } \\ \text { and Supporting } \\ \text { Questions and Planning } \\ \text { Inquiries }\end{array}$ <br> Civics <br> Economics <br> Geography <br> History | $\begin{array}{l}\text { Gathering and Evaluating } \\ \text { Sources } \\ \text { Developing Claims and } \\ \text { Using Evidence }\end{array}$ |
| :--- | :--- | :--- | :--- | \(\left.\begin{array}{l}Communicating and <br>

Critiquing Conclusions <br>
Taking Informed Action\end{array}\right]\)

## 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 <br> Participation and Deliberation: Applying Civic Virtues and Democratic Principles <br> Processes, Rules, and Laws | Economic Decision Making <br> Exchange and Markets <br> The National Economy <br> The Global Economy | Geographic <br> Representations: Spatial <br> Views of the World <br> Human-Environment <br> Interaction: Place, <br> Regions, and Culture <br> Human Population: <br> Spatial Patterns and <br> Movements <br> Global Interconnections: <br> Changing Spatial <br> Patterns | Change, Continuity, and Context <br> Perspectives <br> Historical Sources and Evidence <br> 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 $\mathrm{K}-12$ organizational chart.

$$
{\underset{\text { Grade }}{ }}_{6}-\mathbf{E} 2,3,1
$$

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 decisionmaking 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

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.

Dimension 2: Apply Disciplinary Concepts and Tools
Dimension 3: Evaluate Sources and Use Evidence

## 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.

Dimension 4: Communicate Conclusions and Take Informed Action

## 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 decisionmaking 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 <br> Others | Using a familiar context for five- and six-year-olds, kindergarteners learn about <br> the social studies disciplines (history, geography, civics and government, and <br> economics) through the lens of "Myself and Others." |
| :---: | :---: | :--- |
| 1 st | Families and <br> Schools | Students continue to explore the social studies disciplines of history, geography, <br> civics and government, and economics through an integrated approach using the <br> context of school and families. This is the students' first introduction to social <br> institutions. |
| 2nd | The Local <br> Community | Students continue the integrative approach to social studies through the context of <br> the local community. Students are introduced to a social environment larger than <br> 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 <br> Use historical thinking to understand the past in the local community. | The World in Spatial Terms <br> Use geographic representations to acquire, process, and report information from a spatial perspective. <br> Places and Regions <br> Understand how regions are created from common physical and human characteristics. <br> Human Systems <br> Understand how human activities help shape the Earth's surface. <br> Environment and Society <br> Understand the effects of humanenvironment interactions. | Purposes of Government <br> Explain why people create governments. <br> Democratic Values and Constitutional Principles of American Government <br> Understand Democratic Values and Constitutional Principles of American government. <br> Structure and Function of Government <br> Describe the structure of government in the United States and how it functions. <br> Civic Participation <br> Explain important rights and how, when, and where people can demonstrate their responsibilities by participating in government. | Market Economy <br> Use fundamental principles and concepts of economics to understand economic activity in a market economy. | Identifying and Analyzing Public Issues <br> Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions. <br> Persuasive Communication <br> Communicate a reasoned position on a public issue. <br> Civic Participation <br> 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

| 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? <br> 2) Why can't I have everything I want? <br> 3) What are some fair ways to make decisions in a group? <br> 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? <br> 2) What conclusions can you draw about family life in the past? <br> 3) What conclusions can you draw about school life in the past? <br> 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? <br> 2) How can people make good economic choices? <br> 3) How do people use resources to produce goods and services? <br> 4) Why do people trade? <br> 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.
$\mathrm{K}-\mathrm{H} 2.0 .1$ Distinguish among the past, present, and future.
$\mathrm{K}-\mathrm{H} 2.0 .2$ 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.
$\mathrm{K}-\mathrm{C}$ 1.0.1 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.

## 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.
$K-P 3.3 .1 \quad$ 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.

## 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.
$2-\mathrm{H} 2.0 .1$ 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.
$2-\mathrm{H} 2.0 .4$ 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.
$2-\mathrm{H} 2.0 .6$ 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 Student <br> Studies and ec | Students explore the social studies disciplines of history, geography, civics and government, and economics through the context of Michigan studies. |  |  |
| 4th | U.S. StudiesUsing <br> studen <br> enviro <br> econom | 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. Buildin <br> History <br> States <br> expect <br> the Un <br> before <br> in 179 <br> studen <br> studen  | 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 <br> Use historical thinking to understand the past in the local community. <br> Michigan History <br> Use historical thinking to understand the past in Michigan. | The World in Spatial Terms <br> Use geographic representations to acquire, process, and report information from a spatial perspective. <br> Places and Regions <br> Understand how regions are created from common physical and human characteristics. <br> Human Systems <br> Understand how human activities help shape the Earth's surface. <br> Environment and Society <br> Understand the effects of human-environment interactions. | Purposes of Government <br> Explain why people create governments. <br> Democratic Values and Constitutional Principles of American Government <br> Understand Democratic Values and Constitutional Principles of American government. <br> Structure and Function of Government <br> Describe the structure of government in the United States and how it functions. <br> Civic Participation <br> Explain important rights and how, when, and where people can demonstrate their responsibilities by participating in government. | Market Economy <br> Use fundamental principles and concepts of economics to understand economic activity in a market economy. <br> National Economy <br> Use fundamental principles and concepts of economics to understand economic activity in the United States. <br> International Economy <br> Use fundamental principles and concepts of economics to understand economic activity in the global economy. | Identifying and Analyzing Public Issues <br> Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions. <br> Persuasive Communication <br> Communicate a reasoned position on a public issue. <br> Civic Participation <br> 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 <br> Beginnings to 1620 <br> U2 USHG Era 2 <br> Colonization and Settlement <br> U3 USHG Era 3 <br> Revolution and the New Nation | G Geographic Perspective <br> - The World in Spatial Terms <br> - Places and Regions <br> - Physical Systems <br> - Human Systems <br> - Environment and Society | C Civic Perspective <br> - Purposes of Government <br> - Roles and Functions of Government <br> - Democratic Values and Constitutional Principles in American Democracy <br> - Civic Participation | E Economic Perspective <br> - Individual, Business, and Government Choices <br> - Economic Systems | P Public Discourse, Decision Making, and Civic Participation <br> - Identifying and Analyzing Public Issues <br> - Persuasive Communication <br> - Civic Participation |

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 <br> Michigan <br> special? | 1) How is the geography of Michigan similar to or different from the geography of other <br> states? <br> 2) How is the geography different in different places in Michigan? <br> 3) How does Michigan's location in North America influence its resources? |
| :---: | :--- | :--- | :--- |
| 4th | How does the <br> U.S. economy <br> work? | 1) What are the characteristics of a market economy? <br> 2) How does a market economy work? <br> 3) How does specialization and division of labor increase productivity? |
| 5th | Does geography <br> determine <br> destiny? | 4) What is the U.S. economy impacted by global competition? <br> 2) How did Europeans benefit from the Triangular Trade and what impact did it have on the tion: <br> lives of West Africans? <br> 3) How and why did different colonial regions develop differently? |

## 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.

## SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE THREE

## 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.

## SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FOUR

## 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.

## SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FIVE

## 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 (landforms 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 (landforms 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 (landforms 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.

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 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

Grade 8
Integrated U.S. History

## Grade Level Focus

## 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.

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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
    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
    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
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## 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

## WORLD GEOGRAPHY: GRADE SIX

## 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 <br> historical <br> thinking help <br> us understand <br> 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, Christi-anity, Confucianism, Sikhism, and Islam grew and their significance (Sikhism and Islam are included here even though they came after 300 CE ). The world's major faiths and ethical systems emerged, establishing institutions, systems of thought, and cultural styles that would influence neighboring peoples and endure for centuries.

7 - W3.2.1 Identify and describe the core beliefs of major world religions and belief systems, including Hinduism, Judaism, Buddhism, Christianity, Confucianism, Sikhism and Islam.

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 hunt-er-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.

## 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 <br> growth <br> change a <br> nation? | 1) What kinds of growth does a new nation experience? <br> 2) How did the federal government protect slaveholders and slave states during <br> expansion efforts in the 19th century? <br> 3) How did westward expansion change the geographic, social, political, economic, <br> and cultural landscape of the United States? |
| :--- | :--- | :--- |
| Standards Connection: $8-\mathrm{U} 4.2 .1,8-\mathrm{U} 4.2 .2,8-\mathrm{U} 4.2 .3,8-\mathrm{U} 4.2 .4$ |  |  |

## 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.

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.

SECTION D
METHODS OF PUPIL ASSESSMENT

# Methods of Pupil Assessment <br> Requirements 

## Highland Park Public School Academy System

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Sections 6.5, the Highland Park Public School Academy System ("System") shall properly administer the academic assessments identified in this schedule in accordance with the testing windows identified in the Master Calendar of Reporting Requirements, annually issued by the District and ensure that the individuals involved with the testing are properly trained and adhere to the ethical standards and testing procedures associated with each assessment.

The System shall allow the District to have access to the System's Student/School Data Applications through the Center for Education Performance and Information and to the electronic reporting systems administered by the Michigan Department of Education ("MDE") to access the System's Michigan Student Test of Educational Progress ("M-STEP") and other state assessment results as applicable. The System shall participate in voluntary interim assessments as they become available from the MDE and any successor assessments required by the State of Michigan.

## Academic Assessments to Be Administered:

| Grade(s) | Academic Assessment |
| :--- | :--- |
| $\mathrm{K}-8^{\text {th }}$ Grade | MAP-NWEA Reading, Writing, Mathematics, <br> Social Studies and Science |
| $8^{\text {th }}-9^{\text {th }}$ Grade | PSAT 8/9 Reading and Writing, Mathematics |
| $9^{\text {th }}$ Grade | MAP-NWEA Social Studies and Science |
| $10^{\text {th }}$ Grade | PSAT 10 Reading and Writing, Mathematics |
| $11^{\text {th }}$ Grade | SAT: Reading and Writing, Mathematics |
| $12^{\text {th }}$ Grade | SAT: Reading and Writing, Mathematics |

## SECTION E

APPLICATION AND ENROLLMENT OF STUDENTS

# Application andEnrollment Requirements 

## Highland Park Public School Academy System

## Enrollment Limits

The Highland Park Public School Academy System ("System") will offer kindergarten through twelfth grade. The System will annually adopt maximum enrollment figures as part of its application and enrollment period.

## Requirements

Section 504 of the Code states that public school academies shall neither charge tuition nor discriminate in pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, or any other basis that would be illegal if used by a Michigan public school district.

- System enrollment shall be open to all individuals who reside in the geographical boundaries of the District and who are residents of the State of Michigan. Except for a foreign exchange student who is not a United States citizen, the System shall not enroll a pupil who is not a Michigan resident.
- System 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 public school district.
- The System Board may establish a policy providing enrollment priority to siblings of currently enrolled pupils or children of System Board members or children of a person who is employed by or at the System.
- The System shall allow any pupil who was enrolled in the immediately preceding academic year to re-enroll in the appropriate age range/grade level unless that grade is not offered.
- No student may be denied participation in the application process due to lack of student records.
- If the System receives more applications for enrollment than there are spaces available, pupils shall be selected for enrollment through a random selection drawing, subject to the priority policies described above.


## Application Process

The application period shall be a minimum of two (2) weeks in duration, with evening and/or weekend times available.

- Upon issuance of the Contract, the System will hold public informational sessions explaining the System's operation and relation to the District. These informational sessions will explain that the students residing within the geographical boundaries of the District and who previously attended a District school shall be entitled to enroll in the System so long as they complete an application stating their intent to enroll in the System. The System may also enroll students who do not reside in the District but who do reside within the Wayne Regional Education Service Agency ("Wayne RESA") or a school district within the Wayne RESA service area. The opportunity to complete such an application will be made available at the informational sessions as well as at the System's administrative offices during the application period and online at the System's website.
- The System 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 next application 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 System may neither close the application period nor hold a random selection drawing for unauthorized grades prior to receipt of approval from the District.


## Notice of Application and Enrollment Process

- The System shall provide notice of the application and enrollment process in a local newspaper of general circulation. A copy of the notice must be forwarded to the District.
- At a minimum, the notice must include:
A. The process and/or location(s) for requesting and submitting applications.
B. The beginning date and the ending date of the application period.
C. The date, time, and place the random selection drawing(s) will be held, if needed.
- The notice of the application period shall be designed to inform individuals that are most likely to be interested in attending the System.
- The System, being an equal opportunity educational institution, shall be committed to goodfaith affirmative action efforts to seek out, create and serve a diverse student body.


## Re-enrolling Students

- The System shall notify parents or guardians of all enrolled students of the deadline for notifying the System that they wish to re-enroll their child.
- If the System Board has a preference policy for siblings or children of persons who are working for or at the System or who are System Board members, the re-enrollment notice must also request that the parent or guardian indicate whether a sibling(s) or child(ren) of persons employed by or at the System or who are System Board members 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 System during the application period fornew 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 System must determine the following:
A. The number of students who have re-enrolled per grade or grouping level.
B. The number of siblings or children of persons employed by or at the System or of System Board members seeking admission for the upcoming academic year per grade.
C. If space is unavailable, the System must develop a waiting list for siblings of re-enrolled
students.
D. The number of spaces remaining, per grade, after enrollment of current students, siblings, and children of persons employed by or at the System or of persons who are System Board
members.


## 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 System shall:

- Establish written procedures for conducting a random selection drawing.
- Establish the maximum number of spaces available per grade or grouping level.
- Establish the date, time, place and person to conduct the random selection drawing.
- Notify the District of both the application period and the date of the random selection drawing, if needed. The District may have a representative on-site to monitor the random selection drawing process.

The System shall use a credible, neutral "third party" such as a CPA firm, government official, Wayne RESA official or civic leader to conduct the random selection: drawing. Further, the System shall:

- Conduct the random selection drawing at a public meeting where parents, community members and the public may observe the process.
- Use numbers, letters, or another system that guarantees fairness and does not give an advantage to any applicant.

The System shall notify applicants not chosen in the random selection drawing that they were not selected and that their name has been placed on the System's official waiting list for openings that may occur during the academic year. Stt1dents shall appear on the official waiting list in the order they were selected in the random selection drawing.

## SECTION F

SCHOOL CALENDAR AND SCHOOL DAY SCHEDULE

# School Calendar and School Day Schedule 

## Highland Park Public School Academy System

## School Calendar

The school calendar of the Highland Park Public School Academy System ("System") shall comply with Sections 1175 and 1284 of the Code. The System's school calendar also shall comply with minimum requirements under Section 101 of The School Aid Act of 1979, 1979 PA 94, MCL 388.1701. The System Board must submit a copy of the System's school calendar to the District.

## School Day Schedule

The System Board must structure the System's school day schedule to meet the required number of instructional days and hours as set forth in the Code and The State School Aid Act of 1979. The System Board must submit the school day schedule to the District, prior to the commencement of each academic year.

SAMPLE SCHOOL CALENDAR AND SCHEDULES
Updated $6 / 18 / 19$

| July $\mathbf{2 0 1 9}$ |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :--- |
| S | M | T | W | TH | F | S | $1-5$ Fourth of July Break for Admin |
|  | $\mathbf{1}$ | $\mathbf{2}$ | $\mathbf{3}$ | $\mathbf{4}$ | $\mathbf{5}$ | 6 | $9-31$ Summer School |
| 7 | 8 | $\mathbf{9}$ | $\mathbf{1 0}$ | $\mathbf{1 1}$ | 12 | 13 |  |
| 14 | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | 19 | 20 |  |
| 21 | $\mathbf{2 2}$ | $\mathbf{2 3}$ | $\mathbf{2 4}$ | $\mathbf{2 5}$ | 26 | 27 |  |
| 28 | $\mathbf{2 9}$ | $\mathbf{3 0}$ | $\mathbf{3 1}$ |  |  |  |  |


| August 2019 |  |  |  |  |  |  | August <br> 5-8 New Teacher Induction Week <br> 12-23 Summer PD for Teachers (All Teachers) <br> 26-29 New Student Acclimation Week |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 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 |  |
|  |  |  |  |  |  |  |  |


| September 2019 |  |  |  |  |  | September |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| S | M | T | W | TH | F | S | 3 First Day of School for Students; Quarter 1 Begins |
| 1 | 2 | $\mathbf{3}$ | $\mathbf{4}$ | $\mathbf{5}$ | 6 | 7 | 16-30 Fall NWEA MAP Testing |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |  |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |  |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |  |
| 29 | 30 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |


| October 2019 |  |  |  |  |  | October |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| S | M | T | W | TH | F | S | 1-11 Fall NWEA MAP Testing |
|  |  | 1 | 2 | 3 | 4 | 5 | 18 No School for Students; PD for Teachers |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |  |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |  |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |  |
| 27 | 28 | 29 | 30 | 31 |  |  |  |

22

Total Instructional Days: 181
Total Instructional Hours: 1148
Open Enrollment Dates: March 2 - March 31


## 2019-20 School Calendar

## Barber Preparatory Academy

A Promise School
School Hours
Monday - Thursday 8:30AM - 4PM Friday 8:30AM - 1PM
$1-3$ Winter Break Continued (No School for Students \& Staff)
8-31 Winter NWEA MAP Testing
20 MLK Day (No School for Students \& Staff)
21 Quarter 3 Begins
24 Noon Dismissal - RCPU 1:30PM - 6: 30PM
February
3-14 Winter NWEA MAP Testing
13 Half Day for Students; PD for Teachers
14 Half Day for Students; PD for Teachers
17 President's Day (No School for Students \& Staff)

| March | March 2020 |  |  |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 13 Quarter 3 Ends | S | M | T | W | TH | F | S |
| 16 No School for Students; Teacher PD | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 17 Quarter 4 Begins |  |  |  |  |  |  |  |
| 20 Noon Dismissal - RCPU 1:3OPM - 6:30PM | 8 | 9 | 10 | 11 | 12 | $\mathbf{1 3}$ | 14 |
|  | 15 | $\mathbf{1 6}$ | 17 | 18 | 19 | $\mathbf{2 0}$ | 21 |
|  | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
|  | 29 | 30 | 31 |  |  |  |  |
|  |  |  |  |  |  |  |  |

April 6 -10 Spring Break (No School for Students \& Teachers,
Admin Report April 7-9)
14 8th Grade PSAT
14-30 M-STEP Testing for Grades 5 \& \&

| May | May 2020 |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1-8 M-STEP Testing for Grades 5 \& 8 | 5 | M | T | w | TH | F | S |
| 4-29 M-STEP Testing for Grades 3, 4, 6, \& 7 |  |  |  |  |  | 1 | 2 |
| 13-29 Spring NWEA MAP Testing | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 25 Memorial Day (No School for Students \& Staff) | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
|  | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
|  | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
|  | 31 |  |  |  |  |  |  |

## June

12 Noon Dismissal - Last Day of School; Quarter 4 Ends
16 RCPU 1:30PM - 6:30PM
17 Teachers Last Day to Report

| February 2020 |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| S | M | T | W | TH | F | S |
|  |  |  |  |  |  | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | $\mathbf{1 4}$ | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |


| April 2020 |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 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 |  |  |



| June 2020 |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| S | M | T | W | TH | F | S |  |
|  | 1 | 2 | 3 | 4 | 5 | 6 |  |
| 7 | 8 | 9 | 10 | 11 | $\mathbf{1 2}$ | 13 |  |
| 14 | 15 | $\mathbf{1 6}$ | $\mathbf{1 7}$ | 18 | 19 | 20 |  |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |  |
| 28 | 29 | 30 |  |  |  |  |  |
|  |  |  |  |  |  |  |  |


|  |  | 3ARBER PREPARATORY ACADEMY 2019-2020 MASTER SCHEDUL |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |  |
|  | KindergartenA/B | First Grade A/B | Second Grade A/B | Third Grade A/B | Fourth Grade A/B | Fifth Grade A/B |  | K-2nd | 3rd-5th |
| Mon/Thurs. |  |  |  |  |  |  | Friday/Early | Release |  |
| 8:30 | ADVISORY | ADVISORY | ADVISORY | ADVISORY | ADVISORY | ADVISORY | 8:30 | ADVISORY | ADVISORY |
| 8:45 | 8:30-8:50 | 8:30-8:50 | 8:30-8:50 | 8:30-8:50 | 8:30-8:50 | 8:30-8:50 | 8:45 |  |  |
| 9:00 | Special | ELA 8:50-9:40 |  | ELA | ELA | ELA | 9:00 | ELA | ELA |
| 9:15 |  | Special | ELA | 8:55-10:55 | 8:55-10:30 | 8:55-10:55 | 9:15 | 9:00-10:00 | 9:00-10:00 |
| 9:30 |  |  | 8:55-10:55 |  |  |  | 9:30 |  |  |
| 10:00 | ELA | ELA 10:35-10:55 |  |  |  |  | 10:00 | MATH | MATH |
| 10:15 | 9:45-10:55 |  |  |  |  |  | 10:15 | 10:00-11:00 | 10:00-11:00 |
| 10:30 |  |  |  |  | SPECIAL |  | 10:30 |  |  |
| 10:45 |  |  | LUNCH | MATH |  |  | 10:45 |  |  |
| 11:00 | Lunch | Lunch | 10:55-11:25am | 10:55-11:50 | ELA | Math | 11:00 |  |  |
| 11:15 | 10:55-11:25am | 10:55-11:25am | specia |  | 11:25-11:55 | 10:55-11:55 | 11:15 | Lunch B | SS/Science |
| 11:30 | Recess | Recess |  |  |  |  | 11:30 | 11:00-11:30 | 11:00-11:30 |
| 11:45 | 11:25-11:40 | 11:25-11:40 |  | Lunch | Lunch | Lunch | 11:45 | SS/Science | Lunch A |
| 12:00 |  |  | MATH | 11:55-12:25 | 11:55-12:25 | 11:55-12:25 | 12:00 | 11:30-12:30 | 11:30-12:00 |
| 12:15 | ELA | ELA | 12:15-1:45 | Recess | Recess |  | 12:15 |  | 12:00-12:30 |
| 12:30 | 11:45-12:45 | 11:45-12:45 |  | 12:25-12:45 | 12:25-12:45 | Math | 12:30 | DEAR | DEAR |
| 12:45 | Math |  |  | MATH | MATH9 | 12:30-1:00 | 12:45 | Dismissal | Dismissal |
| 1:00 | 12:45-2:15 | Math | Remediation | 12:50-1:25 | 12:50-2:20 | SPEC/FAL | 1:00 | 12:45-1:00 | 12:45-1:00 |
| 1:15 |  | 12:45-2:15 | 1:45-2:30 | Remediation |  |  | 1:00-4:00 | Schoolv | de PD |
| 1:45 | REMEDIATION | Remediation |  | 1:25-1:55 |  |  |  |  |  |
| 2:00 | 2:15-3:00 | 2:15-3:00 |  | SPECMAI |  | Remediation |  |  |  |
| 2:15 |  |  |  |  |  | 1:55-2:40 |  |  |  |
| 2:30 |  |  | Recess | Remediation | Remediation | Recess |  |  |  |
| 2:45 |  |  | 2:30-2:50 | 2:45-3:00 | 2:20-3:00 | 2:40-3:00 |  |  |  |
| 3:00 | SS/Science | SS/Science | SS/Science | SS/Science | SS/Science | SS/Science |  |  |  |
| 3:15 | 3:00-3:45 | 3:00-3:45 | 3:00-3:45 | 3:00-3:45 | 3:00-3:45 | 3:00-3:45 |  |  |  |
| 3:30 |  |  |  |  |  |  |  |  |  |
| 3:45 | Dismissal | Dismissal | Dismissal | Dismissal | Dismissal | Dismissal |  |  |  |
| 4:00 | 3:45-4:00 | 3:45-4:00 | 3:45-4:00 | 3:45-4:00 | 3:45-4:00 | 3:45-4:00 |  |  |  |

his schedule shows where the middle school students are throughout the day.
रemember: Mondays \& Wednesdays=Art Tuesdays \& Thursdays=Compass Friday=Gym and Compass
Fonday-Thursday

| Grade | 8:30-9:00 | 9:00-10:10 | 10:15-11:25 | 11:30-12:40 | 12:45-1:10 | 1:15-2:25 | 2:25-3:40 | 3:45-4:00 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 6 <br> Aggies | Golson <br> Advisory 302 | Myers Science 306 | $\begin{aligned} & \text { Phipps } \\ & \text { S.S } \\ & 312 \end{aligned}$ | Golson Advisory 302 | Lunch | Special | Williams ELA 308 | Dismissal from Williams |
| 7A Grizzlies | Phipps <br> Advisory <br> 312 | Phipps S.S. 312 | Golson Math 302 | Special | Lunch | Williams ELA 308 | Myers Science 306 | Dismissal from Myers |
| $7 B$ <br> Wolverines | Williams Advisory 308 | Golson Math 302 | Special | Williams ELA <br> 308 | Lunch | Myers Science 306 | Phipps S.S <br> 312 | Dismissal from Phipps |
| $\begin{aligned} & 8 \\ & \text { Eagles } \end{aligned}$ | Myers <br> Advisory <br> 306 | Special | Williams ELA 308 | Myers Science 306 | Lunch | $\begin{aligned} & \text { Phipps } \\ & \text { S.S } \\ & 312 \end{aligned}$ | Golson Math 302 | Dismissal from Golson |

:riday (untill it changes)

| Grade | 8:30-9:00 | 9:03-9:33 | $9: 36-10: 06$ | $10: 09-10: 3$ <br> 9 | $10: 41-11: 11$ | $11: 15-11: 45$ | $11: 48-12: 18$ | $12: 21-12: 51$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 6 <br> Aggies | Advisory | ELA | Math | Science | SS | CM | Gym | Lunch |
| 7A <br> Wolveri <br> nes | Advisory |  |  |  |  |  |  |  |
| 7B <br> Grizzlie <br> s | Math | Advisory | Science | SS | CM | Gym | ELA | Lunch |
| 8 E EGgleS | Advisory | SS | SS | CM | Gym | ELA | Math | Lunch |

## SECTION G

## AGE OR GRADE RANGE OF PUPILS

## Age or Grade Range of Pupils

## Highland Park Public School Academy System

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Section 6.8 , the System shall comply with the age or grade ranges as stated in this schedule.

The Highland Park Public School Academy System ("System") will enroll students in kindergarten through twelfth grade. Provided there is sufficient state or federal funding available, the System will also operate an adult basic education program, adult high school completion program, general education development testing preparation program, a prekindergarten, or other permissible programs for a public school academy or the District to provide. The District may approve amendments to the Contract relating to additional educational programs offered by the System.

All students of the System will meet the minimum and maximum age for enrollment, as defined by Applicable Law.

School Schedule

7:00AM - 8:00AM
7:15AM-7:50AM
7:50AM-8:00AM
8:00AM
8:00AM-11:00AM
11:00AM-12:15PM
$12: 15 \mathrm{PM}-12: 45 \mathrm{PM}$
$12: 45 \mathrm{PM}-3: 45 \mathrm{PM}$
3:45PM
3:45PM - 4:00PM
4:00PM - 5:00PM

Before-School Programming (Academic Enrichment)
Breakfast Program
Arrival Tranisition
School Day Begins
Morning Class Sessions
Lunch
Recess
Afternoon Class Sessions
School Day Ends
Dismissal Transition
After-School Programming (Academic, Atheletics and Clubs)

## SECTION H

## ANNUAL COMPLIANCE REQUIREMENTS

# Master Calendar of Reporting Requirements 

## Highland Park Public School Academy System

Pursuant to Contract Schedule 4, the Highland Park Public School Academy System ("System") agrees to fulfill its obligations associated with the following reports and activities.

Annual Compliance Requirements (changes may occur based on federal, state and local regulations)

| Compliance Task | Date <br> Due | Entity |
| :---: | :---: | :---: |
| Annual Education Report | $7 / 31$ | School |
| Approved Deficit Elimination Plan | $7 / 31$ | School |
| Audited Financial Statements | 7/31 | School |
| Board Policy Manual | 7/31 | Board |
| Budget - Approved | 7/31 | School |
| Current Bargaining Agreements | 7/31 | School |
| District Credit Card Information | $7 / 31$ | School |
| Emergency Drills Log | $7 / 31$ | School |
| Employee Compensation Information | 7/31 | School |
| Employer Sponsored Health Care Plans | 7/31 | School |
| Expense Reimbursement Policy | 7/31 | School |
| Medical Benefit Plan Bids | $7 / 31$ | School |
| Procurement Policy | $7 / 31$ | School |
| School Improvement Plan | 7/31 | School |
| Technology Plan | 7/31 | School |
| Academic Professional Development Calendar | 8/17 | School |
| Management Contract | $8 / 17$ | School |
| School Calendar | $8 / 17$ | School |
| Occupancy Permit | 8/17 | School |
| Lease Agreement | 8/24 | School |
| Board Member Roster | $8 / 24$ | Board |
| Asbestos Inspection | 8/31 | School |
| Asbestos Plan and Approval | 8/31 | School |
| Bloodborne Pathogens Training | $8 / 31$ | School |


| Certificate of Insurance | 8/31 | School |
| :---: | :---: | :---: |
| CHRI Certification | 8/31 | School |
| DS-4168 Report of Actual Days and Clock Hours of Pupil Instruction | 8/31 | School |
| Elevator Inspection | 8/31 | School |
| Employee Handbook | 8/31 | School |
| Enrollment Policy | 8/31 | School |
| Local Benchmark Assessment Schedule | 8/31 | School |
| Annual Inventory of Capital Assets | 9/3 | School |
| Ant-Bullying Policy | $9 / 4$ | School |
| Anti-Bullying Policy (1) | $9 / 4$ | School |
| Occupancy Permit | $9 / 4$ | School |
| FERPA Notice | 9/7 | School |
| Emergency Drills Annual Schedule | 9/14 | School |
| MEGS Constitution Day Certification | 9/14 | School |
| MEGS Right to Prayer Certification | 9/14 | School |
| Organizational Chart and Staff Information | 9/14 | School |
| Curriculum Inventory | 9/21 | School |
| Board Member - Application and Resume | 9/28 | Board |
| Board Member - Oath of Office | 9/28 | Board |
| Curriculum Inventory | 9/28 | School |
| Annual Nonprofit Corporation Update | 10/1 | School |
| General Education and Special Education Count Day | 10/3 | School |
| Quarterly Financial Statements | 10/26 | School |
| Financial Information Database (FID) | 10/31 | School |
| Measures of Academic Performance (Local Assessment) | 10/31 | School |
| Current Operating Expenditures | 11/30 | School |
| District Paid Association Dues | 11/30 | School |
| District Paid Lobbying Costs | 11/30 | School |
| District Paid Out-of-State Travel Information | 11/30 | School |
| ESP Operating Expenditures | 11/30 | School |
| ESP Transparency Expenditure Report | 11/30 | School |
| Personnel Expenditures | 11/30 | School |
| Statement of Reimbursed Expenses | 11/30 | School |
| Registry of Educational Personnel (REP) Confirmation | 12/1 | School |
| Emergency Drills Log | 12/3 | School |


| Employee Handbook | 12/7 | School |
| :---: | :---: | :---: |
| Asbestos Custodial and Maintenance Training Log | 12/31 | School |
| Quarterly Financial Statements | 1/25 | School |
| Open Enrollment and Lottery Procedures | 2/15 | School |
| Measures of Academic Performance (Local Benchmark Assessment) | 2/28 | School |
| Annual Education Report | 3/29 | School |
| Emergency Drills Log | 4/1 | School |
| Quarterly Financial Statements | 4/26 | School |
| M-STEP Student Data File | 4/30 | School |
| Michigan Student Data System (MSDS) | 4/30 | School |
| Budget - Public Hearing Notice | $6 / 3$ | School |
| Notice of Public Hearing | 6/14 | Board |
| Measures of Academic Performance (MAP/NWEA) | 6/21 | School |
| Michigan Student Data System (MSDS) | 6/28 | School |
| Annual Inventory of Capital Assets | 6/28 | School |
| Asbestos Custodial and Maintenance Training Log $\qquad$ | 6/28 | School |
| Curriculum Inventory | 6/28 | School |
| Emergency Drills Log | 6/28 | School |
| Playground Inspection Log | 6/28 | School |
| Board Meeting Calendar - (Highland Park Public School Academy System) | 6/28 | Board |
| Lease Agreement | 6/28 | School |
| Quarterly Financial Statements | 6/28 | School |
| Registry of Educational Personnel (REP) Confirmation | 6/30 | School |


[^0]:    ${ }^{1}$ EngageNY: http://www.p12.nysed.gov/ciai/common core standards/pdfdocs/nysp12cclsmath.pdf
    ${ }^{2}$ Achievethecore: http://www.achievethecore.org/downloads/E0702 Description of the Common Core Shifts.pdf
    ${ }^{3}$ EngageNY: http://engageny.org/wp-content/uploads/2011/07/CCSSFluencies.pdf
    ${ }^{4}$ EngageNY: http://engageny.org/wp-content/uploads/2012/03/nys-math-emphases-k-8.pdf
    ${ }^{5}$ NYSED: http://www.p12.nysed.gov/assessment/ei/2013/draft-math-ccls-13.pdf

[^1]:    ${ }^{6}$ When a cluster is referred to in this chart without a footnote, the cluster is taught in its entirety.
    7 In this module, standards work is limited to within 5.
    ${ }^{8}$ Within 5.

[^2]:    ${ }^{9}$ The balance of this cluster is addressed in Modules 3 and 4.
    ${ }^{10}$ Within 5.

[^3]:    ${ }^{11}$ PK. CC. 5 focuses here on "more," "less" and "equal to." "Than" is excluded and introduced in the context of measurement in Module 4.

[^4]:    II COMMON

[^5]:    ${ }^{12}$ When a cluster is referred to in this chart without a footnote, the cluster is taught in its entirety.
    ${ }^{13}$ In this module, standards work is limited to within 10.
    ${ }^{14}$ The balance of this cluster is addressed in Module 5.
    ${ }^{15} \mathrm{~K} . \mathrm{CC} .4 \mathrm{~d}$ is addressed in Module 6.
    ${ }^{16}$ The balance of this cluster is addressed in Module 4.

[^6]:    ${ }^{17}$ The balance of this cluster is addressed in Module 6.

[^7]:    ${ }^{18}$ K.CC.4d is addressed in Module 6.
    ${ }^{19}$ Ordinality is introduced in the context of constructing and manipulating shapes. The balance of this cluster is addressed in Modules 1 and 5 .

[^8]:    ${ }^{20}$ When a cluster is referred to in this chart without a footnote, the cluster is taught in its entirety.
    ${ }^{21}$ In this module, work is limited to within 10.
    ${ }^{22}$ 1.OA. 2 is addressed in Module 2.

[^9]:    ${ }^{27}$ The balance of this cluster is addressed in Module 1.

[^10]:    ${ }^{28}$ Focus in this module is on numbers to 20. The balance of this cluster is addressed in Modules 4 and 6.
    ${ }^{29}$ The balance of this cluster is addressed in Module 2.

[^11]:    ${ }^{30}$ The balance of this cluster is addressed in Module 2.
    ${ }^{31}$ Focus on numbers to 40.
    ${ }^{32}$ Focus on numbers to 40 .
    ${ }^{33}$ Focus on numbers to 40 .

[^12]:    ${ }^{34}$ Focus on time. Coins are addressed in Module 6.

[^13]:    ${ }^{35}$ Focus on money

[^14]:    ${ }^{36}$ When a cluster is referred to in this chart without a footnote, the cluster is taught in its entirety.
    ${ }^{37}$ In this module, word problems focus primarily on result unknown and change unknown situations.
    ${ }^{38}$ From this point forward, fluency practice with addition and subtraction to 20 is part of the students' ongoing experience.
    ${ }^{39}$ The balance of this cluster is addressed in Modules 4 and 5.
    ${ }^{40}$ Focus is on metric measurement in preparation for place value in Module 3. Customary measurement is addressed in Module 7.

[^15]:    ${ }^{44}$ In this module, work is limited to within 200. This work is extended to numbers within 1000 in the next module.
    ${ }^{45}$ The balance of this cluster is addressed in Module 4.

[^16]:    ${ }^{47}$ 2.G. 2 is taught before G. 1 and G .3 because the array model is so important to the foundation for multiplication.

[^17]:    ${ }^{49}$ Focus on money. Time is addressed in Module 8.
    ${ }^{50}$ Focus on time. Money is addressed in Module 7.

[^18]:    ${ }^{52}$ When a cluster is referred to in this chart without a footnote, the cluster is taught in its entirety.
    ${ }^{53}$ In this module, work is limited to factors of 2-5 and 10 and the corresponding dividends.

[^19]:    ${ }^{54}$ In this module, work is limited to factors of 2-5 and 10 and the corresponding dividends.
    ${ }^{55}$ The Associative property is addressed in Module 3.
    ${ }^{56}$ In this module, work is limited to factors of 2-5 and 10 and the corresponding dividends.
    ${ }^{57}$ In this module, problem solving is limited to multiplication and division, and limited to factors of 2-5 and 10 and the corresponding dividends. 3.0 A .9 is addressed in Module 3.

[^20]:    ${ }^{58}$ 3.NBT. 3 is taught in Module 3.

[^21]:    ${ }^{59}$ The balance of this cluster is addressed in Module 1.
    ${ }^{60}$ From this point forward, fluency practice with multiplication and division facts is part of the students' on-going experience.
    ${ }^{61}$ After being fully taught in Module 3, this standard (as well as 3.OA.3) continues being practiced throughout the remainder of the school year.

[^22]:    ${ }^{62}$ The balance of this cluster is addressed in Module 2.

[^23]:    ${ }^{63}$ 3.G. 1 is taught in Module 7.
    ${ }^{64}$ The seemingly eclectic set of standards in Module 7 allows for a new level of word problems, including perimeter and measurement word problems.
    ${ }^{65}$ 3.MD. 3 is taught in Module 6.

[^24]:    COMMON
    A Story of Units: A Curriculum Overview for Grades P-5
    Date:
    7/31/13

[^25]:    ${ }^{66}$ When a cluster is referred to in this chart without a footnote, the cluster is taught in its entirety.
    ${ }^{67}$ 4.OA. 1 and 4.OA. 2 are addressed in Modules 3 and 7.

[^26]:    ${ }^{68}$ 4.NBT. 5 is addressed in Modules 3 and 7; 4.NBT. 6 is addressed in Module 3.
    ${ }^{69}$ The focus of this module is on the metric system to reinforce place value, mixed units, and word problems with unit conversions. Decimal and fraction word problems wait until Modules 5 and 6. 4.MD. 3 is taught in Module 3.

[^27]:    ${ }^{70}$ 4.NBT. 4 is addressed in Module 1 and is then reinforced throughout the year
    ${ }^{71}$ Multiplying two two-digit numbers is addressed in Module 7.

[^28]:    ${ }^{72}$ 4.MD. 1 is taught in Modules 2 and 7; 4.MD. 2 is taught in Modules 2, 5, 6 , and 7 .

[^29]:    ${ }^{73}$ Tenths and hundredths are important fractions in this module, represented in decimal form in Module 6.

[^30]:    ${ }^{75}$ 4.MD. 1 is taught in Modules 2 and 7. 4.MD. 3 is taught in Module 3.
    ${ }^{75}$ In this module we continue to work with fractions, now including decimal form.

[^31]:    ${ }^{76}$ 4.MD. 1 is taught in Modules 2 and 7. 4.MD. 3 is taught in Module 3.
    ${ }^{77}$ In Module 7, the focus is on multiplying two 2-digit numbers.

[^32]:    ${ }^{78}$ The focus now is on customary units in word problems for application of fraction concepts. 4.MD. 3 is taught in Module 3.

[^33]:    ${ }^{79}$ Multi-digit decimal multiplication such as $4.1 \times 3.4$ and division such as $4.5 \div 1.5$ are studied in Module 4 .

[^34]:    ${ }^{80}$ When a cluster is referred to in this chart without a footnote, the cluster is taught in its entirety.
    ${ }^{82}$ The balance of this cluster is addressed in Module X.

[^35]:    ${ }^{83}$ The focus of this module is on the metric system to reinforce place value and writing measurements using mixed units.
    ${ }^{84}$ These skills are also applied to fractions in this module.
    ${ }^{85}$ 5.NBT. 3 and 5.NBT. 4 are taught in Module 1.

[^36]:    ${ }^{86}$ Focus on decimal multiplication of a single-digit, whole number factor times a multi-digit number with up to 2 decimal places (e.g., $3 \times 64.98$ ). Restrict decimal division to a single digit whole number divisor with a multi-digit dividend with up to 2 decimal places (e.g., $64.98 \div 3$ ). The balance of the standard is taught in Module 4 .
    ${ }^{87}$ Examples in this module also include tenths and hundredths in fraction and decimal form.

[^37]:    ${ }^{88}$ 5.NBT. 5 and 5.NBT. 6 are taught in Module 2. Teach problems such as $2.7 \times 2.1$ and $4.5 \div 1.5$. See "Progressions" pgs. $17-18$
    (http://commoncoretools.files.wordpress.com/2011/04/ccss_progression_nbt_2011_04_073.pdf).
    ${ }^{89}$ The focus of 5.NF.4 in this module is only on part a; 5.NF.4b is taught in Module 5. Include problems involving decimal fractions throughout the cluster.

[^38]:    ${ }^{90}$ The focus of 5.MD. 1 in this module is on the customary system of units as a means of introducing fractions (e.g., 1 inch is $1 / 12$ foot, 1 foot is $1 / 3$ yard, etc.).
    ${ }^{91} 5 . N F .3$ is taught in Module 3; 5.NF.4a, 5.NF.5, 5.NF.6, and 5.NF. 7 are taught in Module 4. In this module 5.NF.4b is applied to multiplying to find volume and area. 5.NF.4b certainly includes decimal fraction side lengths of sides of a rectangle (in both fraction and decimal form).

[^39]:    ${ }^{92}$ 5.OA. 1 is taught in Modules 2 and 4.

[^40]:    SpringBoard ■ Scope and Sequence

[^41]:    SpringBoard • Scope and Sequence

[^42]:    SpringBoard - Scope and Sequence

[^43]:    SpringBoard ■ Scope and Sequence

[^44]:    KHANACADEMY

[^45]:    View Khan Academy Videos: Multiplying \& Dividing in Scientific Notation • Multiplying in Scientific Notation Example
    $\bullet$ Multiplying Three Numbers in Scientific Notation $\bullet$ Scientific Notation Word Problem: Speed of Light $\bullet$ Scientific Notation Word
    Problem: U.S. National Debt • Subtracting in Scientific Notation

[^46]:    View Khan Academy Videos: Angles in a Triangle Sum to $180^{\circ}$ Proof $\bullet$ Worked Example: Triangle Angles (Intersecting Lines) - Worked Example: Triangle Angles (Diagram) • Triangle Angle Challenge Problem • Triangle Angle Challenge Problem 2• Triangle Exterior Angle Example

