TO BE COMPLETED BY MICHIGAN DEPARTMENT OF EDUCATION PUBLIC SCHOOL ACADEMY UNIT	
Date Received by MDE	**Academy District/Building Codes**

CONSOLIDATED PUBLIC SCHOOL ACADEMY (ALL TYPES) CONTRACT CHECKLIST

Effective on 2/4/2014

All information on this page is necessary to be eligible for State Aid and to complete the Educational Entity Master

AUTHORIZER INFORMATION

Name of Authorizing Body:	**Federal Employer ID# of Authorizing Body:**	
The School District of the City of Highland Park	38-6004196	
Contact Person:	**Phone:**	**Email:**
Dr. Isaiah Pettway, Chief Operating Officer	(313) 402-0266	pettwayi@hipark.org

TYPE OF AUTHORIZING BODY:

☐ **State Public University** ☐ **Community College** ☐ **Intermediate School District** X **Local School District/Local Education Agency** ☐ **Interlocal Agreement Entity**

PSA ADMINISTRATIVE OFFICE

Academy Name:	**Contract Effective Dates: to** 7/1/2024 - (6/30/2029 5**yrs**)
HIGHLAND PARK PUBLIC SCHOOL ACADEMY SYSTEM	

State Corporate ID #:	**Federal Employer ID#:**	**Data Universal Numbering System (DUNS)**
71232Y	460658165	N/A

TYPE OF ACADEMY (check only one)

Chartered under Part 6a:
- x Public School Academy (MCL 380.501 et seq.)
- ☐ PSA Replacement from Conversion to 6E (MCL 380.502a(e))

Chartered under Part 6c:
- ☐ Urban High School Academy (MCL 380.521 et seq.)

Chartered under Part 6e:
- ☐ Replication of H.P. School/Program (MCL 380.552(1))
- ☐ Cyber School (MCL 380.552(2))
- ☐ Conversion to a School of Excellence (MCL 380.552(3))

Chartered under 1311b et seq.:
- ☐ Strict Discipline Academy (MCL 380.1311b et seq.)

Proposed Enrollment: 375 **Free/Reduced Eligible:** 100%	**Grades to Start Academy:** n/a **Grades Authorized:** Prek-8th	**Number of School Days:** 180 **Instructional Hours:** 1,184.4	**SCHOOL CALENDAR** **First Day:** 9/3/24 **Last Day:** 6/17/2025

Expansion comments, when applicable: N/A

PSA Administrative Office Address:	**City:**	**Zip Code:**	**Website URL:**
45 East Buena Vista St.	Highland Park	48203	https://barberprep.org/

Contact Person:	**Position:**	**Phone:** 248-346-0479 **Fax:**	**E-Mail:**
Pamela Farris	Accel Reg. VP/Superintendent		Pamela Farris <pfarris@accelschools.com>

County Name:	**Intermediate School District:**	**Local School District:**
Wayne	Wayne RESA	Highland Park Public School District

Educational Service Provider:	**Address:**	**City:**	**State:**	**Zip Code:**
Accel	1740 Tyson Blvd.	McLean	VA	22102

PSA BOARD PRESIDENT INFORMATION

Board President Name:	Phone:	E-mail:
Cassandra Walker	313-212-3347	cwalker@hppsa-bod.org

Address:	City:	Zip Code:
145 Grove St.	Highland Park	48203

MAIN SITE			
Academy Name: Highland Park Public School Academy (Barber Preparatory Academy)			
Address: 45 E. Buena Vista		**City:** Highland Park	**Zip Code:** 48203
Contact Person: Nicole Arnold	**Position:** Principal	**Phone:** 313-957-3005 **Fax:**	**E-Mail:** narnold@barberprep.org
County Name: Wayne	**Intermediate School District:** Wayne RESA	**Local School District:** HIGHLAND PARK PUBLIC SCHOOLS	**Grade Configuration:** PreK-8th
DELEG/LARA Certificate of Use and Occupancy: X **(Final) Date Issued:** 8/28/2018		☐ **(Temporary) No.:**	**Expiration Date:**

SITE 2			
Academy Name:			
Address:		**City:**	**Zip Code:**
Contact Person:	**Position:**	**Phone:** **Fax:**	**E-Mail:**
County Name:	**Intermediate School District:**	**Local School District:**	**Grade Configuration:**
DELEG/LARA Certificate of Use and Occupancy:	**(Final) Date Issued** ☐	**(Temporary) No.:**	**Expiration Date:**

SITE 3			
Academy Name:			
Address:		**City:**	**Zip Code:**
Contact Person:	**Position:**	**Phone:** **Fax:**	**E-Mail:**
County Name:	**Intermediate School District:**	**Local School District:**	**Grade Configuration:**
DELEG/LARA Certificate of Use and Occupancy: ☐ **(Final) Date Issued:**		☐ **(Temporary) No.:**	**Expiration Date:**

SITE 4		
Academy Name:		
Address:	**City:**	**Zip Code:**

Contact Person:	**Position:**	**Phone:** **Fax:**	**E-Mail:**
County Name:	**Intermediate School District:**	**Local School District:**	**Grade Configuration:**
DELEG/LARA Certificate of Use and Occupancy: ☐ **(Final) Date Issued:**		☐ **(Temporary) No.:**	**Expiration Date:**

Attach additional pages for additional sites, if necessary.

	Description	Applicability	Sec /Page No. In Contract	Additional Comments
1	Authorizing body to submit **contract** to state within 10 days of issuance **Date Issued:** **Date Received @ MDE:** **# Days:**	**All Academies** Part 6a: 503(4) Part 6c: 528(1)(b) Part 6e: 561(1)(b) 1311b et seq: 1311e(3)		
Applicant Information				
2	• Identification of the **person or entity** applying for the contract.	**All Academies** Part 6a: 502(3)(a) Part 6c: 522(4)(a) Part 6e: 552(7)(a) 1311b et seq: 1311d(3)(a)	Pg. 1	
3	• Indication that the "entity" applying for the contract is a nonprofit corporation that has been granted **509(a) tax-exempt** status.	**USHAs** Part 6c: 521(2)(e)	n/a	
4	• Indication of the state **Superintendent of Public Instruction approval** of Academy as a replication of a high-performing school or program.	**H.P. School/Program** Part 6e: 552(1(a)	n/a	
5	• Indication that the "entity" applying for the contract demonstrates experience in delivering a quality education program that improves academic achievement. In determining whether this requirement is met, an authorizing body shall refer to the standards for quality online learning established by the national association of charter school authorizers or other similar nationally recognized standards for quality online learning.	**Cyber Schools** Part 6e: 552(2)(c)	n/a	
6	• Indication that the Public School Academy chartered under Part 6a meets the **eligibility criteria to be re-chartered as a School of Excellence (SOE)**, as provided for by law.	**Conversion of PSA to SOE** Part 6e: 552(3); 552(4)	n/a	
Academy Organization and Incorporation				
7	**Authorizing Body's Contract Issuance Resolution** adopted by authorizing body, including: **Adopted:** **Effective Date:**	**All Academies** Part 6a: 502(3)(b); 503(5) Part 6c: 522(4)(b); 528(1)(c) Part 6e:552(7)(b); 553(4) 1311b et seq: 1311d(3)(b); 1311e(4); 1311(5)(d)	5/7/2024	
8	• Board of Directors **names and description of qualifications**, as applicable.	**All Academies** Part 6a: 502(3)(b); 503(6)(d) Part 6c: 522(4)(b) Part 6e: 552(7)(b); 561(1)(c) 1311b et seq: 1311d(3)(b); 1311e(4)(5)(d)	7(a)	

	Description	Applicability	Sec /Page No. In Contract	Additional Comments
9	• **Method of appointment** or selection of members of the Board of Directors.	**All Academies** Part 6a: 503(5) Part 6c: 528(1)(c) Part 6e: 553(4); 561(1)(c) 1311b et seq: 1311d(3)(b); 1311e(4); 1311(5)(d)	attached	
10	• **Number of members** of the Board of Directors.	**All Academies** Part 6a: 503(5) Part 6c: 528(1)(c) Part 6e: 553(4); 561(1)(c) 1311b et seq: 1311e(4); 1311(5)(d)	bylaws	
11	• **Length of term of members** of the Board of Directors.	**All Academies** Part 6a: 503(5) Part 6c: 528(1)(c) Part 6e: 553(4); 561(1)(c) 1311b et seq: 1311e(4); 1311(5)(d)	attached	
12	• **Citizenship of members** of the Board of Directors.	**All Academies** Part 6a: 503(5) Part 6c: 528(1)(c) Part 6e: 553(4)	1.1(b)	
13	**Articles of Incorporation as a Michigan Nonprofit Corporation** File Date: State Corp. ID #:	**All Academies** Part 6a: 502(3)(c) Part 6c: 522(4)(c) Part 6e: 552(7)(c) 1311b et seq:1311d(3)(c); 1311d(5)(d)	attached	
14	• **Name** of Academy.	**All Academies** Part 6a: 502(3)(c)(i) Part 6c: 522(4)(c)(i) Part 6e: 552(7)(c)(i) 1311b et seq: 1311d(3)(c)(i)	Articles of Incorporation	
15	• **Purpose** of Academy & pursuant to applicable law that the Academy is a governmental entity of the state.	**All Academies** Part 6a: 502(3)(c)(ii) Part 6c: 522(4)(c)(ii) Part 6e: 552(7)(c)(ii) 1311b et seq: 1311d(3)(c)(ii)	3.1	

	Description	Applicability	Sec /Page No. In Contract	Additional Comments
16	**Academy bylaws.**	**All Academies** Part 6a: 502(3)(d) Part 6c: 522(4)(d) Part 6e: 552(7)(d) 1311b et seq:1311d(3)(d)	attached	
Fiscal Agent				
17	Designation of **fiscal agent.**	**All Academies** Part 6a: 507(3) Part 6c: 528(3) Part 6e:561(3) 1311b et seq: 1311l(1)	2.5	
18	**Duties** of fiscal agent.	**All Academies** Part 6a: 507(3) Part 6c: 528(3) Part 6e:561(3) 1311b et seq: 1311l(1)	Schedule 3	
19	Authorizer **administrative fee** of up to 3% of total State Aid.	**All Academies** Part 6a: 502(6) Part 6c: 522(7) Part 6e: 552(10) 1311b et seq: 1311d(6)	2.3 and Schedule 3	
Compliance with Applicable Law and Disclosure of Public Information				
20	Prohibition on the Academy charging **tuition**.	**All Academies** Part 6a: 504(2) Part 6c: 524(2) Part 6e: 556(2) 1311b et seq: 1311g(2)	3.4	
21	To the extent disqualified under law, a prohibition from Academy being organized by church or other **religious** organization and having organizational or contractual affiliation with or constitute a church or other religious organization.	**All Academies** Part 6a: 502(1); 1217 Part 6c: 522(1); 1217 Part 6e: 552(5); 1217 1311b et seq:1311d(1); 1217	3.4	
22	Certification/Agreement signed by an authorized member of the Academy Board stating they **will comply with the contract and all applicable law**.	**All Academies** Part 6a: 503(6)(i) Part 6c: 523(2)(d) Part 6e: 553(5)(h) 1311d:1311d(3)(h)	14.15	

	Description	Applicability	Sec /Page No. In Contract	Additional Comments
23	The methods by which the Academy will be **held accountable**.	**All Academies** Part 6a: 503(6)(a) Part 6c: 523(2)(a) Part 6e: 553(5)(a) 1311b et seq: 1311e(5)(a)	Article IX	
24	Description of method to be used to monitor the Academy's compliance with **applicable law** and its performance in meeting its targeted **educational objectives.**	**All Academies** Part 6a: 503(6)(b) Part 6c: 523(2)(b) Part 6e:553(5)(b) 1311b et seq: 1311e(5)(b)	Schedule 4 and Schedule 7(d)	
25	Requirement that all Academy property must be **insured.**	**All Academies** Part 6a: 1269 Part 6c: 523(2)(k)(vi); 1269 Part 6e: 553(5)(l)(vi); 1269 1311b et seq: 1269	Article XIII	
26	Requirement & procedure for **annual CPA financial audit** in accordance with generally accepted governmental auditing principles.	**All Academies** Part 6a: 503(6)(g) Part 6c: 523(2)(g) Part 6e: 553(5)(h) 1311b et seq: 1311e(5)(h)	6.9	
27	Length of **contract term** and standards for reauthorization.	**All Academies** Part 6a: 503(6)(h) Part 6c:522(3); 523(2)(p) Part 6e: 561(4) 1311b et seq: 1311e(5)(i)	14.13	
28	Description of the process for **amending the contract** during the term of the contract.	**All Academies** Part 6a: 503(6)(c) Part 6c: 523(2)(c) Part 6e: 553(5)(c) 1311b et seq: 1311e(5)(c)	14.13	
29	Requirement that the Academy Board shall **make information about its operation and management** available to the public and authorizing body.	**All Academies** Part 6a: 503(6)(l) Part 6c: 523(2)(j) Part 6e: 553(5)(k) 1311b et seq: 1311e(7)(f)	7.11	

	Description	Applicability	Sec /Page No. In Contract	Additional Comments
30	Requirement that the Board of Directors of a Public School Academy (including Cyber Schools) that operates an online or other distance learning program shall submit a monthly report to MDE, in a form and manner prescribed by MDE, that reports the number of pupils enrolled in the online or distance learning program, during the immediately preceding month.	**All Academies** Part 6e: 552(20)	2.2(a)	
31	Requirement that the Academy Board shall collect, maintain and make available to the public and authorizing body **information concerning the operation and management** of the Academy, as provided for by law.	**All Academies** Part 6a: 503(6)(m) Part 6c: 523(2)(k) Part 6e:553(5)(l) 1311b et seq: 1311e(7)(f)	7.11	
32	Requirement that the Board shall report to the authorizing body a current list of teachers and school administrators working at the Academy that includes their individual salaries.	**All Academies** Part 6a: 503(6)(m)(iv) Part 6c: 523(2)(k)(iv) Part 6e:553(5)(l)(iv) 1311b et seq: 1311e(7)(f)	7.11	
33	Statement that Academy shall **comply with all applicable law**.	**All Academies** Part 6a: 503(7); MCL 15.322 Part 6c: 523(3); 528(1)(d) Part 6e: 552(7)(h); 553(6) 1311b et seq: 1311d(3)(h); 1311e(6)	14.15	
34	Statement that Academy Board shall ensure compliance with the requirements of **1968 PA 317**, MCL. 15.321 to 15.330.	**All Academies** Part 6a: 503(6)(j) Part 6c: 523(2)(h) Part 6e:553(5)(i) 1311b et seq: 1311e(7)(f)	7.7	
Academy Governance, Operation, and Educational Program				
35	**Governance** structure of the Academy.	**All Academies** Part 6a: 503(6)(d) Part 6c: 522(4)(e)(i) Part 6e: 552(7)(e)(i) 1311b et seq: 1311d(3)(e)(i); 1311e(5)(d); 1311d(3)(v)(f)	7(a)	

	Description	Applicability	Sec /Page No. In Contract	Additional Comments
36	The role of the **contract administrator** of the Academy, if applicable.	**USHAs** Part 6c: 529(c)	n/a	
37	Educational goals **of the Academy that include demonstrated improved pupil academic achievement for all groups of pupils**.	**All Academies** Part 6a: 502(3)(e)(ii); 503(6)(a) Part 6c: 522(4)(e)(ii); 523(2)(a) Part 6e: 552(7)(e)(ii); 553(5)(a) 1311b et seq:1311d(3)(e)(ii); 1311e(5)(a)	6.3	
38	**Curricula** offered at the Academy**.** This section must contain the entire curriculum.	**All Academies** Part 6a: 502(3)(e)(ii) Part 6c: 522(4)(e)(ii) Part 6e: 552(7)(e)(ii) 1311b et seq: 1311d(3)(e)(ii); 1311e(5)(d)	Schedule 7(c)	
39	**Methods of pupil assessment** at the Academy (MEAP and MME, as applicable, as a minimum).	**All Academies** Part 6a: 503(6)(a) Part 6c: 522(4)(c)(ii); 523(2)(a) Part 6e: 552(7)(e)(ii); 553(5)(a) 1311b et seq: 1311d(3)(e)(ii); 1311e(5)(a)	Schedule 7(d)	
40	**Student admission policy, criteria** and **enrollment process,** as applicable per type of academy**.**	**All Academies** Part 6a: 503(6)(d) Part 6c: 522(4)(e)(iii); 523(2)(m); 528(1)(g) Part 6e: 552(7)(e)(iii); 553(5)(o); 561(1)(g) 1311b et seq: 1311d(3)(e)(ii); 1311e(5)(d)	Schedule 7(e)	
41	**Matriculation agreement,** if applicable**.**	**All PSAs; All SOEs** 20 U.S.C. 7221i(1)(k) Part 6a:504(4)(b) Part 6e: 556(4)(b)	n/a	

	Description	Applicability	Sec /Page No. In Contract	Additional Comments
42	**School calendar** and **school day** schedule.	**All Academies, except Cyber Schools** Part 6a: 502(3)(e)(iv) Part 6c: 522(4)(e)(iv) Part 6e: 552(7)(e)(iv) 1311b et seq: 1311d(3)(e)(iv); 1311e(5)(d)	Schedule 7(f)	
43	Observance of **holidays** and other required commemorative occasions.	**All Academies** Part 6a: 1175 Part 6c: 1175 Part 6e: 1175 1311b et seq: 1175	Schedule 7(f)	
44	**Age or Grade** range of students to be enrolled.	**All Academies** Part 6a: 502(3)(e)(v) Part 6c: 522(4)(e)(v) Part 6e: 552(7)(e)(v) 1311b et seq: 1311d(3)(e)(v)	Schedule 7(g)	
Academy Location				
45	Identification of **LEA and ISD where academy will be located**.	**All Academies** MCL 388.1620 Part 6a: 502(3)(g) Part 6c: 522(4)(c)(v) Part 6e: 552(7)(g) 1311b et seq: 1311d(3)(e)(v); 1311e(5)(d)	1.1(a)	
46	Description of and address of **proposed building(s)** where Academy will be located.	**All Academies** Part 6a: 502(3)(i) Part 6c: 522(4)(g) Part 6e: 552(7)(i); 553(5)(f) 1311b et seq:1311d(3)(j); 1311e(5)(g)	Schedule 6	
47	**Financial commitment** of applicant to the Academy's facility.	**USHAs** Part 6c: 522(4)(g); 523(2)(f)	n/a	
48	A statement that the Academy will operate at **single site or multiple sites** with specific addresses and respective grade configurations as provided for in the contract and with applicable law, including the Academy's central administrative offices if applicable.	**All Academies** Part 6a: 504(1) Part 6c: 524(1) Part 6e:556(1) 1311b et seq: 1311g(1)	6.10	

	Description	Applicability	Sec /Page No. In Contract	Additional Comments
49	A requirement that the board of directors of the public school academy shall collect, maintain, and make available to the public and the authorizing body, in accordance with applicable law and the contract, information concerning the operation and management of the public school academy including copies of facility leases or deeds, or both, and of any equipment leases.	**All Academies** Part 6a: 503(6)(m)(vii) Part 6c: 523(2)(k)(vii) Part 6e:553(5)(1)(vii) 1311b et seq: 1311e(6)(f)	7.11	
Staffing and Position Descriptions				
50	**Descriptions of staff** responsibilities.	**All Academies** Part 6a: 503(6)(d) Part 6c: 524(f) Part 6e: 552(7)(f) 1311b et seq: 1311d(3)(f)	Schedule 5	
51	Requirement specifying **prohibited family relationships** consistent with applicable law.	**All Academies** Part 6a: 503(6)(k) Part 6c: 523(2)(i) Part 6e: 553(5)(j) 1311b et seq: 1311e(6)(f)	3.3	
52	Academy shall use **certificated teachers** according to state board rule.	**All Academies** Part 6a: 505(1) Part 6c: 526(1) Part 6e:553a(3); 559(1) 1311b et seq:1311j(1)	2.6	
53	Academy may use **non-certificated teachers** as the law allows.	**All Academies** Part 6a: 505(1); 505(2) Part 6c: 526(1); 526(2) Part 6e: 559(1); 559(2) 1311b et seq: 1311j(1); 1311j(2)	2.6	
54	Academy shall use **certified administrators and chief business officials** pursuant to applicable law, including superintendent, principal, assistant principal, or other person whose primary responsibility is administering instructional programs.	**All Academies** Part 6a: 1246(1) Part 6c: 1246(1) Part 6e: 1246(1) 1311b et seq: 1246(1)	7.10	
55	Requirement that **authorizing body must review and may disapprove** any agreement between the Academy Board and an educational management company before the agreement is final and valid.	**All Academies** Part 6a: 503(6)(n) Part 6c: 523(2)(l) Part 6e: 553(5)(m) 1311b et seq: 1311e(6)(f)	6.14	

	Description	Applicability	Sec /Page No. In Contract	Additional Comments
56	If authorized by a LEA, **assurance of employee collective bargaining** for positions in similar districts should be addressed in the contract.	**All SDAs** 1311b et seq: 1311d(3)(i)	n/a	
57	Requirement that prohibits any individual from being employed by the Academy in more than **one full-time position and simultaneously compensated at a full-time rate for either position.**	**All Academies** Part 6a: 503(6)(p) Part 6c: 523(2)(n) Part 6e: 553(5)(o) 1311b et seq: 1311e(6)(f)	3.5	
Reconstitution and Revocation				
58	Procedures and grounds **for revoking the contract** provided for in applicable law, including: (see 59-62below)	**All Academies** Part 6a: 503(6)(e) Part 6c: 523(2)(e) Part 6e: 561(4) 1311b et seq:1311e(5)(f)	Article IX	
59	• Failure of the Academy to **demonstrate improved pupil academic achievement for all groups of pupils or meet the educational goals** as set forth in the contract.	**All Academies** Part 6a: 507(4)(a) Part 6c: 528(4)(a) Part 6e: 561(4)(a) 1311b et seq: 131ll(1)(a)	9.1(a)	
60	• Failure of the Academy to **comply with all applicable law**.	**All Academies** Part 6a: 507(4)(b) Part 6c: 528(4)(b) Part 6e: 561(4)(b) 1311b et seq: 1311l(1)(b)	9.1(b)	
61	• Failure of the Academy to **meet generally accepted public sector accounting principles** and **demonstrate sound fiscal stewardship**.	**All Academies** Part 6a: 507(4)(c) Part 6c: 528(4)(c) Part 6e: 561(4)(c) 1311b et seq: 1311l(1)(c)	9.1(d)	
62	• The existence of 1 or more other grounds for revocation as **specified in the contract**.	**All Academies** Part 6a: 507(4)(d) Part 6c: 528(4)(d) Part 6e: 561(4)(d) 1311b et seq: 1311l(1)(d)	9.1(r)	
63	Procedures for **mandatory revocation** of Academy contract if Academy is **designated as a persistently low-achieving school (in the bottom 5%) and is in the 2nd year of restructuring.** Procedures must specify which school (s) are subject to closure and which are not based on exceptions for situations involving individualized education plan subgroups, and individual schools currently undergoing reconstitution.	**All Academies (except SDA)** Part 6a: 507(5) Part 6c: 528(5) Part 6e: 561(5)	9.1(p)	

	Description	Applicability	Sec /Page No. In Contract	Additional Comments
64	Procedures for the authorizing body to **reconstitute** the Academy.	**All Academies (except SDA)** Part 6a: 507(7) Part 6c: 528(7) Part 6e: 561(7)	9.3	
Cyber Schools				
65	A contract for a **cyber school** shall include all of the provisions required under section 553a as well as the following: (see items 66 through 71 below)	**Cyber Schools** Part 6e: 553a	n/a	
66	• A **teacher who holds appropriate certification** according to state board rule will be responsible for all of the following for each course in which a pupil is enrolled: (i) Improving learning by planned instruction. (ii) Diagnosing the pupil's learning needs. (iii) Assessing learning, assigning grades, and determining advancement. (iv) Reporting outcomes to administrators and parents or legal guardians	**Cyber Schools** Part 6e: 553a(2)(a)	n/a	
67	• A cyber school will make educational services available for a minimum of at least **1,098 hours during a school year** and ensure that each pupil participates in the educational program for at least 1,098 hours during a school year.	**Cyber Schools** Part 6e: 553a(2)(b)	n/a	
68	• A cyber school shall have maximum enrollment limitations based on years of operation	**Cyber Schools** Part 6e: 552(2)(d)	n/a	
69	• Cyber school must offer each pupil's family a computer and subsidize the cost of internet access.	**Cyber Schools** **Part 6e: 552(2)(e)**	n/a	
70	• Cyber school may not enroll any new pupils in the school of excellence that is a cyber school in a school year that begins after MDE determines that the combined total statewide final audited membership for all pupils in membership in schools of excellence that are cyber schools for a state fiscal year that exceeds a number equal to 2% of the combined total statewide final audited membership for all pupils in membership in public schools for the 2011-2012 State Fiscal Year.	**Cyber Schools** **Part 6e: 552(15)(b)**	n/a	
71	• The requirement for the Academy Board of school of excellence that is a cyber school to ensure that every pupil that enrolls, along with his or her parent or legal guardian, are provided with a parent-student orientation. If the pupil is at least 18 or is an emancipated minor, the orientation may be provided to just the pupil.	**Cyber Schools** **Part 6e: 552(21)**	n/a	

NOTE: The only change to this annual update document is item #49. The item was changed because the law does not require contracts and deeds to be included in the charter contract. It is required by law that these contracts or deeds be made public once they are enacted. While MDE would

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

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 I: 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
• Section b: Educational Goals and Programs	b
• Section c: Curriculum	c
• Section d: Methods of Pupil Assessment	d
• Section e: Application and Enrollment of Students	e
• Section f: School Calendar and School Day Schedule	f
• Section g: Age or Grade Range of Pupils	g

A

RE-AUTHORIZING RESOLUTION
&
AUTHORIZING RESOLUTION

SCHOOL DISTRICT OF THE CITY OF HIGHLAND PARK

Office of the Emergency Manager
Joyce A. Parker

Order 2012-3

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 A. PARKER, ISSUES THE FOLLOWING:

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: Joyce A. Parker

Joyce A. Parker,
Emergency Manager

Public School Academy System Board of Directors Method of Selection Resolution

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

B

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

TABLE OF CONTENTS

ARTICLE I DEFINITIONS 1
Section 1.1. Certain Definitions 1
Section 1.2. Schedules 2
Section 1.3. Statutory Definitions 2

ARTICLE II ROLE OF THE SCHOOL DISTRICT OF THE CITY OF HIGHLAND PARK BOARD OF EDUCATION AS AUTHORIZING BODY 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. RESERVED. 4
Section 2.5. Board of Education as Fiscal Agent for the Academy 4
Section 2.6. Authorization of Employment 4
Section 2.7. Borrowings by the Academy 4

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 6
Section 3.5. Prohibition of Employment in More than One Full-time Position 6
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. Michigan Nonprofit Corporation 7
Section 5.2. Articles of Incorporation 7
Section 5.3. Bylaws 7

ARTICLE VI OPERATING REQUIREMENTS 7
Section 6.1. Governance Structure 7
Section 6.2. Contributions and Fund Raising 7
Section 6.3. Educational Goals and Programs 7
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....8
Section 6.10. Address and Description of Proposed Physical Plant....8
Section 6.11. Reports to the Board of Education....9
Section 6.12. Accounting Standards....9
Section 6.13. Placement of Board of Education Student Interns....9
Section 6.14. Required Contents of Contracts with ESP....9
Section 6.15. Board of Education Approval of Condemnation....9
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....10
Section 7.7. Other State Laws....10
Section 7.8. Federal Laws....11
Section 7.9. Matriculation Agreement(s) or Partnership Agreement with the Department....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

ARTICLE X 15
Section 10.1. Superintending Control in the Event of an Emergency....15

ARTICLE XI TERMINATION....16
Section 11.1. Grounds for Termination by the Academy....16
Section 11.2. Procedures for Terminating Contract....16

ARTICLE XII PROVISIONS RELATING TO CHARTER SCHOOLS....16
Section 12.1. The School District of the City of Highland Park Faculty Employment in the Academy....16

Section 12.2. The Academy Faculty Appointment to The School District of the City of Highland Park Faculty 16
Section 12.3. Student Conduct and Discipline 17
Section 12.4. Employment Qualifications for Classroom Teachers 17
Section 12.5. Criminal Background Check 17
Section 12.6. Academy Budget 17
Section 12.7. Data Protection 17
Section 12.8. The Academy shall comply with MCL 380 17
Section 12.9. Transportation 17
Section 12.10. Intramural and Interscholastic Sports 17
Section 12.11. Legal Liabilities 17
Section 12.12. Lease and Occupancy and Safety Certificates 17
Section 12.13. Deposit of Public Funds by the Academy 18
Section 12.14. Unprofessional Conduct Check 18

ARTICLE XIII INSURANCE AND INDEMNIFICATION 18
Section 13.1. Insurance 18
Section 13.2. Minimum Insurance Coverage 18
Section 13.3. Additional Insurance Requirements 19
Section 13.4. Indemnification 19

ARTICLE XIV GENERAL TERMS 19
Section 14.1. Notices 19
Section 14.2. Severability 20
Section 14.3. Successors and Assigns 20
Section 14.4. Entire Contract 20
Section 14.5. Assignment 20
Section 14.6. Non-Waiver 20
Section 14.7. Construction 21
Section 14.8. Force Majeure 21
Section 14.9. No Third Party Rights 21
Section 14.10. Non-agency 21
Section 14.11. Governing Law 21
Section 14.12. Counterparts 21
Section 14.13. Term of Contract 21
Section 14.14. Board of Education General Policies on Charter Schools Shall Apply 21
Section 14.15. Compliance with All Applicable Law 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 1st day of July, 2024.

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.

(l) "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
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. RESERVED.

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 thirty (30) 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 Education is 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 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
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 380.1279g 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 ail 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 full-time 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 380.1280f 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;

(i) 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;

(l) 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
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;\

(l) 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.

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
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
GENERAL TERMS

Section 14.1. Notices. Any and all notices permitted or required to be given hereunder shall be deemed duly given: (1) 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
Joseph B. Urban
220 Park Street
Suite 200
Birmingham, Michigan 48009

If to Academy: Highland Park Public School Academy System
45 Buena Vista
Highland Park, Michigan 48203

with a copy to: Lewis & Munday, PC
Samuel McCargo
220 W. Congress St., Suite 500
Detroit, MI 48226

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, 2024 and shall remain in full force and effect for a period of five (5) academic years, ending June 30, 2029, 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 the 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 signatory and Academy Board certify compliance by the Academy Board with the terms and conditions of this Contract and all applicable law.

Section 14.16 Assurance Regarding Board Continuity. The Academy will seat members of the Board of Directors appointed by the Board of Education in a timely manner, not later than the next regular meeting of the Academy Board following the appointment and written notice of appointment of said members. Section 14.17 Contract Submission to MDE. This Contract shall be submitted to the Michigan Department of Education within ten (10) days of issuance.

Section 14.17 Legal Liabilities and Covenant Not to Sue. The Academy and Academy Board members acknowledge and agree that they have no authority to extend the faith and credit of the School District 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 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:	SCHOOL DISTRICT:
The Highland Park Public School Academy System, a Michigan Public School Academy	The School District of the City of Highland Park Board of Education
By: Candice Benns CANDICE BENNS	By: Janet Wright White
Its: BOARD MEMBER	Its: President
Date: 5/29/2024	Date: 6/18/24

C

CONTRACT SCHEDULES

Documents	Schedules
Schedule I: 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

1

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.

Director

Bureau of Commercial Services

Sent by Facsimile Transmission 12207

MICHIGAN DEPARTMENT OF LICENSING AND REGULATORY AFFAIRS
BUREAU OF COMMERCIAL SERVICES

Date Received		(FOR BUREAU USE ONLY)

Joseph B. Urban
Clark Hill PLC
151 S. Old Woodward Avenue
Suite 200
Birmingham, MI 48009

EFFECTIVE DATE:

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 Highland 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 corporation, including all activities incident to its purposes, shall at all times be conducted so as to be a governmental entity pursuant to Section 115 of the United States Internal Revenue Code ("IRC") or any successor law. Notwithstanding any other provision of

these Articles, the corporation shall not carry on any other activity not permitted to be carried on by a governmental instrumentality exempt from federal income tax under Section 115 of the IRC or by a nonprofit corporation organized under the laws of the State of Michigan and subject to a contract to charter a public school academy ("Contract") authorized under the Code.

ARTICLE III

The corporation is organized on a non-stock, directorship 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

The name and address of the incorporator is as follows:

Joseph B. Urban
20 Bartlett
Highland Park, MI 48203

ARTICLE VI

The corporation is a governmental entity.

ARTICLE VII

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

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 corporation shall be a President, Vice-President, Secretary and a Treasurer, 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 corporation.

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 hereof). Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on by a governmental entity exempt from federal income tax under Section 115 of the IRC, or comparable provisions of any successor law.

To the extent permitted by law, upon the dissolution of the corporation, the board shall after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation to the 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 24th day of July, 2012.

By: _____
Joseph B. Urban, Incorporator

UNITED STATES OF AMERICA

The State of Michigan

Department of Licensing and Regulatory Affairs

Lansing, Michigan

This is to Certify that the annexed copy has been compared by me with the record on file in this Department and that the same is a true copy thereof.

This certificate is in due form, made by me as the proper officer, and is entitled to have full faith and credit given it in every court and office within the United States.

LICENSING AND REGULATORY AFFAIRS
Corporations, Securities & Commercial Licensing Bureau

In testimony whereof, I have hereunto set my hand, in the City of Lansing, this 19th day of April , 2024.

Linda Clegg, Director

Corporations, Securities & Commercial Licensing Bureau

Sent by electronic transmission

Certificate Number: 24040432506

Verify this certificate at: URL to eCertificate Verification Search http://www.michigan.gov/corpverifycertificate.

The State of Michigan

Department of Licensing and Regulatory Affairs

Lansing, Michigan

This is to Certify That

HIGHLAND PARK PUBLIC SCHOOL ACADEMY SYSTEM

was validly Incorporated on July 25 , 2012 as a Michigan nonprofit corporation, and said corporation is validly in existence under the laws of this state.

This certificate is issued pursuant to the provisions of 1982 PA 162 to attest to the fact that the corporation is in good standing in Michigan as of this date and is duly authorized to conduct affairs in Michigan and for no other purpose.

This certificate is in due form, made by me as the proper officer, and is entitled to have full faith and credit given it in every court and office within the United States.

LICENSING AND REGULATORY AFFAIRS
Corporations, Securities & Commercial Licensing Bureau

In testimony whereof, I have hereunto set my hand, in the City of Lansing, this 2nd day of May , 2024.

Linda Clegg

Linda Clegg, Director

Corporations, Securities & Commercial Licensing Bureau

Sent by electronic transmission

Certificate Number: 24050052202

Verify this certificate at: URL to eCertificate Verification Search http://www.michigan.gov/corpverifycertificate.

2

CONTRACT SCHEDULE 2

BYLAWS

BYLAWS

OF

HIGHLAND PARK PUBLIC SCHOOL ACADEMY SYSTEM

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	# required for Quorum
Three (3)	Two (2)
Five (5)	Three (3)
Seven (7)	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)	Two (2)
Five (5)	Three (3)	Three (3)
Seven (7)	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.

Secretary ANDRE DAVIS
7/27/12

3

CONTRACT SCHEDULE 3

FISCAL AGENT AGREEMENT

FISCAL AGENT AGREEMENT

This Agreement is part of the Contract issued by the School District of the City of Highland Park Board of Education ("School District"), an authorizing body as defined by the Revised School Code, as amended (the "Code"), to the Highland Park Public School Academy System ("Academy"), a public school academy.

Preliminary Recitals

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

WHEREAS, the School District is required by law to forward any State School Aid

Payments received from the State of Michigan ("State") on behalf of the Academy to the Academy.

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

ARTICLE I
DEFINITIONS AND INTERPRETATIONS

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

"Academy Account" means an account established by the Academy Board for the receipt of State School Aid Payments at a bank, savings and loan association, or credit union which has not been deemed ineligible to be a depository of surplus funds under Section 6 Act No. 105 of the Public Acts of 1855, being Section 21.146 of the Michigan Compiled Laws.

"Agreement" means this Fiscal Agent Agreement.

"Fiscal Agent" means the School District or an officer or employee of the School District as designated by the School District.

"Other Funds" means any other public or private funds which the Academy receives and for which the School District voluntarily agrees to receive and transfer to the Academy.

"State School Aid Payment" means any payment of money the Academy receives from the State School Aid Fund established pursuant to Article IX, Section 11 of the Michigan Constitution of 1963 or under the State School Aid Act of 1979, as amended.

"State" means the State of Michigan.

"State Treasurer" means the office responsible for issuing funds to public school academies for State School Aid Payments pursuant to the State School Aid Act of 1979, as amended.

ARTICLE II
FISCAL AGENT DUTIES

Section 2.01. Receipt of State School Aid Payments and Other Funds. The School District is the Fiscal Agent for the Academy for the limited purpose of receiving State School Aid Payments. By separate agreement, the School District and the Academy may also agree that the School District will receive Other Funds for transfer to the Academy. The Fiscal Agent will receive State School Aid Payments from the State, as provided in Section 3.02.

Section 2.02. Transfer to Academy. Except as provided in Article X of the Terms and Conditions and in the Oversight Agreement, the Fiscal Agent shall transfer all State School Aid Payments and all Other Funds received on behalf of the Academy to the Academy within ten (10) business days of receipt or as otherwise required by the provisions of the State School Aid Act of 1979 or applicable State Board rules. The State School Aid Payments and all Other Funds shall be transferred into the Account designated by a resolution of the Board of Directors of the Academy and by a method of transfer acceptable to the Fiscal Agent.

Section 2.03. Limitation of Duties. The Fiscal Agent has no responsibilities or duties to verify the Academy's pupil membership count, as defined in the State School Aid Act of 1979, as amended, or to authorize, to approve or to determine the accuracy of the State Aid School Payments received on behalf of the Academy from the State Treasurer. The duties of the Fiscal Agent are **limited** to the receipt and transfer to the Academy of State School Aid Payments and Other Funds received by the Academy. The Fiscal Agent shall have no duty to monitor, account for or approve expenditures made by the Academy Board.

Section 2.04. Academy Board Requests for Direct Intercept of State School Aid Payments. If the Academy Board (i) authorizes a direct intercept of a portion of its State School Aid Payments from the State to a third party account for the payment of Academy debts and liabilities; or (ii) assigns or directs that a portion of its State School Aid Payments be forwarded by the Fiscal Agent to a third party account for the payment of Academy debts and liabilities, then Academy shall submit to the School District for review and consideration: (i) a copy of the Academy Board's resolution authorizing the direct intercept or the assignment or direction of State School Aid Payments; (ii) a State School Aid Payment Agreement and Direction document that is in a form and content acceptable to the Fiscal Agent; and (iii) other documents as required. The School District reserves the right to not acknowledge in writing any State School Aid Payment Agreement and Direction that is not in a form and content acceptable to the Fiscal Agent.

ARTICLE III
STATE DUTIES

Section 3.01. Eligibility for State School Aid Payments. The State, through its Department of Education, has sole responsibility for determining the eligibility of the Academy to receive State School Aid Payments. The State, through its Department of Education, has sole responsibility for determining the amount of State School Aid Payments, if any, the Academy shall be entitled to receive.

Section 3.02. Method of Payment. Each State School Aid Payment for the Academy will be made to the Fiscal Agent by the State Treasurer by issuing a warrant and delivering the

warrant to the Fiscal Agent by electronic funds transfer into an account specified by the Fiscal Agent, or by such other means deemed acceptable to the Fiscal Agent. The State shall make State School Aid Payments at the times specified in the State School Aid Act of 1979, as amended.

ARTICLE IV
ACADEMY DUTIES

Section 4.01. Compliance with State School Aid Act. In order to assure that funds are available for the education of pupils, an Academy shall comply with all applicable provisions of the State School Aid Act of 1979, as amended.

Section 4.02. Academy Account. The Academy is authorized to establish an Account in the name of the Academy. Signatories to the Account shall be current Academy Board members and properly designated Academy Board employees, if applicable. The Academy Board is authorized to approve withdrawals and transfers from any Account established in the name of the Academy. Any authorization approved by the Academy Board for automatic withdrawals or transfers from an Academy Account may only be terminated or amended by the Academy Board.

Section 4.03. Expenditure of Funds. The Academy may expend funds that it receives from the State School Aid Fund for any purpose permitted by the State School Aid Act of 1979 and may enter into contracts and agreements determined by the Academy as consistent with the purposes for which the funds were appropriated.

Section 4.04. Mid-Year Transfers. Funding for students transferring into or out of the Academy during the school year shall be in accordance with the State School Aid Act of 1979 or applicable State Board rules.

Section 4.05. 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 hours and under reasonable conditions by the Academy and the State.

Section 5.02. Reports. Annually, the Fiscal Agent shall prepare and send to the Academy within thirty (30) days of September 1, a written report dated as of August 31. This report shall summarize all receipts, deposits and transfers made on behalf or for the benefit of the Academy during the period beginning on the latter of the date hereof or the date of the last such written report and ending on the date of the report, including without limitation, State School Aid Payments received on behalf of the Academy from the State Treasurer and any Other Funds which the School District receives under this Agreement.

ARTICLE VI
CONCERNING THE FISCAL AGENT

Section 6.01. Representations. The Fiscal Agent represents that it has all necessary power and authority to enter into this Agreement and undertake tile 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 amount of Other Funds as delivered by the source of those funds.

The Fiscal Agent shall not be liable for any action taken or neglected to be taken by it in good faith in any exercise of reasonable care and believed by it to be within the discretion or power conferred upon it by this Agreement, nor shall the Fiscal Agent be responsible for the consequences of any error of judgment; and the Fiscal Agent shall not be answerable except for its own action, neglect or default, nor for any loss unless the same shall have been through its gross negligence or willful default.

The Fiscal Agent shall not be liable for any deficiency in the State School Aid Payments received from the State Treasurer to which the Academy was properly entitled. The Fiscal Agent shall not be liable for any State School Aid overpayments made by the State Treasurer to the Academy for which the State subsequently seeks reimbursement.

Acknowledgment of Receipt

The undersigned, on behalf of the State of Michigan, Department of Treasury, acknowledges receipt of the foregoing Fiscal Agent Agreement that is part of the Contract issued by the School District to the Highland Park Public School Academy System.

By: _____

4

CONTRACT SCHEDULE 4

OVERSIGHT AGREEMENT

OVERSIGHT, COMPLIANCE AND REPORTING AGREEMENT

This Agreement is part of the Contract issued by the School District of the City of Highland Park Board of Education ("School District"), an authorizing body as defined by the Revised School Code, as amended (the "Code"), to The Highland Park Public School Academy System ("Academy"), a public school academy.

Preliminary Recitals

WHEREAS, the School District, subject to the leadership and general supervision of the State Board of Education over all public education, is responsible for overseeing the Academy'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:

"Agreement" means this Oversight, Compliance and Reporting Agreement.

"Oversight Responsibilities" means the School District's oversight responsibilities set forth in Section 2.01 of this Agreement.

"Compliance and Reporting Duties" means the Academy's duties set forth in Section 2.02 of this Agreement.

"State School Aid Payment" means any payment of money the Academy receives from the state school aid fund established pursuant to Article IX, Section 11 of the Michigan Constitution of 1963 or under the State School Aid Act of 1979, as amended.

ARTICLE II
OVERSIGHT, COMPLIANCE AND REPORTING RESPONSIBILITIES

Section 2.01. Oversight Responsibilities. The School District's or its designee Oversight Responsibilities, may undertake the following:

a. Monitor and evaluate if the Academy Board is properly governing the Academy and following the Bylaws set forth in the Contract.

b. Monitor and evaluate the Academy's academic performance and progress toward achieving the educational goals and related measures set forth in Contract Schedule 7b.

c. Monitor and evaluate the Academy's implementation, delivery, and support of the educational program and curriculum as set forth in Contract Schedules 7c and 7d, respectively.

d. Monitor and evaluate the Academy's application and enrollment procedures as set forth in Contract Schedule 7f.

e. Monitor and evaluate the Academy's organizational and financial viability.

f. Monitor and evaluate the Academy's fiscal stewardship and use of public resources.

g. Monitor and evaluate the records, internal controls and operations of the Academy.

h. Monitor and evaluate if the Academy is staffed with qualified personnel, bearing appropriate certifications, and that appropriate background checks have been conducted.

i. Monitor and evaluate if the Academy is providing a safe learning environment.

j. Request evidence that the Academy has obtained the necessary permits and certificates 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 local health departments.

k. Conduct comprehensive on-site reviews to assess and/or evaluate the Academy's performance.

l. Monitor and evaluate if the Academy is demonstrating good faith in complying with the Contract, the Revised School Code, and all other Applicable Law.

m. Request periodic reports from the Academy regarding any aspect of its operation.

n. Initiate action to amend, revoke, reconstitute, terminate or suspend the Contract.

o. Provide appropriate information and support to the Academy consistent with the Contract and this Oversight, Compliance and Reporting Agreement.

Section 2.02. Compliance and Reporting Duties. The Academy agrees to fulfill the following Compliance and Reporting Duties:

a. Adopt and properly maintain governing board policies that comply with the requirements of Applicable Law.

b. Comply with the reporting and document submission requirements set forth by the School District in the Master Calendar of Reporting Requirements issued annually by the District, which include filing of the monthly report

required by MCLA 380.552(20) when operating an online or other distance learning program.

c. Comply with any Academy specific reporting and document submission requirements established by the School District or its designee.

d. Comply with the insurance requirements set forth in Article XI, Section 11.2 of the Terms and Conditions of the Contract.

e. Report any litigation or formal proceedings to the School District or its designee, including, but not limited to, litigation initiated by or against the Academy alleging violation of any Applicable Law. If the School District is a named party, notify the general counsel for the School District as set forth in Article XII, Section 12.1 of the Terms and Conditions.

f. The Academy shall not occupy or use any school facility set forth in Schedule 6 of the Contract until such facility has received all fire, health and safety approvals required by Applicable Law and has been approved for occupancy by the Michigan Department of Licensing and Regulatory Affairs' Bureau of Construction Codes.

g. Permit the School District or its designee to inspect the records, internal controls, operations or premises of the Academy at any reasonable time.

h. Authorize the School District or its designee to perform audit and evaluation studies using Academy data including, but not limited to, personally identifiable information about the Academy's students and staff submitted by the Academy to agencies including, but not limited to, Center for Educational Performance and Information ("CEPI"), Bureau of Assessment and Accountability ("BAA") and the Michigan Department of Education ("MDE"). Pursuant to this authorization, the School District or its designee 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 Michigan Identity Theft Protection Act of 2004, and the Privacy Act of 1974.

i. Upon request, the Academy Board shall provide the School District or its designee with a written report, along with supporting data, assessing the Academy's progress toward achieving the educational goal and related measures outlined in Contract Schedule 7b.

j. Upon request, provide the School District or its designee with copies or view access to data, documents or information submitted to the Michigan Department of Education, the Superintendent of Public Instruction, the State Board of Education, CEPI, or any other state or federal agency.

k. Collect, maintain and make available to the public and School District at least the information set forth on Exhibit A and such other information as the School District may, from time to time, require.

Section 2.03. Waiver of Compliance and Reporting Duties. The School District or its designee may modify or waive any of the Academy's Compliance and Reporting Duties.

ARTICLE III
RECORDS AND REPORTS

Section 3.01. Records. The Academy will keep complete and accurate records and reports of its governance and operations. These records and reports shall be available for inspection by the School District or its designee at reasonable hours and under reasonable conditions.

ARTICLE IV
MISCELLANEOUS

Section 4.01. Administrative Fee. The Academy agrees to pay to the School District an administrative fee of 3% of the Academy's State School Aid Payments. This fee shall be retained by the School District from each State School Aid Payment received for forwarding to the Academy. This fee shall compensate the School District for overseeing the Academy's compliance with the Contract and all Applicable Law and other related activities for which compensation is permissible. By agreement with the Academy, the College may charge additional fees beyond the administrative fees for services rendered.

Section 4.02. Time of the Essence. Time shall be of the essence in the performance of obligations from time to time imposed upon the Academy and the School District by this Agreement.

EXHIBIT A

Pursuant to MCL 380.503(6)(l) and (m), as amended, and the Terms and Conditions of this Contract, the Academy shall comply with this Schedule.

The Code provides that the board of directors of a public school academy shall make information concerning its operation and management available to the public and to the School District in the same manner as is required by state law for school districts.

The Code provides that the board of directors of a public school academy shall collect, maintain, and make available to the public and the School District, in accordance with applicable law and the Contract, at least all of the following information concerning the operation and management of the Academy:

1. A copy of the Academy's Charter Contract.
2. A list of currently serving members of the Academy Board, including name, address, and term of office.
3. Copies of policies approved by the Academy Board.
4. The Academy Board meeting agendas and minutes.
5. The budget approved by the Academy Board and any amendments to the budget.
6. Copies of bills paid for amounts of $10,000.00 or more, as submitted to the Academy Board.
7. Quarterly financial reports submitted to the School District.
8. A current list of teachers and administrators working at the Academy that includes individual salaries as submitted to the Registry of Educational Personnel.
9. Copies of the teaching or administrator's certificates or permits of current teaching and administrative staff.
10. Evidence of compliance with the criminal background and records checks and unprofessional conduct check required under sections 1230, 1230a, and 1230b of the Code for all teachers and administrators working at the Academy.
11. Curriculum documents and materials given to the School District.
12. Proof of insurance as required by the Contract.
13. Copies of facility leases or deeds, or both.
14. Copies of any equipment leases.
15. Copies of any management contracts or services contracts approved by the Academy Board.
16. All health and safety reports and certificates, including those relating to the fire safety, environmental matters, asbestos inspection, boiler inspection, and food service.

17. Annual financial audits and any management letters issued as part of the Academy's annual financial audit, required under the Terms and Conditions of the Contract.

18. Any other information specifically required under the Code.

INFORMATION TO BE PROVIDED BY THE ACADEMY'S EDUCATIONAL SERVICE PROVIDER

Pursuant to the Terms and Conditions of this Contract, the School District authorizes the Academy Board to employ or contract for personnel according to the position information outlined in Schedule 8. Any Educational Service Provider Management Agreement entered into by the Academy must contain a provision requiring the educational service provider to provide to the Academy Board information concerning the operation and management of the Academy (including without limitation, but not limited to, the items identified above and annually the information that a school district is required to disclose under Section 18(2) of the State School Aid Act of 1979, MCL 388.1618) available to the Academy Board in order to enable the Academy to fully satisfy its obligations under the Terms and Conditions.

The School District of the City of Highland Park
Authorizer

Academy Board Policy Certification Form

Name of School: Barber Preparatory Academy

Charter Contract Requirement:

CONTRACT SCHEDULE 4: OVERSIGHT AGREEMENT. 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.

Certification:

As **school board president**, I am an authorized representative of the Academy. I hereby certify that the Academy Board has approved Academy Board policies in a form and manner that complies with applicable law, as defined by the Academy's Charter Contract. Furthermore, I hereby certify that the Academy Board has a process to ensure that Academy Board policies are updated in such a manner to ensure that the Academy Board remains in compliance with appropriate changes in applicable law.

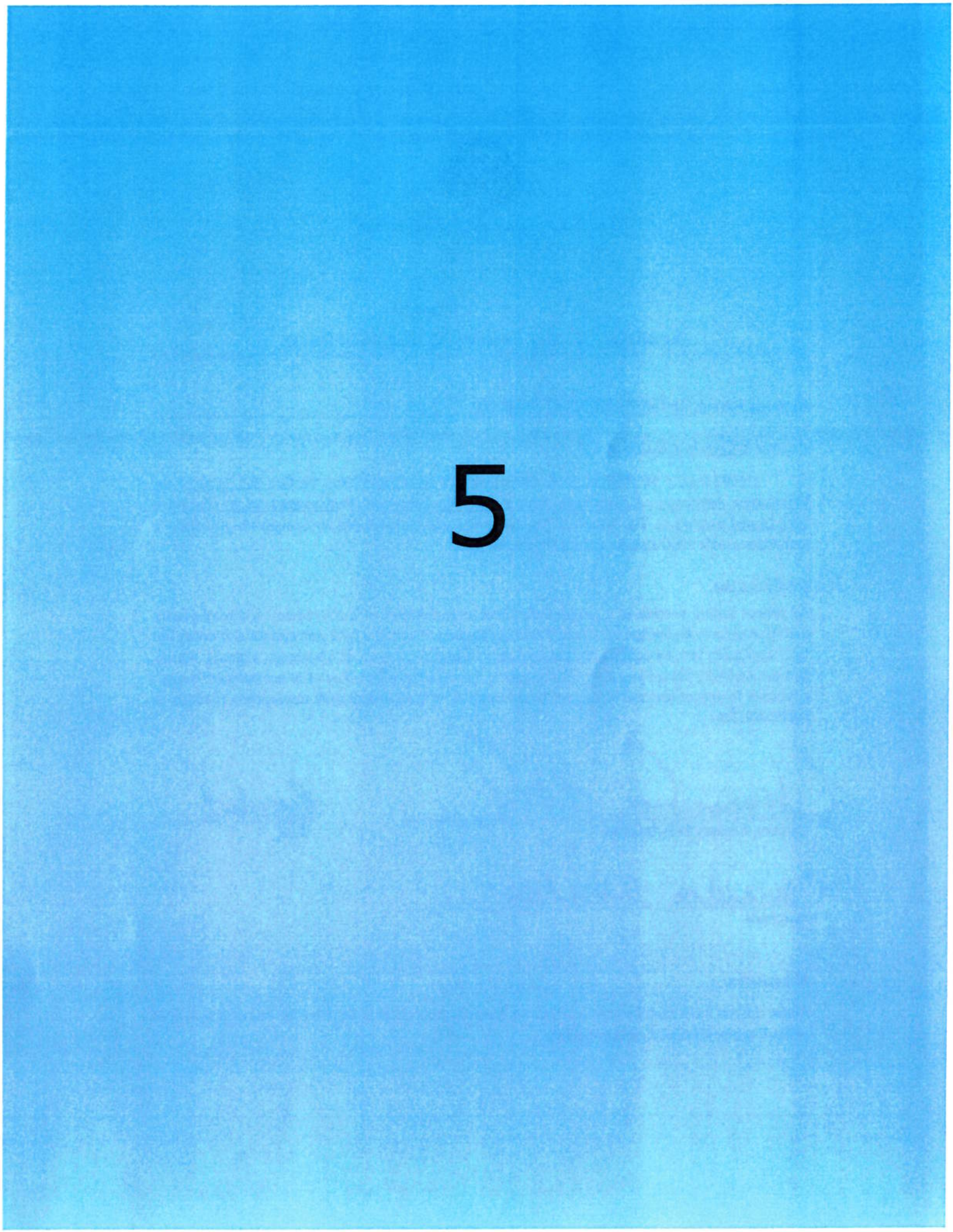
Signature, Academy Board President

President
Title

CASSANDRA WALKER
Print Name

Submission:

Please submit the Board Policy Certification Form to the School District by the due date specified in the Reauthorization Correspondence.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CONTRACT SCHEDULE 5

DESCRIPTION OF STAFF RESPONSIBILITIES

AND MANAGEMENT AGREEMENT

Position: Head of School/Principal
Reports To: Regional Vice-President of Accel Schools Michigan LLC
Employed By: Accel Schools Michigan LLC
Criminal background check required

Supervisory Responsibilities: Students, Teachers, Non-Instructional staff

Position Summary:
The Head of School ("HoS")/Principal provides Academy leadership that ensures excellence in teaching and student learning while promoting community support and maintaining efficiency in operations. The HoS/Principal ensures compliance with all aspects of: state and federal law; Academy Board policies and procedures; and compliance requirements of the authorizer.

Essential Tasks:
1. Establish an effective culture that focuses on student and adult learning.
2. Set high expectations and standards for the academic and social development of all students and the performance of adults.
3. Articulate a clear vision of the goals, objectives and commitment of the Academy to all stakeholders. Communicate effectively with parents, students, faculty, the Academy Board, authorizer and employer. Communicate Academy Board actions to faculty, staff, students and parents.
4. Recruit, interview and select qualified teachers and other staff. Ensure that all new hire documentation is submitted to the appropriate parties in a timely manner.
5. Provide instructional and learning leadership that focuses on curriculum, instruction, assessment, performance and evaluation.
6. Share responsibility for the development and implementation of the Academy's strategic plan to ensure that educational goals, assessment standards and benchmarks are met according to the Charter Contract.
7. Oversee the accurate maintenance of administrative records to ensure that all state and regulatory requirements are met.
8. Set job performance standards and evaluate faculty and staff.
9. Institute a mentoring and teacher leadership program for teachers within the Academy.
10. Oversee and ensure meaningful parental involvement in the Academy and their child's learning. Implement parent involvement plan and provide oversite to Title I parent involvement requirements.
11. As the public information officer of the Academy and supervisor of the overall public relations program, generate public support for the Academy's program and education in general.
12. Oversee the development and implementation of marketing plans and enrollment strategies to attract students to the Academy.
13. Monitor the Academy's curriculum to ensure fidelity to implementation, assessment and alignment to the Michigan Academic Standards.
14. Implement and provide oversight to all assessment programs including the annual state assessment and any authorizer requirements for assessing achievement in the core academic subjects.
15. Develop and implement an Academy budget. Analyze and control expenditures with an understanding of the relationship between the instructional program and the budgeting

process. Ensure that financial reports are completed and submitted to the Academy Board and authorizer in a timely manner.

16. Develop and implement a communication plan using various forms of media to ensure that all stakeholders receive regular information about the academic progress of the students and the Academy.
17. Write proposals for grants and/or oversee grant writing.
18. Supervise and ensure the accuracy and completion of the school improvement plan, annual report and annual Academy calendar; submit them to the Academy Board in a timely manner. File all required reports with local, state and federal education agencies, Academy Board and authorizer.
19. Work with the appropriate staff to develop schedules and staff assignments and to ensure the effective and efficient use of time to protect academic subject blocks from disruptions.
20. Communicate policy recommendations for consideration and action by the Academy Board.
21. Serve as chairperson for faculty meetings, academic committees, school improvement committees and administrative committees; attend other committees as needed.
22. Direct and serve as a model to ensure the safety, security and attractiveness of the Academy building and grounds. Oversee the development of a Code of Student Conduct that defines the responsibilities of administrators, teachers, parents and students in supporting a safe and secure learning environment.
23. Develop, with the Academy leadership team, the Emergency Response Plan; ensure its effective implementation by all staff and students.
24. Provide effective staff and professional development programs that are tied to student learning and match Academy goals to model continuous professional growth and improved student and teacher performance.
25. Use sources of data collection including standardized tests, portfolios, observations, conferences and grades to assess student performance and plan instruction.
26. Use technology effectively for administrative, instructional and communications functions.
27. Attend local and national events as much as possible and participate in associations related to primary education.
28. Be familiar with school law, including the implications on the educational program and on liability. Keep abreast of developments and consult with the Academy Board in times of uncertainty.
29. Perform all duties as requested by the Regional Vice-President of Accel Schools Michigan LLC, or designee.
30. Adhere to all procedures and policies as outlined in the Employee Manual.

Qualifications:

1. Master's degree in education, educational leadership or related field.
2. A minimum of three years of demonstrated work experience as a principal, assistant principal or school leadership role.
3. To the extent this position is deemed to be an administrator of instructional programs (including the supervisor of certified teachers) and/or a chief business official, this position is required to meet one of the following: (1) if the individual held a school administrator position before January 4, 2010, then evidence of maintaining continuing education is required; or (2) if the individual was hired as school administrator after January 4, 2010, then either: (a) an Administrator Certificate is required; OR (b) enrollment in a Michigan

Department of Education ("MDE")-approved Principal Preparation Program within 6 months of employment (and completion within 3 years) is required. [Public Act 205 section 380.1246].

4. Criminal background check required.

Demonstrate the ability to:

1. Communicate through superior written and oral communication skills.
2. Work on multiple projects and adhere to deadlines.
3. Respond to requests by the Academy Board, authorizer and parents in a positive and timely manner.
4. Create reports and make presentations to the Academy Board, staff, parents and community members.
5. Make sound decisions within the parameters of authority.
6. Display courtesy, professionalism and tact at all times.
7. Maintain a positive working relationship with faculty, staff, Academy Board members, parents, students, authorizer and the community.
8. Motivate and create a shared vision within the Academy community.
9. Serve as a role model who acknowledges through actions and behaviors the critical value of human relationships in achieving personal and professional goals and organizational purpose.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed in this position description are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Disclaimer:

This description is intended to indicate the kinds of tasks and levels of work difficulty that will be required of this position. It is not intended to limit, or in any way to modify, the right of any supervisor to assign, direct or reassign duties and responsibilities to this job at any time. The use of a particular illustration shall not be used to exclude non-listed duties of similar kind or level of difficulty.

Position: Instructional Coach
Reports To: Regional Vice-President
Employed By: Accel Schools Michigan LLC
Criminal background check required

Supervisory Responsibility: Students

Position Summary:
The Instructional Coach serves as the instructional specialist for all areas of the curriculum and the instructional leader for all academic programs for the Academy. The Coach has a passion for innovative educational solutions and a drive to make a difference in students' lives. The Trainer will monitor curriculum implementation and instruction to ensure excellence in teaching that supports student achievement. Special emphasis will be made to ensure a high quality ongoing professional development program is implemented in a manner that contributes to the development of highly effective teachers. The Trainer reports to the Accel Schools Michigan LLC, Regional Vice- President.

Essential Tasks:
1. Provide training for teachers in all curricular areas.
2. Provide leadership and fully participate in a culture that focuses on student and adult learning.
3. Ensure the fidelity of the approved Academy model with respect to the instructional schedule, curriculum, grouping practices, use of technology and professional development for teachers.
4. Provide continuous and targeted professional development that directly supports the Academy curriculum and instruction; ensure achievement of the Academy's mission and academic standards.
5. Model effective instructional practices, including the delivery of instruction and effective use of research based teaching strategies; implement flexible groupings and tiered interventions to improve student achievement.
6. Provide leadership for implementation of protocol for using achievement, demographic, perception and process data to inform instruction.
7. Provide teachers with quality feedback, professional development and coaching based on their individual needs.
8. Use multiple sources of data collection to analyze gaps in student achievement and to develop action plans that inform instruction and accelerate student achievement.
9. Lead data meetings to drive instructional changes and validate achievement.
10. Organize instructional resources in an effective manner to support learning activities in the classroom, at the grade level, in the Academy and in the community.
11. Provide leadership as a member of the School Improvement Team.
12. Facilitate the implementation of the Academy's assessment plan.

General Responsibilities:
1. Maintain a valid teaching certificate and continue to develop knowledge and skills through various forms of professional development.
2. Use technology resources to enhance teaching and learning.
3. Maintain open communication with the HoS/Principal.

4. Attend professional development and scheduled meetings as requested.
5. Identify key areas and methods of communication with teachers concerning instructional practices.
6. Experience with the implementation of the Northwest Evaluation Association assessments as required by the Academy authorizer.
7. Act as an advocate for the Academy at various events.
8. Respond to email and voicemail in a timely manner.
9. Maintain a positive working relationship with faculty, staff, the Academy Board, parents, students, authorizer and community.

Qualifications:

1. Shall possess a valid State of Michigan Teaching Certificate with the appropriate endorsement(s) for all subject area(s) being taught.
2. Must have evidence of meeting highly qualified requirements, as defined by NCLB.
3. Master's degree or higher in an education field.
4. Three or more years of teaching experience, including supervisory experience.
5. Demonstrated knowledge of data driven instruction.
6. Criminal background check required.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed in this position description are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Disclaimer:

This description is intended to indicate the kinds of tasks and levels of work difficulty that will be required of this position. It is not intended to limit, or in any way to modify, the right of any supervisor to assign, direct or reassign duties and responsibilities to this job at any time. The use of a particular illustration shall not be used to exclude non-listed duties of similar kind or level of difficulty.

Position: Behavior Intervention Specialist
Reports To: HoS/Principal
Employed By: Accel Schools Michigan LLC
Criminal background check required

Supervisory Responsibility: Assigned Students

Position Summary:
The Behavior Intervention Specialist, under the direction of the HoS/Principal, serves as an Academy leader in the planning, coordination and administration of Academy activities and programs, including curriculum, instruction, assessment, student conduct, attendance, athletics, extra-curricular activities and the supervision and evaluation of assigned personnel.

Essential Tasks:
1. Assist in the development, implementation and evaluation of intervention programs that address the needs of at-risk students.
2. Perform a variety of administrative duties to assist the HoS/Principal in managing the Academy.
3. Assist the HoS/Principal in providing instructional leadership to the Academy.
4. Supervise and evaluate the performance of designated certificated and/or classified personnel; assign duties to faculty and staff as appropriate to meet the Academy objectives.
5. Assist with the recruiting, interviewing and selection of new faculty and staff as directed.
6. Develop and administer disciplinary procedures in accordance with Academy policies and applicable laws; receive referrals and confers with students, parents, teachers, community agencies and law enforcement; respond to and resolve parent, student and staff concerns and complaints; serve on discipline or expulsion panels as assigned.
7. Create all required reports for student discipline and attendance.
8. Supervise students on campus before and after school; monitor students during lunch, recess, passing periods and other activities; instruct students in appropriate behavior; discipline students in accordance with established guidelines.
9. Monitor and organize attendance functions; prepare letters; call parents and attend meetings as needed regarding absent or tardy students; provide leadership for attendance improvement efforts.
10. Provide direction to faculty, staff and student programs and services; participate in formal and informal classroom visitations and observations; provide recommendations and suggestions for improvement as appropriate.
11. Provide leadership to the Academy's Positive Behavior Intervention Support program.
12. Maintain a safe and orderly environment; serve on the Academy safety and security team.
13. Participate as needed in Individualized Educational Program ("IEP") meetings and Student Study Teams.
14. Work with special education staff, School Social Worker or designated staff to create behavior improvement plans.
15. Act as the liaison to extra-curricular activities, the student athletics program and other competitive or performance programs and events. Supervise student activities including evening activities as assigned.

16. Provide reports relating to student discipline and attendance to the Academy Board, staff and community as directed.

General Responsibilities:

1. Establish and maintain productive, collaborative relationships with others.
2. Relate to students with mutual respect while carrying out a positive and effective disciplinary program.
3. Model Academy standards of ethics, confidentiality and professionalism.
4. Meet schedules and deadlines.
5. Analyze and interpret discipline data to be used to establish culture and climate.
6. Follow through with directives in a timely manner.
7. Perform a wide variety of specialized tasks; interpret and apply rules and regulations as appropriate.
8. Apply knowledge and best practices in curriculum, instruction and assessment and in methods of supporting instruction and student learning.
9. Build relationships with families.
10. Complete work before deadlines despite constant interruptions.
11. Read, interpret, apply and explain rules, regulations, policies and procedures.
12. Maintain consistent, punctual and regular attendance
13. Prepare and deliver professional development programs and make reports to groups.
14. Use effective interpersonal skills including tact, patience and courtesy.
15. Perform all tasks as requested by the Hos/Principal.
16. Adhere to all procedures and policies as outlined in the Employee Manual.

Qualifications:

1. Shall possess a valid State of Michigan Teaching Certificate with the appropriate endorsement(s) for all subject area(s) being taught.
2. Must have evidence of meeting highly qualified requirements, as defined by No Child Left Behind ("NCLB").
3. Minimum of three years of classroom teaching experience.
4. Demonstrated knowledge of data driven instruction.
5. Experience as an elementary/middle school counselor preferred.
6. To the extent this position is deemed to be an administrator of instructional programs (including the supervisor of certified teachers) and/or a chief business official, this position is required to meet one of the following: (1) if the individual held a school administrator position before January 4, 2010, then evidence of maintaining continuing education is required; or (2) if the individual was hired as school administrator after January 4, 2010, then either: (a) an Administrator Certificate is required; OR (b) enrollment in an MDE-approved Principal Preparation Program within 6 months of employment (and completion within 3 years) is required. [Public Act 205 section 380.1246].
7. Criminal background check required.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed in this position description are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Disclaimer:
This description is intended to indicate the kinds of tasks and levels of work difficulty that will be required of this position. It is not intended to limit, or in any way to modify, the right of any supervisor to assign, direct or reassign duties and responsibilities to this job at any time. The use of a particular illustration shall not be used to exclude non-listed duties of similar kind or level of difficulty.

Position: Teacher
Reports To: HoS/Principal
Employed By: Accel Schools Michigan LLC
Criminal background check required

Supervisory Responsibilities: Students, Volunteers and Assigned Staff

Position Summary:
The teacher will provide students with a first-class learning experience that maximizes their intellectual, social, emotional and physical development, including the development of their ability to apply their intellect to solving problems and contribute to their communities as enlightened and responsible citizens.

Essential Tasks:
1. Share a commitment to the success of the mission, goals and objectives of the Academy.
2. Support and fully participate in a culture that focuses on student and adult learning.
3. Set high expectations for personal performance and standards for the achievement of students.
4. Offer content and instruction that ensures student achievement consistent with the Academy's academic standards.
5. Support an Academy philosophy that values continuous learning for adults tied into student learning and other Academy goals.
6. Use multiple sources of data collection to analyze barriers to student achievement and to assess, identify and apply to instructional improvement.
7. Provide opportunities for the community to be involved in student and Academy success.

General Responsibilities:
1. Accept responsibility for the achievement of students.
2. Guide the learning process toward achievement of curriculum goals and implementation of personal learning plans of students.
3. Demonstrate effective planning and organization for instruction by: having lesson plans available at least one week in advance to assist in case of absence; taking attendance as required; tracking and submitting grades accurately and on time; keeping the classroom organized, neat and attractive at all times.
4. Motivate students to achieve at their highest level of ability and potential through classroom activities, assignments, relationships, participation and feedback; set high expectations; and demonstrate sensitivity to different learning styles.
5. Use creative instructional methods and procedures; adapt effectively to unusual situations.
6. Select appropriate materials for implementation of the curriculum and adapt materials and methods to learning styles and abilities of students.
7. Use resources effectively to support learning activities in the classroom, the Academy and the community.
8. Demonstrate exceptional classroom techniques which include: the art of questioning, clarity of assignments, communication in large and small groups and with individual students, an atmosphere of mutual respect, independent thought and expression and student and teacher experiences.
9. Work cooperatively with parents and generate parents' confidence in the teacher.

10. Demonstrate genuine concern for students in a climate characterized by high personal and student expectations.
11. Promote good citizenship through actions as a role model.
12. Provide a classroom atmosphere based on the principles of firm, fair and consistent practices; respect for individual children; and development of responsiblecitizenship.
13. Participate in the development of policies and regulations that affect instruction and conditions for success.
14. Use technology effectively for instruction, record keeping, other administrative tasks and communications.
15. Share responsibility for professional, cooperative staff relations and for out-of-class activities important to operation of the Academy. Serve, when asked, as a teacher mentor.
16. Adhere to professional, ethical principles. Continually strive to improve classroom methods, teaching techniques and interpersonal relationships. Adhere to all Academy policies for both students and personnel.
17. Share responsibility for marketing the Academy in the community.
18. Display personal qualities that reflect favorably upon the individual, the group and the Academy.
19. Display pride in being a teacher and a member of the Academy team by displaying positive behavior and fully participating in the Academy culture. Attend faculty meetings and participate on committees.
20. Identify and participate in professional development opportunities.
21. Conduct and document parent conferences.
22. Be familiar with and support Academy administration in the effective implementation of the Academy's Emergency Response Plan.
23. Perform all tasks as requested by the HoS/Principal.
24. Adhere to all procedures and policies as outlined in the Employee Manual.
25. Perform various assigned responsibilities, as allowed by state and federal law, of other employees in their absence to the extent other responsibilities permit.

Qualifications:

1. Bachelor's degree in education or related discipline (i.e. social science, humanities).
2. Shall possess a valid State of Michigan Teaching Certificate with the appropriate endorsement(s) for all subject area(s) being taught.
3. Must have evidence of meeting highly qualified requirements, as defined by NCLB.
4. Must demonstrate competency in all areas of content responsibility.
5. Must be computer literate.
6. Criminal background check required.

Demonstrate the ability to:

1. Communicate through superior written and oral communications skills.
2. Exhibit a high caliber of expertise in subject matter.
3. Work on multiple projects and respond to requests and deadlines in an accurate, timely manner.
4. Make sound decisions within the parameters of authority.
5. Display courtesy, professionalism and tact at all times.

6. Maintain a positive working relationship with faculty, staff, Academy Board members, parents, students, authorizer and community.
7. Motivate and create a shared vision within the Academy community.
8. Maintain respect as an adult learner and as an individual.
9. Serve as a role model who acknowledges through actions and behaviors the critical value of human relationships in achieving personal and professional goals and organizational purpose.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed in this position description are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Disclaimer:
This description is intended to indicate the kinds of tasks and levels of work difficulty that will be required of this position. It is not intended to limit, or in any way to modify, the right of any supervisor to assign, direct or reassign duties and responsibilities to this job at any time. The use of a particular illustration shall not be used to exclude non-listed duties of similar kind or level of difficulty.

Position: Special Education Teacher
Reports To: HoS/Principal
Employed By: Accel Schools Michigan LLC
Criminal background check required

Supervisory Responsibilities: Students

Position Summary:
The Special Education Teacher will, under the direction of the HoS/Principal, plan and provide for appropriate learning experiences for students with disabilities in the least restrictive educational setting. The Special Education Teacher is responsible for creating a flexible program and learning environment that provides specialized instruction for students with disabilities, such that students benefit from the general education curriculum to the greatest extent possible when supported with supplemental aides/resources, accommodations and other needed supports.

Essential Tasks:
1. Provide direct and indirect instructional support to students in the least restrictive environment.
2. Provide direct and indirect instructional support to students in a positive environment.
3. Employ special educational strategies and techniques during instruction to improve the development of sensory and perceptual motor skills, language, cognition and memory.
4. Instruct students in academic subjects using a variety of techniques such as phonetics, multi-sensory learning and repetition to reinforce learning to meet students' varying needs and interests.
5. Teach socially acceptable behavior, as determined by the students' IEPs, by employing techniques in an overall positive behavioral support system.
6. Modify the general education curriculum for students with disabilities based upon a variety of instructional techniques and technologies.
7. Plan and conduct activities for a balanced program of instruction, demonstration and work time that provides students with opportunities to observe, question and investigate.
8. Establish and enforce rules for behavior and procedures for maintaining an environment conducive to learning for all students.
9. Meet with parents to discuss their child's progress to determine priorities for their child and their individualized educational needs.
10. Confer with parents, administrators, testing specialists, social workers and other professionals to develop IEPs designed to promote students' educational, physical and social/emotional development.
11. Maintain accurate and complete student records and prepare reports on children and activities, as required by applicable law, Academy policies and administrative regulations.
12. Establish clear objectives for all lessons, units and projects and communicate those objectives to students.
13. Develop plans for effective communication, monitoring and follow up with students in inclusive classroom settings.
14. Provide crisis intervention, as needed, for students and those in inclusive classrooms.
15. Assist in the collection of data for providing appropriate classroom interventions for all students.
16. Serve as a member of the multidisciplinary team as appropriate.

17. Assist in the preparation of data for local, state and federal reports.
18. Maintain professional competence by participating in professional development, professional learning communities, curriculum development, grade level meetings and other professional opportunities.
19. Develop and maintain lesson plans in accordance with the Academy's standard operating procedures.
20. Co-teach with general education teachers in general education classroom settings.
21. Perform related work as required.
22. Perform all tasks as requested by the HoS/Principal.
23. Adhere to all procedures and policies as outlined in the Employee Manual.

Qualifications:

1. Bachelor's degree from a regionally accredited institution of higher education.
2. One course (equivalent to three semester hours) in cross-categorical methods of the exceptional child.
3. Six semester hours of coursework in methods of reading and reading in the content area.
4. Shall possess a valid State of Michigan Teaching Certificate with the appropriate endorsement(s) for all subject area(s) being taught.
5. Must have evidence of meeting highly qualified requirements, as defined by NCLB.
6. Criminal background check required.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed in this position description are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Disclaimer:

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Position: Title I Intervention Teacher
Reports To: HoS/Principal
Employed By: Accel Schools Michigan LLC
Criminal background check required

Supervisory Responsibilities: Assigned Students

Position Summary:
The Title I Intervention Teacher helps at-risk children meet high academic standards by providing targeted assistance programs and supplementary instruction. Academy-based decision- making, professional development and parent involvement are important components of the Academy's Title I, Part A program. The Title I Intervention Teacher works with children identified as most at-risk of failing to meet achievement standards as defined by Title I and NCLB. The Title I Intervention Teacher works with children individually or in small groups providing instruction consistent with Title I and NCLB provisions in reading, writing, math, science, social studies and/or other education-related activities.

Essential Tasks:
1. Share a commitment to the success of the mission, goals and objectives of the Academy.
2. Support and fully participate in a culture that focuses on student and adult learning.
3. Set high expectations for personal performance and standards for the achievement of students.
4. Support the Academy's Title I program by offering content and instruction that ensures student achievement.
5. Support an Academy philosophy that values continuous learning for adults tied into student learning and other Academy goals.
6. Support the use of multiple sources of data collection to analyze barriers to student achievement and to assess, identify and apply to instructional improvement.
7. Support all efforts to provide opportunities for the community to be involved in student and Academy success.

General Responsibilities:
1. Work primarily with children identified as most at-risk of failing to meet high educational achievement standards as defined by the ESSA; provide educational instruction consistent with Title I and ESSA provisions.
2. Participate, as a consultant, in individual case conferences as requested.
3. Identify student reading, writing, math, science and social studies skills; monitor most at-risk students' progressive learning skills; monitor progress.
4. Provide prescriptive supplementary instruction to the most at-risk students.
5. Document suspected student learning deficiencies and supplementary learning activities and diagnosis results.
6. In coordination with the Parent Liaison/Community Relations Manager, initiate and/or support ways to strengthen Academy-family partnerships.
7. Supplement the existing curriculum through collaborative planning with classroom teachers and/or specialists.
8. Supplement in Tier 2 and Tier 3 and/or provide individualized, small group and individual instruction to meet academic needs.

9. As a resource consultant, investigate and recommend to staff varied instructional materials to supplement curriculum including, but not limited to, textbooks, reference works, manipulatives, trade books and audiovisual aids.
10. In coordination with the Parent Liaison/Community Relations Manager communicate with parents and Academy personnel on student progress, as necessary.
11. Administer Tier 2 and Tier 3 supplemental assessments (formal/informal) to contribute to student profiles, as needed.
12. Maintain professional competence through in-service education activities as outlined in the Individual Professional Development Plan.
13. Follow guidelines and program initiatives as regulated in the Title I grant proposal.
14. Prepare supplemental instructional materials.
15. Maintain accurate and complete records of a variety of student information related to Title I supplemental interventions.
16. In coordination with the Parent Liaison/Community Relations Manager, work cooperatively with parents and generate parents' confidence in the Academy.
17. Demonstrate genuine concern for students in a climate characterized by high personal and student expectations.
18. Promote good citizenship through actions as a role model.
19. Provide a classroom atmosphere based on the principles of firm, fair and consistent practices, respect for individual children and development of responsiblecitizenship.
20. Use technology effectively for instruction, record keeping, other administrative tasks and communications.
21. Share responsibility for professional, cooperative staff relations and for out-of-class activities important to the operation of the Academy.
22. Adhere to professional, ethical principles. Continually strive to improve classroom methods, teaching techniques and interpersonal relationships. Adhere to all Academy policies for both students and personnel.
23. Display personal qualities that reflect favorably upon the individual, the group and the Academy.
24. Display pride in being a member of the Academy's team by displaying positive behavior and fully participating in the culture. Attend faculty meetings and participate on committees as requested.
25. Identify and participate in professional development opportunities.
26. Adhere to all procedures and policies as outlined in the Employee Manual.
27. Perform various assigned responsibilities, as allowed by state and federal law, of other employees in their absence to the extent other responsibilities permit.

Qualifications:

1. Bachelor's degree in education or related discipline (i.e. social science, humanities).
2. Shall possess a valid State of Michigan Teaching Certificate with the appropriate endorsement(s) for all subject area(s) being taught.
3. Must have evidence of meeting highly qualified requirements, as defined by NCLB.
4. Must demonstrate competency in all areas of content responsibility.
5. Must be computer literate.
6. Criminal background check required.

Demonstrate the ability to:

1. Communicate through superior written and oral communication skills.
2. Work on multiple projects and respond to requests and deadlines in an accurate, timely manner.
3. Make sound decisions within the parameters of authority.
4. Display courtesy, professionalism and tact at all times.
5. Maintain a positive working relationship with faculty, staff, Academy Board members, parents, students, authorizer and community.
6. Motivate and create a shared vision within the Academy community.
7. Maintain respect as an adult learner and as an individual.
8. Serve as a role model who acknowledges through actions and behaviors the critical value of human relationships in achieving personal and professional goals and organizational purpose.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed in this position description are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Disclaimer:

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Position: Paraprofessional
Reports To: HoS/Principal
Employed By: Accel Schools Michigan LLC
Criminal background check required

Supervisory Responsibilities: Students

Position Summary:
Paraprofessionals provide students with a quality learning experience that maximizes their intellectual, social, emotional and physical development, including the development of their ability to apply their intellect to solving problems and contribute to their communities as enlightened and responsible citizens.

Essential Tasks:
1. Share a commitment to the success of the mission, goals and objectives of the Academy.
2. Support and fully participate in a culture that focuses on student and adult learning.
3. Set high expectations for personal performance and standards for the achievement of students.
4. Support the classroom teacher in offering content and instruction, under the supervision of the classroom teacher, that ensures student achievement of the Academy's academic standards.
5. Support an Academy philosophy that values continuous learning for adults tied into student learning and other Academy goals.
6. Support the use of multiple sources of data collection to analyze barriers to student achievement and to assess, identify and apply to instructional improvement.
7. Support all efforts to provide opportunities for the community to be involved in student and Academy success.

General Responsibilities:
1. Accept responsibility for the achievement of students.
2. Support the classroom teacher in guiding the learning process toward achievement of curriculum goals and implementation of personal learning plans of students.
3. Support the classroom teacher in effective planning and organization for instruction by: having lesson plans available at least one week in advance to assist in case of absence; taking attendance as required; tracking and submitting grades accurately and on time; keeping the classroom organized, neat and attractive at all times.
4. Motivate students to achieve at their highest level of ability and potential through classroom activities, assignments, relationships, participation and feedback; set high expectations; and demonstrate sensitivity to different learning styles.
5. Use creative instructional methods and procedures and adapt effectively to unusual situations.
6. Use resources effectively to support learning activities in the classroom, the Academy and the community.
7. Demonstrate exceptional classroom techniques which include: the art of questioning, clarity of assignments, communication in large and small groups and with individual students, an atmosphere of mutual respect, independent thought and expression and student and teacher experiences.

8. Work cooperatively with parents and generate parents' confidence in the teacher.
9. Demonstrate genuine concern for students in a climate characterized by high personal and student expectations.
10. Promote good citizenship through actions as a role model.
11. Provide a classroom atmosphere based on the principles of firm, fair and consistent practices, respect for individual children and development of responsible citizenship.
12. Use technology effectively for instruction, record keeping and other administrative tasks and communications.
13. Share responsibility for professional, cooperative staff relations and for out-of-class activities important to operation of the Academy.
14. Adhere to professional, ethical principles. Continually strive to improve classroom methods, teaching techniques and interpersonal relationships. Adhere to all Academy policies for both students and personnel.
15. Display personal qualities that reflect favorably upon the individual, the group and the Academy.
16. Display pride in being a member of the Academy team by displaying positive behavior and fully participating in the culture. Attend faculty meetings and participate on committees as requested.
17. Identify and participate in professional development opportunities.
18. Be familiar with and support Academy administration in the effective implementation of the Academy's Emergency Response Plan.
19. Adhere to all procedures and policies as outlined in the Employee Manual.
20. Perform all tasks as requested by the HoS/Principal.
21. Perform various assigned responsibilities, as allowed by state and federal law, of other employees in their absence to the extent other responsibilities permit.

Qualifications:

Required Qualifications –

1. Complete at least two years of study at an institution of higher education (equal to 60 semester hours); or obtain an associate's degree (or higher); or meet a rigorous standard of quality and demonstrate, through a formal state or local academic assessment:
    a. Knowledge of and the ability to assist in, instructing reading, writing and mathematics; or
    b. Knowledge of and the ability to assist in, instructing reading readiness, writing readiness and mathematics readiness, as appropriate.
2. Must demonstrate competency in all areas of classroom responsibility.
3. Criminal background check required.

Preferred Qualifications –

1. Shall possess a valid State of Michigan Teaching Certificate with the appropriate endorsement(s) for all subject area(s) being taught and have evidence of meeting highly qualified requirements, as defined by ESSA; **or**
2. Must be 80% complete in meeting the requirements necessary for obtaining a Michigan Teaching Certificate; appropriate credentials as designated by the MDE.

Demonstrate the ability to:

1. Communicate through superior written and oral communicationskills.
2. Work on multiple projects and respond to requests and deadlines in an accurate, timely manner.
3. Make sound decisions within the parameters ofauthority.
4. Display courtesy, professionalism and tact at all times.
5. Maintain a positive working relationship with faculty, staff, Academy Board members, parents, students, authorizer and community.
6. Motivate and create a shared vision within the Academy community.
7. Maintain respect as an adult learner and as an individual.
8. Serve as a role model who acknowledges through actions and behaviors the critical value of human relationships in achieving personal and professional goals and organizational purpose.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed in this position description are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Disclaimer:

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Position: School Social Worker
Reports To: HoS/Principal
Employed By: Accel Schools Michigan LLC
Criminal background check required

Supervisory Responsibilities: As assigned

Position Summary:
The School Social Worker provides the Academy community, parents, students and teachers with an exemplary, on-going professional student counseling program. The School Social Worker provides services which contribute and respond to the individual needs of students and their parents by: arranging for initial assessments; participating on the IEP team as appropriate; conducting or overseeing evaluations; developing and refining the behavior management system; monitoring interventions; serving as a liaison with Academy staff and outside resources; and maintaining consistency and continuity in the Academy's response procedures.

Essential Tasks:
1. Share a commitment to the success of the mission, goals and objectives of the Academy.
2. Support and fully participate in a culture that focuses on students and learning.
3. Set high expectations and standards for the achievement of students and own personal performance.
4. Offer resources, professional expertise and coaching that supports student achievement of the Academy's academic standards.
5. Support an Academy philosophy that values continuous learning for adults that is in alignment with the Academy mission, vision and values.
6. Use multiple sources of data collection to analyze barriers to student achievement and to assess, identify and apply to the improvement of the behavior management program.
7. Oversee the at-risk program.
8. Offer opportunities for the community to be involved in student and Academy success.

General Responsibilities:
1. Accept responsibility for the successful implementation of the Academy's program for the achievement of students.
2. Implement the behavior management system with the guidance and support of the HoS/Principal or designee.
3. Assume responsibility for coordinating, monitoring and reporting student interventions.
4. Serve as a resource specialist for teachers and parents regarding any counseling needs.
5. Work with students, parents and staff in a compassionate and productive manner.
6. Assist teachers in effective planning, organization and implementation of strategies for optimum behavior management.
7. Serve as a liaison to Academy staff and outside resources, maintaining consistency and continuity in the Academy's response procedures.
8. Plan for initial student assessment and participate on the IEP team as appropriate.
9. Conduct social/emotional assessments as required by federal and state law.
10. Utilize excellent research and communication skills to inform and educate Academy stakeholders including parents/guardians.

11. Perform various assigned responsibilities, as allowed by state and federal law, of other employees in their absence to the extent other responsibilities permit.

Qualifications:

1. Bachelor's degree in education, social work, counseling or related field asrequired.
2. Experience in implementing or managing systems of positive intervention behavior support in the classroom and consulting using proven methods is stronglypreferred.
3. Must possess appropriate certification or licensing as required by Statelaw.
4. Approval issued through the Office of Special Education.
5. Criminal background check required.

Demonstrate the ability to:

1. Communicate through superior written and oral communicationskills.
2. Exhibit a high caliber of expertise in counseling and student and familysupport.
3. Work on multiple projects and respond to requests and deadlines in an accurate and timely manner.
4. Make sound decisions within the parameters ofauthority.
5. Display courtesy, professionalism and tact at all times.
6. Maintain a positive working relationship with faculty, staff, parents/guardians, students, community, Educational Service Provider and governing authorities.
7. Maintain respect as an adult learner and as an individual.
8. Motivate and create a shared vision within the Academy community.
9. Serve as a role model who acknowledges through actions and behaviors the critical value of human relationships in achieving personal and professional goals and organizational purpose.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed in this position description are representative of the knowledge, skill and or/ ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Disclaimer:

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Position: Parent Liaison/Community Relations Manager
Reports To: HoS/Principal
Employed By: Accel Schools Michigan LLC
Criminal background check required

Supervisory Responsibilities: Occasional student/staff supervision

Position Summary:
The Parent Liaison/Community Relations Manager will work cooperatively with the Academy's leadership team to facilitate reliable communication between home and the Academy for parents, teachers and administrative staff. He/she will develop Academy based programs and activities to engage parents/guardians and community members.

Title I Parent Liaison/Community Relations Manager Requirements:
Assist in improving communication between home and the Academy so all students, but particularly those at risk of failure, can be more successful.

Function Of Title I Parent Liaison/Community Relations Manager Requirements:
Serve as liaison between families, the Academy and the community and assist in the planning, organization and implementation of parent involvement efforts.

Essential Tasks:
1. Share a commitment to the success of the mission, goals and objectives of the Academy.
2. Support and fully participate in a culture that focuses on student and adult learning.
3. Set high expectations and standards for personal performance.
4. Support an Academy philosophy that values continuous learning for adults tied into student learning and other Academy goals.
5. Support all efforts to provide opportunities for the community to be involved in student and Academy success.

General Responsibilities:
1. Serve as liaison between families, the Academy and community and assist in the planning, organization and implementation of parent involvement efforts.
2. Consult and coordinate with Academy personnel (administration and teachers) to establish and maintain ongoing parent activities which support academic achievement at home and at the Academy for students.
3. Recruit, coordinate and manage parent involvement for Title I programs and committees.
4. Facilitate communication between parents, teachers, Academy support staff and the community.
5. Draft and design materials such as flyers, bulletins, newsletters and brochures for Academy events.
6. Serve as presenter/facilitator/coordinator for parent involvement workshops, in-services and activities.
7. Attend meetings at the Academy with parents or guardians of children who need intervention.
8. Connect families of children who need intervention with the right person or service in the Academy to help solve problems.

9. Serve as an informational resource for family involvement efforts and instructional programs.
10. Maintain a directory of Academy and community services available to meet social and personal needs of families.
11. Assist parents and/or guardians in understanding their rights and responsibilities to empower them to become advocates for quality education.
12. Maintain familiarity with and support Academy administration in the effective implementation of the Academy's Emergency Response Plan.
13. Serve as a liaison between the Academy and other schools to which students completing the Academy's program apply to attend.
14. Coordinate end of academic year activities including programs related to completion of the Academy's program.
15. Maintain partnerships with business and community organizations to provide academic and social support to students and families.
16. Provide leadership to special programs as assigned by the HoS/Principal.
17. Serve as a member of the Academy leadership team.
18. Assist with the implementation of community service and service learning programs.
19. Create and support initiatives designed to increase and sustain Academy enrollment.
20. Perform all tasks as requested by the HoS/Principal.
21. Adhere to all procedures and policies as outlined in the Employee Manual.
22. Perform various assigned responsibilities, as allowed by state and federal law, of other employees in their absence to the extent other responsibilities permit.
23. School Projects:
    a. Life Skills: Provide workshops/speakers in the area of drug awareness, personal health and hygiene, decision-making, human sexuality, interpersonal relationships, family communication skills and Love and Logic skills and concepts.
    b. Community Service: Special community service activities developed throughout the academic year. Assist in community health fairs, neighborhood clean-up projects, senior centers/nursing homes, awareness shelters, food pantries and team building activities.
    c. Attendance: Communicate to parents of at-risk students the importance of attendance and punctuality and how it affects a student's performance. Maintain contact with the local truancy officer.
    d. Homework: Assist parents of at-risk students in understanding, guiding and assisting their student(s) with homework.
    e. Other Activities: Informing, preparing and involving parents in activities designed to promote student achievement including:
        i. Workshops/Classes/Conferences
        ii. Newsletters to parents with family events and parent trainings
        iii. Community Websites/Links
        iv. Chamber of Commerce family activities
        v. Family/Community Nights
        vi. PTO/PII (Parent/Teacher Organization/Parent Involvement Initiative) Meetings
        vii. School Improvement Plan design, implementation and evaluation
        viii. Parent/Partner Teams
        ix. Tutorial Services for Parents

f. Volunteer Coordinator: Assist with coordinating and involving parents, college students and community service members in a variety of opportunities to support at-risk students by becoming reading buddies, math/science partners and classroom tutors.

Qualifications:

1. Knowledge of and sensitivity to the individual needs of parents and the individual and group needs of children.
2. Demonstrated ability to communicate effectively with students, parents and the Academy leadership team and staff members and possess some knowledge of the physical, emotional and developmental patterns of children.
3. Sufficient maturity and good judgment to function in a crisis situation.
4. Criminal background check required.

Demonstrate the ability to:

1. Communicate through superior written and oral communicationskills.
2. Work on multiple projects and respond to requests and deadlines in an accurate, timely manner.
3. Make sound decisions within the parameters ofauthority.
4. Display courtesy, professionalism and tact at all times.
5. Maintain a positive working relationship with faculty, staff, Academy Board members, parents, students, authorizer and community.
6. Motivate and create a shared vision within the Academy community.
7. Serve as a role model who acknowledges through actions and behaviors the critical value of human relationships in achieving personal and professional goals and organizational purpose.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed in this position description are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Disclaimer:

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Position: Administrative Assistant
Reports To: HoS/Principal
Employed By: Accel Schools Michigan LLC
Criminal background check required

Supervisory Responsibilities: None

Position Summary:
The Administrative Assistant provides administrative support to the HoS/Principal, Leadership Team and other Academy staff. The Administrative Assistant provides excellent maintenance of student, vendor and correspondence files while complying with all corporate, local, state and federal guidelines and procedures.

Essential Tasks:
1. Share a commitment to the success of the mission, goals and objectives of the Academy.
2. Support and fully participate in a culture that focuses on student and adult learning.
3. Set high expectations and standards for the front office support staff, as applicable.
4. Support the HoS/Principal by offering organizational and technical assistance that ensures compliance with all corporate, local, state and federal guidelines and procedures.
5. Support an Academy philosophy that values continuous learning for adults tied into student learning and other Academy goals.
6. Support the use of multiple sources of data collection to analyze barriers to student achievement and to assess, identify and apply to instructional improvement.
7. Support all efforts to provide opportunities for the community to be involved in student and Academy success.

General Responsibilities:
1. Provide continuous support to the HoS/Principal and all administrative personnel. Keep the HoS/Principal informed of all necessary information including: customer and staff complaints and incidents; planned and unplanned time off.
2. Answer and direct all incoming calls and coordinate the reception of all visitors to the Academy.
3. Collect information; prepare reports and correspondence as required by supervisor.
4. Sort and distribute mail.
5. Copy and distribute materials as required by supervisor.
6. Adhere to the policies and procedures related to the maintenance of all office records and student files.
7. Track documentation, as required, for student files, parent contact, visitors, incident and accident reporting and employee tardiness and absences.
8. Maintain positive parent relations and communication.
9. Utilize all features of computer programs necessary for completing the Academy reporting procedures.
10. Work effectively with parents and staff and generate parents' confidence in the Academy and HoS/Principal.
11. Demonstrate genuine concern for the students and staff by maintaining high personal standards and a strong work ethic. Maintain consistent, reliable and punctual attendance as an essential function to assure the proper operation of the Academy.

12. Promote good citizenship through actions as a role model.
13. Accept responsibilities as delegated by the HoS/Principal and/or other supervisoryauthority.
14. Use technology with efficiency for record keeping, administrative tasks and communications.
15. Share responsibility for professional, cooperative staff relations and for activities important to the operation of the Academy.
16. Adhere to professional and ethical principles. Continuously strive to improve office methods, clerical techniques and interpersonal relationships.
17. Display personal qualities that reflect favorably upon the individual, the group and the Academy.
18. Display pride in being a member of the Academy team and administrativestaff.
19. Maintain familiarity with, and support Academy administration in the effective implementation of, the Academy's Emergency Response Plan.
20. Perform all tasks as requested by the HoS/Principal ordesignee.
21. Adhere to all procedures and policies as outlined in the Employee Manual.

Qualifications:

1. Associate's degree in secretarial sciences, business or related field.
2. Three years of experience in an administrative support position in a high volume office setting.
3. High school diploma and two additional years of experience may be substituted for the associate's degree requirement.
4. Experience in school office operations is preferred.
5. Criminal background check required.

Demonstrate the ability to:

1. Communicate through superior written and oral communication skills.
2. Consistently organize incoming and outgoing tasks and communications.
3. Consistently utilize all features of the computer programs necessary for completing school reporting procedures. Use Word, Excel and Outlook programs in a proficient manner. Learn and implement new computer programs as needed.
4. Work on multiple projects and respond to requests and deadlines in an accurate, timely manner.
5. Make sound decisions within the parameters ofauthority.
6. Display courtesy, professionalism and tact at all times.
7. Display a professional appearance.
8. Maintain a positive working relationship with faculty, staff, board members, parents, students, visitors, authorizer and community.
9. Motivate and create a shared vision within the Academy community.
10. Be respected as an adult learner and as an individual.
11. Serve as a role model who acknowledges through actions and behaviors the critical value of human relationships in achieving personal and professional goals and organizational purpose.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed in this position description are representative of the

knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Disclaimer:
This description is intended to indicate the kinds of tasks and levels of work difficulty that will be required of this position. It is not intended to limit, or in any way to modify, the right of any supervisor to assign, direct or reassign duties and responsibilities to this job at any time. The use of a particular illustration shall not be used to exclude non-listed duties of similar kind or level of difficulty.

Position: Security Guard
Reports To: HoS/Principal
Employed By: Accel Schools Michigan LLC
Criminal background check required

Supervisory Responsibilities: None

Position Summary:
Under the direction of the HoS/Principal, the Security Guard will patrol and keep under surveillance all Academy grounds and property to defend against damage, theft or harm caused by intruders. Duties are performed unarmed. The Security Guard will: walk or drive around the premises to ensure building and/or gate security; maintain surveillance at exits to guard against theft; and inspect the identification of persons prior to entering restricted areas and will provide information, directions and escort service as needed. Depending upon circumstances, the Security Guard may be assigned to a specific zone or geographical work area. Additional duties may include inspecting incoming packages, verifying identity of individuals entering the property and sounding alarms in case of emergency.

Essential Tasks:
1. Share a commitment to the success of the mission, goals and objectives of the Academy.
2. Set high expectations and standards for the safety and security of the Academy and Academy property.
3. Support the HoS/Principal by offering organizational and technical assistance that ensures compliance with all corporate, local, state and federal guidelines and procedures.
4. Support all efforts to provide opportunities for the community to be involved in student and Academy success.

General Responsibilities:
1. Patrol assigned areas on foot or in a vehicle to ensure personal, building and equipment security.
2. Examine doors, windows and gates to determine that they are secure.
3. Inform and warn violators of rule infractions, such as loitering, smoking or carrying forbidden articles and apprehend or evict violators from premises, using force when necessary.
4. Answer alarms and investigate disturbances.
5. Ensure that electrical and plumbing systems, alarms and sprinkler systems are on and/or working properly.
6. Call police or fire departments in cases of emergency, such as fire or presence of unauthorized persons.
7. Provide escort services for visitors, students, staff and faculty as required.
8. Provide public assistance, including lockout services and information.
9. Watch for and report irregularities, such as fire hazards, leaking water pipes and security doors left unlocked; sound alarm in case of fire or presence of unauthorized persons.
10. Control crowds at large gatherings, watch for theft and guard the pick-up and delivery of valuables.
11. Perform periodic checks of fire pull stations, emergency call boxes and/or emergency lighting to ensure proper functioning; report malfunctions as required.

12. Prepare routine, standardized reports, including a written summary at the end of each shift.
13. Prepare and submit daily security reports, activity logs and maintenance logs including reports of daily activities and irregularities, such as equipment or property damage, theft, presence of unauthorized persons or unusual occurrences.
14. Function within the policies and administrative procedures as outlined in the Employee Manual.
15. Maintain familiarity with, and support Academy administration in the effective implementation of, the Academy's Emergency Response Plan.
16. Answer telephone calls to take messages, answer questions and provide information during non-business hours or when the switchboard is closed.
17. Monitor and adjust controls that regulate building systems, such as air conditioning, furnace or boiler.
18. Inspect and adjust security systems, equipment and machinery to ensure operational use and to detect evidence of tampering.
19. Circulate among visitors, patrons and employees to preserve order and protect property.
20. Monitor and authorize entrance and departure of employees, visitors and other persons to guard against theft and maintain security of premises.
21. Monitor and review information from materials, events or the environment, to detect or assess problems. Observe, receive and otherwise obtain information from all relevant sources.
22. Perform day-to-day administrative tasks such as maintaining information files and processing paperwork.
23. Perform various assigned responsibilities, as allowed by state and federal law, of other employees in their absence to the extent other responsibilities permit.

Working Conditions:

1. Moderate exposure to unusual elements, such as extreme temperatures, dirt, dust, fumes, smoke, unpleasant odors and/or loud noises.
2. Moderate physical activity. Handle average-weight objects up to 35 pounds; stand and/or walk for more than four hours per day.
3. Exposure to hazards or physical risks, which require following basic safety precautions.
4. Perform physical activities that require considerable use of arms and legs. Use of whole body including the ability to see, hear, climb, lift, balance, walk, stoop, handle, install, position and move materials and manipulate objects.

Qualifications:

1. Knowledge of security procedures and one year of relevant experience in security guard operations.
2. General knowledge of laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules and the democratic political process.
3. Knowledge of relevant equipment, policies, procedures and strategies to promote effective local, state or national security operations for the protection of people, data, property and institutions.
4. Previous military police or security guard experience, classes in law enforcement at a community college or involvement with some form of public contact work preferred.

5. Demonstrated mental alertness, emotionally stability, and good personal habits such as neatness and dependability.
6. Provide good character references.
7. Physically and mentally able to deal with emergencies.
8. Criminal background check required.

Demonstrate the ability to:

1. Detect problems and report information to appropriate personnel.
2. Work with minimal supervision.
3. Identify when something is wrong or is likely to go wrong, not necessarily solving the problem, but recognizing there is a problem.
4. Drive a motor vehicle and hold a valid driver's license.
5. Communicate effectively, both orally and in writing.
6. Understand and follow safety procedures.
7. Understand the building security, lock systems and procedures.
8. Understand and follow specific instructions and procedures.
9. Provide protection services to individuals on the Academy property.
10. Resolve parent complaints and concerns.
11. Understand federal, state and local traffic laws and regulations.
12. Gather data, compile information and prepare reports.
13. Maintain an organized work environment.
14. Make sound decisions within the parameters of authority.
15. Display courtesy, professionalism and tact at all times.
16. Display a professional appearance.
17. Maintain a positive working relationship with faculty, staff, Academy Board members, parents, students, authorizer and community.
18. Serve as a role model for all Academy stakeholders.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed in this position description are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Disclaimer:

This description is intended to indicate the kinds of tasks and levels of work difficulty that will be required of this position. It is not intended to limit, or in any way to modify, the right of any supervisor to assign, direct or reassign duties and responsibilities to this job at any time. The use of a particular illustration shall not be used to exclude non-listed duties of similar kind or level of difficulty.

Position: Food Service Supervisor
Reports To: HoS/Principal
Employed By: Accel Schools Michigan LLC
Criminal background check required

Supervisory Responsibilities: Food Service Assistants and Contracted Services

Position Summary:
The Food Service Supervisor will: provide food service for the Academy; ensure the Academy food service is operated so as to comply with state and local regulations regarding the commercial preparation and distribution of food; and provide excellent maintenance of required documentation and vendor files while complying with all corporate, local, state and federal guidelines and procedures.

Essential Tasks:
1. Share a commitment to the success of the mission, goals and objectives of the Academy.
2. Set high expectations and standards for the Food Service Assistants.
3. Support the HoS/Principal by offering organizational and technical assistance that ensures compliance with all corporate, local, state and federal guidelines and procedures.
4. Support all efforts to provide opportunities for the community to be involved in student and Academy success.

General Responsibilities:
1. Comply with state and local regulations regarding the commercial preparation and distribution of food.
2. Prepare snacks/meals (or use a catering system) for students at the Academy using cooking equipment and food preparation experience.
3. Inspect cooking equipment and utensils for cleanliness and functional operation.
4. Maintain cleanliness and proper sanitation in the kitchen area including: washing dishes and all utensils used in food preparation and service; daily cleaning of counter tops, ovens, stove, warmers and other kitchen surfaces; clean refrigerators, freezers, cabinets, carts, etc.
5. Under supervision of the HoS/Principal, develop menus in accordance with federal dietary standards (USDA).
6. Post menus in designated areas.
7. Order and purchase food as economically as possible and with the approval of the HoS/Principal.
8. Under supervision of the HoS/Principal, inventory supplies, equipment and food.
9. Report supply needs and equipment loss or damage to the HoS/Principal.
10. Prepare food, equipment and supply orders; submit as appropriate to the HoS/Principal.
11. Avoid waste in purchasing or use of food supplies and materials.
12. Assist in supervising students as needed.
13. Keep the HoS/Principal informed of all necessary information including customer and staff complaints/incidents.
14. Provide reporting as assigned by the HoS/Principal.
15. Track and provide documentation of meal payment and non-payment. Keep accurate and timely meal payment records. Collect unpaid balances in a timely manner.

16. Complete preparation duties and maintain desired temperature of food being served within operational time parameters.
17. Maintain consistent, reliable and punctual attendance in order to assure the proper operation of the kitchen. Keep HoS/Principal informed of planned and unplanned time off.
18. Share responsibility for professional, cooperative staff relations and for activities important to the operation of the Academy.
19. Adhere to professional and ethical principles. Continuously strive to improve food preparation methods and service techniques.
20. Display personal qualities that reflect favorably upon the Academy.
21. Maintain familiarity with, and support Academy administration in the effective implementation of, the Academy's Emergency Response Plan.
22. Adhere to all procedures as outlined in the Employee Manual.
23. Perform various assigned responsibilities, as allowed by state and federal law, of other employees in their absence to the extent other responsibilities permit.

Qualifications:

1. High school diploma or GED required.
2. ServSafe certification.
3. Experience as a cook with at least one year of experience in a commercial establishment.
4. Knowledge of basic nutritional principles and demonstrated ability to plan and serve well balanced meals and snacks.
5. Three years of directly related experience may be substituted for the educational requirement.
6. Criminal background check required.

Demonstrate the ability to:

1. Communicate through written and oral communication skills.
2. Move groceries and cooking supplies as needed.
3. Stand for extended periods while preparing food.
4. Bend, stoop or crouch.
5. Frequently use hands and fingers.
6. Maintain organized work environment.
7. Work on multiple tasks and respond to requests and deadlines in an accurate, timely manner.
8. Make sound decisions within the parameters of authority.
9. Display courtesy, professionalism and tact at all times.
10. Display a professional appearance.
11. Maintain a positive working relationship with faculty, staff, parents, students, authorizer and community.
12. Support the shared vision of the Academy community.
13. Serve as a role model who acknowledges through actions and behaviors the critical value of human relationships in achieving personal and professional goals and organizational purpose.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed in this position description are representative of the

knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Disclaimer:
This description is intended to indicate the kinds of tasks and levels of work difficulty that will be required of this position. It is not intended to limit, or in any way to modify, the right of any supervisor to assign, direct or reassign duties and responsibilities to this job at any time. The use of a particular illustration shall not be used to exclude non-listed duties of similar kind or level of difficulty.

Position: Information Technology Technician
Reports To: HoS/Principal
Employed By: Accel Schools Michigan LLC, or Contracted
Criminal background check required

Supervisory Responsibilities: As assigned

Position Summary:
The Information Technology Technician provides troubleshooting and resolves technical computer issues. The Information Technology Technician provides extremely professional and friendly support on site as well as remotely. The position may be contracted with a technology service provider.

Essential Tasks:
1. Overall technology management at the Academy including related administration pertaining to customer calls and timely completion of technical support tickets.
2. Perform necessary servicing and preventative maintenance of all instructional technology equipment.
3. Manage inventory of all instructional technology assets.
4. Provide computer training and on-going support for students and teachers.
5. Act as a customer liaison and drive customer issues to resolution.
6. Build and foster strong relationships with technology vendors.
7. Provide daily instructional technology support for staff.
8. Work with instructional staff to provide technology support to ensure all on-line testing programs function without problem or interruption to internet services.
9. Keep accurate records of all technology maintenance activities.
10. Maintain inventory of all technology equipment.
11. Dispose of outdated technology equipment that is unable to support the Academy's educational program.
12. Review all year-end technology records and schedule required maintenance and repair as directed by the HoS/Principal.
13. Maintain familiarity with, and support Academy administration in the effective implementation of, the Academy's Emergency Response Plan.
14. Respond to emergencies and provide hands on assistance whenever conditions require; inform all required parties of emergencies.
15. Identify and report safety and emergency technology repairs to the HoS/Principal.
16. Perform various assigned responsibilities, as allowed by state and federal law, of other employees in their absence to the extent other responsibilities permit.

Qualifications:
1. High school diploma.
2. Two years of experience in an information technology position.
3. Ability to follow moderately difficult oral and written directions.
4. Dependability and demonstrated good judgement.
5. Criminal background check required.

Demonstrate the ability to:

1. Communicate through written and oral communication skills.
2. Move technology equipment in classrooms and storage areas.
3. Bend, stoop or crouch.
4. Frequently use hands and fingers.
5. Maintain organized work environment.
6. Work on multiple tasks and respond to requests and deadlines in an accurate, timely manner.
7. Make sound decisions within the parameters of authority.
8. Display courtesy, professionalism and tact at all times.
9. Display a professional appearance.
10. Maintain a positive working relationship with faculty, staff, parents, students, authorizer and community.
11. Support the shared vision of the Academy community.
12. Serve as a role model who acknowledges through actions and behaviors the critical value of human relationships in achieving personal and professional goals and organizational purpose.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed in this position description are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Disclaimer:

This description is intended to indicate the kinds of tasks and levels of work difficulty that will be required of this position. It is not intended to limit, or in any way to modify, the right of any supervisor to assign, direct or reassign duties and responsibilities to this job at any time. The use of a particular illustration shall not be used to exclude non-listed duties of similar kind or level of difficulty.

Position: School Custodian
Reports To: HoS/Principal
Employed By: Accel Schools Michigan LLC
Criminal background check required

Supervisory Responsibilities: As directed by the HoS/Principal

Position Summary:
The School Custodian will: provide custodial/maintenance service for the Academy, performing all functions related to the general cleaning and maintenance of the Academy's facility; ensure the Academy custodial/maintenance service is operated so as to comply with state and local regulations regarding facility safety and cleanliness; and maintain required records and repair documentation while complying with all corporate, local, state and federal guidelines and procedures.

Essential Tasks:
1. Share a commitment to the success of the mission, goals and objectives of the Academy.
2. Set high expectations and standards for custodial/maintenance service.
3. Support the HoS/Principal by offering organizational and technical assistance that ensures compliance with all corporate, local, state and federal guidelines and procedures.
4. Support all efforts to provide opportunities for the community to be involved in student and Academy success.

General Responsibilities:
1. **General**
   a. Adhere to professional, ethical principles.
   b. Display personal qualities that reflect favorably upon the Academy community.
   c. Display pride in being a member of the Academy community.
   d. Adhere to all procedures and policies as outlined in the Employee Manual.
   e. Move equipment and supplies weighing 50 pounds, as needed.
   f. Stand for extended periods while cleaning or performing maintenance tasks.
   g. Bend, stoop or crouch occasionally.
   h. Use hands and fingers frequently.
   i. Complete cleaning/maintenance duties within operational time parameters.
   j. Maintain consistent, reliable and punctual attendance. Keep HoS/Principal informed of planned and unplanned time off.
   k. Respond to after hour emergencies, as required.
2. **Housekeeping**
   a. Comply with state and local regulations regarding the maintenance, cleanliness and safety of Academy property.
   b. Broom clean and wet mop all hard floor surfaces in classrooms, offices, bathrooms and common areas on a daily basis using proper cleaning solutions and techniques including frequent water/cleaning solution changes.
   c. Vacuum all carpeted areas in classrooms, offices and common areas on a daily basis.
   d. Clean and sanitize bathroom sinks, toilets, urinals and water fountains on a daily basis following established/appropriate protocols.

e. Clean and dust fixtures and furniture on a bi-weekly basis following established/appropriate protocols.
f. Remove trash from receptacles in classrooms, bathrooms and offices on a daily basis.
g. Clean the inside of trash receptacles on a weekly basis following established/appropriate protocols.
h. Clean inside and outside of entrance/exit door glass on a daily basis following established/appropriate protocols.

3. **Sanitation**
   a. Remove waste and trash from the facility using proper receptacles following established procedures.
   b. Implement state and local recycling programs when possible.
   c. Coordinate and monitor dumpster schedule and deliveries.
4. **Preventative Maintenance**
   a. Monitor the HVAC systems (heating, ventilation and air conditioning) reporting any insufficiency as directed by the HoS/Principal.
   b. Replace air conditioning filters on a monthly basis.
   c. Strip, wax and seal all corridors, classrooms, sanitary areas and staircase floors with manufacturer recommended products.
   d. Check window frames and balances; clean interior and exteriors of all façade windows with manufacturer recommended products at least twice a year or as required to keep a clean appearance.
5. **Grounds Maintenance**
   a. Clean, maintain, weed and manicure all lawns, landscaping and shrubs throughout interior and exterior premises.
   b. Clear main walkways of snow and/or ice, where applicable.
   c. Inspect playground equipment (including fences, gates, walls, etc.) using the Playground/Outdoor Equipment Inspection Form on a monthly basis.
6. **General Regular Maintenance**
   a. Ensure that the building is heated or cooled, cleaned, locked and unlocked and ready for all Academy-related activities.
   b. If requested by the HoS/Principal, receive and record shipments delivered to the Academy cross-referencing packing slips with order forms. Deliver shipments as assigned.
   c. Order custodial supplies and deliver them to the appropriate user.
   d. Keep accurate inventories of supplies and equipment.
   e. Report any acts of vandalism and breakage to proper authorities.
   f. Change light bulbs and ballasts as needed.
   g. Repair locks and other building hardware as needed.
   h. Inspect the facility and grounds weekly making recommendations for improvements to enhance safety and equipment.
   i. Paint and plaster surfaces in disrepair.
   j. Repair furniture when possible.
   k. Perform minor plumbing, electrical and carpentry repairs.
   l. Arrange chairs and tables and other equipment for special use of facility.
   m. When appropriate, schedule and assign cleaning and maintenance work for contracted personnel.

n. Keep accurate records of all maintenance activities.
o. Review all Year End Maintenance Request Forms and schedule required maintenance and repair as directed by the HoS/Principal.
p. Maintain familiarity with, and support Academy administration in the effective implementation of, the Academy's Emergency Response Plan.
q. Respond to emergencies and provide hands on assistance wherever conditions require; inform all required parties of emergencies.
r. Perform and document regular walkthroughs of building and grounds using the Monthly Maintenance Checklist.
s. Identify and report safety and emergency repairs using the Maintenance Request Form.
t. Perform various assigned responsibilities, as allowed by state and federal law, of other employees in their absence to the extent other responsibilities permit.

Qualifications:

1. High school diploma.
2. Two years of experience in a maintenance position.
3. Thorough knowledge of building cleaning practices, supplies and equipment.
4. Ability to follow moderately difficult oral and written directions.
5. Dependability and demonstrated good judgment.
6. Criminal background check required.

Demonstrate the ability to:

1. Communicate through written and oral communication skills.
2. Maintain an organized work environment.
3. Work on multiple projects and respond to requests and deadlines in an accurate, timely manner.
4. Make sound decisions within the parameters of authority.
5. Display courtesy, professionalism and tact at all times.
6. Display a professional appearance.
7. Maintain a positive working relationship with faculty, staff, Academy Board members, parents, students, authorizer and community.
8. Support the shared vision of the Academy community.
9. Serve as a role model who acknowledges through actions and behaviors the critical value of human relationships in achieving personal and professional goals and organizational purpose.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed in this position description are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Disclaimer:

This description is intended to indicate the kinds of tasks and levels of work difficulty that will be required of this position. It is not intended to limit, or in any way to modify, the right of any supervisor to assign, direct or reassign duties and responsibilities to this job at any time. The use

of a particular illustration shall not be used to exclude non-listed duties of similar kind or level of difficulty.

FIRST AMENDMENT
TO MANAGEMENT AGREEMENT
ADDING AUTHORIZER REQUIRED PROVISIONS

This First Amendment (***"1st Amendment"***) to Management Agreement (the ***"Agreement")*** is entered into as of July 27, 2021 (***"Effective Date")*** by and between Accel Schools Michigan LLC, a Delaware limited liability company (***"Accel"),*** and Highland Park Public School Academy System d/b/a Barber Preparatory Academy (the ***"Academy"),*** a non-profit Michigan corporation and public school academy.

RECITALS

WHEREAS, the Academy is organized as a Michigan nonprofit corporation under Part 6A of the Michigan Revised School Code (the ***"Code")*** as amended, being Sections 380.551 to 380.561 of the Michigan Compiled Laws and the Academy has entered into a Charter Contract with the Board of Education of the School District of the City of Highland Park (the ***"Authorizer")*** pursuant to which the Academy is authorized to operate a public school academy;

WHEREAS the Academy operations under the direction of the Highland Park Public School Academy System Board of Directors (the ***"Board")*** and

WHEREAS Accel and the Academy executed that certain Management Agreement, dated July 1, 2021 (the "Agreement"), incorporated herein by this reference; and

WHEREAS Board of Education of the School District of the City of Highland Park ("District") is the Authorizer for the Academy; and

WHEREAS, the District has determined that amendment of the Agreement is necessary to comply with the District's Educational Service Provider Agreement Policy #9904 (ESP Policy); and

WHEREAS Accel and the Academy desire to comply with the District's request for amendment of the Agreement; and

WHEREAS Accel and the Academy desire to enter into this First Amendment to Management Agreement, to conform to the District's Educational Service Provider Agreement Policy #9904 (ESP Policy); and

WHEREAS the Agreement contains the following provision regarding amendments to the Agreement:

> 13.8 **Amendment and Cumulative Effect**. This Agreement will not be altered, amended, modified or supplemented except in a written document approved by the Academy and the Authorizer, and signed by both the Board President or other authorized officer of the Academy and an authorized officer of Accel. The rights and remedies of the Parties hereto are cumulative and not exclusive of the rights and remedies that they

otherwise might have now or hereafter, at law, in equity, by statute or otherwise

NOW, THEREFORE, in consideration of the mutual covenants and agreements hereinafter set forth, the Parties hereto agree as follows:

1. **Sections 13.3 of the Agreement shall be amended to add the following sentence:**

"The ESP (Accel) shall comply with the Revised School Code (including, but not limited to, sections 1267 and 1274 of the Code, MCL 380.1267 and MCL 380.1274) as if the Academy were making these purchases directly from a third-party supplier or vendor."

2. **Sections 4.2 of the Agreement shall be amended to add the following sentence:**

"The ESP (Accel) accepts full liability and is responsible for paying all salaries, benefits, payroll taxes, worker's compensation, unemployment compensation and liability insurance for its employees leased to the Academy or working on Academy operations irrespective of whether the ESP receives an advancement of its costs or the payment of services from the Academy."

3. **Sections 10.1 of the Agreement shall be amended to add the following language:**

"Accel 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. Accel 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 Accel under Accel's policy with its insurer(s), to the extent practicable."

4. **Sections 13.12 of the Agreement shall be amended to add the following sentence:**

"The Office of Education and Compliance shall be notified of said decision and, upon the Office of Education and Compliance's request, the cause opinion shall be made available"

5. Sections 13.7 of the Agreement shall be amended to add the following sentence:

"This Agreement shall not be assignable without prior notification to the Office of Education and Compliance. Any assignable party shall be considered an ESP, as defined by these ESP Policies. As such, any assignable party shall follow the requirements set forth in the District's ESP Agreement Policies."

6. Sections 1.2(a)(v) of the Agreement shall be amended to add the following sentence:

"Marketing and development costs paid by or charged to the Academy shall be limited to those costs specific to the Academy program and shall not include any costs for the marketing and development of the ESP (Accel)."

7. Sections 6.1(e) of the Agreement shall be amended to read:

"No contracts between Accel 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."

8. Sections 7.2(d)(vi) of the Agreement shall be amended to read:

"(vi). Any action or inaction by Accel that is not cured within 60 days of notice thereof which causes the Contract to be revoked, terminated, suspended or which causes the Contract to be put in jeopardy of revocation, termination or suspension by the School District of the City of Highland Park is a material breach."

9. Add new Section 1.7 to the Agreement, as follows:

"**1.7. Compliance with Academy's Contract.** The ESP (Accel) agrees to perform its duties and responsibilities under this Agreement in a manner that is consistent with the Academy's obligations under the Academy's Contract issued by the School District of the City of Highland Park Board of Education. The provisions of the Academy's Contract shall supersede any competing or conflicting provisions contained in this Agreement."

IN WITNESS WHEREOF, the undersigned have executed this First Amendment to Management Agreement as of the date and year first above written.

Accel Schools Michigan LLC

By: _____

Name: ROB PACKARD

Title: CEO

Highland Park Public School Academy System

By: _____

Name: Jason L. Patton

Title: President HPPSAS/BOD

The School District of the City of Highland Park

By: _____

Name: Zakia S. Gibson, M.Ed.

Title: Chief Education Officer and Director of Charter School Compliance

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MANAGEMENT AGREEMENT

This Management Agreement (the "***Agreement***") is entered into as of July 1, 2021 ("***Effective Date***") by and between Accel Schools Michigan LLC, a Delaware limited liability company ("***Accel***"), and Highland Park Public School Academy System d/b/a Barber Preparatory Academy (the "***Academy***"), a non-profit Michigan corporation and public school academy.

RECITALS

Whereas, the Academy is organized as a Michigan nonprofit corporation under Part 6A of the Michigan Revised School Code (the "***Code***") as amended, being Sections 380.551 to 380.561 of the Michigan Compiled Laws and the Academy has entered into a Charter Contract with the Board of Education of the School District of the City of Highland Park (the "***Authorizer***") pursuant to which the Academy is authorized to operate a public school academy;

Whereas, Accel was established, among other reasons, to manage public schools, and is expected to provide invaluable assistance and expertise, including regulatory, financial, facilities, and other advice, in connection with the operation of the Academy;

Whereas the Academy operations under the direction of the Highland Park Public School Academy System Board of Directors (the "***Board***") and

Whereas the Academy and Accel (individually, a "***Party***" and collectively, the "***Parties***") desire to create an enduring educational relationship whereby they will pursue and provide educational excellence at the Academy based on an agreed upon school design, comprehensive educational program and management principles.

NOW THEREFORE, in consideration of their mutual promises and covenants, and intending to be legally bound hereby the Parties agree to the following terms:

ARTICLE I.
EDUCATIONAL SERVICES AND ADMINISTRATIVE SERVICES

1.1 Educational Services.

(a) During the Term (as defined in ARTICLE II below), Accel will provide to the Academy the following educational services (the "***Educational Services***"):

(i) Curriculum. Implementation of the educational goals and programs set forth in the Charter Contract (the "***Educational Program***"). In the event Accel determines it is necessary to modify the Educational Program, Accel shall inform the Academy of the proposed changes and obtain Academy approval, and if required under the Charter Contract, approval of the Authorizer.

(ii) Instruction. Oversight and coordination of the services to be provided by instructional personnel, including the Principal and the rest of the Academy's leadership team and its teachers and support staff, all in accordance with ARTICLE VI below.

(iii) Instructional Tools. Selection of instructional tools, equipment and supplies, including computers, curriculum, software and multi-media teaching tools

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provided, however, selection of textbooks requires the advice and consent or ratification of the Board.

(iv) Accel Management Platform (AMP). The Academy can use the AMP resources flexibly to meet the needs of its teachers and students. Within the AMP package is core curriculum in Mathematics, Science, Social Studies and Language Arts that meets Michigan standards.

(v) Extra-Curricular and Co-Curricular Programs. Oversight of appropriate extra-curricular and co-curricular activities and programs (but not Supplemental Programs as defined in ARTICLE V below).

(b) Additional Educational Services. Any other services required by the Authorizer and/or the state of Michigan (the "***State***") Department of Education (the "***MDE***") and such other services as are necessary or expedient for the provision of teaching and learning at the Academy as agreed to from time to time between Accel and the Academy. The Educational Services will be provided in accordance with the educational goals, curriculum, methods of pupil assessment, admissions policy, student recruitment policy, school calendar, school day schedule, and age and grade range of pupils to be enrolled at the Academy as adopted by the Academy and as provided for in the Charter Contract, as the same may be amended.

(c) Accel will be responsible and accountable to the Academy for the provision of the Educational Services, provided, however, that such obligations, duties and responsibilities are limited by the Academy Budget established pursuant to Section 1.2(a)(vi) below, and Accel will not be required to expend funds on such services in excess of the amounts set forth in such Academy Budget.

(d) Pupil Performance Standards and Evaluation. Accel is responsible for and accountable to the Academy Board for the performance of students who attend the Academy. Accel 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 Charter Contract and such additional measures as shall be mutually agreed between the Academy Board and Accel that are consistent with the Charter Contract. Accel shall be responsible for the following: Achieving educational goals and related measures as outlined in the Charter Contract.

1.2 Administrative Services.

(a) During the Term, Accel will provide to the Academy the following administrative services (the "***Administrative Services***"):

(i) Personnel Management. Management and professional development of all personnel providing Educational Services and Administrative Services in accordance with ARTICLE VI below.

(ii) Business Administration. Administration of all business operations of the Academy subject to the direction of the Board.

(iii) Payroll. Management of the Academy's payroll. Accel will be responsible for all data input.

(iv) Transportation, Food and Custodial Services. Coordination with entities with which the Academy contracts for the provision of transportation, food and custodial services for the students enrolled at the Academy, management and assessment of contract compliance and the services provided under such contracts, and supervision of employees involved with providing such services, all as required by the Academy.

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(v) Public Relations and Student Recruitment. Accel's experienced marketing team will work closely with the Board and Academy leadership to develop a diverse marketing plan that reflects the mission and unique offering of the Academy. Accel will coordinate and assist the Academy with any and all advertising, branding, media and public relations efforts, including website creation, search engine marketing, social and display marking, television and radio advertisements, direct mail, promotional events, email campaigns, parent and community outreach programs, and local community relationship building. All public relations and marketing will be to the extent budgeted for in the Budget or as otherwise approved by the Academy, and subject to the mutual approval of both Parties, which approval may not be unreasonably withheld.

(vi) Budgeting and Financial Reporting.

(A) Pursuant to the Uniform Budget and Accounting Act, MCL 141.422b, the Board is responsible for designating the Chief Administrative Officer of the Academy. A proposed annual budget will be prepared by Accel (in cooperation with the Academy's Chief Administrative Officer) in a mutually agreeable format by June 1st of the immediately preceding fiscal year and will be subject to the approval of the Academy which shall not to be unreasonably withheld or delayed and in all cases shall be provided no later than June 30 of the immediately preceding fiscal year. The approved budget is the "***Budget***". There shall be no changes to the Budget except to the extent the Parties agree in writing. Accel shall be responsible for preparing other financial statements as required by and in compliance with the Charter Contract and applicable laws and regulations, including such documentation as may be required by the independent certified public accountants retained by the Academy to perform annual audits of the Academy's financial statements. The cost for preparation of the financial statements will be the responsibility of the Academy. The cost of the audit will be the responsibility of the Academy and will be provided for in the Budget. Under no circumstances shall this provision be interpreted or implied to limit or otherwise restrict the Board's statutory rights and obligations for budgeting for the Academy.

(B) Accel will provide the Academy with monthly financial forecast and analysis reports (Forecasted P&L / Cash Balances) and all other support as needed. The monthly financial forecast and analysis reports shall include, at a minimum a balance sheet, an object-level detailed statement of revenues, expenditures and changes in fund balance that includes a comparison of budget-to-actual information and an explanation of variance.

(C) Accel will provide the following accounting information and services: accounts payable coding; payroll journal entries; expense accrual journal entries; support for grant writing / reporting / draw down; assist the Chief Administrative Officer with the preparation of monthly financial reporting to the Board; and support for all State reporting requirements. Accel will prepare a five-year financial plan in conjunction with the Chief Administrative Officer.

(D) On behalf of the Academy, Accel is responsible for preparation of (i) such other reports on the finances and operation of the Academy as requested or required by the MDE, the Academy or the Authorizer to ensure compliance with the

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terms of the Charter Contract; (ii) monthly unaudited financial statements; and (iii) year-end unaudited financial statements which will be provided within forty-five (45) days after the end of the fiscal year.

(E) Accel will provide other information on a periodic basis or as requested with reasonable notice as may be reasonably necessary to enable the Academy to monitor Accel's performance under this and related agreements including the effectiveness and efficiency of its operations at the Academy.

(F) On behalf of the Academy, Accel will maintain accurate financial records pertaining to its operation of the Academy, together with all Academy financial records, and retain all such records for a period of five (5) years (or longer if required by applicable laws and regulations) from the close of the fiscal year to which such books, accounts and records relate. All the Academy financial records retained by Accel pertaining to the Academy will be available to the Academy, the Authorizer, the Auditor of State, the MDE or the United States Department of Education and to all other appropriate regulatory authorities for inspection and copying upon reasonable request, it being understood that in most cases such copies will be made available within thirty (30) business days of request.

(G) If Academy is not able to fully pay the Management Fee and all bills when due, (i) Academy agrees to work with Accel to take actions to reduce expenses including, but not limited to, reducing the number of staff members, and (ii) avoiding new liabilities greater than ten thousand dollars ($10,000) individually or in the aggregate.

(vii) Academy's Right to Audit. The Academy reserves the right to conduct or to appoint others to conduct examinations, at the Academy's expense, of the books and records maintained for the Academy.

(viii) Maintenance of Student and Other Records.

(A) Accel will maintain accurate student records pertaining to the students enrolled at the Academy as is required and in the manner provided by the Charter Contract and applicable laws and regulations, together with all additional Academy student records prepared by or in the possession of Accel, and retain such records on behalf of the Academy, until this Agreement expires or is terminated, at which time such records will be delivered to the Academy or its designee specified in writing which shall thereafter be solely responsible for the retention and maintenance of such records (it being understood that such student records are and shall be at all times the property of the Academy). Accel and the Academy will maintain the proper confidentiality of such records as required by law and the Charter Contract.

(B) Accel will maintain accurate employment, business and other records pertaining to the operation of the Academy as is required and in the manner provided by the Charter Contract and applicable laws and regulations, together with all additional Academy employment, business and other records prepared by or in the possession of Accel, and retain such records on behalf of the Academy until this Agreement expires or is terminated, at which time such records will be delivered to the Academy which shall thereafter be solely responsible for the retention and maintenance of such records (it being

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understood that such employment, business, and other records are and shall be at all times the property of the Academy). Accel and the Academy will maintain the proper confidentiality of such records as required by law and the Charter Contract.

(C) The financial, educational and student records pertaining to the Academy are the property of the Academy, and such records are subject to the applicable provisions of State and federal law, including the provisions of the Michigan Freedom of Information Act. Accel shall help ensure that to the extent requested by the Academy, all Academy records shall be physically or electronically available, upon request, at the Academy.

(D) Accel shall provide such other information, including a written report, as reasonably requested by the Academy.

(E) All finance and other records of Accel related to the Academy will be made available to Academy and Academy's independent auditor.

(ix) Admissions. Accel will recruit, select, and enroll students in accordance with the Academy's procedures and in compliance with the Charter Contract and all applicable federal, State and local laws. Accel shall recruit and enroll students subject to its recruitment and admission policies which include responding to inquiries that are received as a result of marketing tactics. Accel's enrollment center representative will make follow-up calls to potential students and their family to provide personal education consultations. During the conversations, the representative will answer the student and family's questions, provide a detailed overview of the Educational Program and ensure the Academy will meet the student and family's educational and personal needs. Accel's enrollment center team will also assist families through the entire enrollment process including initial application, compliancy documentation collection, course placement, approval and orientation. Admissions. As part of the Academy orientation and onboarding process, students and parents will receive a copy of the Academy's school handbook which will provide information on school policies, expectations, grading and promotion, acceptable use of technology, and how to get assistance from their teacher and various Academy departments. The student handbook will also be available in the Academy's learning system provided by Accel for viewing at any time.

(x) Student Hearings. Administration and enforcement of student disciplinary and special education hearings in conformity with the requirements of the procedures established by the Academy, and applicable laws and regulations (including, but not limited to, requirements involving due process and confidentiality) to the extent consistent with the Academy's duties and obligations under applicable laws and regulations. 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, Accel will act in conformity with Michigan law — including, but not limited to, sections 1310 through 1311, as amended, of the Michigan Revised School Code, MCL 380.1310 through 380.1311, as amended. In the event that Accel 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.

(xi) Academic Progress Reports. Provide to the Academy on a periodic basis as necessary or appropriate for the Academy to satisfy its obligations under the Charter Contract and applicable laws and regulations, a report detailing (A) the Academy's students' academic performance, (B) Accel's performance of the Educational Services and Administrative Services against mutually acceptable criteria, and (C) such other reports reasonably requested by the Academy.

(xii) Rules and Procedures. Recommend rules, regulations and procedures applicable to the Academy and its students and enforce such rules, regulations and procedures adopted by the Academy that are not in direct conflict with this Agreement, the Charter Contract and applicable laws and regulations.

(xiii) Additional Administrative Services. Any other services reasonably necessary for the effective administration of the Academy as agreed to from time to time by Accel and the Academy.

(A) The Administrative Services will be provided in a manner consistent with the Educational Program, the Charter Contract, and local, State and federal laws and applicable regulations.

(B) Subject to this Agreement, the Charter Contract, and applicable laws and regulations, Accel may modify the methods, means and manner by which such Administrative Services are provided at any time, provided that Accel supplies the Academy with written notice of such modifications that occur at the Academy. Notice to Academy is not required for modifications to Accel's internal matters.

(C) Accel will be responsible and accountable to the Academy for the provision of the Administrative Services, provided that such obligations, duties, and responsibilities are limited by the Budget established in Section 1.2(a)(vi) above, and Accel will not be required to expend funds on such services in excess of the amounts set forth in such Budget.

1.3 Place of Performance; Provision of Offices. The Academy will provide Accel with necessary and reasonable classroom and office space at 45 E. Buena Vista Street, Highland Park, MI 48203 (the "***Facility***") to perform all services described in this Agreement. Accel will provide instructional, extra-curricular and co-curricular programs at the Facility. Accel may provide other services elsewhere, unless prohibited by Academy policies, the Charter Contract, or applicable laws and regulations.

1.4 Authority. By this Agreement, the Academy provides Accel such authority and power as is necessary and proper for Accel to undertake its responsibilities, duties and obligations provided for in this Agreement, except in cases wherein such authority may not be delegated by applicable laws and regulations. Academy designates the employees of Accel as agents of Academy having legitimate educational interest such that they are entitled to access to educational records under 20 U.S.C. Section 1232g, the Family Educational Rights and Privacy Act. Under no circumstances shall this provision or any of the terms of this Agreement be construed as prohibiting or impeding the Academy Board's duty to exercise its constitutional, statutory contractual and fiduciary responsibilities in governing the operation of the Academy.

1.5 Compliance with Section 503c. On an annual basis, Accel agrees to provide the Board with the same information that a school district is required to disclose under section 18(2) of the State School Aid Act of 1979, MCL 380.1618, for the most recent school fiscal year for which information is available. Within fifteen (15) days of receipt of this information, Accel shall make the information available on the Academy website home page on behalf of the Academy Board, in a form and manner prescribed by the MDE. The defined terms in section 503c of the Code, MCL 380.503c, shall have the same meaning in this Agreement.

1.6 Subcontracts. It is anticipated that Accel 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. Accel shall not subcontract the management, oversight or operation of the educational program, without the prior written approval of the Academy Board. Accel shall comply with applicable law when subcontracting services for the Academy. Regardless of whether Accel 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.

ARTICLE II.
TERM

2.1 Term. The term of this Agreement will commence on July 1, 2021 (the "***Start Date***") and shall continue thereafter for one (1) year through June 30, 2022 (the "***Initial Term***") unless sooner terminated pursuant to ARTICLE VII or mandated by regulation or statute.

2.2 Renewal. Upon the conclusion of the Initial Term, and each five (5) year period thereafter (the "***Renewal Date***"), this Agreement will automatically extend for successive additional periods of five (5) years or consistent with the length of the new or renewal term of the Charter Contract from the Authorizer (each such period a "***Renewal Term***"), unless (a) as to the first year of this Agreement, either Party provides the other with written notice of non-renewal at least six (6) months before the applicable Renewal Date, and as to each Renewal Term, at least twelve (12) months before the applicable Renewal Date; or (b) the Agreement is sooner terminated under ARTICLE VII. The Initial Term and any Renewal Terms will be referred to collectively as the "***Term***".

2.3 In the event the Charter Contract is amended, but is not terminated or suspended, this Agreement shall automatically survive and be performed in accordance with the amended new Charter Contract, the terms and conditions of this Agreement, and applicable law, unless this Agreement is otherwise terminated in accordance with ARTICLE VII herein. The maximum term of this Agreement shall not exceed the length of the term of the Charter Contract provided, however, if the authorizer changes, the Academy shall seek approval of this Agreement or approval of this Agreement, as amended, to comply with contractual obligations imposed by the new authorizer. In the event approval is obtained from the new authorizer, this Agreement, as approved or amended, shall automatically survive and be performed in accordance with the charter contract issued by the new authorizer, the terms

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and conditions of this Agreement, and applicable law, unless this Agreement is otherwise terminated in accordance with ARTICLE VII herein.

ARTICLE III.
RELATIONSHIP OF THE PARTIES

3.1 Status of the Parties. Accel is not a division or any part of the Academy. The Academy is a separate and distinct corporation authorized by State law and is not a division or a part of Accel. The relationship between the Parties was developed and entered into through arms-length negotiations and is based solely on the terms of this Agreement and those of any other agreements that may exist from time to time between the Parties. Nothing herein will be construed to create a partnership or joint venture by or between the Academy and Accel or to make one the agent or fiduciary of the other. Neither the Academy nor Accel will hold itself out as a partner or agent of the other or otherwise state or imply by advertising or otherwise any relationship between it and the other in any manner contrary to the terms of this Agreement. Neither the Academy nor Accel has, and neither will represent that it has, the power to bind or legally obligate the other. No employee of Accel will be considered an employee of the Academy by either Party for any purpose whatsoever.

3.2 Accel Attendance at Board Meetings. Except when unforeseen emergencies occur, Accel's designated and authorized representative shall attend Board meetings in person and, if unable to attend in person, may attend them telephonically subject to and as limited by law. The Board shall use reasonable efforts to schedule any regular, special or emergency Board meeting so that Accel has the opportunity to attend the same. The Board shall provide Accel with notice of any regular, special or emergency meetings of the Board when it provides members of the Board with notice of the meetings.

3.3 No Related Parties or Common Control. Accel will 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. Any director, officer or employee of Accel shall be prohibited from serving on the Board. None of the voting power of the Board will be vested in Accel or its directors, members, managers, officers, shareholders and employees, and none of the voting power of the Board or shareholders of Accel will be vested in the Academy or its directors, members, managers, officers, shareholders (if any) and employees. Furthermore, the Academy and Accel will not be members of the same control group, as defined in Section 1.150-(f) of the regulations under the Internal Revenue Code of 1986, as amended (or its successor) (the "***Internal Revenue Code***"), or related persons, as defined in Section 144(a)(3) of the Internal Revenue Code.

Under no circumstances shall this provision or any of the terms of this Agreement be construed as prohibiting or impeding with the Board's constitutional duty to exercise its statutory, contractual and fiduciary responsibilities governing the operation of the Academy, nor shall it prohibit the Board from acting as an independent, self-governing public body, or allow public decisions to be made other than in compliance with the Open Meetings Act.

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3.4 Other Schools. The Academy acknowledges that Accel will have the right to render similar services to other persons or entities including other public or private schools or institutions.

3.5 Exclusivity. Except as otherwise required by express provisions of law, during the Term, Accel and its Affiliates shall be the sole providers of the educational products and management services set forth herein for the Academy unless otherwise waived in writing by an authorized officer of Accel. As used in this Agreement, the term "Affiliate" shall mean any other person or entity that directly or indirectly, through one or more intermediaries, controls, is controlled by, or is under common control with, Accel. The term "control" (including the terms "controlled by" and "under common control with") means the possession, directly or indirectly, of the power to direct or cause the direction of person or entity, whether through the ownership of voting securities, by contract or otherwise.

3.6 Status of the Parties. During the Term of this Agreement, the Academy may disclose otherwise confidential data and information to Accel and its respective officers, directors, employees and designated agents to the extent permitted by applicable law so Accel may fulfill its obligations under this Agreement for the benefit of the students of the Academy. Applicable law includes, but is not limited to, 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 Equal Opportunity for Individuals with Disabilities Act, 42 USC § 12101 et seq.; the Health Insurance Portability and Accountability Act ("HIPAA"), 42 USC 1320d -13200d-8; 45 CFR 160, 162 and 164; Privacy Act of 1974, 5 USC §552a; and the Michigan Social Security Number Privacy Act, MCL 445.84. 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 Accel, to the extent they have a legitimate educational interest related to fulfilling their obligations under this Agreement, 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 Accel, as may be mutually agreed upon by Accel 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.

3.7 Privacy. Except as permitted under the Code, Accel shall not sell or otherwise provide to any entity any personally identifiable information that is part of an Academy student's education records. If Accel receives information that is part of a Academy student's education records, Accel 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 Accel or its staff assigned to the Academy receives a request under Michigan's Freedom of Information Act for

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information related to any student data, it shall apply the exemption in MCL 15.243(2). Accel shall also abide by and implement MCL 380.1136.

3.8 Conflict of Interest. Academy Board members, employees and their respective spouses or immediate family members shall not have any direct or indirect ownership, employment, contractual or management interest in Accel. Family members include: mother, mother-in-law, father, father-in-law, son, son-in-law, daughter, daughter-in-law, sister, sister-in-law, brother, brother-in-law, spouse or same-sex domestic partner. The Authorizer may formally waive this condition for persons who have an ownership interest in Accel that contracts with the Academy if the Authorizer concludes that the ownership interest is minimal.

ARTICLE IV.
CONSIDERATION

4.1 Compensation for Services.

(a) Management Fee. In exchange for the services provided pursuant to this Agreement, the Academy will pay to Accel an annual fee of ten percent (10%) of the federal, State and local funds the Academy receives, directly or indirectly, for the particular students enrolled in the Academy pursuant and subject to applicable law and regulations, exclusive of Free and Reduced Lunch Revenues (the "***Funds***"), plus an additional two percent (2%) of the Funds for increasing enrollment compared to the prior school year, plus an additional one percent (1%) of the Funds for improving academic performance of the school compared to the prior school year, plus an additional one percent (1%) of the Funds for accomplishing an academic target agreed upon between the Parties on or before July 31 of each school year (collectively, the "***Management Fee***"). The process for mutually agreeing to an academic target is as follows: (a) Accel shall propose a target for the Authorizer to consider; (b) upon receipt, without delay, the School Board shall submit the Accel's proposed target to the Authorizer to consider; and (c) if the Authorizer approves Accel's proposed target, the School Board shall approve the proposed target, if not, steps (a) and (b) will be repeated. If the Parties do not agree on an academic target on or before July 31 of the then-current school year, the target from the prior school year shall apply. The Management Fee calculation shall not include charitable contributions, transportation funding, facility funding, or proceeds from fundraisers ("***Non-Qualified Gross Revenue***"), which shall be retained entirely by the Academy. Such consideration will not preclude the payment of additional consideration if additional consideration is permitted or specified elsewhere in this Agreement or in other agreements between the Parties.

(b) Reasonable Compensation. The Management Fee under this Agreement is reasonable compensation for services rendered. Accel's compensation for services under this Agreement will not be based, in whole or in part, on a share of net profits from the operation of the Academy.

(c) Annual Reconciliation. The Management Fee shall be subject to annual reconciliation based upon actual enrollment and actual revenue received (including the final month of the Term, even though the payment may be made beyond expiration or termination of the Term). If the Academy receives written notice of a review of the enrollment being completed by the State, the Academy shall provide Accel with a copy of the written notice

upon receipt of same. If the review results in a finding that additional funding is owed to the Academy, the Academy shall pay to Accel the corresponding amount due to Accel within thirty (30) days after receiving an invoice for such amount. If the review results in a finding that the Academy owes money to the State, the Academy will work with Accel to initiate an appeal of the State's determination. Accel shall select legal counsel and a strategy for the appeal and pay any and all expenses and costs related to the appeal including attorneys' fees. The Academy shall cooperate with Accel and selected legal counsel's efforts to appeal. Should the review result in the Academy owing money to the State, and Accel owing a refund of fees to the Academy. Accel agrees to refund to the Academy within thirty (30) days of the appeal determination the amount overpaid to Accel.

4.2 Payment of Costs. In addition to the Management Fee described in Section 4.1 above, the Academy will reimburse Accel for all costs incurred and paid by Accel in providing the Educational Services and Administrative Services, provided such costs are within the limits of the Budget and items are not included in the Furniture and Equipment Lease referenced in Section 4.4 below. Such costs may include, but are not limited to, mortgage, rent and/or lease payments (including costs pursuant to any equipment lease (but not Furniture and Equipment Lease referenced in Section 4.4 below) or Facility lease that the Parties may enter into), Facility maintenance and utility costs, salaries of Accel's employees or subcontractors assigned to the staff of the Academy, Authorizer fee, costs related to curriculum, instructional materials, textbooks, library books, computers, software, supplies, student transportation service, food service, custodial service, special education, psychological services and medical services. Additionally, in consideration of Accel's employee administration costs (including payroll, benefits, recruiting, workplace safety and compliance) for all employees assigned to work at the Academy, Accel shall charge the Academy a fee of $42.50 per employee per pay period. Except as may be provided in any equipment lease or Facility lease that is the subject of this Section 4.2, in charging for such costs to the Academy and paying for such costs, Accel will not charge an added fee unless such fee is approved in advance by the Academy.

4.3 Intentionally omitted.

4.4 Furniture and Equipment Rental. Academy may but is not obligated to enter into a Furniture and Equipment Lease with Accel to rent furniture and equipment for the Academy and shall pay storage and delivery charges applicable to same. Furniture and equipment purchased with grant or government funds will not be leased and ownership will remain with the Academy.

4.5 Time and Priority of Payments.

(a) Each installment of the Management Fee will be due and payable monthly by the Academy upon receipt and approval of Accel's invoice and appropriate supporting documentation.

(b) Accel will notify the Academy of any payments due and owing to Accel pursuant to Section 4.2 above as soon as possible after the end of each month and the Academy will make such payments to Accel upon receipt and approval of invoice.

(c) The Academy will satisfy its payment obligations under this ARTICLE IV to Accel in the following order of priority: (i) payments due and owing under Section 4.2 above for salaries, benefits and associated benefit processing costs of Accel employees and subcontractors assigned to the staff of the Academy; (ii) payments due and owing under

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Section 4.2 above for rent pursuant to Facility lease; (iii) payments due and owing under Section 4.2 above for Authorizer fee; (iv) all other payments due and owing under Sections 4.2 and 4.4 above, with the oldest amounts due first; and (v) payments due and owing pursuant to Section 4.1 above with the oldest amounts due first.

4.6 Interest Rate and Fee Carryovers.

(a) Unless otherwise agreed by the Parties, and provided the Academy has funds, unpaid Management Fees and expenses will accrue interest at the one-month London Interbank Offer Rate ("***LIBOR***"), plus four percent (4%) commencing on the sixty-first (61st) day after such Management Fees and/or expenses become overdue.

(b) Other Financial Arrangements. If Academy intends to enter into a lease, execute promissory notes or other negotiable instruments, or enter into a lease-purchase agreement or other financing relationships with Accel, then such agreements must be separately documented and shall not be a part of or incorporated into this Agreement.

ARTICLE V.
SUPPLEMENTAL PROGRAMS

In addition to the Educational Services, Administrative Services and Technology Services provided by Accel to the Academy, the Parties may agree that Accel will provide additional services, terms of which shall be determined on a case-by-case basis, which may benefit the Academy by increasing its exposure in the community, including, but not limited to, pre-kindergarten, summer school, academic camps, sporting events, before and after school programs, vocational training, and latch-key programs to students and non-students of the Academy (the "***Supplemental Programs***"), provided that nothing herein shall require Accel to provide any such Supplemental Programs.

ARTICLE VI.
PERSONNEL AND TRAINING

6.1 Personnel Responsibility.

(a) Subject to Sections 1.1 and 1.2 above, the Charter Contract and applicable laws and regulations, Accel will have the sole responsibility and authority to determine staffing levels, and select, evaluate, assign, discipline, supervise, manage and terminate personnel necessary to carry out the Educational Services, the Administrative Services, the Supplemental Programs (if any) and all other services provided under this Agreement.

(b) Except as specified in this Agreement or as required by the Charter Contract, the Principal, teachers and support staff recommended by Accel pursuant to this Agreement will be employees or subcontractors of Accel. Accel will be responsible for conducting reference checks, employment checks, criminal history background checks and unprofessional conduct checks on its employees and subcontractors to the extent required by applicable laws and regulations as if the employees and subcontractors were employed by the Academy. Upon request, Accel will provide the Academy with documentary evidence of such background checks. Accel will share on a confidential basis with the Academy its performance reviews and assessment of the Principal.

(c) Academy shall not pay a bonus or other form of compensation to any employee or subcontractor of Accel without advance consultation with and written approval from Accel.

(d) Accel shall not employ any individual assigned to the Academy in more than one (1) full-time position and simultaneously being compensated at a full-time rate for each of those positions.

(e) No contracts between Accel and staff who work or worked at the Academy on or before June 30, 2021 (including by way of example and not limitation, administrators, teachers, counselors and the like) shall contain non-compete agreements of any nature whatsoever.

6.2 Principal. The Principal will be an employee of Accel and Accel will determine the employment terms of the Principal. Accel will have the authority, consistent with applicable laws and regulations, to select, supervise and terminate the Principal and to hold him or her accountable for the success of the Academy. Prior to hiring or terminating the Principal, Accel shall seek, obtain, and consider in good faith, the advice and counsel of the Board on hiring or terminating the Principal provided however, the foregoing shall not be required for circumstances where termination of Principal is due to circumstances that are due to jeopardy of the health, safety or welfare of staff, students or their family member(s).

6.3 Teachers. Accel will provide to the Academy such teachers as are required to provide the Educational Services, Administrative Services and Supplementary Programs (if any). Accel, in consultation with the Principal, will determine the number and assignments of such teachers. Such teachers may work at the Academy on a full or part time basis. Each teacher assigned to the Academy will be qualified in his or her grade levels and subjects, and, to the extent required by applicable laws and regulations, hold a valid teaching certificate issued by the MDE. Further, to the extent required by and consistent with applicable laws and regulations, such teachers shall have undergone a criminal history background check and unprofessional conduct check as if such teachers were employees of the Academy. Upon request, Accel shall provide the Academy with documentary evidence of its compliance with this Section 6.3. Accel shall keep the Academy informed of all teaching staff related actions and decisions on a regular basis.

6.4 Support Staff. Accel will provide the Academy with such support staff as are required to provide the Educational Services, Administrative Services and Supplementary Programs (if any). Such support staff may include, among others, teachers' aides, clerical staff, administrative assistants to the Principal, bookkeepers and maintenance personnel. Such support staff may work at the Academy on a full or part time basis.

6.5 Training. Accel will provide training in its instructional methods, curriculum, educational program and support technology to its instructional personnel on a regular and continuous basis. Such training will enable the Academy's instructional staff to provide in-service training to each other. Non-instructional personnel will receive such training as Accel determines to be reasonable and necessary under the circumstances.

6.6 Non-Solicitation/Non-Hiring. The following shall apply to Accel employees hired on or after July 1, 2021 (excluding employees who are the subject of Section 6.1(e) above), if the Academy terminates this Agreement without cause:

(a) Restrictions. To the extent that Accel has an enforceable noncompete provision in an employment agreement with an Accel employee pursuant to MCL 445.774a, the Academy shall not violate the noncompete provision by directly or indirectly soliciting, recruiting for employment, offering employment to, offering subcontracting opportunities to, or otherwise employing or using the services of any current or former consultant or employee of Accel or Affiliate if that consultant, employee, former consultant or employee had never been assigned to or worked at the Academy under this Agreement or is not covered by Section 6.1(e) of this Agreement. Former consultant or employee means a consultant or employee who worked for Accel within six (6) months prior to hire or potential hire by the Academy.

(b) Unpermitted Solicitation/Hiring Remedies. In the event of such unpermitted use or engagement by the Academy of such consultant, employee, former consultant or former employee whether directly or indirectly, in contravention of the clause immediately above, Accel may seek equitable relief against such actions including, but not be limited to, immediate injunctive relief in any court of competent jurisdiction.

(c) Solicitation Exceptions. For the avoidance of doubt, newspaper, periodical or Internet-based listings of employment opportunities by the Academy shall not be considered direct or indirect solicitation of an employee, consultant, former employee or former consultant of the other Party or Affiliate. However, the Academy shall continue to be precluded from engaging or otherwise using Accel's and Affiliate's employee, former employee, consultant or former consultant provided for in this Section 6.6.

ARTICLE VII.
TERMINATION OF AGREEMENT

7.1 Termination By Accel.

(a) Accel may terminate this Agreement effective at the end of the then-current school year if the Academy fails to make any payment of money due to Accel within thirty (30) days of written notice from Accel to Academy that such payment is overdue, excluding overdue payments resulting from a payment dispute or delay between the Academy and any funding entity.

(b) Accel may terminate this Agreement in the event that the Academy is in material default under any other condition, term or provisions of this Agreement (except late payment which is addressed above) or the Charter Contract, and the default remains uncured for sixty (60) days after the Academy receives written notice from Accel or Authorizer, as applicable, of the default. However, if the default cannot be reasonably cured within thirty (30) days, and the Academy promptly undertakes or continues efforts to cure the material default within a reasonable time, the failure shall not be grounds for termination. Notwithstanding the foregoing, if the Academy's default creates an imminent danger to the life of students, parents or others, the default must be cured

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immediately upon notice from Accel, and Accel may terminate the Agreement effective immediately if not so cured.

(c) Accel may terminate this Agreement if there is any adverse and material change in local, State or federal funding for the Academy's students; provided that any notice of termination delivered to the Academy based upon an adverse and material change in funding shall be effective when the funding change goes into effect or such later date as designated by Accel.

(d) Notwithstanding provisions in Section 13.13 below, Accel may terminate this Agreement effective at the end of the school year upon written notice to the Academy in the event that the Academy adopts or amends a policy, and the effect of such amendment or policy would increase materially the financial risk to Accel arising from its performance of its obligations hereunder, thus rendering Accel's performance economically unviable. In the event the Academy adopts such an adverse policy in the middle of the school year, Accel agrees to use its best efforts to complete its obligations for the then-current school year without waiving any rights and remedies hereunder.

(e) Accel may terminate this Agreement effective immediately upon written notice to the Academy in the event that the Academy undergoes adverse change that makes the Academy financially unviable.

7.2 Termination by the Academy. Academy may terminate this Agreement prior to the end of the term specified in Article II, in accordance with the procedures set forth herein, for the following reasons:

(a) If Accel, under law applicable to it, commences any case or proceeding, or files any petition in bankruptcy, or for reorganization, liquidation or dissolution, or is adjudicated, insolvent or bankrupt, or applies to any tribunal for a receiver, intervener, conservator or trustee for itself or for any substantial part of its property; or if any such action is commenced against it and remains un-dismissed for more than sixty (60) days.

(b) If Accel is found by an administrative or judicial body to have made fraudulent use of funds, or if an administrative or judicial body has revoked any license that may be required for Accel to carry on its business and perform its obligations and functions under this Agreement.

(c) If implementation of any part of this Agreement: (i) serves as grounds for revocation of the Academy's charter, (ii) jeopardizes the tax-exempt status of the Academy, or (iii) causes the Academy to be in violation of any applicable law.

(d) If Accel materially breaches this Agreement. Material breach includes, but is not limited to:

i. A failure by Accel to account for its expenditures related to the Academy or to pay the Academy's operating expenses to the extent required by this Agreement (provided funds are available to do so);

ii A failure by Accel to follow policies, procedures, rules or duly adopted by the Academy which are expressly required by the Charter Agreement or applicable law;

iii. If the health, safety, or welfare of the students is threatened;

iv. An adjudicated violation of law by Accel;

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v. The revocation, suspension or termination of licenses/certifications needed for the operation of the Academy solely as direct result of an act or failure to act by Accel; and

vi. The revocation, suspension or termination by the Authorizer of the Charter solely as the direct result of an act or failure to act by Accel.

The Academy may terminate this Agreement in the event that Accel fails to remedy a material breach of this Agreement within sixty (60) days after written notice from the Academy. After the period to remedy the material breach has expired and if Accel has failed to remedy the breach, the Academy Board may terminate this Agreement by providing Accel with written notification of termination. Termination by the Academy will not relieve the Academy of any obligations to pay Management Fees and costs, whether accrued, pending or outstanding, to Accel as of the effective date of the termination, nor will it relieve Accel for liability for financial damages suffered by the Academy as a consequence of Accel's breach (or of the Academy's termination as a result thereof) of this Agreement.

7.3 Termination of the Charter Contract. If the Academy's Charter Contract is suspended, revoked, or terminated or a new Charter Contract is not issued to the Academy after expiration of the Academy's Charter Contract, this Agreement shall automatically be suspended or terminated, as the case may be, on the same date as the Academy's Charter Contract is suspended, revoked, terminated or expires without further action of the Parties. The Academy shall pay to Accel all amounts due and owing for services provided up to the date of termination and Accel shall have no further responsibility or liability to the Academy, except as set forth in Sections 7.2 and 7.8.

7.4 Change in Law. If any federal, State or local law or regulation, court or administrative decision or Attorney General's opinion could reasonably be expected to have an adverse effect on the ability of either Party to carry out its obligations under this Agreement, such Party, upon written notice to the other Party, may request renegotiation of this Agreement. That notice may be given at any time following enactment of such change in applicable law, whether or not such change is effective on the date of such enactment or thereafter. Renegotiation will be undertaken in good faith. If the Parties are unable to renegotiate and agree upon revised terms within thirty (30) days after such notice of renegotiation, then this Agreement will be terminated effective at the end of the school year in which such notice was given unless earlier termination is necessary to protect the health, welfare, or safety of students.

7.5 Real and Personal Property. Upon termination or expiration of this Agreement by either Party for any reason, all real and personal property leased by Accel to the Academy will remain the real and personal property and leases of Accel, and any personal property purchased by Accel with the funds provided to Accel by the Academy pursuant to Section 4.2 above will be the personal property of the Academy provided that the Academy has fulfilled all payment obligations between the Parties for the personal property. Notwithstanding the above, if any lease shall contain a buy-out or purchase option, the Academy shall have the right to exercise such option and purchase such equipment.

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7.6 Return of Materials and Records. On the later of (a) ten (10) business days after any termination or expiration of this Agreement by either Party for any reason, and (b) the effective date of termination as established in this ARTICLE VII, the Academy shall (i) assemble in a safe place all operational, systems and other administrative manuals and material, and copies thereof, and (ii) an authorized representative of the Academy shall certify to Accel in writing that the Academy has ceased use of any proprietary materials relating to the Educational Program and has deleted the materials from all databases and storage media maintained by the Academy. At a mutually agreeable time and place, the Academy will promptly permit designated and authorized representatives of Accel or its Affiliate to pick up and provide written receipts for all such materials at the Academy. Accel shall return to the Academy all student educational records and all Academy-titled equipment and material (if any). Notwithstanding the foregoing, if the Academy closes for any reason, Accel shall instead transmit the educational records of each student to said student's school district of residence.

7.7 Termination by Either Party Without Cause. Accel or the Academy Board may elect to terminate the Agreement, without cause, effective at the end of a school year. If School elects to terminate the Agreement without cause it shall provide notice of termination at least six (6) months prior to the end of the next school year, and pay not later than thirty (30) days before the effective date of termination an early termination fee in the amount equal to three (3) months of Management Fees. The termination fee shall be calculated based on the average of the base Management Fees due during the six (6) months immediately preceding notice of termination.

7.8 Transition. In the event of any termination or expiration of this Agreement Accel shall, without additional charge: (i) close the Academy's financial records on the then-current school fiscal year which includes 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, self-management or in the case of a school closure, transfer to a student's new school as designated by the student's parent / legal guardian or to a person or entity authorized to hold such records; (iii) make final payment of all employee compensation, benefit and tax obligations related to services provided by Accel 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 e.g., furniture, fixtures, equipment, real estate, and insurance. This includes, to the extent possible, any keys, log-in information and passwords applicable to assets that are not solely Accel's.

Accel shall complete transition of items (ii) through (v) above on or before June 30th of the transition year. Accel shall complete transition item (i) above within a reasonable timeframe from when the school year ends and financial records are available. For any transition services past June 30th that are not set forth in item (i) above, Accel shall be paid

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a mutually agreed upon fee. The Parties shall collaborate and cooperate fully with each other to allow Accel to accomplish the foregoing tasks.

ARTICLE VIII.
PROPRIETARY INFORMATION, OWNERSHIP AND LICENSE

8.1 Proprietary Information and Ownership. The Academy acknowledges that Accel owns or has a license to use the intellectual property rights and interests in the curriculum, learning systems, assessment systems and pedantic methods licensed to or utilized by the Academy during the Term ("***Protected Materials***") and to the name "ACCEL™" (such name being a trademark of Accel). The Academy acknowledges and agrees that it has no intellectual or property interest or claims in the Protected Materials or name and has no right to use the Protected Materials or name unless expressly agreed to in writing by Accel. In accordance with all laws and regulations, Accel shall have the right to install reasonable and appropriate signs on the Academy facilities, including under the name of the Academy, describing the services provided by Accel or its assignees, including "Managed by ACCEL Schools" or "Educational Services Provided by ACCEL Schools." Upon any expiration or termination of this Agreement, those signs shall be promptly removed.

8.2 License. Accel developed and owns, or has a license to use, proprietary rights to the Protected Materials. Accel hereby grants the Academy a limited revocable license to use the Protected Materials in connection with operating the Academy during the Term. When this Agreement is terminated or expires, the license granted herein shall automatically terminate and the Academy shall immediately cease using the Protected Materials. The Academy may not use the Protected Materials for any purpose other than strictly within the scope of the license granted in this Agreement without the prior written consent of Accel.

8.3 Academy's Proprietary Rights. The Parties acknowledge that the Academy owns all proprietary rights to curriculum or educational materials that (i) are both directly developed and paid for by the Academy; or (ii) were developed by Accel at the direction of the Academy Board with Academy funds dedicated for the specific purpose of developing such curriculum or materials.

8.4 The Parties acknowledge and recognize that a copy of curriculum and other educational materials given to the Academy Board shall be made available to the public pursuant to Section 5.02 of the Oversight Agreement which is part of the Charter Contract.

ARTICLE IX.
INDEMNIFICATION AND LIMITATIONS OF LIABILITIES

9.1 Indemnification of Accel. To the extent permitted by Michigan law, the Academy will indemnify, defend and save and hold Accel and its Affiliates and all of their respective employees, officers, directors, subcontractors and agents (collectively, "***Representatives***") harmless against any and all third party claims, demands, suits or other forms of liability (any of which are a "***Claim***") (including reasonable attorney's fees and costs) that may arise out of, or by reason of, any wrongdoing, misconduct or negligence by the Academy

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or its Representatives; noncompliance by any of them with any agreements, covenants, or undertakings of the Academy contained in or made pursuant to this Agreement; any misrepresentations of the Academy contained in or made pursuant to this Agreement; any action or omission by the Academy or its Representatives that results in injury, death or loss to person or property; and any violation by them of State or federal law. In addition, the Academy will reimburse Accel, its Affiliates and their Representatives for any and all reasonable legal expenses and costs associated with the defense of any third-party Claim. Further, the Parties acknowledge and agree that Accel and its Affiliates shall have no liability or responsibility for activities of the Academy that occurred prior to the Start Date, including, but not limited to, management of the Academy by any third parties. This indemnification obligation shall survive the termination or expiration of this Agreement.

9.2 Indemnification of the Academy. Accel will indemnify, defend and save and hold the Academy and its Representatives harmless against any and all third party claims, demands, suits or other forms of liability (any of which are a "***Claim***") (including reasonable attorney's fees and costs) that may arise out of, or by reason of, any wrongdoing, misconduct, or negligence of Accel, its agents, employees or assigns; noncompliance by Accel with any agreements, covenants, or undertakings of Accel contained in or made pursuant to this Agreement; any misrepresentation of Accel contained in or made pursuant to this Agreement; any action or omission by Accel or its Representatives that results in injury, death or loss to person or property; and any violation by them of State or federal law. In addition, Accel will reimburse the Academy for any and all reasonable legal expenses and costs associated with the defense of any third-party Claim. Further, the Parties acknowledge and agree that Academy shall have no liability or responsibility for activities of Accel and its Affiliates that occurred prior to the Start Date. This indemnification obligation shall survive the termination or expiration of this Agreement.

9.3 Indemnification of District. The Parties acknowledge and agree that the School District of the City of Highland Park ("***District***"), the School Board of the School District of the City of Highland Park ("***District Board***"), and the emergency manager for the District ("***Emergency Manager***") are deemed to be third party beneficiaries for purposes of this Agreement. As third party beneficiaries, the Parties promise to indemnify and hold harmless the District, the District's Board and the Emergency Manager from all claims, demands, or liability, including attorney fees, and related expenses, on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever and not caused by the sole negligence of the District, the District's Board or the Emergency Manager, which arise out of or are in any manner connected with Accel's (Educational Service Provider) operation of the Academy, or which are incurred as a result of the reliance by the District, the District's Board or the Emergency Manager, upon information supplied by the Academy Board (System Board) or Accel (Educational Service Provider), or which arise out of the failure of the Academy Board (System Board) or Accel (Educational Service Provider) to perform its oobligations under the Charter Contract or Applicable Law (as defined in the Charter Contract). The Parties expressly acknowledge and agree that the Emergency Manager may commence legal action against either Party to

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enforce the District's, the District's Board or the Emergency Manager's rights as set forth in this Agreement.

9.4 Defense. A Party seeking indemnification under this ARTICLE IX (the "***Indemnitee***") shall give notice to the indemnifying Party (the "***Indemnitor***") of a Claim or other circumstances likely to give rise to a request for indemnification, promptly after the Indemnitee becomes aware of the same. The Indemnitor, with Indemnitee consent, which shall not be unreasonably withheld, conditioned or delayed, shall be afforded the opportunity to undertake the defense of and to settle by compromise or otherwise any Claim for which indemnification is available under this ARTICLE IX. The Indemnitor's selection of legal counsel is subject to the Indemnitee's approval (which approval shall not be unreasonably withheld). If an Indemnitor so assumes the defense of any Claim, the Indemnitee may participate in such defense with legal counsel of the Indemnitee's selection and at the expense of the Indemnitee. Indemnitor may not settle any Claim against Indemnitee or otherwise consent to any final order or judgement regarding same if such settlement, final order or judgement includes an admission of wrongdoing in Indemnitee's or Affiliate's name unless Indemnitee or Affiliate, as applicable, consents in writing. If the Indemnitor, upon the expiration of the fifteen (15) days after receipt of notice of a Claim by the Indemnitee under this ARTICLE IX, has not assumed the expense of the defense thereof, the Indemnitee may thereupon undertake the defense thereof on behalf of, and at the risk and expense of, the Indemnitor, with all reasonable costs and expenses of such defense to be paid by the Indemnitor.

9.5 Limitations of Liabilities.

(a) The Academy may assert all immunities and statutory limitations of liability in connection with any claims arising under this Agreement.

(b) EXCEPT AS OTHERWISE PROVIDED IN PARAGRAPH 9.5(c), IN NO EVENT WILL EITHER PARTY BE LIABLE TO THE OTHER OR TO ANY THIRD PARTY FOR ANY LOSS OF USE, REVENUE OR PROFIT OR FOR ANY CONSEQUENTIAL, INCIDENTAL, INDIRECT, EXEMPLARY, SPECIAL OR PUNITIVE DAMAGES WHETHER ARISING OUT OF BREACH OF CONTRACT, TORT (INCLUDING NEGLIGENCE) OR OTHERWISE, REGARDLESS OF WHETHER SUCH DAMAGE WAS FORESEEABLE AND WHETHER OR NOT SUCH PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

(c) The exclusions and limitations in Section 9.5(b) shall not apply to:

1) damages or other liabilities arising out of a Party's failure to comply with its obligations under Article VIII (Proprietary Information, Ownership and License);
2) damages or other liabilities arising out of a Party's failure to comply with its obligations under Article XII (Confidentiality and Non-Disclosure);
3) a Party's indemnification obligations under Article IX (Indemnification); and
4) damages or other liabilities arising out of a Party's gross negligence, willful misconduct or intentional acts.

(d) MAXIMUM OBLIGATIONS. EXCEPT AS TO THE ACADEMY'S PAYMENT OBLIGATIONS UNDER ARTICLE IV AND THE PARTIES' INDEMNIFICATION

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OBLIGATIONS, TO THE EXTENT PERMITTED BY LAW EACH PARTY'S MAXIMUM LIABILITY AND OBLIGATION TO THE OTHER PARTY AND THE EXCLUSIVE REMEDY FOR ANY CAUSE WHATSOEVER, REGARDLESS OF THE FORM OF ACTION, WHETHER IN CONTRACT OR IN TORT, INCLUDING NEGLIGENCE, RELATING TO THIS AGREEMENT SHALL BE LIMITED TO THE AMOUNT OF FEES PAID UNDER THIS AGREEMENT IN THE TWENTY-FOUR (24) MONTHS IMMEDIATELY PRECEDING THE DATE A CLAIM IS MADE.

9.6 Right of Set-Off. Either Party may, but shall not be obligated to, set off against any and all payments due the other Party under this Agreement, any amount to which the Party is entitled to be indemnified hereunder provided that there has been a final judicial determination thereof.

ARTICLE X.
INSURANCE

10.1 Insurance Coverage. Accel will help the Academy obtain required insurance policies. The Academy will obtain and maintain the types of and limits on insurance policies as follows unless different types and/or higher requirements are required by the Authorizer or set forth in the Charter Contract: commercial general liability in amounts no less than $1 million per occurrence and $2 million in the aggregate; excess or umbrella extending coverage as broad as primary commercial general liability coverage in an amount no less than $3 million; automobile in the amount of $1 million; directors and officers/school leaders, employment practices liability and errors and omission, in amounts no less than $1 million per occurrence and $1 million in the aggregate; and employers liability in an amount no less than $1 million. All insurance policies shall (a) be issued by companies in good standing and authorized to do business in the State and having an AM Best rating of A or better, (b) be written in standard form, and (c) provide that the policies may not be canceled except after thirty (30) days' written notice to Accel and Authorizer. Upon Accel's request, the Academy shall deliver to Accel a copy of such policies. Accel's insurance is separate from the insurance the Academy Board is required to obtain under the Charter Contract.

10.2 Workers' Compensation Insurance. Each Party will maintain workers' compensation insurance as required by law, covering its respective employees.

10.3 Cooperation. Each Party will, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this ARTICLE X. Each Party will comply with any information or reporting requirements applicable to or required by the other Party's insurer(s), to the extent reasonably practicable.

ARTICLE XI.
REPRESENTATIONS AND WARRANTIES

11.1 Representations and Warranties of Accel. Accel hereby represents and warrants to the Academy:

(a) Accel is a duly formed limited liability company in good standing and is authorized to conduct business in the State.

(b) Accel has the authority under applicable laws and regulations to execute, deliver, and perform this Agreement, and to incur the obligations provided for under this Agreement.

(c) Accel's actions under this Agreement have been and will be duly and validly authorized, and it will adopt any and all further resolutions or expenditure approvals required for execution of this Agreement.

(d) The services to be performed under this Agreement will be performed in a professional and workmanlike manner, consistent with the terms of this Agreement, and in accordance with commercially reasonable industry standards.

(e) THE FOREGOING WARRANTIES ARE IN LIEU OF ALL OTHER WARRANTIES, EXPRESS, IMPLIED OR OTHERWISE, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE. ACCEL AND ITS AFFILIATES MAKE NO GUARANTEES AS TO THE GRADES OR TEST RESULTS TO BE OBTAINED BY THE STUDENTS. WITHOUT LIMITING THE FOREGOING, ACCEL AND ITS AFFILIATES MAKE NO GUARANTEES AND SHALL NOT BE LIABLE FOR NON-ACCESSIBILITY OF ANY WEBSITE, SYSTEM OR PROGRAM, END-USER CONNECTION SPEED OR CONNECTIVITY PROBLEMS, REGARDLESS OF THE REASON.

11.2 Representations and Warranties of the Academy. The Academy hereby represents and warrants to Accel:

(a) The Charter Contract (i) authorizes the Academy to operate and receive the State, federal and local education funds, as well as other revenues; (ii) approves the Education Program and other activities contemplated by this Agreement; and (iii) vests the Academy with all powers necessary and desirable for carrying out the Education Program and other activities contemplated in this Agreement.

(b) The Academy has the authority under applicable laws and regulations to contract with a private entity to perform the Educational Services, Administrative Services, Supplemental Programs, and all other services under this Agreement and execute, deliver and perform this Agreement, after review and approval by the Authorizer, and to incur the obligations provided for under this Agreement.

(c) The Academy's actions have been duly and validly authorized, and the Academy will adopt any and all further resolutions or expenditure approvals required for execution of this Agreement; provided, however, that with regard to expenditures, such resolutions and approvals shall be required only if the relevant information is available to the Academy and the Academy has sufficient funds in the approved Budget to pay for such expenditures.

(d) The Academy is not in breach of the terms of the Charter Contract.

(e) Except as stated in Section 8.3 of this Agreement, the Academy has no intellectual or property rights or claims in the curriculum or other educational materials provided by Accel or in the name "ACCEL™" and will make no such claims in the future.

(f) After the Effective Date the Academy shall not incur any indebtedness outside the ordinary course of business or enter into any factoring or other debt arrangements without the prior

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written consent of Accel, which consent shall not be unreasonably withheld, conditioned or delayed.

11.3 Mutual Warranties. Each Party to the Agreement warrants to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

ARTICLE XII.
CONFIDENTIALITY AND NON-DISCLOSURE

12.1 Confidential Information. Without the prior written consent of the other Party, neither Party will at any time: (a) use for its own benefit or purposes or for the benefit or purposes of any other person, corporation or business organization, entity or enterprise; or (b) except as required by law, regulations or the Charter Contract, disclose in any manner to any person, corporation or business organization, entity or enterprise any trade secret, proprietary information, data, know-how or knowledge (including but not limited to curricula information, financial information, marketing information, cost information, vendor information, research, marketing plans, educational concepts and employee information), whether transferred in writing or other tangible form, or transferred orally, visually, electronically or by any other means, belonging to, or relating to the affairs of a Party or any of its Affiliates (the "***Disclosing Party***") or received through association with the Disclosing Party (collectively, "***Confidential Information***"), whether the Confidential Information was received by the Receiving Party before or after the commencement of this Agreement. Confidential Information does not include information a Party receives (the "***Receiving Party***") and can show that it: (i) was known to the Receiving Party prior to its association with the Disclosing Party; (ii) had become available to the public other than by a breach of this Agreement by the Receiving Party; or (iii) was disclosed to the Receiving Party by a third person or entity that was not prohibited by a contractual, fiduciary or other legal obligation to the Disclosing Party from disclosing the Confidential Information.

12.2 Care and Authorized Use. Receiving Party will use at least the same degree of care to prevent unauthorized use and disclosure of Confidential Information as that Party uses with respect to its own confidential information (but in no event less than a reasonable degree of care); use Confidential Information only in performance of its obligations under this Agreement; and except as required by law, regulations or the Charter Contract, not disclose or grant access to such Confidential Information to any third party except on a need-to-know basis and based on a confidentiality agreement with terms at least as strict as those contained in this Agreement. This Agreement does not prohibit the Receiving Party from disclosing Confidential Information it is legally compelled to disclose by oral questions, interrogatories, requests for information or documents, subpoenas, investigative demands, judicial orders or similar process. However, except as required by law, regulations or the Charter Contract, if the Receiving Party is legally compelled

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to disclose any Confidential Information, the Receiving Party covenants to use its best efforts to provide the Disclosing Party with prompt written notice (not more than forty-eight (48) hours after learning it will be compelled to disclose) so that the Disclosing Party may seek a protective order or other appropriate remedy and/or waive compliance with the provisions of this Agreement. In the event a protective order or other remedy is not obtained, or the Disclosing Party waives compliance with the provisions of this Agreement, the Receiving Party covenants to furnish only that portion of the Confidential Information that the Receiving Party is legally required to disclose, and to provide notice that the Confidential Information should be treated confidentially.

12.3 The Parties acknowledge that educational materials and teaching techniques developed by Accel solely for use by the Academy are subject to disclosure under the Code and the Freedom of Information Act.

12.4 Data Breach. Accel is committed to appropriately protecting all information relating to the schools it manages and their students. In the event of a data breach, Accel's incident response team will start investigating the nature and extent of the incident as soon as it is discovered or reported and take timely actions to mitigate damage to affected individuals and entities. To the extent appropriate to the incident, Accel will conduct containment and control activities to stop additional information from being exposed or disclosed, or to reduce number of persons to whom information may reach. Accel will take actions to understand what happened, reduce potential for damages, correct what happened, prevent future recurrence, notify affected parties as appropriate, and fulfill requirements of law. When appropriate and necessary, Accel will communicate and cooperate with government agencies, law enforcement officials and others.

12.5 Survival. This ARTICLE 12 shall survive any expiration or termination of this Agreement.

ARTICLE XIII
MISCELLANEOUS

13.1 Integration, Sole Agreement, and Third-Party Beneficiaries. This Agreement (together with any exhibits, schedules or documents referred to herein, and Exhibit A, (excerpted sections from the Accel Response to the Academy RFP for management services) is the entire agreement between the Parties, sets forth all of the promises, covenants, agreements, conditions and undertakings of the Parties with respect to the subject matter hereof, and supersedes all prior and contemporaneous agreements and understandings, negotiations, inducements or conditions, express or implied, oral or written, if any, between the Parties with respect to the subject matter hereof. Except as set forth in Section 9.3 (Indemnification of District) above and limited by Section 13.7 (Assignment) below, this Agreement shall be binding upon and is for the exclusive benefit of the Parties, and their respective affiliates, successors and permitted assigns, and not for the benefit of any third party, nor shall it be deemed to confer or have conferred any rights, express or implied, upon any other third party including a relationship in the nature of a third party beneficiary or fiduciary.

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13.2 Force Majeure. In the event that either Party is delayed, hindered, or prevented from performing any act required under this Agreement by reason of fire or other casualty, acts of God, pandemic, strike, lockout, labor dispute, inability to procure services or materials, failure of power, riots, terrorism, insurrection, war or other reason of like nature not the fault of the delayed Party, its performance shall be excused for the period of the delay and the time for performance shall be extended for a period equivalent to the period of the delay. This Section shall not excuse Academy from prompt payment of any amounts required by the terms of this Agreement. As soon as practicable, the Party experiencing a force majeure event shall: (a) notify the other Party about the event, and (b) resume performance of its obligations under this Agreement upon conclusion of the event.

13.3 Governing Law, Jurisdiction and Waiver of Jury Trial. The laws of the state of Michigan, without regard to conflict of law principles, will govern this Agreement, its construction, and the determination of any rights, duties and remedies of the Parties arising out of or relating to this Agreement. Jurisdiction and venue are proper in the county in which the Academy is located. The Parties each waive any right to trial by jury in any litigation involving this Agreement, including breach, interpretation or performance thereof.

13.4 Construction. The Parties acknowledge and agree that this Agreement is the result of extensive negotiations between the Parties and their respective counsel, and that this Agreement shall not be construed against either Party by virtue of its role or its counsel's role in the drafting hereof. Paragraph captions or headings of various articles, sections and other subdivisions are used herein for convenience of reference only and are not intended to be used, nor shall they be used, in interpreting this instrument or modifying, defining or limiting any of the terms or provisions hereof.

13.5 Counterparts. This Agreement may be executed in counterparts, each of which will be deemed an original, but both of which will constitute one and the same instrument. Each Party may rely on facsimile signature pages as if such facsimile pages were originals.

13.6 Notices. Either Party may change the address to which notice to it, or copies thereof, shall be addressed by giving notice thereof to the other Party hereto in conformity with the following. All notices and other communications permitted or required by the terms of this Agreement shall be in writing and sent via any of the following methods to the Parties hereto at the addresses set forth below. Notice shall be deemed given: (a) upon receipt if sent by certified or registered mails, postage prepaid, return receipt requested, (b) on the day it is sent if by facsimile on a business day during normal business hours, or the next business day thereafter if sent on a non-business day or after normal business hours (with confirmation of receipt by the recipient's facsimile machine and transmission by sender's facsimile machine) and a copy simultaneously sent by nationally recognized overnight courier, (c) upon delivery if sent by personal delivery (with written confirmation of delivery), or (d) upon delivery if sent by nationally recognized overnight carrier (with written confirmation of delivery). The addresses of the Parties are:

To:
Highland Park Public School Academy System Board of Directors
Attn: Board President
45 E. Buena Vista Street
Highland Park, MI 48203
Facsimile:

With a copy to:
Samuel E. McCargo
Lewis & Munday, P.C.
2300 Buhl Bldg.
535 Griswold Street
Facsimile: (313) 961-1270

To:
Accel Schools LLC
Attn: Chief Operating Officer
1650 Tysons Boulevard, Suite 600
McLean, VA 22102

And legal@pansophiclearning.com

With a copy to:
Pansophic Learning US LLC
Attn: General Counsel
1650 Tysons Boulevard, Suite 600
McLean, VA 22102

13.7 Assignment. Neither Party may assign this Agreement without the prior written consent of the other Party (which consent shall not be unreasonably withheld). Notwithstanding the foregoing, Accel may, without prior written consent from or notice to the Academy, assign this Agreement to an affiliated entity or an entity that is a successor to all or a substantial portion of Accel's business and may delegate the performance of, but not responsibility for, any duties and obligations of Accel hereunder to any independent contractors, experts or professional advisors.

13.8 Amendment and Cumulative Effect. This Agreement will not be altered, amended, modified or supplemented except in a written document approved by the Academy and the Authorizer, and signed by both the Board President or other authorized officer of the Academy and an authorized officer of Accel. The rights and remedies of the Parties hereto are cumulative and not exclusive of the rights and remedies that they otherwise might have now or hereafter, at law, in equity, by statute or otherwise.

13.9 Waiver and Delay. Except to the extent that a Party hereto may have otherwise agreed in writing, no waiver by that Party of any condition of this Agreement or breach by the other Party of any condition of this Agreement or breach by the other Party of any of

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its obligations or representations hereunder or thereunder shall be deemed to be a waiver of any other condition or subsequent or prior breach of the same or any other obligation or representation by the other Party, nor shall any forbearance by a Party to seek a remedy for any noncompliance or breach by the other Party be deemed to be a waiver by the first Party of its rights and remedies with respect to such noncompliance or breach.

13.10 Severability. If any term, condition or provision of this Agreement is invalid, illegal or incapable of being enforced by any rule of law or public policy, all other terms, conditions and provisions of this Agreement shall nevertheless remain in full force and effect so long as the economic or legal substance of the transactions contemplated hereby is not affected in any manner adverse to either Party. Upon such determination that any term, condition or provision is invalid, illegal or incapable of being enforced, the Parties shall negotiate in good faith to modify this Agreement so as to affect the original intent of the Parties as closely as possible in an acceptable manner to the extent that the transactions contemplated hereby are fulfilled to the extent possible.

13.11 Assertion of Claims. No Party shall bring any claim relating to this Agreement beyond eighteen (18) months after the date on which the Party became aware, or should reasonably have become aware, of the facts giving rise to any alleged liability of the other Party and, in any event, no later than two (2) years after (a) the last day of the Term, or (b) the earlier termination of this Agreement for any reason.

13.12 Injunctive Relief and Dispute Resolution.

(a) Injunctive Relief. The Parties acknowledge that the covenants set forth in Sections "Non-Solicitation/Non-Hiring", "Proprietary Information and Ownership", "License", and "Confidentiality and Non-Disclosure" above are reasonable in scope and content and necessary to protect their business interests. The Parties understands and agrees that the breach or threatened breach of Sections "Non-Solicitation/Non-Hiring", "Proprietary Information and Ownership", "License", and "Confidentiality and Non-Disclosure" of this Agreement would give rise to the aggrieved Party suffering irreparable harm which harm would be inadequately compensable in money damages. Accordingly, in addition to any other remedies available to it, the aggrieved Party shall be entitled to a restraining order and/or an injunction prohibiting the breach or threatened breach of any provision, requirement or covenant of this Agreement, without the requirement of posting a bond, in addition to and not in limitation of any other legal remedies which may be available.

(b) Dispute Resolution Procedure. The Parties agree that they will attempt in good faith to settle any and all disputes arising in connection with this Agreement amicably in the ordinary course of business. If a dispute is not resolved in the ordinary course of business, the aggrieved Party will submit its dispute in writing to the Board's president and Accel's Chief Operating Officer or equivalent who shall have fifteen (15) business days to seek resolution of the matter. The dispute resolution procedures described herein will be deemed complete upon the earlier to occur of the following:

(i) the Parties mutually agree in writing to discontinue the dispute resolution procedures herein; and

(ii) the relevant dispute is not resolved within the time periods provided herein.

(c) Arbitration. Subject to the provisions of Sections 13.12(a) and 13.12(d), any dispute arising out of or relating to this Agreement, including but not limited to the breach, termination or validity hereof, shall be settled by confidential, binding arbitration in accordance with the rules of AAA with an arbitration panel consisting of a single arbitrator. The need for and scope of formal discovery will be determined by agreement of the Parties or, if the Parties are unable to agree, the arbitrator. The arbitrator will render an opinion/award within thirty (30) days from the date of closing of the hearing, and the opinion/award shall be written and include findings of fact and conclusions of law. The arbitration will be governed by the Michigan Uniform Arbitration Act, and judgment upon the award rendered by the arbitration panel may be entered by any court having jurisdiction thereof. The arbitrator is not empowered to award any damages or losses described in the "Limitations of Liability" Section and each Party expressly waives and foregoes any right to the damages or losses prohibited therein.

(d) Exceptions. Notwithstanding anything else in this Agreement, claims for injunctive relief as provided for in Section 13.12(a) above, and/or claims may at either Party's option be brought separately and immediately in a court of competent jurisdiction or pursued through arbitration as set forth above.

(e) Shared Fees and Expenses. The fees and expenses of the arbitration panel should be shared equally by the Parties before the arbitration award is made. The arbitration award shall require the Party which does not prevail in the arbitration to reimburse the Party prevailing in total on all claims for the one half of the fees and expenses of arbitration panel paid by the prevailing Party.

13.13. 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 en route to and from the Academy and regulations governing the procurement of supplies, materials and educational consultants. Accel shall comply with policies and procedures (a) formally adopted by the Academy Board, including policies recommended by the National Charter Schools Institute and (b) policies that have not been adjudicated by a court or administrative agency as adverse to the academics or finances of the Academy. Notwithstanding anything stated in this Agreement, this Agreement shall not be interpreted to authorize or allow the Parties to violate Academy Board policies. To the extent provided and allowed by law, the Academy Board may retain an educational consultant or consultants to review the operations of the Academy and the performance of Accel under this Agreement. Accel 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. Accel 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.

13.14. Legal Counsel. The Academy Board shall select and retain legal counsel to advise it regarding its rights and responsibilities under the Charter Contract, this Agreement and applicable law.

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13.15. Audit. The Academy Board shall select and retain an independent auditor to perform the annual financial audit in accordance with the Charter Contract and applicable state law.

13.16. 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 Accel's 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 Accel to fulfill its obligations under this Agreement.

13.17. Governmental Immunity. The Academy Board shall determine when to assert, waive or not waive its governmental immunity.

13.18. Evaluation of Accel. The Academy Board shall evaluate the performance of Accel at least annually to provide Accel with an understanding of the Academy Board's view of its performance under this Agreement. The Academy Board will determine the format (Highland Park ESP Evaluation Form attached hereto as Exhibit B) to conduct this evaluation, but will seek reasonable input as to said form from Accel. The evaluation of Accel will, at a minimum, be written and consist of a review of Accel's ability to meet and exceed the goals stated in the Academy's Contract, progress in meeting pupil performance standards outlined in the Charter Contract and this Agreement, a review of Accel's performance of its responsibilities under this Agreement, and any other factors of concern to the Academy Board. Accel shall be entitled to provide a written response to the evaluation which shall be maintained in the Academy documents.

13.19. Access to Records. Accel 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 Accel, 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 Accel remain Academy records and are required to be returned by Accel to the Academy upon demand, provided that Accel 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 Accel's or its agents' and subcontractors' access to Academy documents. Accel 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 Authorizer or public's access to these records under applicable law or the Charter Contract.

13.20. Survival on Termination or Expiration. To the extent allowed by law, regulation and the Charter Contract the following Articles and/or Sections shall survive termination or expiration of this Agreement: Consideration and Supplemental Programs (to the extent they relate to amounts owing for periods through the expiration or termination of this Agreement); Termination of Agreement (to the extent they relate to obligations after expiration and termination); Non-Solicitation/Non-Hiring; Proprietary Information, Ownership and License; Indemnification and Limitations of Liabilities; Confidentiality and Non-Disclosure; Interpretation, Sole Agreement and Third Party Beneficiaries; Governing Law, Jurisdiction and Waiver of Jury Trial; Construction; Counterparts; Notices; Assignment; Amendment and Cumulative Effect; Waiver and Delay; Severability; Assertion of Claims; Injunctive Relief and Dispute Resolution; Survival on Termination or Expiration; payment obligations and any provision that, based on its nature, should survive.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

Accel Schools Michigan LLC

DocuSigned by:
By: Ron Packard
2CC4B9E0F900481...

Name: Ron Packard

Title: CEO and founder

Highland Park Public School Academy System

By: _____

Name: _____

Title: _____

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EXHIBIT A

Note: References herein to specific products, services and personnel are subject to change with a substantially similar substitute. Products, services and personnel are provided based on a combination of management fees and pass-through costs.

History: Accel Schools tailors blended learning solutions and management services to the unique needs of each student and school. Accel *partners with the board of directors to deliver a high performing Academy*.

Since this time our portfolio has increased dramatically both from building new schools from the ground up and by working with schools experiencing academic and/or financial struggles.

Approach to Education: Accel's Mission is to provide a world class education anywhere in the world in either a blended, online, or brick and mortar school. Our Vision for our organization states – We believe every child should be whatever they want regardless of where they are born. Our core beliefs include:

- Schools should be accountable for their results and be financially self-sufficient
- Students should be supported as they pursue a wide variety of post-secondary options
- Schools and teachers should strive to maximize learning efficiency
- The learning environment matters
- Students should be taught core values
- Technology can increase engagement, access to resources, efficiencies, and academic results
- More time spent learning yields greater results
- Education should produce global citizens

While each Accel school is a unique reflection of its community and students, with its own identity and vision, all of our schools hold five common principles at their core to provide a strong foundation for learning. Every Accel school is:

- ***SAFE and Caring:*** We care about the well-being and development of each child. We are interested in each child's future. Secure and orderly learning environments are our top priority. We address every aspect of security, from building codes and safety procedures, to codes of conduct and character education.
- ***Individualized Learning:*** We care about every student and are committed to preparing children for lifelong success. We know that each student has unique needs, and our educational approach ensures we provide an educational path that engages all students.
- ***Academic Excellence:*** We bring great teachers, proven educational practices, and rigorous standards to every classroom. With a network of more than 25 schools, we share best practices in curriculum design, teacher training, and integrated technology to drive continuous gains in academic performance.
- ***Community Partnership:*** Those who live and work in a community know it best. ACCEL Schools honors the values of the community and partners with the school, stakeholders, and government leaders to serve the community.
- ***Accessible to All:*** Our driving principle is to bring great schools to communities everywhere. We foster a culture that is reflective of local values and interests and are open to all students.

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There is no one right way to make a school effective. Accel customizes each school utilizing the following tools:

- **Education Technology:** We see technology as a tool to support excellent teachers. Our blended learning approach combines individualized electronic instruction with traditional teaching methods.
- **Professional Development:** Our teachers are engaged and supported by a team of mentors and specialists. Accel uses its experience, skill and good faith efforts recruiting teachers and provided that a school has sufficient financial resources, with the school recognizing that acceptance of job offers is outside of Accel's control, teachers will be highly qualified. Teachers receive regular professional development and performance reviews.
- **Curriculum and Teaching Best Practices:** Innovate, validate, replicate. We take proven methods from high-performing programs and apply them to other schools across our network.
- **Operational Efficiency:** Efficient school operations mean more resources for students. Our schools achieve a level of administrative diligence that matches our academic rigor. Best practices and transparency are a part of everything we do.
- **Personalization:** Every student receives an Individualized Learning Plan (ILP), which is a dynamic, living road map. Regular, short-cycle assessments allow us to review student performance for each learning objective and react quickly to accelerate instruction or provide support.

  Community Integration: We intentionally serve a broad range of communities, and we believe that community involvement is vital to the success of our schools. We work to identify the unique circumstances facing your area and include community leaders in our planning and operations.

Accel strives to partner with the Board of Directors to create the high performing school the families deserve. We do not use specific curriculum materials but rather work with the school to maximize existing resources while ensuring alignment to the standards. Student progress is carefully measured using short cycle assessments throughout the school year.

Schools in the communities served by Accel often educate students who are at least a grade level behind if not more. The neighborhoods are economically disadvantaged with limited job opportunities and elevated high school dropout rates. Families come to our schools because the local district has failed to meet their needs. Accel provides a safe space where families feel appreciated and invited to partner in their child's education.

Accel is committed to continuing its work to improve educational quality and choice. Teachers who are led to work at charter schools are attracted to the small learning environments, innovative teaching strategies, and a strong sense of community. Accel has been able to increase student achievement while operating with a limited budget.

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HIGHLAND PARK PUBLIC SCHOOL ACADEMY SYSTEM

INTRODUCTION: GENERAL OVERVIEW OF THE ACADEMY

The Board of Directors of Highland Park Public School Academy System ("Academy Board") is seeking responses to its Request For Proposals from experienced and qualified full-service educational service providers and management companies. Highland Park Public School Academy System, dba Barber Preparatory Academy, occupies one (1) building/campus that houses: grades K-8. The Academy currently enrolls approximately 275 students. The Academy Board provides transportation to its students by way of bus service through Triumph transportation.

The Academy operates under a Charter Contract with the Board of Education of the School District of the City of Highland Park (the "Authorizer"). The current Charter Contract between HPPS and the Academy began on July 1, 2019, and terminates on June 30, 2024, with the expectation of renewal.

The Academy's total budget revenues from state and federal sources are more than $4,000,000. The Academy has a current fund balance of approximately $562,815.

The Academy's current Management Services Agreement terminates on June 30, 2021. The Academy currently contracts with a third party for special education-related services.

REQUEST FOR PROPOSAL

This Request for Proposal ("RFP") is divided into the following categories:

A. Verification of Response to Request for Proposals
B. Financial Management;
C. Compliance and Legal Issues;
D. Personnel Management;
E. Facility Management;
F. Curriculum;
G. Enrollment/Marketing/Public Relations;
H. Management Fee Structure;
I. Additional Information and Attachments A and B for notarized signature.

Each section will have a series of questions. Your Firm/Company is welcome to submit additional information that may assist the Academy in making its decision.

A. VERIFICATION OF RESPONSE TO REQUEST FOR PROPOSALS

1. In the Firm/Company's response to the Highland Park Public School Academy System Board's Request for Proposals ("RFP"), your Firm/Company provided specific information and documentation for the Academy Board's consideration. Please state if the information and documentation submitted in response to the RFP are still accurate. If not, please indicate what information has changed and provide any additional documentation necessary.

Accel Schools *confirms the information and documentation included in this response is accurate.*

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B. FINANCIAL MANAGEMENT

1. Please describe in detail how the Firm/Company envisions its role to the Academy Board relative to the fiscal management and operations of the Academy.

    a. the fiscal management and operations of the Academy;
    b. effective communication with the Academy Board;
    c. responsiveness to the Academy Board;
    d. supporting, preparing, and providing training for the Academy Board;
    e. school leader/principal/Academy Board communications;
    f. establishing community partnerships;
    g. maintaining fiscal sustainability: budget, cash flow, fund balance;
    h. mandatory academy reporting - timeliness, accuracy, completion; and
    i. emergency and crisis response

Accel envisions our role as a partner to the Board of Directors with the Board responsible for the fiduciary health of the school. As the Board currently has members with fiscal experience, they will work closely with Accel to review monthly financials. The budget will be developed in budget meetings between the Board Treasurer, business manager and financial personnel in the Accel corporate offices.

2. Please describe in detail how the Firm/Company plans to assist the Academy Board in creating policies and procedures to ensure the prudent handling and accounting of Academy monies, streamlining the Academy's financial processes, and assisting the Academy Board in its control and oversight of the Academy's finances.

Accel supports the Board's responsibility to create policies and procedures to support the financial health of the school. While it is not Accel's role to dictate policy, we can provide support along with the Board Attorney in this area. Our goal is to ensure all funds are managed with fidelity and in a way that supports student learning.

3. Please describe in detail how the Firm/Company operates relative to the following financial items:

    a. Preparation of the monthly financial reports and statements with level of detail submitted to the Academy Board for each of the Academy Board's regular monthly public Board meetings.

The Accel Finance department will provide monthly financial reports and statements to the Academy Board prior to the public meeting. These reports will be in a mutually agreeable format.

    b. Review of Academy bank statements, reconciliations, and bank accounts and dissemination of this information to the Academy Board for each of the Academy Board's regular monthly public Board meetings.

The Accel Finance department will be responsible for reviewing all bank statements and reconciliations and will provide this information on a monthly basis to the Academy board prior to the public Board meetings.

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c. Method of payment of the Firm/Company's staff payroll and fringe benefits and the process used to obtain reimbursement from the Academy for these costs.

Accel processes all payroll through Ultipro and the school is billed back for employee wages, taxes, and benefits.

d. Review, verification, and submission of invoices and accompanying documentation to the Academy Board before payment by the Academy of these invoices to vendors, suppliers, contractors, subcontractors, individuals, or entities.

Accel Finance department reviews all invoices and prepares them for payment. The Academy would submit any approved invoices to Accel Accounts Payable department for review and processing. Checks would then be printed on the Academy check stock and sent to the school for Board signatures.

e. For what purposes/circumstances is the Firm/Company's staff reimbursed? Please describe the process of review, documentation, and verification required for the payment of requests for reimbursements by the Firm/Company's staff.

In the rare event an Accel staff member purchases something on the behalf of the school, the Accel employee will be required to complete an expense report with all supporting documentation. The purchase should be mutually agreed upon as beneficial to the school. It is not our preference to purchase anything in this fashion as we prefer all purchases to be in the Academy's name.

f. Implementation of financial and accounting best practices.

Accel is responsible for maintaining fiscal and accounting best practices at all times.

g. Review of the Academy's current contracts with vendors, suppliers, and other third parties to ensure vendor, supplier, and third-party compliance with the contract for payment or reimbursement by the Academy and submission of the required documentation by the vendor, supplier, or third party before the Academy and Academy Board for the payment or reimbursement.

Accel will review all contracts to ensure fair pricing. In addition, as we represent over 50 Brick and Mortar and Virtual schools, Accel may be able to obtain better pricing for many services the Academy currently has under contract.

h. Grant distribution, grant reporting requirements, and other grant compliance procedures.

Accel's grant manager and Finance department work hand and hand to ensure grant funds are handled properly. They assist the Academy in all compliance work pertaining to the grants and support the Academy on any audits that may arise.

i. Use recordkeeping and documentation of the following funds for the Academy:

- Title I funds;
- Title II funds;
- IDEA funds;
- Medicaid reimbursement for special education services; ISD funds; 31a funds.

Accel has a full-time grant manager that is dedicated to Michigan schools. She has extensive experience helping schools to maximize their grant funding in order to support student achievement. The grant planning process begins in late spring and incorporates a team approach including administration, teachers, parents and other stakeholders.

4. How and where will the Firm/Company maintain the financial records and documents of the Academy and how may the Academy and the Academy Board access those financial records?

A physical or scanned copy of all invoices will be maintained both at the Academy and the Accel Finance department. The Board will receive updated financial information and documentation which align with all MDE regulations. In addition, should the Board require additional reports, we will be happy to work to meet these needs. Accel uses Great Plains to maintain all accounting records.

5. Please explain the budget process and timeline that the Firm/Company uses in preparation of the Academy's annual budget and proposed budget amendments. Please include how the Firm/Company projects student enrollment for the next school year.

Preliminary budgets must be approved on or before 6/30. As such, we begin the budget discussions in the early spring. During this time, we work closely with the Principal, Board, and other stakeholders to appropriately budget funds to best maintain fiscal health and increase student achievement. Typically, during the school year, the budget will be amended with the support of the Board two times.

6. Please describe the individual at the Firm/Company who will have the primary responsibility of preparing the Academy Board's budgets and proposed budget amendments, his/her background in Michigan school finance and his/her familiarity with school budgeting, and the required State coding of accounts.

Our Michigan financial expert has been working in Michigan school finance for 15 years. During this time, she has worked predominantly with Public School Academies in Michigan. She is well-versed in school accounting and the required State coding of accounts.

7. Please explain the role of the Firm/Company in working with the Board appointed auditors in preparation of the Academy's annual audit.

The Accel Finance team will be responsible for providing accurate records to the auditor in a timely fashion. We will respond to all questions and document requests needed for a clean audit.

8. Is the Firm/Company audited on an annual basis? Please provide copies of the last three (3) years of the Firm/Company's audited financial statements. Please provide copies of the last three years' independent audits for all schools the Company operates.

Accel is a privately held company and all audits are confidential. We are willing to answer any questions you may have as they pertain to our ability to support the Academy. As we operate over 50 Brick and

Mortar and Virtual schools, providing copies of the last three years of their independent audits, would be quite substantial. In the attachments, we have provided a list of our Ohio schools (Attachment B) and the website where all of their audits can be found. In addition, we have provided the audits for Inkster Preparatory Academy (https://inksterprep.org/budget-salarycompensation-transparency-reporting/) and Woodley Leadership Academy (https://woodleyacademy.org/woodley-leadership-academy-transparency-reporting/).

9. Please explain the role of the Firm/Company in working with finance/bond counsel in securing State Aid Anticipation Notes for purposes of the Academy's cash flow.

Accel will work with the finance/bond counsel in securing State Aid Anticipation Notes by providing the necessary forecasts for cash and revenue/expenses. All necessary financial information would be provided in a timely manner.

10. Please explain the Firm/Company's role in and familiarity with preparing and submitting the required reports on behalf of the Academy, including, but not limited to Pupil Accounting, special education, CEPI, State of Michigan, Department of Education, Department of Treasury, Wayne-RESA ISD, the Authorizer and any and all other reporting requirements of the Academy.

Accel has been working with schools in Michigan since 2015 and has familiarity working in all of these areas. Our lead Michigan accountant has been working with Michigan PSA's for over 15 years.

11. In Michigan, public schools like the Academy are on a July 1 to June 30 fiscal year. However, they do not receive state school aid or other regular payments until October of the then-current fiscal year. Please describe how the Firm/Company will fund payroll and other initial operating expenditures given this funding scenario.

In the event the Academy does not have enough in the bank to cover initial payroll, Accel will provide advance necessary funds in exchange for a dollar-to dollar-reimbursement from the Academy. It is not ideal to use bridge loans, therefore Accel would work to help the Academy cover their payroll independently. Should the Board of Directors wish to use a bridge loan, Accel will provide all necessary financial statements and enrollment data.

C. COMPLIANCE AND LEGAL ISSUES

1. Please indicate whether the Firm/Company has ever been notified of a late report by any governmental entity or authorizer. If so, please state what report(s) were at issue, how the issue was remedied and how quickly the issue was remedied?

Accel has never filed a late audit, late Form B, or late financial reports to the authorizer.

2. Please indicate whether the Firm/Company has ever filed a late audit on behalf of a public school academy in Michigan, a late Form B, or financial reports to the authorizer. For each affirmative response, please indicate the reason for the late submission.

Accel has never filed a late audit, late Form B, or Financial reports to the authorizer.

3. Please identify how the Firm/Company would initially staff and fill any staff vacancy where a specific certification is required such as a teacher/special education staff/ administrator.

In the event of an unforeseen vacancy that is time sensitive due to the certification required, we would initiate a two-pronged approach. The position would be posted and recruited for in order to secure a permanent placement. As time is of the essence, if a high-quality candidate is not immediately available, we would consider contracting with a local organization who is able to staff that position. During this time, we would continue to attempt to staff this position with an in-house properly licensed person.

4. Please identify how the Firm/Company would initially staff and fill any staff vacancy where a specific certification is required such as a teacher/special education staff/ administrator where there is a shortage of such staff. Please describe the steps the Firm/ Company would take to remedy the situation and how the Firm/Company would communicate with the Academy Board and the authorizer regarding this issue.

Qualified and committed instructional staff is the cornerstone of exceptional learning outcomes for the students that attend schools in Accel's network. We recognize that a comprehensive talent management strategy for both teachers and the school leadership team is critical to recruiting and retaining top educators. Our plan begins with identifying credentialed individuals who are committed to the Academy's mission.

We will employ a mix of veteran and recently certified teachers, allowing us to leverage school experience and the latest in instructional practices. All instructional staff will participate in mandatory training as well as have access to supplemental opportunities to further their instructional effectiveness. Their performance will be assessed throughout the year, with regular feedback and coaching.

There are several key areas of focus that we believe are crucial to hiring and retaining top talent.

- ◊ *Recruitment*
  - *i. Job Posting*
  - *ii. Career Fairs and Campus Visits*
- ◊ *Compensation*
  - *i. Signing and Milestone Bonuses*
  - *ii. Employee Referral Program*

c. Retention

- *i. Exit Interview*
- *ii. Career Development*
- *iii. Education and Training Opportunities*
- *iv. Job Mobility*

Our goal is to find and retain the best instructional staff in order to help the Academy's students reach their maximum potential. The Board will receive monthly updates from the Regional Vice President at the board meetings.

5. Is the Firm/Company familiar with the federal and state student privacy protection and confidentiality laws including the Family Education Rights and Privacy Act ("FERPA"), Michigan's student confidentiality, record-keeping provisions, and other requirements regarding student personally identifiable information contained in MCL 380.1136 and the Student Online Personal Protection Act, MCL 388.1291, and federal laws, rules, and regulations regarding student use of technology? Please state how the Firm/Company operates to maintain student privacy and confidentiality under federal and state laws, rules and regulations.

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The Family Educational Rights and Privacy Act (FERPA) affords parents and students 18 years or older certain rights with respect to the student's education records. These rights include: the right to inspect and review the student's education records; the right to request the amendment of the student's education records that are believed to be inaccurate and the right to a hearing if the request is not honored and the right to file a complaint with the U.S. Department of Education regarding the alleged violation of FERPA. Accel abides by all student privacy protection and confidentiality laws, including FERPA. Accel will work closely with the administration and staff of the Academy as well as the families to ensure they are aware of their rights and how to maintain compliance.

6. Does the Firm or any of its directors, officers, executives, or administrators have any affiliation with any other Michigan authorizers, the Highland Park Public School Academy System, its Board or its employees, and/or the Highland Park Public Schools Board of Education, its board or its employees? Please describe each such relationship.

Accel has contracts with three schools in Michigan. Inkster Preparatory Academy is authorized by Central Michigan University and Woodley Leadership Academy is authorized by Eastern Michigan University. Michigan Online School is authorized by Gobles Public Schools Board of Education. Accel is not affiliated with these authorizers.

D. PERSONNEL MANAGEMENT

7. Please indicate what Firm/Company personnel/staff will be assigned to work at or provide services to the Academy and the role each will play. If the Firm/Company plans to subcontract personnel/staff from a third party, please state the name of the subcontractor/staffing company. Also, please answer the following questions:

   a. Please indicate and describe what entity will be providing staff assigned to work at or on behalf of the Academy. Please attach a copy of the Firm/Company's employment contract/agreement for administrators, instructional and noninstructional staff, or a contract with the third-party subcontractor/staffing company if a contract has been signed.

Accel will directly employ the majority of staff through Accel Schools LLC. Accel typically only uses subcontractors when in-house staffing is not available. For instance, some schools in Accel's network use subcontractors for special education services. Accel does not hold the contract with the subcontractors but instead each school has their own contract. We would work with the Board to issue an RFP for any services needed. In addition, schools without a full-time custodian may contract with an outside company for these services. A sample copy of our contract is in Attachment C.

   b. Please describe the payroll process for the employees of the Firm/Company and for the employees of the third-party subcontractor/staffing company, whose employees are assigned to work or provide services to the Academy. Please include the process for tax or employee requested withholdings, the submission of payroll taxes to the appropriate tax authority, and any other relevant information.

Accel follows all state and federal laws relative to payroll processing. Employees are paid biweekly one week in arrears. Accel encourages employees to participate in direct deposit and offers electronic pay cards for those employees who decline direct deposit.

   c. Please state the type and source of the fringe benefits provided to the Firm/Company's employees or any third-party subcontractor/staffing company of the Firm/Company. Please estimate the cost of the fringe benefits per employee whether employed by the Firm/Company or the third-party subcontractor/staffing company.

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Accel would not offer fringe benefits to subcontractors. The information below reflects the 2020-2021 health insurance benefits for Michigan schools in our network.

Full-time employees (those who work 30 or more hours per week) are eligible for medical benefits provided by Anthem BlueCross BlueShield. Employees have 5 different plans to choose from that include a wide range of deductibles and co-insurance levels. Our goal is to provide employees with maximum choice in finding a plan that meets their needs. Three of the plans are PPO plans with set co-pays for certain medical services, and one is a High Deductible Plan with set co-insurance levels after deductibles have been met. All plans offer both in-network and out-of-network coverage.

Benefits run on a school-year schedule. The rates below are for valid August 1, 2020 – July 31, 2021:

Accel Schools Plans: Employee Costs (monthly)	**Employee Only (EE)**	**Employee+Spouse (ES)**	**Employee+Child(ren) (EC)**	**Employee + Family**
Anthem BCBS PPO 750-80	$143.39	$623.84	$506.14	$1,056.33
Anthem BCBS PPO 1500-80	$70.85	$532.08	$421.09	$953.37
Anthem BCBS PPO 3000-70	$17.47	$361.94	$269.43	$669.78
Anthem BCBS HDHP 3500-90	$10.00	$283.67	$202.70	$534.43

Dental and Vision Benefits

Full-time employees (those who work 30 or more hours per week) are eligible for dental benefits provided by Anthem BlueCross BlueShield and vision benefits provided by NVA. Coverage is available both in-network and out-of-network. Benefits run on a school-year schedule. The rates below are for valid August 1, 2020– July 31, 2021:

Accel Schools Plans: Employee Costs (monthly)	**Employee Only (EE)**	**Employee+Spouse (ES)**	**Employee+Child(ren) (EC)**	**Employee + Family**
Anthem Dental	$8.93	$33.02	$34.80	$67.82
NVA Vision	$1.08	$3.99	$4.20	$8.19

Flexible Spending

All benefits-eligible employees may enroll in flexible spending as a tax-advantaged way to pay for health expenses. Employees enrolled in a High Deductible Health Plan (HDHP) have access to a Health Savings Account (HSA); all other benefits-eligible employees (including those not enrolling in a company-sponsored health plan) have access to a Flexible Spending Account (FSA).

Benefits-eligible employees may enroll in a Dependent Care Flexible Spending Account that covers IRS-designated care costs for children under age 13 or a spouse or relative living in your home who is physically or mentally incapable of self-care.

Ancillary Insurance Benefits

Full-time employees (those who work 30 or more hours per week) may obtain Short-Term Disability, Long-Term Disability, Basic Life, and Accidental Death & Dismemberment (AD&D) insurances through Unum. Benefits-eligible employees may purchase additional life and AD&D coverage as well as accident, hospital, critical illness, and/or whole life insurance.

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d. Please estimate the total amount of the payroll costs that the Firm/Company will seek reimbursement from the Academy monthly.

Based on the roster at the Academy as of April 2021, the estimated payroll costs were $1,625,000. This was based on 31 staff and estimated salaries for each. Average salary = ~$40K plus 30% for fringe (PR taxes, benefits, retirement). Once we are able to assess the staffing of the school, the finance department will be able to provide a more accurate estimate. Future payroll costs will be determined annually and approved by the Board.

e. Please estimate the total amount of the payroll costs that the Firm/Company will seek reimbursement from the Academy for the third-party subcontractor/staffing company monthly for these costs.

It is difficult to estimate the third-party subcontractor fees until we have a better understanding of the current contractors at the Academy. Generally, third party payroll costs are $42.50 / pay period / employee.

2. How does the Firm/Company recruit the employees/staff who will be assigned to work at or on behalf of the Academy? Please state how the Firm/Company assures compliance with statutory requirements regarding the hiring of certified and licensed administrators and staff, where applicable, in accordance with Michigan law.

Please see the response to Question 3, Legal and Compliance. In addition, in the event traditional recruiting methods do not yield a satisfactory candidate or a teacher is lost mid-year, we will look for a third party to help recruit a properly licensed teacher.

3. Please describe how the Firm/Company will conduct criminal history background checks and unprofessional conduct checks mandated by Michigan law.

Accel's Human Resources department will work with the Academy to develop a policy and documentation that ensures personnel properly undergoes a criminal history background check as required by Michigan law. The policy will also include contacting prior employers to conduct unprofessional conduct checks and having all potential employees fingerprinted (Live Scan) prior to starting their employment. The results of the fingerprinting reports become available in a system called CHRISS. The Academy assigns an individual to be the trained CHRISS designee and they review the results of the fingerprinting report. In addition, an ICHAT is run on each potential employee.

4. Does the Company require employees to sign a covenant not to compete? If so, please explain why. If so, please attach a copy of the agreement/covenant.

Accel's standard practice is to have employees sign a limited non-solicitation and non-compete. The agreement is applied or enforced in compliance with state law. The intent of the policy is to minimize the loss of enrollment and school-specific expertise to direct competitors within a limited geographic radius.

5. Please describe the Firm/Company's plan for training staff assigned to work for or on behalf of the Academy.

Professional development is determined based on the needs of the administrator and staff. At a minimum, the Regional Vice President and other members of Accel provides training in the following:

- *Formative and summative assessments*
- *Curriculum implementation*
- *Research-based instruction*

- *Classroom management*
- *Positive Behavior Support*
- *Data informed instruction*

Additional training includes:

- *Pre-service training occurs in the beginning of each year. Depending on teacher contracts, training can occur over one or two weeks.*
- *Summer Leadership Retreat – Administrators will attend an Accel leadership training program in July annually. Location TBD*
- *Regional Leadership Development – Administrators will attend a Michigan specific training a minimum of once per quarter. Location rotates between the Michigan schools.*

6. Please describe the Firm/Company's plan to assume the Academy's management, operations, and staffing on July 1, 2021, including transitioning current staff, and also including but not limited to:

a. Hiring/recruiting staff and all personnel responsibilities (including transition of current staff as appropriate);

Our staffing plan will begin by interviewing everyone at the Academy and reviewing their licensure/education, experience, and background checks. Employees that align with the vision for the Academy will be given a one-year employment agreement. The start date of the employment agreement would typically be the first day of work. We always look for a smooth transition for employees, so we'd want to know the date of their final pay and benefits end date on their current contracts. At times, we have offered an earlier start date with canvassing/school set up to help eliminate gaps in pay.

b. Securing and transferring any applicable accounts, school records; financial records and information;

Accel will abide by Michigan law and we will work with the prior management company to transfer accounts. Should any school records be electronic, we will work with the prior management company to ensure all records are secured according to the Board Policy and Michigan law. We will utilize our Michigan-based employee to facilitate this process.

c. Start-up Costs;

As this is an existing Academy, we do not anticipate any start-up costs.

d. Technology; and

Accel provides the following services to support the infrastructure.

Microsoft Products. *Accel offers the implementation, training and ongoing support of the following Microsoft products:*

a. *Office Suite (Word, Excel, PowerPoint, Outlook, Publisher, Skype for Business)*
b. *Exchange Online (email, calendar, tasks)*
c. *SharePoint Online (web portal for collaboration)*
d. *Teams (communications/collaboration)*
e. *OneDrive for Business (cloud file storage)*

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Google Products. *Accel offers the implementation, training and ongoing support of the following Google products for teachers and student:.*

a. *Google Authentication (SSO for learning platform)*
b. *Google Drive/Google Docs (Network file sharing)*
c. *Google Mail (email)*

IT Support Service *– Helpdesk, field support and network engineering (procurement, setup, ongoing support)*

a. *Wired and wireless 1 GB school network (switches, routers, firewalls, access points).*
b. *Content filtering for all staff and students access internet.*
c. *Student and staff laptop/computers (Chromebooks, etc.)*
d. *Cloud based security camera system*
e. *Security alarm system/ door access system*
f. *Printer /copier/ Efax*
g. *Smartboards / interactive projectors*
h. *Help desk support*
    a. *Telephone*
    b. *Email*
    c. *Chat*
    d. *On-site Support*

Website Implementation and Support *– Our team works closely with the Marketing department to create a specialized website for the Academy. We train members of the Academy staff to create regular updates once the website is completed:*

Enrollment/Reenrollment and Online Registration: *We offer an online registration portal to all schools in our network to manage reenrollment as well as new student enrollment. The system also handles lotteries for those schools if that is applicable to each school. Accel handles the implementation and customization of this product and handles the syncing of data to our Student Information System so there is no need for manual entry for each new student which makes the office staff's job much more efficient. The system also tracks necessary documents needed for compliance during the enrollment process.*

Autodialer Programs *– We currently utilize School Messenger as our parent-contact system. It feeds data directly from our Student Information System. We use this for automated absentee calls each day as well as calls on-demand for other types of parent notifications, school closures, etc. We setup the bridge between the two systems and coordinate the data transfer/troubleshooting.*
We provide the following types of support for ***Student Information System****.*

- *Yearly data rollover/backups*
- *Training provided for administrative/office staff as well as teacher portal/gradebook for teachers*
- *Scheduling setup/support, including complex high school scheduling*
- *Troubleshooting and support for any daily usage needs*
- *Management of upgrades/state requirements*
- *Report creation and customization of the SIS*
- *Fulfilment of data requests*
- *Connecting the SIS to other third-party software such as assessment products, curriculum products, and other software*

Implementation of SIS, if needed

- *We do our own data transfers/transitions and have moved data between dozens of student information servers/products in the past if that is required.*
- *We provide assistance to schools for initial setup and implementation, if required.*
- *State-specific setup for the SIS*

State Reporting – Michigan specific

- *Student data submissions to MDE via CEPI-MSDS*
  - *General Collection/Early Childhood – Fall/Spring/EOY*
  - *TSDL reporting*
  - *Grad reporting*
- *Support/assistance for pupil accounting audits*
- *Staff data submissions to MDE via CEPI-REP*
- *School data submissions to MDE via CEPI-FID/SID/EEM*
- *Notifications of upcoming reporting requirements and deadlines*
- *Providing information on procedural and data entry topics regarding MI compliance*
- *Data entry assistance for special education and LEP*
- *Oversight to reported data*

e. Office Operations.

Accel currently has Michigan-based staff members who will work closely with the office staff. We will provide extensive training on enrollment, SIS, and record keeping.

7. Does the Company/Firm intend to seek to retain current staff?

As stated above, Accel intends to retain current staff who are properly licensed, background checked, and who are aligned with the vision of the Academy.

8. Please add any other areas of the management and operation of the Academy that the Firm/Company believes should be addressed as part of the assumption of the Academy's management, operations, and staffing.

Accel strives to partner with the Board of Directors to create the high performing school families deserve. We do not use specific curriculum materials but rather work with the school to maximize existing resources while ensuring alignment to the standards. Student progress is carefully measured using short cycle assessments throughout the school year. Accel is unique in its success with turnaround schools.

Schools in the communities served by Accel often educate students who are at least a grade level behind, if not more. The neighborhoods are economically disadvantaged with limited job opportunities and elevated high school dropout rates. Families come to our network of schools because the local district has failed to meet their needs. Accel schools provide a safe space where families feel appreciated and invited to partner in their child's education.

Accel is committed to continuing its work to improve educational quality and choice. Unfortunately, severe funding inequities hinder this mission. Charter schools traditionally receive less money per child than school districts. While schools try to compete with the salaries of the districts, this is generally not an option. Teachers who are led to work at charter schools are attracted to the small learning environments, innovative teaching strategies, and a strong sense of community. Accel has been able to increase student achievement while operating with a limited budget.

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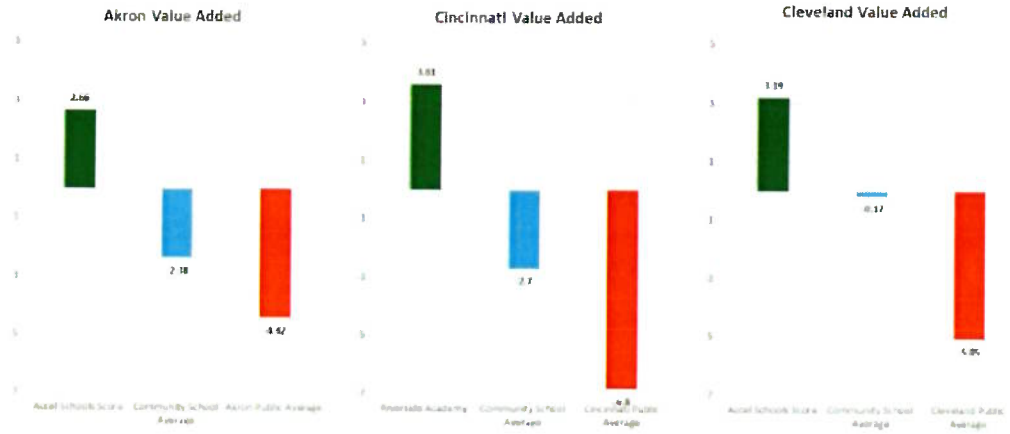
Value Added: Students of Poverty*



accelschools.com

*When 80%-100% of students qualify for Free or Reduced Price Lunch (FRL)

Source: ODE Reports: "School Report Card Database" 2016. "FY2016 Data for Free and Reduced Price Meals"

Value Added: ACCEL's Turnaround Schools

Value Added Grade

	2013-2014	2014-2015	2015-2016
Broadway	F	C	A
Chapelside	F	F	D
East	D	F	A
Lincoln Park	F	F	C
Northcoast	C	F	A
Northwest	F	F	A
Riverside	C	F	A
University	C	F	A
West Park	F	F	C

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*Source: ODE Reports. "School Report Card Database" 2016. "Report Card Archives"

Accel also manages a cohort of schools we have deemed "turnaround schools" because many were on the verge of closing when we began working with them. Due to the research-based methods used at these schools, five of the eight schools in the cohort saw significant Performance Index increases from SY 2016 to SY2017. Broadway Academy, East Academy, and Northcoast Academy received Momentum Awards from the state of Ohio for progress made in all areas of Value Added.

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E. FACILITY MANAGEMENT

1. The Academy currently leases one pre-school through 8th-grade school buildings for its educational program. Please describe the Firm/Company's plans for managing and operating the school facility that the Academy occupies, including, but not limited to, custodial and maintenance staff, implementation of safety protocols at each school campus, and security.

Accel has worked with a state-of-the-art facility management team called City Works. They are currently managing and maintaining our two brick and mortar Michigan schools. The Academy would have the opportunity to work with this organization as well. All schools have active Safety Policies/Procedures and go through regular inspections of their security system. As safety is of utmost importance, we would conduct a full inspection to determine if changes need to be made.

2. The Academy invites proposers to tour its facility at a mutually convenient time within the proposed timeframe and make an assessment of areas that it believes should be addressed for the betterment of the teaching and learning environment.

Accel is interested in touring the facility prior to signing a management agreement if selected. We are accustomed to working with all types of facilities from brand new schools to those that are over 100 years old.

3. Please affirm that the Company/Firm will perform an initial inventory of supplies, materials, and equipment and submit it and an updated inventory to the Board of Directors annually thereafter no later than May 1.

Accel will comply with the request to inventory the supplies, materials and equipment annually by May 1st.

F. CURRICULUM

1. If the Firm/Company has not already done so, please attach all curriculum information for the Academy Board to review that provides information regarding the curriculum the Firm/Company recommends using for each of the subjects offered in each grade level.

Accel strives to partner with the Board of Directors to create the high performing school families deserve. We do not use specific curriculum materials but rather work with the Academy to maximize existing resources while ensuring alignment to the standards. In our experience, we have found great success regardless of the curriculum when we combine effective teaching to the state standards with a well-executed assessment plan. With that in mind, many of the schools in our network do use many of the materials listed below.

Curriculum Resources for the Core Instructional Program:

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- **English Language Arts** -The Houghton Mifflin Harcourt *Journeys* program can be used to provide core reading instruction to students. *Journeys* delivers effective vocabulary instruction, reading comprehension instruction and differentiation to meet the needs of all learners. Middle school students will receive instruction in English Language Arts using the Houghton Mifflin Harcourt *Collections* series. *Collections* is designed to meet the needs of middle school students so they will be equipped to meet the high rigor needed for success in high school and college. Students will have the opportunity to build knowledge through exposure to content rich non-fiction and informational text.

- **Mathematics -** The Houghton Mifflin Harcourt *Go Math* curriculum can be used to teach Michigan Academic Standards for Mathematics. Go Math provides a standards-based approach integrated with creative instruction and digital learning to provide a robust approach to mathematics instruction. Go Math is aligned to the Michigan Academic Standards for Mathematics and provides teachers with the alignments. The program provides balanced instruction on mathematical content and practices that focus on application, critical thinking, and multiple representations.

- **Science** - The Houghton Mifflin Harcourt *Science Fusion* can be used to implement the science curriculum. Science Fusion is aligned to the Michigan Academic Standards. The program is inquiry-based and designed in a manner to engage the interest of students. Science Fusion challenges students to think about real life applications with STEM skills being emphasized throughout the series. Lab activities are built into inquiry lessons that incorporate directed inquiry, guided inquiry, and independent inquiry. In addition to a comprehensive digital curriculum, each student has a write-in edition that incorporates vocabulary work, math and writing, and a reading component. Leveled readers provide rich opportunities for students to further develop informational reading standards aligned to Michigan Academic Standards.

- **Social Studies -** The school will implement the Michigan Academic Standards for Social Studies to K-5 students. Houghton Mifflin Harcourt K – 5 Social Studies provides opportunities for students to learn content that is aligned to the national standards. Students learn about people, places, and events that help them make connections to the world in which they live. Units are organized around big ideas, and essential questions set the purpose for reading and focuses on a specific reading skill. These reading skills are explicitly addressed and assessed. Michigan specific resources are provided in accordance with the Michigan Academic Standards for Social Studies. Students are presented with biographies, point of view, primary sources, citizenship skills, and critical thinking skills to analyze, apply knowledge, make thoughtful decisions, pose questions, and apply events in history. Online programs include assessments, video selections, and interactive presentations to support student learning.

Supplemental Digital Curriculum:

- **Accel Management Platform (AMP):** The Academy can use the AMP resources flexibly to meet the needs of its teachers and students. Within the AMP package is core curriculum in Mathematics, Science, Social Studies and Language Arts that meets Michigan standards, in addition to Art and Physical Education. of the AMP resources also contain many exceptional supplemental programs widely used. These programs include i-Ready, IXL, Brain Pop, Reading A to Z, NewsELA and Overdrive. These will be used to provide opportunities for additional practice as well as Accelerate learning as needed. The online programs have been selected due to their success at Accel schools in Accel's network serving similar demographics.
- **Products for Tier 2 Interventions:** Based on a student's progress through MTSS, often supplemental programs are needed to facilitate the gaps in their learning. After reviewing student data, many schools in Accel's network utilize System44 and Read180 to support those needs. Both of these products are researched based and have a clear track record of effectiveness.

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Educational programing for Accel is not one size fits all. The Academic team will work closely with the Board and administration to determine the best curriculum and tools for the school. The curriculum listed above are some of the options that have worked with for our schools in combination with strong instruction aligned to the state standards and a rigorous assessment system.

1. How does the Firm/Company's curriculum address student academic achievement and deficits in order to improve the Academy's NWEA and M-STEP scores?

Accel believes that assessment is authentic, engaging, effective and ongoing. The purpose of assessment is to inform a student and their teacher regarding what a student already knows, a student's progress/needed growth and what he or she has learned. Assessment is a collection of evidence for the instructional team to celebrate and determine the understanding that has been developed as a result of ongoing inquiry and thinking. Accel believes that both formative and summative assessments are crucial to the learning process.

Formative assessments are a part of the instructional process. When incorporated into classroom practices that align to daily instruction, they provide information needed to adjust teaching and learning while they are happening. In this sense, formative assessments inform teachers, students and parents about the students' understanding at a point when timely adjustments can be made. These adjustments help to ensure students achieve specific learning goals within a set time frame. Examples of formative assessments: NWEA/MAP and teacher or curriculum provider unit assessments.

Summative assessments are given periodically to determine, at a particular point in time, the mastery of the assessed standard(s). They occur after instruction and are used as means to gauge student learning and the effectiveness of the teaching program.

Using formative and summative assessments, our instructional team will be able to create consistent individualized instructional plans to close academic achievement gaps to allow students naturally to grow and demonstrate grade level proficiency every year. This data will also inform the professional development provided to teachers and their ongoing coaching plans.

2. How will the Firm/Company train its staff regarding the proposed curriculum?

Accel provides leadership to its network of schools by making available resources and on-going professional development opportunities for staff to help infuse research-based best practices that promote instructional excellence. Our leadership teams will help teachers understand the critical methodologies essential to delivering engaging, relevant content aligned to the state and common core stands. Our curriculum and instructional model with expanded emphasis on Reading will serve as the foundation of instructional programming with personalized learning, direct and differentiated instruction, cooperative learning and hands-on experiences incorporated in the design. Staff will be able to address the critical, multiple needs of students in all grades.

3. How will the Firm/Company adjust instruction to the NWEA and M-STEP test scores based on the students' test scores versus expected test scores by the Academy Board and the Authorizer.

Please see our response to Question 2.

4. What are the Firm/Company's proposed outcomes in a three year instructional period based on the analysis of the Academy's NWEA and M-STEP test scores.

Accel will work directly with the Board of Directors, Authorizer, and administration to define realistic yet challenging milestones for the next three years. We have a Michigan-based staff member who is certified

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through NWEA who will suggest interventions based on their test scores, academic program and classroom observations.

5. Please describe the professional development contemplated for administrators, instructional staff and non-instructional staff.

Administrator and instructional staff will engage in summer and ongoing Professional Development opportunities aligned to formative and summative assessments, curriculum resources, Teaching & Learning, Michigan Academic Standards, Differentiated Instruction, Personalized Learning, Instructing Students with Disabilities, Classroom Management, Effective Lesson Planning and Parent & Community Involvement.

G. ENROLLMENT/MARKETING/PUBLIC RELATIONS

1. How will the Firm/Company promote the Academy?

Our process for promoting or rebranding a school begins with getting to know the community. We believe that the school should reflect the community that it serves, beginning with the branding. We walk and drive the area to get to know the building, the neighborhood, and the community. We like to talk to students, parents, teachers, staff, neighbors, and community members. This research gives us some ideas to bring to the table on school name, mascot, and colors. On occasion the school leader has a clear vision for where the school is heading and what the school means (or will mean) to the community. If so, we work with that vision. If not, we provide a few concepts to work from.

The ACCEL Marketing Team customizes the design process to the needs of the school. Sometimes the school wishes to put together a committee of stakeholders to engage in the process and other times the decision is left to the school leader or school board. We typically present three logo concepts and go through three to four rounds of feedback to determine the final creative. Deliverables include a logo package and logo standards guide. The process takes an average of three weeks to complete, and the cost is included in the management agreement.

As part of the branding process, we also collaborate with the school leadership to complete a School Messaging Template to help determine the primary messaging points that promotional materials should convey to the community. Once complete, we kick off implementation which involves updating the school website, social media presence, signage, and collateral. We complete these projects efficiently by utilizing templates that are customized with the school branding, photography & messaging. Our team has developed a menu of collateral suites that the school can choose from. By utilizing the templates, we provide quick turnaround times and zero design costs.

In tandem with the branding process, we review previous enrollment data and create an enrollment forecast. We create an integrated marketing plan that is tied to the school budget and to the enrollment forecast. The marketing plan outlines the integrated tactics our team will implement to generate interest in the school and new registrations. The marketing plan is updated annually to align with budget and forecast and is adapted throughout the enrollment season based on results.

2. How will the Firm/Company increase the visibility of the Academy and the educational program offered by the Academy?

The Accel Marketing department will create a marketing plan that integrates advertising (primarily digital),

community outreach, public relations & events. While based on the Accel Schools network's previous data and results, the marketing plan will be customized to the particular needs of the school (grade levels, location, traditions, etc) and to the opportunities in the community (for example, the school may be located where there is a strong local newspaper, billboard in a nearby busy intersection, or popular radio personality—these variables are taken into account).

Online and in the media, visibility will be increased through a minimum of paid social advertising. Additional tactics can include radio advertising and paid/earned publishing. Offline, visibility will be increased through permanent and temporary signage and community outreach that includes event partnerships with local preschools and childcare centers, community tabling, door-to-door canvassing, and sponsoring ice cream truck routes.

We additional host and participate in on-campus and virtual events designed to draw the community to campus. These include small, targeted events such as "K for a Day", casual events like a Neighborhood Block Party, or large summer carnivals/festivals.

- *Improved permanent and directional signage on-campus*
- *Preschool & Childcare Center outreach, including multiple K for a Day events on campus with preschool students attending*
- *Community outreach & events*
- *On-campus events (ranging from formal/targeted to free for whole the community)*
- *Radio advertising including live remote DJs at large events in the summer*
- *Digital marketing strategized and coordinated by our Digital Marketing Team*
- *Door-to-door and community canvassing*
- *Temporary signage such as yard signs, A-frame signs, or billboards*
- *Paid & earned publishing in the community (radio, print, tv, housing development or foundation newsletters, etc)*
- *Wide distribution of event or general flyers at local libraries, coffee shops, public announcement boards in apartment complexes, social clubs, houses of worship, and area businesses (e.g., supermarkets, hair salons, laundromats, etc.);*
- *Referral campaigns*
- *Lead and application nurturing campaigns (email, text message & personal phone calls) conducted by Accel Enrollment Advisors*
- *Mailing letters of introduction to local publicly elected officials, government agencies with area offices, and local social services and cultural arts organizations and asking them to post an informational flyer; and*
- *Making announcements at community meetings*

3. How will the Firm/Company identify and assist interested parents/students in obtaining more information about the Academy?

Once a family has expressed interest in the school, the Accel Enrollment Team follows up with a phone call to assist the family in the registration process. In addition to phone calls, the enrollment team utilizes email and text message campaigns to (re)engage families in the registration process. In communicating with the

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Enrollment Advisor, a family may choose from a wide range of options to get more acquainted with the school and take the next step. For example, the family can book an appointment for a campus tour, RSVP to attend a virtual or on-campus event, receive an application link by email, or complete the enrollment application over the phone or through text messages.

4. How will the Firm/Company enroll students and administer a lottery if there is oversubscription?

If there is enough room for every interested student, the school does not need to hold a lottery. In the event a lottery is necessary, we will work closely with the school attorney and will abide by Michigan Code and the Academy's approved policy. Each year, the open enrollment period for eligibility into the lottery will be made public and communicated to current and prospective families.

The ACCEL Marketing Team will support the school by creating clear communication around the lottery process and eligibility. The Marketing Team will advertise the open enrollment period and assist with verifying the eligibility of each application prior to the lottery. Enrollment software will ensure that priorities (such as siblings of current students) are applied to each entry according to the lottery policy. Enrollment software ensures the randomization of selection in the lottery drawing process. At the determined day/time, the Enrollment Team will support the school in conducting the lottery grade level by grade level and with notifying families of their status. Families will have a certain amount of time to accept the enrollment offer and complete the registration process. The Enrollment Team will maintain the school waiting list and backfill any declined offers with eligible students.

5. How does the Firm/Company assist other public school academies that it manages with development of promotional materials? (Please attach an example of such promotional materials, if available).

See above. Please see Attachment D for an example.

6. How does the Firm/Company market its public school academies?

See above.

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EXHIBIT B

The School District of the City of Highland Park Board of Education

Highland Park Public School Academy System Board of Directors

Educational Service Provider (ESP) Evaluation _____

4 = Exceeded expected performance levels; completed responsibilities at high levels of proficiency and/or had participation levels of 100% in said responsibility

3 = Met expected performance levels; completed responsibilities at an acceptable level of proficiency and/or had participation levels of 75% in said responsibility

2 = Partially Met expected performance levels; completed responsibilities at a moderate level of performance or possibly violated Board Policies and/or had participation levels of 50% in said responsibility

1 = Did Not Meet expected performance levels; did not complete some responsibilities at all or clearly violated Board Policies and/or had participation levels of below 50% in said responsibility

Insert a '✔' under the number that best describes the board's performance in the categories below.

Mission, Marketing, and Student Needs					
		4 Exceeded	**3 Met**	**2 Partially Met**	**1 Did Not Meet**
1	Implementation of Mission Statement, Objectives and Goals				
2	Student Safety and Security				
3	Capacity: Ability to Manage Daily Operations				
4	Marketing: Public Outreach, Enrollment, Recruitment and Retention				
5	Website and Social Media Presence and Presentation				
6	Teacher Recruitment and Retention				
7	Student Satisfaction				
Educational Planning and Programming					
		4 Exceeded	**3 Met**	**2 Partially Met**	**1 Did Not Meet**
8	Educational Philosophy				
9	Curriculum: Aligned to Common Core				
10	Curriculum: Cultural Relevant				
11	Instruction: Tiered, Differentiated and Creative Delivery				
12	Assessment: National, State and Local – Student Growth				
13	Assessment: National, State and Local – Proficiency Levels				
14	Special Education Compliance				
15	Performance, Promotion and Graduation Celebrations				
16	Culture and Climate: Conducive to Learning, Positive and Prideful				
17	Presentation of School Schedule and Calendar				
18	Enrichment, Remediation, Advanced and Gifted Support				
19	Extra-Curricular and Specials/Elective Program Offerings				
20	World Language Offerings/Exposure				
21	Exploration Opportunities: Fieldtrips and Vendor Performances				
22	Before and After-School Programming				
23	Quality of Meals and Nutrition				
24	Instructional Technology				

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Organizational and Operational Effectiveness		4 Exceeded	3 Met	2 Partially Met	1 Did Not Meet
25	Organizational Structure				
26	Supports, Prepares and Provides Training for the Board of Directors				
27	Management: School Leader/Principal				
28	Principal/School Leader Satisfaction				
29	Staffing: Hires Highly Qualified and Highly Effective Faculty				
30	Establishes Community Partnerships				
31	Faculty and Staff Supervision and Development				
32	Cleanliness and Quality of Facilities and Landscaping				
33	Maintained Required Insurance Policies				
34	Non-Academic Programming and Events				
35	Fiscal Sustainability: Budget, Cash Flow, Fund Balance				
36	Fundraising Efforts				
37	Compliance (Epicenter): Timeliness, Accuracy, Completion				
38	Emergency and Crisis Response				
39	Faculty and Staff Satisfaction				

Family and Community Involvement		4 Exceeded	3 Met	2 Partially Met	1 Did Not Meet
40	Effective Communication with Families				
41	Community Centered Events and Activities				
42	Build/Sustain Relationships with Community Organizations (e.g., Boys and Girls Club, Recreation Center, etc.)				
43	Community Satisfaction				
44	Customer Service				
45	Parent Participation and Involvement (e.g., establish PTO)				
46	Parent Resources and Support				
47	Parent Workshops				
48	Effective Communication with the Board of Directors				
49	Responsiveness to the Board of Directors				
50	Rate the overall performance of the Educational Service Provider this year.				
	(A) Total number of ✔'s in each column				
	(B) Multiply total ✔'s by the column by the value (4, 2, 3, or 1)				
	(C) Add totals to calculate your ESP Performance Rating /200			/200	
	(D) Divide ESP Performance Rating by 2			/100	

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COMMENTS:

_____

_____

_____

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STANDING RECOMMENDATION (see Standing Recommendation Appendix A):

- ○ **Exceptional Standing** *(90% - 100%)*
- ○ **Satisfactory Standing** *(75% - 89%)*
- ○ **Probation A** *(69% - 74%)*

OR

- ○ **Probation B** *(69% - 74%)*
- ○ **Removal** *(0% - 68%)*

HPPSAS Board of Directors Member:_____

Date:_____

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APPENDIX A: Standing Recommendation

Exceptional Standing:	The ESP has demonstrated positive achievement effects, and is fully approved to continue services in the following year. ***Remedy requirement:*** *None*
Satisfactory Standing:	The ESP has demonstrated "indeterminate" achievement effects due to insufficient data or equivocal effect sizes, but has shown positive implementation outcomes (customer satisfaction, service delivery, compliance). ***OR*** The ESP has demonstrated positive achievement effects but has minor compliance violations. ***Remedy Requirement:*** *Submit improvement plan for correcting any compliance violations OR for improving student achievement where lack of positive evidence is due to equivocal outcomes (neither sufficiently positive nor negative effect sizes) not to insufficient sample size.*
Probation A:	The ESP has demonstrated "indeterminate" achievement effects due to insufficient data or equivocal effect sizes, and has weak or negative implementation outcomes. ***Remedy Requirement:*** *Submit improvement plan for improving implementation quality, any compliance violations, and student achievement where lack of positive evidence is due to equivocal outcomes (neither sufficiently positive nor negative effect sizes) not to insufficient sample size.*
OR	
Probation B:	The ESP has demonstrated "negative" achievement effects but has positive implementation outcomes. ***Remedy Requirement:*** *Submit improvement plan for improving student achievement and additional areas of improvement.* ***OR*** The ESP was in Probation A status last year, but failed to improve implementation. ***Remedy Requirement:*** *Submit improvement plan for improving implementation, student achievement and other areas of concern.*
Removal:	The ESP has demonstrated "negative" achievement effects and has weak or negative implementation outcomes. ***OR*** The ESP was in Probation B status last year, and although still demonstrating positive implementation outcomes, has failed to improve student achievement and other indicated areas of concern. ***Remedy Requirement:*** *None*

6

CONTRACT SCHEDULE 6

PHYSICAL PLANT DESCRIPTION

Physical Plant Description

Highland 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 1st day of July, 2024 (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.

The Premises shall exclude such space as may be necessary for the housing and operation of Landlord's business and board offices. This take back of leased space and exclusion shall only apply if, an applicable certificate of occupancy is issued after consultation with an architect(s) and construction management firm(s) experienced in public school construction and taking into account Tenant's current educational use of the entire Premises it is determined and certified to Landlord by said architect(s) and construction management firm(s) that use of the entire Premises is unnecessary for educational purposes and Landlord can operate its business and board offices in a manner that does not disrupt or impede Tenant's educational program or expose the children attending Tenant's educational program to Landlord's representatives, invitees, and business visitors unattended by school personnel including Landlord's agents who have not undergone the requisite criminal and Department of Human Services background screenings required by the Revised School Code of 1976, as amended. In the event of such exclusion and issuance of an appliable certificate of occupancy, the following shall apply: 1) this Lease shall be amended in writing to designate such excluded space, 2) the measures to be undertaken to ensure that Landlord's visitors will not have access to Tenant's leased premises or enter Tenant's leased Premises unattended in the manner described above shall be memorialized, 3) the parties shall separately demise the Landlord's office and related uses (e.g., parking) and state the maximum amount of excluded space for Landlord's use by square footage for allocation of any shared costs, 4) Landlord shall be responsible for any fees charged by the architect and construction management firm, 5) Landlord shall be responsible for all work required to separately demise Landlord's office and related uses (e.g., parking) and this work would be at Landlord's sole cost, 6) Landlord will become responsible for all operational costs (e.g., maintenance, repairs, utilities, cleaning, trash removal, insurance, internet, phone, etc.) in Landlord's separately demised and excluded space 7) Landlord shall commit to minimize disruption of Tenant's operations, 8) Landlord shall consider the return of such space to Tenant upon written request of Tenant if the expansion of the student population increases and the parties agree that additional space becomes necessary for educational purposes, 9) Landlord shall comply with any applicable law related to

and governing the take back of leased space under this lease, and 10) Landlord will indemnify Tenant, defend, and hold Tenant, and Tenant's board members, officers, agents and employees harmless from and against any and all Losses arising from or in connection with the conduct or management of the Landlord's separately demised space, offices, and related uses (e.g., parking) or any of Landlord's business or any work or alterations done on the separately demised space or any condition created by Landlord in or about the separately demised space, this subparagraph's requirements may be met, at Landlord's sole discretion, by Landlord's procuring reasonable insurance to carry out the intent of same.

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 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 non-renewal 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, 2024, 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".

5. 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 performed 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 the Tenant 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. §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 §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 or 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 (I) day after delivery to such courier service.

If to Tenant: Highland Park Public School Academy System
c/o President of Board of Directors
45 E. Buena Vista Street
Highland Park, Michigan 48203

With a copy to: Samuel McCargo
Lewis & Munday PC
220 W. Congress, Suite 500
Detroit, Michigan 48226

If to Landlord: Highland Park Board of Education
c/o President of the Board of Education
12360 Woodward Avenue
Highland Park, Michigan 48203

With a copy to: Joseph Urban
Clark Hill PLC
220 Park Street
Suite 200
Birmingham, Michigan 48009

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 affected thereby.

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.

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.

22.7 Non-Liability. The Landlord, and none of 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.

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 22.8 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, 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 from the Sinking Fund to the Tenant, remains subject to the requirements of Section 1212 of the Code.

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

LANDLORD:

SCHOOL DISTRICT OF THE CITY OF HIGHLAND PARK

By: Janet Spight White
Name: Janet Spight White
Its: President

TENANT:

HIGHLAND PARK PUBLIC SCHOOL ACADEMY SYSTEM

By: Candice L. Benns 5/29/2024
Name: CANDICE BENNS
Its: BOARD MEMBER

EXHIBIT "A"

LEGAL DESCRIPTION OF LAND

Legal Description of Barber Elementary Property

6504 6505 LOTS 5 TO 12 INCL. BUENA VISTA SUB 1/4 SEC 17 1000 AT L14 P28 WCR

Legal Description of Henry Ford Elementary Property

2172 LOTS 634 TO 640 THE MEDBURY SUB T1S R11E L27 P9 WCR

Legal Description of High School Property

000A15.2 PART OF LOTS 3,13,14,17 AND 18 OF WILLCOX'S SUB, T1S R11E L1 P267 WCR DESCRIBED AS BEG N 26 DEG 06M 35S W 841.67 FT FROM INTERSECTION OF N LINE OF 10000 A.T. WITH E'LY LINE OF WOODWARD AVE 120 FT WIDE, TH N 26 DEG 06M 35S W 60 FT, TH N 63 DEG 52M 17S E 2592.84 FT, TH S 26 DEG 01M 45S E 60 FT, TH S 63 DEG 52M 17S W 2592.79 FT POB WILLCOX'S SUB T1S R11E, L1 P267 WCR

7

CONTRACT SCHEDULE 7

REQUIRED INFORMATION FOR PUBLIC SCHOOL ACADEMY

Required Information for Public School Academy

Section a: Governance Structure

Section b: Educational Goals and Programs

Section c: Curriculum

Section d: Methods of Pupil Assessment

Section e: Application and Enrollment of Students

Section f: School Calendar and School Day Schedule

Section g: Age or Grade Range of Pupils

A

SECTION A

GOVERNANCE STRUCTURE

Schedule 7A

Governance Structure

The System Board currently consists of three (3) 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 System Board members have been made in accordance with the Contract. Vacancies in office shall be determined and filled pursuant to the provisions set forth in the Resolution on Methods of Selection. The current System Board members are as follows:

Board Member	Term
Candice Benns	2023-2024
Marcelus Turner	2024-2027
Tammy Stafford	2024-2027

Statement

1. The Education Service Provider reports to the Board of Directors
2. The Education Service Provider manages the operations of the Academy
3. Board Member Qualifications. Board members are screened, qualified and appointed by the Board of Education in accord with Resolution on Methods of Selection.

B

SECTION B

EDUCATION GOALS

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 K - 12.

Grades	Metrics	Targets
K-8th	Students' English/language arts, mathematics, social studies and science scaled scores on a formal local benchmark assessment. (i.e. iReady).	Students' quarterly academic progress will meet the growth and achievement targets established annually by the System and the District.
K-7th	Students' mathematics, English/language arts, social studies and science subject scores on the M-STEP state assessment.	The System will show Proficiency and Growth Targets according to approved contractual agreements.
8th	Students' reading/English language arts, mathematics, social studies and science subject scaled scores on a formal local benchmark assessment. (i.e. iReady).	Students' quarterly academic progress will meet the growth and achievement targets established annually by the System and the District.
8th	Students' Social Studies and Science subject scores on the M-STEP state assessment.	The System will show Proficiency and Growth Targets according to approved contractual agreements.
8th	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.

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)

Grade/Test	Reading and Writing	Math	Total
8th - PSAT 8/9	390	430	820+

C

SECTION C

EDUCATIONAL PLAN

EDUCATIONAL PROGRAM

Mission

The mission of Barber Preparatory Academy is to prepare a diverse community of elementary school students to be leaders within their community, successful in college and in their careers through a flexible and highly individualized educational experience that develops analytical, compassionate, disciplined, and self-directed learners.

The vision of the Barber Preparatory Academy is simple: we believe that every child should be whatever they want to be regardless of where they were born. Seven core beliefs drive everything we do:

1. Schools should be accountable for their results and be financially self-sufficient.
2. Students should be prepared to pursue a wide variety of post-secondary options.
3. Schools and teachers should strive to maximize learning efficiency.
4. The learning environment matters.
5. Students should be taught core values.
6. Technology can increase engagement, access to resources, efficiencies, and academic results.
7. More time spent learning yields greater results.

The Academy intends to create a high-performing and innovative school that produces students capable of exemplary levels of higher-order thinking and student achievement, as well as prepares students for any post-secondary opportunity they wish to pursue. The Academy will be a place where all students have access to exceptional curriculum, tools, and teaching to maximize success in life, regardless of geographic, financial, or demographic circumstances. All Academy students will meet or exceed the state and district goals on the state assessment, and the Academy will provide a safe, caring, and nurturing environment conducive to learning.

The Academy's success is anchored by four critical components of educational philosophy:

1. The Academy sets high academic and behavioral expectations for all students and staff.
2. Students will come to understand and believe that success is the result of hard work.
3. Leadership, parents, students, and staff will all make a shared commitment to our school.
4. Open and honest communication and personal and shared responsibility will guide all Academy actions.

A strong school leader, capable of establishing an academic culture based on high expectations and accountability for students and staff is essential to create a school environment where all students can learn and excel. The Academy principal is highly skilled in working to build strong communities and, above all, has proven experience in increasing student achievement in reading, writing, mathematics, science, and social studies. The principal possesses a clear vision for the

Academy, and clearly articulates and plans for achieving this vision. The principal creates and empowers a leadership team that understands how to effectively use achievement data to inform instruction, as well as understands how to use achievement, demographic, perception, and process data to accelerate achievement for all learners. A culture of high expectations and accountability must be in place to allow staff and students to meet goals to close the achievement gap. The leader creates an environment centered on student and adult learning that is personalized and based on measurable outcomes with ongoing feedback. The principal is highly skilled at developing a culture of collaboration and implementing productive professional learning communities that work together to achieve desired results.

A foundational component that is essential for school success is helping students see the correlation between hard work and school success. The Academy implements a comprehensive Positive Behavior Intervention Support ("PBIS") program designed to highlight students who make good choices that enhance the Academy learning environment. The Academy institutes a school-wide PBIS initiative to promote positive change in student behavior. Students who continually make positive choices receive recognition through awards that can be redeemed at the Academy's PBIS store. Each instructor implements PBIS at the classroom level with students being rewarded for following directions, completing assignments on time, and showing respect to self and peers. The PBIS program recognizes students for hard work and effort and serves as a model for those individuals who are having trouble making good choices.

Additionally, the Academy institutes a mentoring program designed to help students make good choices. The Academy works with various community groups such as Big Brothers/Big Sisters to provide students opportunities to be involved with positive role models that model the correlation between hard work and school success. Academy staff work with agencies to provide leadership, academic, enrichment, and mentoring programs before school, after school, and during the summer.

The Academy's goal is to create a collaborative community where all stakeholders are a part of the Academy's decision-making process. The Academy implements research-based parent/family involvement programs based on the work of Joyce Epstein's Six Types of Parent Involvement and places emphasis on the decision-making component of the framework as a fundamental underpinning of the day-to-day operations of the school. The principal works with parents and guardians to establish a parent–teacher organization where parent representatives play an active role in the decisions made at school. Parents/guardians play an active role on school-based committees including school improvement teams and in the development of Title I initiatives.

Academy staff understands that for the Academy to achieve the results necessary to accelerate academic achievement, there must be a positive relationship between the school, parents/guardians, and community stakeholders. The Academy leadership team creates procedures and processes based on regular, open, and honest communication through the Academy's website, social media, print communication, texts, phone calls, and face-to-face communication. The Academy's goal is to build a culture of trust and respect so parents/guardians and community members will see the Academy as a center of excellence. The Academy offers a variety of programs to make parents/guardians feel welcome as well as help parents/guardians understand the Academy not only supports their students' academic learning but is also a resource for day-to-day needs. These

programs include a parent resource center, resume writing assistance, budgeting, tax preparation, and workshops to help parents learn how to use technology and software programs.

The Academy's Educational Program personalizes learning for all students by maximizing the integration of exceptional classroom teaching with innovative blended learning technologies and opportunities. In doing so, Academy leaders and staff leverage the power of academic data that an onsite personalized learning instructional program provides to deeply engage students, parents, and teachers. This data will fully and efficiently inform all instructional decisions and allow the team to be nimble in its support of students. Staff will receive ongoing, job-embedded professional development in the Data Wise Process to ensure teachers and support staff have a strong foundation in working with achievement, demographic, perception, and process data. The rigorous, individualized, instructional model, developed by the Academy planning team, hinges on several fundamental principles:

- **Leveraging technology builds better teachers**: when appropriate, using technology to individualize learning informs the critical time teachers are in front of students.
- **Data informs**: data-driven instruction is a core tenet of the Academy's daily work.
- **Students learn at different paces**: data informs ways to group students at both grade level and achievement level, ensuring each student's needs are being met.
- **Be accountable**: The Academy uses benchmark assessments to monitor student progress, hold teachers accountable and improve performance.
- **Maintain pedagogical efficacy**: The Academy ensures the curriculum alignment to meet or exceed the most relevant standards.
- **It's more than just school**: The Academy builds learning opportunities, including online options, for students at home, available year-round.

With this foundation, Academy students access diverse instructional methodologies every day, including whole group instruction, small group learning based on ability, academic and grade level groupings, extended school days, and summer instruction.

To efficiently and effectively serve all students at the highest possible level, each student's learning is customized to meet them where they are. Highly qualified, Michigan-certified teachers manage the overall student learning process by providing direct, whole-group instruction, as well as targeted instruction based on individual student needs. This instruction is supported and informed by the integration of technology in classrooms. The digital curriculum is carefully curated and allows students to focus on core competencies while providing teachers and Academy leaders with comprehensive, quality data necessary to evaluate student and teacher progress and tailor instruction appropriately.

One of the key items the academic team leverages daily is the student learner profile, a result of the combined impact of accessible data, great teachers, and the ability to guide students to material relevant to their learning. Consider this example: a 3rd-grade student's learning profile reveals a mastery of all the state standards in math at the Kindergarten and 1st-grade level, but gaps at the

Schedule 7A

Governance Structure

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Statement

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2nd-grade level. For one 45-minute math block per day, that student will join grade-level peers with similar learning needs. Through small group instruction with the teacher, along with additional instruction and practice through adaptive software, student gaps are quickly remediated, and the percent of standards mastered at the 2nd-grade level increases dramatically. During the second 45-minute math block on the same day, this same student works with the homeroom class to receive direct instruction on 3rd-grade standards. Teachers use whole group, small group, and technology-supported individualized instruction to support student mastery of grade-level standards. In doing so, teachers assess gaps in learning for each child and create a specific schedule and plan for individual academic growth.

The Academy team takes multiple approaches to ensure this model is delivered with efficacy, including technology-enhanced rotations, direct instruction, remediation, and enrichment. For starters, the Academy utilizes two personalized learning rotational models, each briefly described here:

1. **Rotation model** - A program in which, within a given course or subject (e.g., math), students rotate between learning modalities, at least one of which is digital learning. Other modalities might include activities such as small-group or full-class instruction, group projects, individual tutoring, and pencil-and-paper assignments.
2. **Station Rotation** (also referred to as Classroom Rotation or In-Class Rotation) - A rotation model implementation in which within a given course or subject students rotate on a fixed schedule or at the teacher's discretion among classroom-based learning modalities. The rotation includes at least one station for digital learning. Other stations might include activities such as small-group or full-class instruction, group projects or individual tutoring.

In addition, the Academy delivers direct instruction for core content classes with highly qualified, Michigan-certified teachers across all content areas: math, English language arts ("ELA"), social studies, and science for specific periods of the day. Direct instruction supports mastery of standards and focuses on specific strategies or skills and allows students to work effectively through coursework. Teachers carefully review and analyze data from assessments on a weekly basis to ensure the instruction being delivered best meets students' individual needs.

The Academy's holistic approach includes a strong remediation and enrichment program: students receive enrichment or remediation working in small groups or 1:1 with core content area teachers throughout the week. Teachers review assessment results and course progress data every week to identify learning gaps and provide further individualized support to ensure all students are successful. Remediation and enrichment take place throughout the school day and are provided during before- and after-school programming as well as in the summer.

The Academy meets the needs of all learners. The educational program is designed to meet the needs of students achieving at, below, and above grade level. The Academy implements a comprehensive Multi–Tiered Systems of Support ("MTSS") framework that provides research-based interventions and ongoing progress monitoring to all students including students receiving specialized services and English Language Learners ("ELLs").

The MTSS program enables each classroom teacher an opportunity to provide tiered interventions,

with all students receiving Tier I interventions within the classroom setting. Students struggling to master Michigan's academic standards may require more intense instruction and may receive Tier II interventions. Students needing the most intensive interventions receive Tier III MTSS services. Ongoing progress monitoring is embedded into the MTSS program to ensure the achievement gap is closing.

Students achieving at high levels are provided with specialized instruction that includes independent projects of study aligned with the Michigan Academic Standards. The Academy meets the needs of gifted learners through single-subject acceleration, cluster grouping, curriculum compacting, independent studies, and online programming.

The Academy employs research-based methods to address the needs of ELL students. This may include a combination of bilingual and sheltered instructional strategies as well as push-in or pull-out support for all content areas. The specific needs of ELL students may be identified and addressed through the MTSS process to ensure each individual's success.

When making educational placement decisions for students with disabilities, the Academy will ensure that parents are contributing members of the Individualized Educational Program ("IEP") team, and together the team will make decisions that are subject to requirements regarding provision of the least-restrictive environment. When determining how services will be delivered to students with disabilities, the Academy will follow all Special Education Rules as issued by the Michigan Department of Education. If a child with a current IEP enrolls in the Academy, the Academy will implement the existing IEP to the extent possible or will provide an interim IEP agreed upon 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 ("IDEIA") and state law and regulations.

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

1. The Academy is responsible for providing a free, appropriate public education to children with disabilities enrolled in the Academy that have been determined through an IEP to require Special Education programs and services.

2. The Academy 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 least every three years.

3. When a multidisciplinary team determines that a special education student requires Special Education programs and services, the Academy will ensure that the IEP is fully implemented in accordance with IDEIA and reviewed on an annual basis or more frequently as determined by the IEP team.

The Academy contracts with specialized outside service providers who are experts in providing such services to charter schools in Michigan. Additionally, the Academy 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.

Curriculum Overview

Journeys delivers effective vocabulary instruction, reading comprehension instruction and differentiation to meet the needs of all learners.

Vocabulary

Amplified focuses on three purposes for teaching vocabulary:

1) To facilitate comprehension
2) To build academic vocabulary
3) To teach about words

Each lesson follows a consistent format that begins with opening activities focused on target vocabulary words and reinforced on "Vocabulary in Context Cards," which introduce and preview the words for students. Teachers receive on-line professional development that assists with providing explicit vocabulary instruction prior to students reading the *Amplified* selection aligned to the daily lesson. This ensures students have the vocabulary necessary to comprehend and embrace complex text. Vocabulary is further reinforced through the use of Leveled Vocabulary Readers. A priority area in *Amplified* is connecting vocabulary instruction with comprehension so neither is taught in isolation.

Comprehension

To achieve the high standards for literacy, students must develop comprehension strategies that enable them to meet increasing literacy demands as students move from grade to grade. *Amplified* recognizes the importance of background knowledge to comprehension and the importance of making connections; each lesson in *Amplified* targets the activation of prior knowledge before reading. Students have opportunities to make connections from text to self, text to text and text to the world. The series helps students to make connections between reading and other content areas through the *Amplified* "Science Connection" and "Social Studies Connection" components.

Students develop critical thinking skills by writing a response to reading selections. *Amplified* helps students to think about their own thinking and make connections to what is taking place in their community and in their world.

Decoding

Teachers in grades K – 2 have support for decoding instruction that focuses on phonics and high-frequency words within each unit. Opening routines include phonemic awareness as students work in centers on decoding and other literacy skills. *Amplified* provides intervention support for students that need to develop decoding skills in later grades.

Fluency

Fluency instruction is integrated into weekly instruction. *Amplified* includes interactive read-aloud and shared reading to serve students with daily models of fluent reading.

Assessments

Amplified provides teachers with weekly assessments and end-of-unit assessments that provide ongoing achievement data relating to student progress. Additionally, intervention assessments are

provided for ongoing monitoring of students receiving targeted support to specific interventions students are receiving to close gaps in literacy.

Mathematics

The Academy implements the MAS for mathematics to ensure students are prepared not only to master the standards for high school algebra but are able to take and pass high school algebra while in middle school. The standards provide opportunities for teachers to make a shift in instruction to teach mathematics in a focused, coherent, and rigorous manner. The standards provide:

Focus where the standards focus. Teachers focus deeply on the major work of each grade level, so students have a strong foundation and conceptual understanding, a high degree of procedural skill and fluency, and the ability to solve real-world problems.

Coherent progressions from one grade to another. Learning is carefully constructed to allow students to build new understanding on foundations built in previous years. Each standard is an extension of previous learning.

Rigor in conceptual understanding, procedural skill and fluency, and application with equal intensity. The embedded rigor begins in the early grades and continues as students move from early elementary to intermediate and on to middle and high school.

The MAS place emphasis on specific practices and proficiencies teachers should strive to develop in students. Academy teachers implement the MAS mathematical practices, so scholars achieve proficiency to:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

Curriculum resources are aligned with the MAS for mathematics and provide the components of rigor including conceptual understanding, application, and procedural skill and fluency. The curriculum provides research-based interventions to meet the needs of struggling learners as well as advanced learners. Teachers use the resources to construct engaging lessons that promote the integration of technology, project-based learning and the application of the standards to solve real world problems. Curriculum resources provide a strong foundation for all Academy students.

Kindergarten to grade two teachers understand that a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals support a student's ability to learn and apply more demanding mathematical concepts in upper elementary, middle and high school. The math standards for early elementary grades are constructed in a manner that allow students to spend sufficient time mastering the building blocks of mathematical thinking. Teachers in kindergarten through grade two establish the groundwork for scholars to apply mathematics to solve real world problems. At the early grades, students are able to reason about numbers and explain and defend answers.

Academy teachers receive ongoing, job-embedded professional development beginning at pre-service and extending throughout the school year. Teachers receive the professional development necessary to plan and implement the MAS for mathematics with the rigor needed to ensure students are college and career ready. Using backward design, teachers develop deep knowledge regarding the skills high school students need to master Algebra I, Algebra II and Geometry and an awareness of the skills and concepts students must have to be proficient on the required state assessment in eleventh grade. This background information helps teachers understand the importance of providing a rigorous mathematics program in the early grades.

Students are challenged to incorporate writing and talking about mathematics to learn, reflect on and refine mathematical ideas. Each unit provides vocabulary instruction where students review words, preview words and complete activities to use mathematical terms in different ways. The curriculum provides real-world examples, mathematical modeling, how math applies to other content areas and real-world connections using technology and current events. Units include opportunities for higher-order thinking skills and performance tasks that require students to use reasoning skills, represent situations symbolically, use mathematical models, and state answers explaining the step-by-step process for solving problems.

Teachers are provided with a variety of assessment tools to support data-driven instruction. Students at each grade level are given a diagnostic assessment at the beginning of each school year to identify those students who are at risk and in need of targeted, research-based interventions to close gaps in learning. Formative assessments are embedded into instructions, so teachers and students have ongoing achievement data to inform both teaching and learning. In addition, the program includes leveled module quizzes, unit tests, performance tasks, and quarterly benchmark tests. The online assessment component allows teachers to monitor student progress through reports and alerts, and to use course assessments or create and customize assignments aligned to specific lessons and standards. Using data provided through a robust assessment program, teachers are able to differentiate instruction, implement leveled practice sheets, reteach concepts on an individual and small group basis and use extending activities to challenge students who are ready to move ahead.

Science

The Michigan Science Standards were approved by the Michigan Department of Education in November 2015. The standards are based on the Next Generations Science Standards ("NGSS"), which were constructed in accordance with how students learn best. The framework suggests students need to be engaged in science using the same practices used by scientists and engineers. Additionally, the framework supports the concept that students should engage in science and engineering practices with core ideas that become more complex as students advance from grade to grade. The emphasis is on how science concepts are interdisciplinary in nature, therefore providing opportunities for the integration of science with mathematics, technology, the arts and other disciplines.

The science standards are organized by grade level and reflect the developmental nature of learning. Within each grade level, performance expectations for students are organized around topics. The standards and topics integrate science and engineering practices into a framework for all grade levels which include:

1. Asking questions and defining problems
2. Developing and using models
3. Planning and carrying out investigations

4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations and designing solutions
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

The curriculum includes study in life science, physical science, and earth and space science and fully integrates engineering, technology, and the application of science. The continuum provides opportunities for teachers to plan cross-curricular activities that incorporate mathematical concepts and teach non-fiction informational reading and writing skills at each grade level. Scholars receive instruction based on the inquiry model and will regularly conduct investigations with real-world applications.

Social Studies

The Academy implements the MAS for social studies; the curriculum framework is based on the social Studies standards approved in 2007. These standards balance disciplinary content and processes and skills that contribute to responsible citizenship to provide a strong foundation for social studies instruction and incorporate the disciplines of history, geography, civics and government, economics, and public discourse.

Students develop knowledge and understanding of how history, geography, civics, and economics interact with their local community, state, nation, and world. Students make connections about how the past and the present work together to create systems to support how people live and work together. The goal of social studies implementation is to develop responsible citizenship in students through the study of history, geography, civics, and economics. Quality instruction helps students develop disciplinary knowledge, thinking skills, democratic values and civic participation.

As social studies content is delivered, teachers instruct at higher levels of DOK by implementing content in a manner that provides for:

Rigor

- Challenging enough to equip students to succeed at the next grade level
- Represent the essential core content of a discipline – key concepts and how the concepts relate to each other

Clarity

- More than just plain and jargon-free prose
- Widely understood and accepted by teachers, parents, school boards and others who have a stake in the quality of schooling
- Provide guidance for university faculties who prepare teachers to convey the expectations, and who later receive those teachers' students

Specificity

- Enough detail to guide districts in developing curricula and teachers in planning instruction
- Address available time for instruction focus
- Prioritize facts, concepts and skills that should be emphasized at each grade level

Progression

- Move from simple to complex, from concrete to abstract
- Delineate a progression of knowledge and skills, rather than repetition from grade

to grade

Coherence

- Deflect a coherent structure of the discipline and/or reveal significant relationships among the strands, and how the study of one complements the study of another
- Represent a "backward-mapping" from the high school expectations to a progression of benchmarks that middle and elementary school students would need to reach in order to be "on track" for success in college and work

The curriculum provides opportunities for students to learn content aligned to the national standards. Students learn about people, places and events that help make connections to the world in which they live. Units are organized around big ideas, and essential questions set the purpose for reading and focuses on a specific reading skill. These reading skills are explicitly addressed and assessed. Michigan specific resources are provided in accordance with the MAS.

Students are presented with biographies, point of view, primary sources, citizenship skills and critical thinking skills to analyze, apply knowledge, make thoughtful decisions, pose questions and apply events in history. Online programs include assessments, video selections and interactive presentations to support student learning.

In addition, students and staff will engage in *The Leader in Me* model which teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader.

Physical Education

The Academy physical education program is based on the MAS for physical education and is implemented in a planned, sequential process with expectations for each grade level building upon the previous year's instruction. The program provides students with the knowledge, skills and attitudes necessary to live a healthy lifestyle and integrates motor skills, cognitive concepts, physical fitness and personal and social character traits leading to a healthy lifestyle. The physical education program provides opportunities for children to understand the importance of physical activity and acquire skills to combat a sedentary lifestyle.

Technology

Academy elementary students are afforded the opportunity to experience and explore technological literacy while gaining basic skills that continue to be a positive and essential ingredient to creating a community of learners. The technology class activities are focused on encouraging effective technology integration, promoting research-based instructional curriculum methods and supporting quality educational development that supports the integration of technology with the International Society for Technology in Education ("ISTE") standards for students. An emphasis is placed on helping students use technology to create learning products.

Professional Development

The Accel Schools model provides ongoing support for teachers through job-embedded professional development designed to improve the instructional capacity of teachers to meet the individual needs of students. Accel Schools' professional development trainers provide direct training for the implementation of student achievement data to inform classroom instruction. Accel Schools trainers work on-site with administrators and the Academy leader to ensure teachers have the skills necessary to implement weekly assessments directly aligned to the standards being taught, with the goal of ensuring students are achieving at 80% mastery. Through

intensive professional development provided a minimum of two weeks during pre-service, teachers are able to develop weekly short-cycle assessments aligned to the learning standards. Accel Schools' trainers return on a monthly basis to reinforce what was learned during pre-service and to assess whether the professional development is implemented with fidelity. Teachers learn how to build an academic culture where students track their own data and have established a classroom where teachers re-teach skills when students do not achieve 80% mastery. Systems are in place to allow teachers to use resources provided through "Think Central" and the online curriculum as teachers meet in collaborative teams to continually track student progress and provide intervention and extension activities that move student achievement to close the achievement gap.

Accel Schools realizes that just like students, adult learners learn better under certain conditions. Research taken from the North Central Regional Education Laboratory outlines the need to engage adults by ensuring the goals and objectives of professional development are realistic and important to the audience. Application to the real world needs to be clear, and there must be a sense that the learning can be applied within a timely basis to the learner's scope of work. Adult learners need to have some autonomy over what is being learned and should have input into the content of the program. The culture of adult learning must also be considered to ensure that teachers feel comfortable about the learning environment and there is no fear of judgment regarding participation. In addition, adult participants must have active participation in the professional development program; there must be time for collaboration and the opportunity to produce products for immediate implementation. Great length is taken to ensure that teachers and support staff understand the need for ongoing professional development with a minimum commitment of at least eight hours per month. It should be noted that Accel Schools works to ensure that professional development facilitators are trained to elicit feedback throughout the professional development session and monitor and adjust to meet the needs of learners.

The goal of professional development is to include a variety of delivery methods to engage adult learners. While some professional development is delivered in large group settings, the majority of professional development programs are designed to be delivered in small group settings to ensure a more intimate and collaborative process is in place to meet the needs of learners. Additionally, instructional videos, peer-to-peer examples and having homework assignments that are used in subsequent professional development programs help to enhance the learning. Each professional development program begins with identifying the outcomes for the session, research and best practices associated with the topic and essential questions that participants answer through collaboration. Essential questions are tied to the specific learning environment where the professional development will be implemented; for example, developing skills for differentiating instruction.

Academy leaders are active participants in all professional development programs. Principals are given the opportunity to look at different implementation strategies based on such issues as socioeconomic differences, experience levels of teachers, length of time working in urban schools, etc. Accel principals understand how to monitor the implementation of professional development and use regular learning walks to showcase its success.

Instructional coaching is essential to an effective professional development program. Accel Schools supports the research that demonstrates effective instructional coaching models ensure an 85% implementation rate for professional development in schools. Accel Schools deploys instructional coaches with specialized expertise to provide content area professional development in classrooms. Specialists with expertise in ELA, mathematics, science and social studies observe classes, model lessons, provide feedback, co-teach and review achievement data to ensure teachers

grow in their content area to be the most effective teacher possible.

Accel Schools stresses the implementation of professional learning communities to support adult professional development that leads to increased teacher effectiveness. Professional development sessions are proceeded by classroom coaching to implement strategies from the professional development sessions. Professional development presenters modify instructional design to ensure objective skill mastery and expand instructional techniques to accommodate different learning styles/multiple intelligences. In addition, common planning time is scheduled to create and implement best practices and targeted lesson planning. During this time, instructional staff analyzes and interprets data through data team meetings. Continuous efforts are made to address the best possible strategies to increase student achievement. Working together as a team of content area specialists and special subject teachers (art/music/physical education) creates a comprehensive approach to meeting student academic needs.

Accel Schools believes ongoing professional development is critical for academic success. Academy staff members participate in a three-week pre-service program that includes extensive training related to curriculum implementation.

Academy teachers have ongoing professional development through the online professional development resources available on *Think Central*. Teachers can log in to *Think Central* anytime, anywhere to access professional development. Accel Schools instructional coaches assign online professional development modules to teachers and then work in a collegial relationship to ensure it is implemented with fidelity. Online professional development modules for Amplified and Go Math are available by grade. Professional development modules are available in video, PDF and podcasts and can be downloaded to any device. An example of professional development modules assigned to a teacher using *Amplified* may include:

- Teaching Fluency
- Assessing Fluency
- Auditory Modeling
- Teaching Text Comprehension
- Answering questions
- Story Structure
- Assessment to Inform Instruction
- Formative Assessment: Class Activity

Accel Schools works hand in hand with the Academy to establish a year-long plan for professional development. For the first year of operation, the professional development calendar is developed on a quarterly basis and is based on achievement, demographic, process and perception data. Teachers receive ongoing professional development by attending weekly meetings of professional learning communities. The meetings are typically scheduled after school from 3:45 to 5:15 pm once a week. Saturday professional development sessions are also scheduled to provide the support needed to achieve high levels of teacher effectiveness.

Assessment and Evaluation

Formative and summative assessment is essential to the academic model; Accel Schools believes assessment should be frequent, authentic and its results immediately actionable. Due to the developmental stage of elementary students, several assessment systems will be used to assess students against the relevant state standards. All of these assessments are in addition to state

mandated assessments and the formative assessments teachers employ on a daily basis to assess learning. Teachers have access to a variety of summative and formative assessments, including:

iReady is a nationally-normed assessment that is aligned to MAS, and will be given to all students who are in grades three through grade eight to assess reading and mathematics. This assessment will provide teachers with a set of baseline data to inform instruction. The students will be tested twelve weeks later and then again in the spring to provide teachers and parents with a roadmap to instruction that identifies student gaps in learning and need for intervention as well as areas in which students can be accelerated. For each of the students, using a comparison of the fall versus spring results, an in-year growth measure can be determined based on whether he/she met or exceeded his/her statistical expectancy in reading and mathematics. This information will be vital to the school leadership as they develop professional development plans, make programmatic changes, and plan for school growth. The test is aligned with MAS and will be a valuable tool as teachers assist students on their journey to standards attainment and proficiency on state assessments. iReady assessments will be used in all grades in core content areas 3x per year.

Short Cycle Assessments

The Academy implements short cycle assessments on a weekly basis to assess student mastery on standards where less than 80% of the students demonstrated mastery on the iReady assessment. The short cycle assessment program is based on an instructional learning calendar that outlines the specific standards in mathematics and reading where students need re-teaching, remediation, and/or tiered interventions. Teachers receive ongoing support to create short cycle assessments aligned with the MAS and are written at level 3 or 4 DOK. The short cycle assessments include a minimum of four multiple-choice questions and one extended response question.

The Academy's data team meets regularly to review assessment data and works to ensure the academic culture of the school is based on the ongoing use of assessment data to inform instruction. Classrooms have a data wall highlighting student achievement on iReady assessments and a weekly short-cycle assessment data wall where weekly student achievement data is highlighted to allow students to take ownership of individual progress.

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Curriculum Resources

Michigan Common Core State Standards Resources and Guides: Retrieved from: www. http://miccss.org/

New Michigan K – 12 Science Standards: Retrieved from: http://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510-339833--,00.html

Michigan Grade Level Content Expectations for Social Studies: Retrieved from: http://www.michigan.gov/documents/mde/SSGLCE_218368_7.pdf

D

SECTION D

CURRICULUM

Curriculum

The Academy is built on a strong foundation of high expectations for academic achievement for all students. A standards based curriculum that teaches students skills for college and career readiness is fundamental to the teaching and learning program implemented at the Academy. Teachers receive on-going professional development in unpacking learning standards so students develop the skills necessary to successfully advance from one grade level to the next. The Academy curriculum is built on the MAS for ELA, mathematics, science, social studies, art, technology and physical education.

The curriculum's foundation is critical to successful curriculum implementation. Teachers implement the curriculum in alignment with the state standards for each grade level and understand the complexity of the progression of the standards. Professional development and on-going academic coaching help teachers understand the need to shift away from traditional instruction to the development of lessons designed in a manner that engages students and embeds rigor into daily instruction.

The Academy works collaboratively with its partner, Accel Schools, to ensure the curriculum is implemented with fidelity. All students receive core instruction on grade level standards. Curriculum resources are research based and provide materials to increase achievement for students achieving at, below and above grade level. The teachers and students use digital resources in daily instruction and each classroom is outfitted with the technology necessary to support instruction and target the individual needs of students. Curriculum resources provide on-going assessment data for teachers to use to inform instruction; these resources are used in conjunction with iReady and other assessment results to group students for individual, small group and guided instruction.

English Language Arts

The ELA curriculum is based on the MAS for ELA. The standards provide specific learning outcomes for ELA and Literacy in History/Social Studies, Science and Technical Subjects. The standards are divided into strands for reading, writing, speaking and listening and language. The MAS for ELA provide a framework to be a literate person in the twenty-first century.
According to the National Council of Teachers of English, twenty-first century readers and writers need to:

- ☐ Gain proficiency with tools of technology.
- ☐ Develop relationships with others and confront and solve problems collaboratively and cross-culturally.
- ☐ Design and share information for global communities to meet a variety of purposes.
- ☐ Manage, analyze and synthesize multiple streams of simultaneous information.
- ☐ Create, critique, analyze and evaluate multimedia texts.
- ☐ Attend to the ethical responsibilities required by these complex environments.

Academy teachers understand all students must have a strong foundation in reading and writing and know a strong literacy program is the bedrock for students to experience sustained academic success. The ELA standards promote learning at level four Depth of Knowledge ("DOK"), foster creativity and develop innovative thinkers capable of solving problems of today's ever changing world.

The ELA standards provide for shifts away from traditional instruction that include:

- ☐ Building knowledge through content rich non-fiction and informational texts.
- ☐ Reading and writing is grounded in evidence from text.
- ☐ Regular practice with complex text and its academic vocabulary.

The MAS are embedded with foundational skills which include four strands: print concepts, phonological awareness, phonics and word recognition and fluency. These foundational skills are supported by four strands that continue across all grades kindergarten through grade twelve, which include: key ideas and details; integration of knowledge and ideas; craft and structure; and range and level of text complexity.

The Academy ELA curriculum places emphasis on:

1. Strong beginning reading skills that include phonemic awareness, phonics and fluency.
2. Writing based on what students read and the promotion of argumentative writing.
3. Tier 2 vocabulary and the building of academic vocabulary skills.
4. Increased opportunities for students to access informational texts as students move through grade levels.
5. Access to complex texts and explicit instruction that teach critical components of complex texts such as different purposes, genres, organization and structures of texts.
6. Close reads that require students to provide evidence and support from texts, answer text dependent questions and integrate knowledge and ideas from different parts of text and across more than one text.

The MAS for writing de-emphasize narrative writing and place an increased emphasis on argumentative and informational writing. Academy teachers promote writing across the curriculum with regular opportunities to write in social studies, mathematics, science and enrichment classes.

The Academy works collaboratively with Accel Schools to develop standards based curriculum maps with pacing guides for each grade that outline the standards students are required to master before progressing to the next grade level. The ELA curriculum resources build on the complexity of skills required for success as students progress to middle school, high school and post-secondary education. All resources are available in digitized formats with opportunities for on-line learning for students and on-line professional development for teachers.

English Language Arts – Focus of Instruction

Kindergarten – Reading

- Demonstrate an understanding of the concepts of print while reading.
- Activate and construct meaning from pictures and illustrations to sequence a story from pictures and illustrations.
- Show the sound and symbol relationship between letters of the alphabet and their sounds in words.
- Read and spell a list of frequently sounded words.
- Read, view, and listen to a variety of genre to explore and respond to a pattern, style, structure, or purpose in a guided / or independent setting.

Kindergarten – Writing

- Write to communicate a purpose for a variety of purposes.
- Share a personal experience and dictate / write that story for publication.
- Approximate the reading and writing of poetry through singing, listening to, and viewing rhythms, rhymes, songs, and patterned literature.

Grade 1 – Reading

- Demonstrate concepts of print in shared or individual settings for multiple purposes using a variety of texts.
- Increase fluency and increase meaning by incorporating phonetic skill to include selected word families, consonants, and vowel soundings while reading.
- Read stories from various genres focusing on problems, setting, character, solution, and theme.
- Read books to identify the author and illustrator and justify whether the texts are narrative or informational.
- Read stories with fluency and expression from a leveled set of books, using selected reading strategies.
- Locate and use selected parts of a book, including the title page, table of contents, glossary, and front and back cover to find information, and compare the information found in other media.

Grade 1 – Writing

- Write a complete sentence for a purpose and intended audience.
- Write in legible manuscript about three topics, both narrative and informational.
- Read and write poetry.
- Correctly spell words in written work.
- Collaboratively research a topic using a variety of references, write a factual report and individually create a visual response.

Grade 2 – Reading

- Decode words to demonstrate fluency and comprehension.
- Read to identify specific elements of various genre including character traits.

- Read and analyze narrative and informational texts, focusing on author's purpose and theme.
- Read narrative and informational texts to construct meaning using key strategies.
- Read orally with fluency and expression from a leveld set of books using selected reading strategies to construct meaning.
- Alphabetize the second letter to locate and organize information in the dictionary / glossary and other resources.

Grade 2 – Writing

- Write a paragraph incorporating a main idea sentence with three supporting details.
- Write titled stories, using elements of various genres.
- Write a friendly letter including date, greeting, body, closing, and signature.
- Read and write poetry.
- Correctly spell words in written work.
- Produce a researched magazine article, using a variety of resources.

Grade 3 - Reading

- Read and analyze classic and contemporary realistic fiction.
- Read informational selections and poetry, using a variety of reading strategies to construct meaning.
- Read orally with fluency and understand using phonological awareness and structural analysis skills and content clues.
- Read analyze and summarize informational selections to identify central purpose, major ideas, and supportive detail.

Grade 3 – Writing

- Write a letter to express appreciation, ask a question, or extend an invitation.
- Write a poem and a personal narrative.
- Write a summary, including a major idea and supporting details, based on informational text.
- Write a summary, including a major idea and supporting details, based on informational text.
- Correctly spell words in written work.

Grade 4 – Reading

- Read a variety of contemporary literature including: myths / legends, fantasy, and adventure, to analyze, verify and justify story elements.
- Analyze various reading, viewing, and listening, to determine author's, illustrator's or speaker's purpose, craft or voice.
- Read to analyze the characteristics, sequence of events and cause and effect relationships of biographical and autobiographical selections.
- Read and analyze informational texts, using reading strategies to identify theme or main idea.
- Develop research skills using a world almanac to determine important information.

Grade 4 – Writing

- Compose business letters using legible cursive writing or word processing and correct format.
- Write an informational report by analyzing and applying structure and technique of exemplary writing.
- Write an extended response to a prompt, making connections to his or her own experiences.
- Analyze and write original poetry, focusing on ideas, vivid and varied language form, and style.
- Write narratives including myth/legend, fantasy, and adventure.
- Correctly spell words independently in written work and correctly use content related vocabulary words.

Journeys

The Academy uses Houghton Mifflin Harcourt™ *Journeys* as a primary resource to implement the ELA curriculum. The *Journeys* program provides core reading instruction to Academy students. *Journeys* delivers effective vocabulary instruction, reading comprehension instruction and differentiation to meet the needs of all learners.

Vocabulary

Journeys focuses on three purposes for teaching vocabulary:

1) To facilitate comprehension
2) To build academic vocabulary
3) To teach about words

Each lesson follows a consistent format that begins with opening activities focused on target vocabulary words and reinforced on "Vocabulary in Context Cards," which introduce and preview the words for students. Teachers receive on-line professional development that assists with providing explicit vocabulary instruction prior to students reading the *Journeys* selection aligned to the daily lesson. This ensures students have the vocabulary necessary to comprehend and embrace complex text. Vocabulary is further reinforced through the use of Leveled Vocabulary Readers. A priority area in *Journeys* is connecting vocabulary instruction with comprehension so neither is taught in isolation.

Comprehension

To achieve the high standards for literacy, students must develop comprehension strategies that enable them to meet increasing literacy demands as students move from grade to grade. *Journeys* recognizes the importance of background knowledge to comprehension and the importance of making connections; each lesson in *Journeys* targets the activation of prior knowledge before reading. Students have opportunities to make connections from text to self, text to text and text to the world. The series helps students to make connections between reading and other content areas through the *Journeys* "Science Connection" and "Social Studies Connection" components.

Students develop critical thinking skills by writing a response to reading selections. *Journeys* helps students to think about their own thinking and make connections to what is taking place in the community and in the world.

Decoding
Teachers in grades K – 4 have support for decoding instruction that focuses on phonics and high-frequency words within each unit as appropriate. Opening routines include phonemic awareness as students work in centers on decoding and other literacy skills. *Journeys* provides intervention support for students that need to develop decoding skills in later grades.

Fluency
Fluency instruction is integrated into weekly instruction. *Journeys* includes interactive read-aloud and shared reading to serve students with daily models of fluent reading.

Assessments
Journeys provides teachers with weekly assessments and end of unit assessments that provide on-going achievement data relating to student progress. Additionally, intervention assessments are provided for on-going monitoring of students receiving targeted support to specific interventions students are receiving to close gaps in literacy.

Mathematics
The Academy implements the MAS for mathematics to ensure students are prepared not only to master the standards for high school algebra, but are able to take and pass high school algebra while in middle school. The standards provide opportunities for teachers to make a shift in instruction to teach mathematics in a focused, coherent and rigorous manner. The standards provide:

- ☐ *Focus where the standards focus.* Teachers focus deeply on the major work of each grade level so students have a strong foundation and conceptual understanding, a high degree of procedural skill and fluency and the ability to solve real world problems.
- ☐ *Coherent progressions from one grade to another.* Learning is carefully constructed to allow students to build new understanding onto foundations built in previous years. Each standard is an extension of previous learning.
- ☐ *Rigor in conceptual understanding, procedural skill and fluency, and application with equal intensity.* The embedded rigor begins in the early grades and continues as students move from early elementary to intermediate and on to middle and high school.

The MAS place emphasis on specific practices and proficiencies teachers should strive to develop in students. Academy teachers implement the MAS mathematical practices so scholars achieve proficiency to:

- ☐ Make sense of problems and persevere in solving them.
- ☐ Reason abstractly and quantitatively.
- ☐ Construct viable arguments and critique the reasoning of others.
- ☐ Model with mathematics.
- ☐ Use appropriate tools strategically.
- ☐ Attend to precision.
- ☐ Look for and make use of structure.
- ☐ Look for and express regularity in repeated reasoning.

Curriculum resources are aligned with the MAS for mathematics and provide the components of rigor including conceptual understanding, application and procedural skill and fluency. The curriculum provides research based interventions to meet the needs of struggling learners as well as advanced learners. Teachers use the resources to construct engaging lessons that promote the integration of technology, project based learning and the application of the standards to solve real world problems. Curriculum resources provide a strong foundation for all Academy students.

Teachers understand that a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals support a student's ability to learn and apply more demanding mathematical concepts in upper elementary, middle and high school. The math standards for early elementary grades are constructed in a manner that allow students to spend sufficient time mastering the building blocks of mathematical thinking. Teachers in kindergarten through grade two establish the groundwork for scholars to apply mathematics to solve real world problems. At the early grades, students are able to reason about numbers and explain and defend answers. Grades three and four deepen learning of skills and strategies for multiplications and division, fractions, arrays, area and geometric figures.

Academy teachers receive on-going, job embedded professional development beginning at pre-service and extending throughout the school year. Teachers receive the professional development necessary to plan and implement the MAS for mathematics with the rigor needed to ensure students are college and career ready. Using backward design, teachers develop deep knowledge regarding the skills high school students need to master Algebra I, Algebra II and Geometry and an awareness of the skills and concepts students must have to be proficient on the required state assessment in eleventh grade. This background information helps teachers understand the importance of providing a rigorous mathematics program in the elementary grades.

Focus of Instruction – Mathematics

Kindergarten

Counting and Cardinality

- Know number names and count sequence.
- Count to tell the numbers 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 and place value.

Measurement and Data

- Describe and compare measurable attributes
- Classify objects and count the number of objects in categories.

Geometry

- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.

Grade 1

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 in units.
- Tell and write times.
- Represent and interpret data.

Geometry

- Reason with shapes and their attributes.

Grade 2

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.
- Work with time and money.
- Represent and interpret data.

Grade 3

Operations and Algebraic Thinking

- Represent and solve problems involving multiplication and division.
- Understand 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 in Base Ten

- Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations – Fractions

- Develop an understanding of fractions as numbers.

Measurement and Data

- Solve problems involving measurement and estimation of intervals of time, liquid, volumes, and masses of objects.
- Represent and interpret data.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Geometry

- Reason with shapes and their attributes.

Grade 4

Operations and Algebraic Thinking

- Use the four operations with whole numbers to solve problems.
- Gain familiarity with factors and multiples.
- Generate and analyze patterns.

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.

Measurement and Data

- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- Represent and interpret data.
- Geometric measurement: understand concepts of angle and measure angles.

Geometry

- Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

Go Math!®

The Houghton Mifflin Harcourt *Go Math!* curriculum is used to teach the MAS for mathematics. *Go Math!* provides a standards based approach integrated with creative instruction and digital learning to provide a robust approach to mathematics instruction. *Go Math!* is aligned to the Common Core State Standards ("CCSS") for mathematics and provides teachers with the alignments to the MAS. The program provides balanced instruction on mathematical content and practices that focuses on application, critical thinking and multiple representations. *Go Math!* units, modules and lessons follow a five step pattern of instruction that includes:

1. *Engage* – the Essential Question gets students thinking about the lesson content.

2. *Explore* – activities and exercises that encourage students to investigate lesson content and practice skills are provided.
3. *Explain* – students engage in activities to explain their understandings such as: Connect Vocabulary, Questioning Strategies, Connect to Daily Life and Talk About It.
4. *Elaborate* – teachers assess student knowledge and skills using Guided and Independent Practice; examples are: Personal Math Trainer assessments, Lesson Quizzes and Leveled Practice.
5. *Empowerment* – Empowers teachers with comprehensive professional development including workshops and e-learning opportunities.

Students are challenged to incorporate writing and talking about mathematics to learn, reflect on and refine mathematical ideas. Each unit provides vocabulary instruction where students review words, preview words and complete activities to use mathematical terms in different ways. *Go Math!* provides real world examples, mathematical modeling, how math applies to other content areas and real world connections using technology and current events. Units include opportunities for higher order thinking skills and performance tasks that require students to use reasoning skills, represent situations symbolically, use mathematical models, and state answers explaining the step by step process for solving problems.

Go Math! provides teachers a variety of assessment tools to support data driven instruction. Students at each grade level are given a diagnostic assessment at the beginning of each school year to identify those students who are at risk and in need of targeted, research based interventions to close gaps in learning. Formative assessments are embedded into instructions so teachers and students have on-going achievement data to inform both teaching and learning. In addition, the program includes leveled module quizzes, unit tests, performance tasks and quarterly benchmark tests. The online assessment component allows teachers to monitor student progress through reports and alerts, and to use course assessments or create and customize assignments aligned to specific lessons and standards. Using data provided through a robust assessment program, teachers are able to differentiate instruction, implement leveled practice sheets, reteach concepts on an individual and small group basis and use extending activities to challenge students who are ready to move ahead.

Science

The Michigan Science Standards were approved by the Michigan Department of Education in November 2015. The standards are based on the Next Generations Science Standards ("NGSS"), which were constructed in accordance with how students learn best. The framework suggests students need to be engaged in science using the same practices used by scientists and engineers. Additionally, the framework supports the concept that students should engage in science and engineering practices with core ideas that become more complex as students advance from grade to grade. The emphasis is on how science concepts are interdisciplinary in nature, therefore providing opportunities for the integration of science with mathematics, technology, the arts and other disciplines.

The science standards are organized by grade level and reflect the developmental nature of learning. Within each grade level, performance expectations for students are organized around

topics. The standards and topics integrate science and engineering practices into a framework for all grade levels which include:

1. Asking questions and defining problems
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations and designing solutions
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

The curriculum includes study in life science, physical science and earth and space science and fully integrates engineering, technology and the application of science. The continuum provides opportunities for teachers to plan cross curricular activities that incorporate mathematical concepts and teach non-fiction informational reading and writing skills at each grade level. Scholars receive instruction based on the inquiry model and will regularly conduct investigations with real world applications. Academy students cover the following science topics:

Kindergarten
Forces and Interactions: Pushes and Pulls
Interdependent Relationships in Ecosystems: Animals, Plants and Their Environment
Weather and Climate
Engineering and Design

First Grade
Waves: Light and Sound
Structure, Function, and Information Processing
Space Systems: Patterns and Cycles
Engineering Design

Second Grade
Structure and Properties of Matter
Interdependent Relationships in Ecosystems
Earth's Systems: Processes that Shape the Earth
Engineering Design

Third Grade
Engineering Process
Plants and Animals
Ecosystems and Interactions
Change to the Earth's Surface
Water and Weather
Simple Machines

Fourth Grade
Engineering Process
Plants and Animals
Energy and Ecosystems
Weather Patterns
Earth and Space
States of Matter
Forms of Enerrgy

Science Fusion
Houghton Mifflin Harcourt *Science Fusion*® and Curriculum Crafter® are used to implement the science curriculum at the Academy. *Science Fusion* is aligned to the NGSS. The program is inquiry based and designed in a manner to engage student interest. *Science Fusion* challenges students to think about real life applications, with Science, Technology, Engineering and Math ("STEM") skills being emphasized throughout the series. Lab activities are built into inquiry lessons that incorporate directed inquiry, guided inquiry and independent inquiry. In addition to a comprehensive digital curriculum, each student has a write-in edition that incorporates vocabulary work, math and writing and a reading component. Leveled readers provide rich opportunities for students to further develop informational reading standards aligned to ELA standards. STEM activities include:

- ☐ Find a Problem
- ☐ Plan and Build
- ☐ Test and Improve
- ☐ Redesign
- ☐ Communication

Science Fusion provides opportunities for students to participate in virtual labs that can be assigned to individual students, small groups or used with the entire class. Teachers use online resources to track student progress through mastery of content and tracking of skills.

Social Studies
The Academy implements the MAS for social studies; the curriculum framework is based on the social studies standards approved in 2007. These standards balance disciplinary content and processes and skills that contribute to responsible citizenship to provide a strong foundation for social studies instruction and incorporate the disciplines of history, geography, civics and government, economics and public discourse.

Students develop knowledge and understanding of how history, geography, civics and economics interact with their local community, state, nation and world. Students make connections about how the past and the present work together to create systems to support how people live and work together. The goal of social studies implementation is to develop responsible citizenship in students through the study of history, geography, civics and economics. Quality instruction helps students develop disciplinary knowledge, thinking skills, democratic values and civic participation.

- *Kindergarten* instruction focuses on "Myself and Others."
    - Who am I?
    - Where am I?
    - How do I get what I need and want?
    - How do I get along with others?

- *First grade* students learn about the Social Studies disciplines by focusing on "Families and Schools."
    - Who am I?
    - Where am I?
    - How do I get what I need and want?
    - How do I get along with others?

☐ *Second grade* students learn about the local community.
    - What is a community?
    - What is my community and what is it like?
    - How do we learn about places?
    - How do people work together in a community?
    - How do communities change?
    - How can a citizen affect a community?

☐ *Third grade students* will learn about Michigan.
    - Physical and human characteristics of Michigan.
    - Early History of Michigan.
    - Growth of Michigan.
    - Government of Michigan.
    - Public issues facing Michigan citizens.

☐ *Fourth grade students* will begin the study of the United States.
    - United States in spatial terms.
    - Human geography in the United States.
    - Exploring Economics in the United States.
    - Federal government of the United States.
    - Citizenship in the United States.

As social studies content is delivered, teachers instruct at higher levels of DOK by implementing content in a manner that provides for:

Rigor

☐ challenging enough to equip students to succeed at the next grade level

- represent the essential core content of a discipline – key concepts and how the concepts relate to each other

Clarity

☐ more than just plain and jargon-free prose

☐ widely understood and accepted by teachers, parents, school boards and others who have a stake in the quality of schooling

- provide guidance for university faculties who prepare teachers to convey the expectations, and who later receive those teachers' students

Specificity

☐ enough detail to guide districts in developing curricula and teachers in planning instruction
☐ address available time for instruction focus
☐ prioritize facts, concepts and skills that should be emphasized at each grade level

Progression

☐ move from simple to complex, from concrete to abstract
☐ delineate a progression of knowledge and skills, rather than repetition from grade to grade

Coherence

☐ reflect a coherent structure of the discipline and/or reveal significant relationships among the strands, and how the study of one complements the study of another

- represent a "backward-mapping" from the high school expectations to a progression of benchmarks that middle and elementary school students would need to reach in order to be "on track" for success in college and work

Harcourt K–5 Social Studies and resources from Curriculum Crafter and the Rubicon Atlas curriculum mapping system provide opportunities for students to learn content aligned to the national standards. Students learn about people, places and events that help make connections to the world in which they live. Units are organized around big ideas, and essential questions set the purpose for reading and focuses on a specific reading skill. These reading skills are explicitly addressed and assessed. Michigan specific resources are provided in accordance with the MAS.

Students are presented with biographies, point of view, primary sources, citizenship skills and critical thinking skills to analyze, apply knowledge, make thoughtful decisions, pose questions and apply events in history. Online programs include assessments, video selections and interactive presentations to support student learning.

Digital Curriculum

Houghton Mifflin Harcourt - *Think Central* provides opportunities for students and teachers to access curriculum resources on-line. Student and teacher editions are accessible anytime, anywhere. In addition, teachers are able to create assessments, make assignments and monitor achievement using a system that provides reports that can be linked to specific standards. *Think Central* also provides a variety of teaching resources, including applications to use interactive whiteboards to present content in an engaging way for all learners. A range of on-line professional development modules provide a variety of instructional support opportunities to increase instructional capacity for teachers.

Physical Education

The Academy physical education program is based on the MAS for physical education and is implemented in a planned, sequential process with expectations for each grade level building upon the previous year's instruction. The program provides students with the knowledge, skills and attitudes necessary to live a healthy lifestyle and integrates motor skills, cognitive concepts, physical fitness and personal and social character traits leading to a healthy lifestyle. The physical education program provides opportunities for children to understand the importance of physical activity and acquire skills to combat a sedentary lifestyle.

Technology
Academy students are afforded the opportunity to go to the technology lab two times per week. In the technology lab, students work on the iReady program to reinforce the standards where there are deficits as identified in their most recent assessment. Students also receive basic keyboarding instruction using available software.

Professional Development
The Accel Schools model provides on-going support for teachers through job embedded professional development designed to improve the instructional capacity of teachers to meet the individual needs of students. Accel Schools' professional development trainers provide direct training for the implementation of student achievement data to inform classroom instruction. Accel Schools trainers work on-site with administrators and the Academy leader to ensure teachers have the skills necessary to implement weekly assessments directly aligned to the standards being taught, with the goal of ensuring students are achieving at 80% mastery. Through intensive professional development provided a minimum of two weeks during pre-service, teachers are able to develop weekly short cycle assessments aligned to the learning standards. Accel Schools staff members visit the Academy on a monthly basis to reinforce what was learned during pre-service and to assess the professional development is implemented with fidelity. Teachers learn how to create an academic culture where students track their own data and have established a classroom where teachers re-teach skills when students do not achieve at 80% mastery. Systems are in place to allow teachers to use resources provided through "Think Central" and the on-line curriculum as teachers meet in collaborative teams to continually track student progress and provide intervention and extension activities that move student achievement to close the achievement gap.

Accel Schools realizes that just like students, adult learners learn better under certain conditions. Research taken from the North Central Regional Education Laboratory outlines the need to engage adults by ensuring the goals and objectives of the professional development are realistic and important to the audience. Application to the real world needs to be clear, and there must be a sense that the learning can be applied within a timely basis to the learner's scope of work. Adult learners need to have some autonomy over what is being learned and should have input into the content of the program. The culture of adult learning must also be considered to ensure that teachers feel comfortable about the learning environment and there is no fear of judgment regarding participation. In addition, adult participants must have active participation in the professional development program; there must be time for collaboration and the opportunity to produce products for immediate implementation. Great length is taken to ensure that teachers and support staff understand the need for on-going professional development with a minimum commitment of at least eight hours per month. It should be noted that Accel Schools works to ensure that professional development facilitators and principals are trained to elicit feedback throughout the professional development session and monitor and adjust to meet the needs of learners.

The goal of professional development is to include a variety of delivery methods to engage adult learners. While some professional development is delivered in large group settings, the majority of professional development programs are designed to be delivered in small group settings to

ensure a more intimate and collaborative process is in place to meet the needs of learners. Additionally, instructional videos, peer to peer examples and having homework assignments that are used in subsequent professional development programs help to enhance the learning. Each professional development program begins with identifying the outcomes for the session, research and best practices associated with the topic and essential questions that participants answer through collaboration. Essential questions are tied to the specific learning environment where the professional development will be implemented; for example, developing skills for differentiating instruction.

Academy leaders are active participants in all professional development programs. Principals are given the opportunity to look at different implementation strategies based on such issues as socio–economic differences, experience levels of teachers, length of time working in urban schools, etc. Accel principals understand how to monitor the implementation of professional development and use regular learning walks to showcase its success.

Instructional coaching is essential to an effective professional development program. Accel Schools supports the research that demonstrates effective instructional coaching models ensure an 85% implementation rate for professional development in schools. Accel Schools deploys instructional coaches with specialized expertise to provide content area professional development in classrooms. Specialists with expertise in ELA, mathematics, science and social studies observe classes, model lessons, provide feedback, co-teach and review achievement data to ensure teachers grow in their content area to be the most effective teacher possible. The Academy has a full time instructional coach / curriculum director to ensure that teachers receive the support necessary to deliver high quality instruction.

Accel Schools stresses the implementation of professional learning communities to support adult professional development that leads to increased teacher effectiveness. Professional development sessions are proceeded by classroom coaching to implement strategies from the professional development sessions. Professional development presenters modify instructional design to ensure objective skill mastery and expand instructional techniques to accommodate different learning styles/multiple intelligences. In addition, common planning time is scheduled to create and implement best practices and targeted lesson planning. During this time, instructional staff analyzes and interprets data through data team meetings. Continuous efforts are made to address the best possible strategies to increase student achievement. Working together as a team of content area specialists and special subject teachers (art/music/physical education) creates a comprehensive approach to meeting student academic needs.

Accel Schools believes on-gong professional development is critical for academic success. Academy staff members participate in a three week pre-service program that includes extensive training related to curriculum implementation. The following calendar provides an overview / sample of the pre-service professional development calendar:

Day 1 Orientation Mission / Vision Expectations	Day 2 Unpacking the Common Core State Standards	Day 3 English Language Arts Literature	Day 4 English Language Arts	Day 5 English Language Arts Writing

			Informational Text	
Day 6 English Language Arts Journeys	Day 7 English Language Arts On-line / Digital Resources / Think Central	Day 8 Mathematics Instruction	Day 9 Go Math	Day 10 Go Math On-line / Digital Resources / Think Resources
Day 11 Science Science Fusion	Day 12 Social Studies	Day 13 Assessment	Day 14 Data Driven Instruction	Day 15 Intervention

Journeys Professional Development Focus

Student Resources
Teacher Edition
Word Study
Foundational Skills
Leveled Readers
Extended Reading
Weekly Lesson Plans
Small Group Instruction
Complex Text
Close Reading
Digital Resources
Think Central
Assessment
Intervention

Go Math Professional Development Focus

Focus
Coherence
Rigor and Mathematical Practice
Vocabulary and Writing
Application
Fluency
Digital Resources
Think Central
Assessment
Intervention

Science Fusion Professional Development Focus

Next Generation Science Standards
Concepts and Vocabulary
Inquiry
STEM Integration
Labs and Lab Activities
Informational Reading
Digital Resources

Social Studies Professional Development Focus

C3 Framework for Social Studies Standards
Common Core State Standards in History and Social Studies
Inquiry
Argument and Reasoning
Indicators of Proficiency
Michigan History
Michigan Studies

Academy teachers have on-going professional development through the on-line professional development resources available on *Think Central*. Teachers can log in to *Think Central* anytime, anywhere to access professional development. Accel Schools instructional coaches assign on-line professional development modules to teachers and then work in a collegial relationship to ensure it is implemented with fidelity. On-line professional development modules for *Journeys* and *Go Math!* are available by grade. Professional development modules are available in video, PDF and podcasts and can be downloaded to any device. An example of professional development modules assigned to a teacher using *Journeys* may include:

- ☐ Teaching Fluency
- ☐ Assessing Fluency
- ☐ Auditory Modeling
- ☐ Teaching Text Comprehension
- ☐ Answering questions
- ☐ Story Structure
- ☐ Assessment to Inform Instruction
- ☐ Formative Assessment: Class Activity

Accel Schools works hand in hand with the Academy to establish a year-long plan for professional development. The professional development calendar is developed on a quarterly basis and is based on achievement, demographic, process and perception data. Teachers receive on-going professional development by attending weekly meetings of professional learning communities. The meetings are typically scheduled after school from 3:45 to 5:15 pm once a week. Saturday professional development sessions are also scheduled to provide the support needed to achieve high levels of teacher effectiveness.

Assessment and Evaluation

Formative and summative assessment is essential to the academic model; Accel Schools believes assessment should be frequent, authentic and its results immediately actionable. Due to the developmental stage of elementary students, several assessment systems are used to assess students against the relevant state standards. All of these assessments are in addition to state mandated assessments and the formative assessments teachers employ on a daily basis to assess learning. Teachers have access to a variety of summative and formative assessments, including:

- iReady: is a nationally-normed assessment that is aligned to MAS, and will be given to all students who are in grades three through grade eight to assess reading and mathematics. This assessment will provide teachers with a set of baseline data to inform instruction. The students will be tested twelve weeks later and then again in the spring to provide teachers and parents with a roadmap to instruction that identifies student gaps in learning and need for intervention as well as areas in which students can be accelerated. For each of the students, using a comparison of the fall versus spring results, and in-year growth measure can be determined based on whether the student met or exceeded their statistical expectancy in reading and mathematics. The test is aligned with MAS and will be a valuable tool as teachers assist students on their journey to standards proficiency.

☐ Short Cycle Assessments: The Academy implements short cycle assessments on a weekly basis to assess student mastery on standards where less than 80% of the students demonstrated mastery on the iReady assessment. The short cycle assessment program is based on an instructional learning calendar which outlines the specific standards in mathematics and reading where students need re-teaching, remediation and/or tiered interventions. Teachers receive on-going support to create short cycle assessments aligned with the MAS and are written at level 3 or 4 DOK. The short cycle assessments include a minimum of four multiple choice questions and one extended response question.

The Academy's data team meets regularly to review assessment data and works to ensure the academic culture of the school is based on the on-going use of assessment data to inform instruction. Classrooms have a data wall highlighting student achievement on iReady assessments and a weekly short cycle assessment data wall where weekly student achievement data is highlighted to allow students to take ownership of individual progress.

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Elementary

The following subjects/courses are offered at the Academy.

Course	K	1	2	3	4	5
English Language Arts	X	X	X	X	X	X
Mathematics	X	X	X	X	X	X
Science	X	X	X	X	X	X
Social Studies	X	X	X	X	X	X
Physical Education	X	X	X	X	X	X

Michigan Schools

English Language Arts Course Descriptions K-8th Grade

Kindergarten Overview

This course is designed in a way to support the diverse population of kindergarten writers. Kindergarteners learn that writing carries meaning and the words they write convey thoughts, ideas and feelings. This course teaches children to become independent with the writing process (generating ideas, drafting, revising and editing) as well as the application of this process to their daily writing. This course takes this knowledge of the writing process and demonstrates how it can support writing across the three text types: narrative, informational and opinion writing.

Rationale

The Michigan Academic Standards (Common Core State Standards) emphasize that children should spend large amounts of time writing across the three text types: narrative, informational and opinion. In addition, as children progress through the grade levels they should be able to demonstrate an increase in sophistication with using language, vocabulary and syntax to develop and organize their ideas within the three text types. Children advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Scope and Sequence

Careful thought has been given to the order in which the kindergarten units are presented. The yearlong course is designed to build writing skills and strategies as well as habits of mind and experiences for future success in writing. As a result, certain scaffolds have been created based on this order and schools should take care in moving units from their intended placement in the curriculum. For example, the first unit Oral Language was designed to support children's' oral language and generating of ideas. If you have a class that is strong with oral language this unit may be skipped. It is also important that Unit 3 and 4 stay in the recommended order. Unit 3 is meant to support hearing and recoding sounds and Unit 4 supports the building of letters and sounds to create words.

Alignment

This Kindergarten course is designed to meet the Michigan Academic Standards for Writing. The work done in this course is primarily designed to meet the Michigan Academic Standards in writing however, some of the speaking and listening standards as well as the foundational skills standards are delivered in this course. The work done throughout this kindergarten course not only aligns with the Michigan Academic Standards but is designed to prepare kindergarteners for the work ahead in first grade.

1st Grade Overview

The first grade language arts curriculum is centered on reading, writing, speaking and listening. Students continue to develop early reading strategies that include: building good reading habits, choosing just-right books, print strategies, text features, questioning, non-fiction reading strategies and characters study. Students continue to develop early writing strategies that include: convey their thoughts, ideas, and

feelings written form. Students write narrative, non-fiction, and opinion pieces such as personal narratives, how to, personal expertise, and opinion writing. Grammar study and phonics are incorporated throughout the year.

2nd Grade ELA

The second grade language arts curriculum is centered on reading, writing, speaking and listening. Students continue to develop reading strategies that include: summarizing, identifying the main idea, sequencing, making predictions, reading for specific detail and drawing conclusions. Students continue to develop writing strategies that include: convey their thoughts, ideas, and feelings in written form. Students write narrative, non-fiction, and opinion pieces such as opinion, personal expertise, research and realistic fiction. Grammar study and phonics will be incorporated throughout the year.

3rd Grade

The third grade language arts curriculum is centered around units of study that continue to develop skills in vocabulary, comprehension, and writing. Students are actively participating in the process of reading, writing, speaking and listening. There are ample opportunities for reading and responding in a large group, small groups, or independently. Children practice comprehension strategies that include: retelling, identifying the main idea, questioning, reading for specific detail, etc. Children learn to listen to and retell stories and through reading are encouraged to form ideas, opinions and feelings about writing. Within the structure of writing workshop students learn to build habits and develop strategies that proficient writers use on a daily basis. Children are encouraged to express their ideas in written form, utilizing the writing process. Students learn about the crafting techniques that are common to narrative, informative, and opinion writing. They further develop and strengthen their writing by cycling through the process of planning, revising, editing, and publicly sharing their opinions with a real audience. Grammar, usage, mechanics and spelling and language usage are introduced and practiced within the context of daily writing activities. Children read and write in a variety of genres and curriculum areas.

4th Grade

The fourth grade language arts curriculum is centered around units of study that continue to develop skills in vocabulary, comprehension, and writing. Students are actively participating in the process of reading, writing, speaking and listening. There are ample opportunities for reading and responding in a large group, small group, or independently. Children practice comprehension strategies that include: summarizing, identifying the main idea, sequencing, making predictions, reading for specific detail and drawing conclusions. Children learn to listen to and retell stories and through reading are encouraged to form ideas, opinions and feelings about writing. Within the structure of writing workshop students learn to build habits and develop strategies that proficient writers use on a daily basis. Children are encouraged to express their ideas in written form, utilizing the writing process. Students learn about the crafting techniques that are common to narrative, informative, and persuasive/ opinion writing. They further develop and strengthen their writing by cycling through the process of planning, revising, editing, and publicly sharing their opinions with a real audience. There will be integrated social studies/science informational texts to enhance the reading and writing units. (See Social Studies Grade 4 Unit 3 for correlation) Grammar, usage, mechanics and spelling and language usage are introduced and practiced within the context of daily writing activities. Children read and write in a variety of genres and curriculum areas.

5th Grade

The fifth grade language arts curriculum is centered on reading, writing, speaking, and listening. Students summarize and critique stories and informational texts and form ideas, opinions and feelings in response to reading in a variety of genres such as historical fiction and periodicals. Students write informative, narrative, and opinion pieces, such as literary essays and persuasive essays. Grammar study, such as the correct use of verb tense, and word study will be incorporated throughout the year.

6th Grade

Overview

These units provide sixth grade students with a critical foundation in reading and writing narrative, informational, and argument texts. Through analysis and production of texts in these three modes, students become more adept readers, thinkers, and writers. Across the year, they come to understand the distinctions between narrative, informational and argument texts by studying fiction and nonfiction in a variety of formats and developing a more thorough understanding of audience and purpose when both reading and writing. The use of a reader or writer's notebook for each unit encourages students to be independent, engaged, and empowered learners who value close reading, idea generation, drafting, and revision. The first two units facilitate the use of the notebook for close reading and generative writing of narrative in addition to developing the classroom writing community. The focus on understanding and using the elements of argument underpins three of the units (Argument Paragraph, Literary Essay, and Writing the Argument), supporting students in becoming more competent producers of argument in both written and spoken form. The informational reading and informational essay units steep students in how to critically read nonfiction, as well as analyze and use text structures, central ideas, and supporting details to craft an informational text.

Rationale

The ability to access, navigate, and evaluate information is a crucial skill of citizens in contemporary society. Through the study of these units, students learn strategies to be critical consumers of informational and literary texts. They explore the role nonfiction and fiction plays in their daily lives and identify and analyze text structures and features of text in print and digital formats.

Scope and Sequence

Careful thought has been given to the order in which the English 6 units are presented. The year-long course is designed to build rhetorical and 21st century skills, as well as habits of mind and experiences critical for success in later grades. Students continue to develop a learner identity and content knowledge that builds their level of persistence to engage in complex tasks that call upon strong analytical thinking and reasoning. As a result, certain scaffolds have been created based on this unit order. Schools should take care in moving units from their intended placement in the curriculum. For example, Launching the Writer's Notebook and Independent Reading units are designed to establish certain learner habits, strategies, and practices that help ramp students into later units of analyzing complex texts and writing well-reasoned arguments.

7th Grade

This course is designed to expand students' reading, writing, speaking, listening, and language skills. Students read and analyze a variety of fiction (narrative) and non-fiction (informational) texts. Major genres studied include research, myths, mystery, and memoirs. Students write a variety of narrative texts, informative texts, and argumentative essays and learn when to use informal versus formal, academic style. Grammar study and word study will be incorporated throughout the year. Students also have opportunities to improve their speaking, listening, and communication skills through small group and whole-class presentations.

8th Grade

This course is designed to expand students' reading, writing, speaking, listening, and language skills. Students read and analyze a variety of fiction (narrative) and non-fiction (informational) texts. Major genres studied include research, realistic fiction, science fiction, and historical fiction. Students write a variety of narrative texts, informative texts, and argumentative essays and continue to learn when to use

informal versus formal, academic style. Grammar study and word study will be incorporated throughout the year. Students also have opportunities to improve their speaking, listening, and communication skills through small group and whole-class presentations.

Michigan

Mathematics Course Descriptions K-8th Grade

Kindergarten

Mathematics is the study of patterns and relationships. In kindergarten children learn about patterns and attributes (shape, thickness, color, and size). They learn that there is a pattern to counting and that place value helps them to understand the pattern. Children learn to compare quantities, begin to estimate numbers, and represent numbers pictorially and using numerals. They learn to count and order collections of objects and extend these counting and ordering activities into simple addition and subtraction operations, which they record as number sentences. Children collect and organize data using concrete objects, pictures, tallies, tables, charts, and graphs. They explore shapes, such as rectangles, triangles, squares, and circles. Children learn to count and compare coins. They learn to compare such attributes of objects as length, surface, capacity, and weight, and they learn to tell time to the nearest hour.

1st Grade

In first grade mathematics children increase their knowledge of patterns, shapes, and estimation. They learn to recognize additional two-dimensional shapes (e.g., rhombus, ellipse) and also learn to recognize and name three-dimensional objects (e.g., cube, cylinder, sphere, cone, and pyramid). Children learn to identify objects that have line symmetry. Using standard units, they begin to measure length. Children collect, organize, and display data, extending their experience with graphs and tables. They begin to use place value and to add and subtract without regrouping. Simple fractions such as 1/2, 1/3, and 1/4 are introduced. Children extend their knowledge of money and time. They learn to work with number sentences involving variables (e.g., ? + 7 = 12).

2nd Grade

In second grade mathematics children continue their study of numbers and numeration. They identify place-value, compare numbers, work with fractions, and use money to develop place-value and decimal concepts. Students continue working with fact families and adding and subtracting with tens and hundreds. They begin multiplication and division. Students increase their knowledge of data collection by collecting, organizing, and interpreting data through the use of tables, charts, line plots, and graphs. Students use tools to measure length, weight and temperature using U.S. customary units and metric measurement units. Students continue their exploration of 2-and 3- dimensional shapes and classify polygons. They explore number patterns, rules for number sequences, relations between numbers and attributes.

3rd Grade

Students practice problem solving with everyday situations both at school and at home; this will be taught over 9 units. They learn basic math skills to help them solve problems in the real world. To enhance these

basic skills the students will revisit and review the concepts throughout the year. The third grade curriculum includes: math tools, time, number stories, patterns, all four operations including multi-digit numbers (using a variety of algorithms), fact families, measurement, geometry, interpreting data, creating graphs, and fractions. Throughout the year games will be used to enrich the students learning of math concepts.

4th Grade

Fourth grade students work toward mastery of multiplication of whole numbers. They work extensively with multiplication and division, learning about factors, multiples, and prime numbers as they do. Students begin to use large numbers, and thus learn to express powers of ten with exponents and to write numbers using scientific notation. They spend additional time on estimation and on mental computation. Students extend their work with decimals to thousandths. Addition and subtraction of fractions is modeled and used. They learn to convert from fractions to decimals and vice versa. Probabilities are represented in fraction and decimal form. Percentages are introduced and used in practical situations. The number system is extended to include integers. When dealing with data, students learn to use summary statistics, such as the median and the mode. Maps, coordinate grids, and latitude and longitude are used; angles on maps and coordinate grids are measured. Perimeter, area, and scale drawings are studied – formulas for the area of rectangles, triangles, and parallelograms are developed. Students work with symmetry and geometric transformations. They also determine surface areas and volumes of rectangular prisms.

5th Grade

Fifth grade students work toward developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases. They expand their work with whole numbers by work on fluency, extending division to 2-digit divisors, and developing an understanding of traditional algorithms, with an emphasis on both how and why they work. Students also work on integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths. In geometry, students will do an in-depth study of the concept of volume, focusing more on the concrete than on the abstract understandings. Data and chance are studied as a way for students to make sense of the world around them. Students will look at patterns in simple expressions and equations, finding rules for the patterns as well as writing open number sentences to represent simple functions.

6th Grade

Sixth grade students work toward mastery of fluency with all operations of whole, decimal, and fractional numbers. Students will work toward connecting ratio and rate to whole number multiplication and division and using ratio and rate to solve problems. Students extend their previous understandings of number and the ordering of numbers to the full system of rational numbers, which includes negative rational numbers, and in particular negative integers. They reason about the order and absolute value of rational numbers and about the location of points in all four quadrants of the coordinate plane. Students work on reasoning about relationships among shapes to determine area, surface area, and volume. The relationship between perimeter and area is studied, with a focus on how changes in one affect the other. Students understand the use of variables in mathematical expressions. They are expected to write, interpret, and use expressions and equations to describe and solve mathematical situations. Building on and reinforcing their understanding of number, students begin to develop their ability to think statistically. They summarize data using the measures of center, measures of variability, and distribution.

7th Grade

In Math 7, students study ratios and proportionality in both geometric and algebraic situations. They investigate key concepts in two-dimensional and three-dimensional geometry. After a study of rational numbers, students study linear relationships in graphic, tabular, and symbolic form. Math 7 students also

study probability and data analysis with an emphasis on sampling. Students in Math 7 study all seventh-grade learning goals as identified by Accel Schools and the Michigan Department of Education.

8th Grade

In this course, students extend the study of linear relationships that has been building through Math 6 and Math 7 as they compare linear functions to inverse, exponential, and quadratic functions. For both linear and non-linear functions students look at graphs, tables, and equations (symbolic form) as well as identifying situations that can be represented by each type of function. Students study the Pythagorean Theorem and the geometric topics of transformation, congruence, and similarity. Students develop skills in symbolic representation, as they continue the study of linear equations and systems of equations. Students in Math 8 study all eighth-grade learning goals as identified by Accel Schools and the Michigan Department of Education.

Michigan

Science Course Descriptions Kindergarten – 5th Grade

Kindergarten

In the kindergarten curriculum, students begin their science foundation. Much emphasis is placed on the 5 senses to help students become scientific observers. In the Life Science unit, students explore the concepts of the structures of birds, fish, snails, earthworms and isopods. Students learn what animals need to survive and the relationship between their needs and where they live. In the Physical Science unit, students begin with a study of natural resources and properties of materials and how those properties determine their use. Students come to understand that humans use natural resources for everything they do and that people affect the world around them. Students will use those materials to build structures, applying physical science core ideas of energy transfer. Students will then apply their knowledge of the materials to investigate pushes and pulls and explore variables to achieve a specific outcome In the Earth Science unit, students develop an understanding of what plants (and animals) need to survive and the relationship between their needs and where they live. Students will engage in observing weather over the course of the year, as well as the impact weather has on living things. As students monitor the local weather, they will experience the patterns and variations in weather and come to understand the importance of weather forecasts to prepare for severe weather. Throughout the course, students learn to engage in Science and Engineering Practices and Cross-Cutting Concepts that help them make connections across scientific concepts and broaden their scientific skills and processes for future problem solving. See attachment for the Next Generation of Science Standards Engineering Practices and Cross-Cutting Concepts.

1st Grade

In the first grade curriculum, students extend their understanding of concepts they studied in previous years. In the Life Science unit, the anchor phenomenon are that young plants and animals have structures and behaviors that help them grow and survive. They will also explore the phenomenon of variation in the same kind of organism, including variation between young and adults. In the Physical Science unit, students will explore how to observe and manipulate the anchor phenomena of sound and light. Students will use simple tools and instruments to find out how sound and light interact with objects. In the Earth Science unit, students explore the anchor phenomenon that objects in the sky change position in predictable ways. They explore the natural world by using simple instruments and calendars to observe and monitor change. They use new tools and methods to build on their understanding of the weather and to find out about proprieties of air by exploring how objects interact with air. Students make connections to the daily movement of the the Sun in the sky. Throughout the course, students engage in Science and Engineering Practices and Cross-Cutting Concepts that help them make connections across scientific concepts and broaden their scientific skills and processes for future problem solving. See attachment for the Next Generation of Science Standards Engineering Practices and Cross-Cutting Concepts.

2nd Grade

In the second grade curriculum, students extend their understanding of concepts they studied in previous years. In the Life Science unit, the anchor phenomenon is the natural history of common insects and their interactions with plants. Students will compare structures and functions of species to reveal patterns. Students gain experience with the ways that plants and insects interact with feeding relationships, pollination and seed dispersal. In the Physical Science unit, students explore the anchor phenomenon of matter in two of its phases--solid and liquid. Students will explore how solid and liquid materials are similiar and different, how the properties of solid and liquid materials relate to how they can be used and how they can change. In the Earth Science unit, students explore the anchor phenomenon of earth materials that cover the planet's surface. Students will explore and the properties of earth materials and how they interact and change. Throughout the course, students engage in Science and Engineering Practices and Cross-Cutting Concepts that help them make connections across scientific concepts and broaden their scientific skills and processes for future problem solving. See attachment for the Next Generation of Science Standards Engineering Practices and Cross-Cutting Concepts.

3rd Grade

In the third grade curriculum, students extend their understanding of concepts they studied in previous years. In the Life Science unit, students explore the concepts that plants and animals are organisms and exhibit a variety of strategies for life, organisms are complex and have a variety of observable structures and behaviors, organisms have varied, but predictable life cycles and reproduce their own kind, and individuals have variations in their traits that may provide an advantage to surviving in their habitats. In the Physical Science unit, students work with forces and interactions, matter and it's interactions, and with engineering design. Magnetism and gravity are the forces and interactions they explore as they look for patterns of motion to predict future motion. Students also use metric tools to refine observations by measuring mass and volume, make mixtures and solutions to develop a foundational understanding of the conservation of mass, and observe a simple chemical reaction to extend their understanding of conservation. In the Earth Science unit, students explore how water is the most important substance on Earth. Students are provided with opportunities to explore the properties of water, the water cycle and weather, interactions between water and other Earth materials, and how humans use water as a natural resource. Throughout the course, students engage in Science and Engineering Practices and Cross-Cutting Concepts that help them make connections across scientific concepts and broaden their scientific skills and processes for future problem solving. See attachment for the Next Generation of Science Standards Engineering Practices and Cross-Cutting Concepts.

4th Grade

In the fourth grade curriculum, students extend their understanding of concepts they studied in previous years. In the Life Science unit, students study the structures and relationships between one organism and its environment while extending knowledge of all organisms. Students are are expected to make connections with how humans can change environments. In the Physical Science unit, students explore the anchor phenomenon of energy. Students explore that energy is present whenever there is motion, electric current, sound, light or heart and that energy can transfer from one place to another. In the Earth Science unit, students explore the anchor phenomenon of the surface of the Earth's landscape--the shape and the composition of landforms. Students will explore the phenomena of weathering by water, ice, wind, living organisms, gravity breaking rocks into smaller pieces, erosion and deposition. Throughout the course, students engage in Science and Engineering Practices and Cross-Cutting Concepts that help them make connections across scientific concepts and broaden their scientific skills and processes for future problem solving. See attachment for the Next Generation of Science Standards Engineering Practices and Cross-Cutting Concepts.

5th Grade

Fifth grade science includes three units covering earth and space science (Earth and Sun), physical science (Mixtures and Solutions), and life science (Living Systems). Earth and Sun is an exploration of the geosphere, the hydrosphere, the atmosphere, and space. Students gain an understanding of earth's rotation by studying shadows and moon's revolution around the earth by creating models and studying moon's phase changes over several weeks. Students use observation and apply their knowledge of earth's rotation and revolution in order to explain why stars appear to change in the night sky. Students compare and contrast the size and distance of Earth, moon, and sun, and the various differences among objects in space. Students study the sun's energy transfer through observations and designing investigations. Earth's atmosphere is explored through a study of the water cycle, weather patterns, climate change, and global warming. Mixtures and Solutions begins with an exploration of creating and separating mixtures. Students use modeling to demonstrate their understanding of dissolving, melting, and saturation. By designing experiments, students compare the relative saturation of mystery solutions. Students observe chemical reactions and the effects of mixing substances with water and prove that new substances are created. Living Systems begins with students exploring and creating food chains and food webs. Students explore and compare animal digestive systems with plant photosynthesis, and students set up experiments with wheat seed plants to further explore plant photosynthesis. Wheat seeds are also used to demonstrate plant vascular systems and students compare and contrast this with human circulatory and respiratory systems. Human nervous system is explored through stimulus and response experimentation. Animal instincts, learned behavior, and plant and animal adaptations are examined and simulated to help explain how organisms survive.

ACCEL Schools

Middle School Science Course Description

Sixth Grade Science

In sixth grade students gain a greater understanding of the nature and structure of scientific knowledge and learn to recognize evidence and ways to think about designing solutions to problems. In life science students explore the variation of ecosystems as they gain in-depth knowledge of the biotic and abiotic factors influencing the balance of an ecosystem. They describe the relationships and interactions within ecosystems including those that cause ecosystems to change. In physical science students deepen their understanding of energy through investigations demonstrating the transformation of kinetic energy and energy transfer by radiation, conduction, or convection. In earth science students extend their knowledge of earth processes related to rock and soil formation and surface features. They analyze evidence for plate tectonics and apply an understanding of fossils and rock formations to questions about geologic history.

Seventh Grade Science

In seventh grade students gain a greater understanding of the nature and structure of scientific knowledge and learn to recognize evidence and ways to think about designing solutions to problems. In physical science students deepen their understanding of energy through investigations of waves, light and sound. This is followed by another physical science unit which introduces the fundamentals of chemistry. In life science students explore cells and cell development. In earth science students focus on the hydrosphere. They study weather and climate with a special focus on energy as a driver of change in earth systems, as well the nature and quality of surface and ground water.

Eighth Grade Science

Throughout the 8th grade year, students are working with the Next Generation Science Standards engineering practices. They learn to ask and solve problems, which equipment to use for experiments, and how to analyze their data. In the beginning of the year, students study forces, motion and the use of simple machines. They learn the relationship between force and motion, and how to use simple and complex machines to demonstrate it. The next part of the curriculum has them studying fundamental chemistry. Students learn about atoms, the periodic table, chemical bonding, reactions, and how chemicals affect the environment. The last part of the year students are

studying basic astronomy. They learn about the theoretical structure of the universe, galaxy and solar system. They examine stars and concentrate on aspects of our Sun.

Social Studies Course Descriptions K-8th Grade

Kindergarten - Myself and Others
The kindergarten social studies curriculum is designed to help students gain an increased awareness of themselves and the world around them. Using the framework of "Myself and Others," students learn about the social studies disciplines of history, geography, civics and government, and economics. Using events from their own lives they begin to explore and learn the basic historical concept of time and to distinguish past, present, and future. They develop the geographic concept of space by learning positional words and recognizing that maps and globes represent places in the world. To lay the foundation for the study of civics and government, students identify the flag as an important symbol of the United States. They also act as classroom citizens by following appropriate rules for individual and group activities and decision making. An awareness of economics is developed as students connect familiar economic wants to how those wants are met. Throughout the year students are introduced to simple core values of democracy as they learn to respond appropriately to classroom issues and individual responses.

1st Grade-Families and Schools
The first grade social studies curriculum uses the context of "Families and Schools" to guide students in the study of history, geography, civics and government, and economics. Using family histories, students develop historical thinking skills as they explore how life today (present) is like or different from family life in the past. As they use ideas of time and chronology, students also learn about the people and events that are celebrated as part of the national holidays of the United States. Students address geographic concepts and develop spatial skills through map construction and visual representations. In addition, students begin to develop an understanding of how humans interact with their environments and some of the consequences of those interactions. In civics and government, school is used as a context for learning about why people create rules, what is authority in a school setting, and the characteristics of citizenship. Economic principles are explored using the context of family. Students investigate ways in which families consume goods and services, how people make a living, and how scarcity and choice affect economic decisions. Students continue to develop an understanding of public issues, the importance of citizen action, and begin to communicate their positions on public issues.

2nd Grade-The Local Community
The second grade social studies curriculum addresses concepts in geography, history, government, and economy through the lens of the local community. Students examine what is a community, how citizens live and work together in community, how communities change over time, and the role of citizens in a community. Using historical thinking, students create timelines of key events from their community's past, explore changes over time, and investigate how descriptions of common events can differ. Students draw upon prior knowledge of spatial awareness, physical and human systems, and human-environment interaction from earlier grades to create more complex understandings and apply these concepts to the local community. They begin to understand how people, goods, and services move within the community. Students are also introduced to local government and its functions. By exploring the role local businesses in the community, students learn how people can not produce everything they want and depend on trade to meet those wants. Through an examination of local public issues, students practice public discourse and decision making around community issues.

3rd Grade-Michigan Studies
The third grade social studies curriculum introduces the history, geography, government, and economy of Michigan. Students learn about people and events from the past that have influenced the state in which

they live. They study the geography of Michigan including the physical and cultural characteristics of different areas of the state. Using the context of their state, students explore human-environment interactions and their consequences. Using a geographic lens, students also examine the movement of people, products, and ideas across the state, and investigate how Michigan can be divided into distinct regions. Economic concepts are applied to the context of Michigan as students explore how Michiganians support themselves through the production, consumption, and distribution of goods and services. By studying economic ties between Michigan and other places, students discover how their state is an interdependent part of both the national and global economies. The purposes, structure, and functions of state government are introduced. Students explore the relationship between rights and responsibilities of citizens. They examine current issues facing Michigan residents and practice making and expressing informed decisions as citizens. Throughout the year, students locate, analyze, and present data pertaining to the state of Michigan.

4th Grade-**United States Studies**

The fourth grade social studies curriculum introduces students to geographic, economic, governmental concepts through the lens of the United States. They study the physical geography of the United States as well as the cultural characteristics of regions of the country. Students analyze human systems in the United States by exploring the interaction between the people and their natural environments, the movement of people, products, and ideas, and the distinguishing features of various regions within the country. By focusing on the characteristics of the U.S. economy, students learn fundamental economic concepts and apply these to their own lives. They study economic ties between the United States and other places, and discover how their country is an interdependent part of the global economy. Students are introduced to the purposes, structure, and function of our federal government. They also examine the relationship between the rights and responsibilities of citizens in a democratic republic. Students examine current issues facing the United States and practice making and expressing informed decisions as citizens.

5th Grade-**Early American History**

The fifth grade social studies curriculum is a chronological study of early American history through the adoption of the United States' Bill of Rights. By applying the tools of historians, including the use of primary and secondary sources, students explore how significant events shaped the nation. They begin with an introduction to the United States Constitution which, as the first unit of study, retrospectively frames their study of the early history of the nation. As they study the meeting of "Three Worlds" they explore interactions among American Indians, Africans, and Europeans in North America. Students also examine how these interactions affected colonization and settlement. They explore how geography of North America influenced daily life and economic activities as the three distinct English colonial regions developed. Throughout the course, students learn how ideas about government, colonial experiences with self-government, and interactions with Great Britain influenced the decision to declare independence. Within the historical study emphasis is placed on ideas about government as reflected in the Declaration of Independence, Articles of Confederation, the U.S. Constitution, and the Bill of Rights. Students examine how and why the Founders gave and limited the power of government through the principles of separation of powers, checks and balances, federalism, protection of individual rights, popular sovereignty, and the rule of law (core democratic values). Throughout the course students develop capacity for responsible citizenship as they apply the values and principles of constitutional democracy in the United States to contemporary issues facing the nation.

6th Grade-**Sixth Grade Social Studies**

The sixth grade social studies curriculum introduces students to cultures of the Western World. Emphasis is placed on the contemporary geography of North America, South America, and Europe and Russia, with a look at Oceania at the end of the year. Students study the geography of each of these world regions; explore cultural and natural features that characterize each region; trace the movement of people, ideas, and products within the regions; and discover ways that each can be divided into sub-regions. Historical background is provided to enable students to understand how these regions developed from the past to

the present. Differences in governments and economies are examined. The economy of each region and its role in the global economy is explored. Special attention is paid to economic ties with the United States. Using a variety of media, students compile, analyze, and present geographic and economic data pertaining to the regions. Throughout the course, students study public issues of global significance in the Western World. Through analysis, discussion, and writing, students consider what actions, if any, they and their country should pursue to promote the well-¬being of people who live in these regions.

7th Grade-Eastern Civilization

Students begin the year with an introduction to Social Studies concepts with an emphasis on map skills, followed by the study of the beginning of Human society. Next, students will study Early Civilizations and the emergence of Pastoral Societies, followed by Classical Traditions and Major Empires. Students will also study the major world religions throughout the course and the expansion of hemispheric interactions through 1500 CE. Students will interpret events in World history by using technology, completing writing assignments, reading expository texts, discussing cause and effect, and interpreting timelines, maps, charts, tables, and graphs.

8th Grade-U.S. History

Students will learn about events in American history that took place between the mid-1700s and the late-1800s. Students will study the American Revolution, the United States Constitution and the Bill of Rights, challenges to the new nation, the Industrial Revolution, westward expansion, the antebellum reform era, the Civil War, and Reconstruction. Students will interpret events in U.S. history by using technology, completing writing assignments, reading expository text, analyzing cause and effect, and constructing and/or interpreting timelines, maps, charts, tables, and graphs.

Unified Fine Arts Program

Art

Students are offered fine arts classes as early as kindergarten. All students are exposed to a wide variety of art media including ceramics. Creativity and innovative thinking are essential life skills being developed in the art room. As students' progress through elementary school they work on organizing and defining their artistic skills and thinking. Students have many opportunities to engage in field trips that highlight local art and artists as well as broaden their knowledge of art around the world. Each elementary school has a school wide art show to showcase every student and their work as well as ample opportunities for other art exhibits around the district.

Music

Elementary music is one of the fantastic, unified arts courses attended by all K-5 students. Following the National Association For Music Education standards, students use a variety of vocal projects to Create, Perform, and Respond to music. With the goal of a well-rounded education in mind, our elementary music classrooms focus on musical literacy to connect music to our everyday world. Students in grades 1st-5th participate in a vocal music performance for the school and parent community each fall, spring. A few prominent examples of our wonderful offerings include a fourth grade curricular field trip to see the Detroit Symphony Orchestra perform, as well as an after school advanced honors choir at each elementary school.

In fifth through eighth grade, students are eligible to participate in instrumental music (this is in addition to their general music course). Students can select a band or orchestra instrument and will meet twice

weekly for 45 mins of instrumental music instruction during the school day.

Physical Education

The physical education program empowers your child to master fundamental motor skills, explore creative movement in dance and gymnastics, and develop a strong foundation in health-related fitness concepts. We foster physical competence and a sense of self-acceptance and respect for others in all physical activities. By instilling a deep appreciation for an active lifestyle, we're guiding your child toward a future of holistic well-being and self-confidence.

Spanish

Our vision is to inspire a lifelong love for language and culture, nurturing the growth of globally aware and empathetic citizens. We aspire to create a dynamic and immersive learning environment where every student can flourish, regardless of their background or prior language experience.

Our vision is rooted in the belief that language acquisition is a gateway to understanding the world, fostering meaningful connections, and embracing diversity. We aim to instill in our students:

- Proficiency and Fluency
- Cultural Appreciation
- Global Citizenship
- Lifelong learning

We are committed to nurturing well-rounded, culturally aware, and compassionate individuals who are equipped to thrive in an increasingly interconnected world. Through our dedication to excellence in language education, we will empower the next generation with the knowledge and skills they need to succeed, both academically and as responsible global citizens.

ECBOE Kindergarten GO MATH! Pacing Guide

	First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
	Sept. 9 -October 19	October 22-Dec. 20	January 3-March 8	March 11-May 24
Instructional days	44	40	46	50
Benchmark dates				April 8-19 (ARMT+)
Chapters	**1-4**	**5-7**	**8-11**	**11 (cont.)-12 Getting Ready Lessons**
	Chapter 1 (13 days)	Chapter 5 (14 days)	Chapter 8 (11 days)	Chapter 11 (4 days cont.)
	Project: My Number Story ***Represent, Count, and Write Number 0-5*** Domain: Counting and Cardinality Operations and Algebraic Thinking Common Core Standards: CC.K.CC.3, CC.K.CC.4A,CC.K.CC.4B, CC.K.CC4C	**Addition** Domain: Operations and Algebraic Thinking Common Core Standards: CC.K.OA.1,CC.K.OA.2, CC.K.OA.3, CC.OA.4, CC.K.OA5	**Represent, Count, and Write 20 and Beyond** Domain: Counting and Cardinality Common Core Standards: CC.K.CC.3, CC.K.NBT.1	***Project: How Tall Am I?*** ***Measurement*** Domain: Measurement and Data Common Core Standards: CC.K.MD.1, CC.K.MD.2 4 Days
Assessment dates				
	Chapter 2 (9 days)	Chapter 6 (10 days)	Chapter 9 (15 days)	Chapter 12 (13 days)
	Compare Numbers to Five Domain: Counting and Cardinality Common Core Standards: CC.K.CC.6	**Subtraction** Domain: Operation and Algebraic Thinking Common Core Standards: CC.K.OA.1, CC.K.OA.2, CC.K.OA.5	***Project: School Fun*** **Identify and Describe Two-Dimensional Shapes** Domain: Geometry Common Core Standards: CC.K.G.2, CC.K.G.4, CC.K.G.6	**Classify and Sort Data** Domain: Measurement and Data Common Core Standards: CC.K.MD.3
Assessment dates				
	Chapter 3 (12 days)	Chapter 7 (12 days)	Chapter 10 (12 days)	Getting Ready Lessons 1- 11 (13 days)
	Represent, Count, and Write Numbers 6-9 Domain: Counting and Cardinality Common Core Standards: CC.K.CC.3, CC.K.CC.5, CC.K. CC.6	**Represent, Count, and Write Numbers 11-19** Domain: Counting and Cardinality Number and Operations in Base Ten Common Core Standards: CC.K.CC.3, CC.K.NBT.1	**Identify and Describe Three-Dimensional Shapes** Domain: Geometry Common Core Standards: CC.K.G.1, CC.K.G.2, CC.K.G.3, CC.K.G.4	***Plus Review Projects:*** ***Let's Plant a Garden*** ***Shape Search*** ***Measurement Hunt***
Assessment dates				
	Chapter 4 (10 days)	Spiral Review of all standards	Chapter 11 (8 days – 12 total)	Getting Ready Lessons 12-20 (12 days)
	Represent and Compare Numbers to 10 Domain: Counting and Cardinality Operations and Algebraic Thinking Common Core Standards: CC.K.CC.2,CC.K.CC.3,CC.K.CC.5,CC.K.CC.6 CC.K.CC.7, CC.K.OA.4	**Review all standards taught during the last week of the 1st Semester**	***Project: How Tall Am I?*** ***Measurement*** Domain: Measurement and Data Common Core Standards: CC.K.MD.1, CC.K.MD.2	***Plus Review Projects:*** ***Let's Plant a Garden*** ***Shape Search*** ***Measurement Hunt***

ECBOE First Grade GO MATH! Pacing Guide

	First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
	Sept. 9 -October 19	October 22-Dec. 20	January 3-March 8	March 11-May 23
Instructional days	44	40	46	50
Benchmark dates				April 8-19 (ARMT+)
Chapters	**1-4**	**4(cont.)- 7**	**8-10**	**11-12 Getting Ready Lessons**
	Chapter 1 (12 days)	**Chapter 4 (6 days cont.)**	**Chapter 8 (15 days)**	**Chapter 11 (8 days)**
	Addition Concepts Domain: Operations and Algebraic Thinking CCS: CC.1.OA.1 CC.1.OA.3 CC.1.OA.6 CC.1.OA.7	**Subtraction Strategies** Domain: Operations and Algebraic Thinking CCS: CC.1.OA.1 CC.1.OA.4 CC.1.OA.5 CC.1.OA.6	**Two Digit Addition and Subtraction** Domains: Operations and Algebraic Thinking, Number and Operations in Base Ten CCS: CC.1.NBT.4 CC.1.NBT.6 CC.1.OA.6	**Three-Dimensional Geometry** Domain: Geometry CCS: CC.1.G.1 CC.1.G.2
Assessment dates				
	Chapter 2 (12 days)	**Chapter 5 (12 days)**	**Chapter 9 (15 days)**	**Chapter 12 (12 days)**
	Subtraction Concepts Domain: Operations and Algebraic Thinking CCS: CC.1.OA.1 CC.1.OA.6 CC.1.OA.8	**Addition and Subtraction** Relationships Domain: Operations and Algebraic Thinking CCS: CC.1.OA.1 CC.1.OA.6 CC.1.OA.7 CC.1.OA.8	**Measurement** Domain: Measurement and Data CCS: CC.1.MD.1 CC.1.MD.2 CC.1.MD.3	**Two Dimensional Geometry** Domain: Geometry CCS: CC.1.G.1 CC.1.G.2 CC.1.G.3
Assessment dates				
	Chapter 3 (15 days)	**Chapter 6 (12 days)**	**Chapter 10 (16 days)**	**Getting Ready Lessons 1-11 (10 days)**
	Addition Strategies Domain: Operations and Algebraic Thinking CCS: CC.1.OA.2 CC.1.OA.3 CC.1.OA.5 CC.1.OA.6	**Count and Model Numbers** Domain: Number and Operations in Base Ten CCS: CC.1.NBT.1 CC.1.NBT.2 CC.1.NBT.2a CC.1.NBT.2b CC.1.NBT.2c CC.1.NBT.3	**Represent Data** Domain: Measurement and Data CCS: CC.1.MD.4	Review Projects: Make a Math Facts Strategies Book Numbers Around Us
Assessment dates				
	Chapter 4 (5 days – 11 days total)	**Chapter 7 (10 days)**		**Getting Ready Lessons 12-20 (10 days)**
	Subtraction Strategies Domain: Operations and Algebraic Thinking CCS: CC.1.OA.1 CC.1.OA.4 CC.1.OA.5 CC.1.OA.6	**Compare Numbers** Domain: Number and Operations in Base Ten CCS: CC.1.NBT.3 CC.1.NBT.5		Review Projects: Measure and Graph Building Shapes

Barber Preparatory Academy
First Grade Journeys Pacing/Scope Sequence

Back to School Lessons 9/6 -9/8

Lesson	Selections	Concepts of Print	Alphabet Routine	Phonemic Awareness	Letters and Sounds	High-Frequency Words
Back to School (one week)	**Big Book** • Jack's Talent • Back to School	• Print Represents Speech Introductions and Names) • Words and Sentences Capitalization and Punctuation) • Photo Captions (Names of Countries) • Print Represents Speech Comments About Text) • Punctuation Marks and Intonation	• Identify Letters • Alphabet Song • Place Names • Name and Match Letters • Alphabet Sequence	• Distinguish Vowel Sounds • Blend Phonemes • Isolate Phonemes • Segment Phonemes • Rhyming Words	• Short *a* • Consonants *m,s, t, c* • Phonogram *-at*	*I* *to* *like* *a* *see* *the* *we* *go* *is* *are*

UNIT 1: Around the Neighborhood 9/10-10/19

	Selections	Phonemic Awareness	Phonics/Fluency/Concepts of Print	Words to Know (HFW)	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
1	**Main Selection** What is a Pal? **Genre:** Informational Text **Paired Selection** Friends Forever	•Beginning Sound • Blend Phonemes	**Phonics** • Short *a* • Consonants *n, d* • Consonants *p, f* **Fluency** Accuracy: Word	*and* *be* *help* *play* *with* *you*	**Skill** Main Idea **Strategy** Summarize **Listening, Speaking,**	**Vocabulary Strategies** Classification/ Categorization of Words: Actions	**Spelling Principle** Short *a* **Spelling Words** **Basic:**	Nouns • Words that Name People • Words that	**Writing Mode** Writing About Us: Labels

	Selections	Phonemic Awareness	Phonics/Fluency/Concepts of Print	Words to Know (HFW)	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
	Genre: Poetry **Decodable Story** Nan and Dan		Recognition **Concepts of Print** • Directionality • Capitalization		**Viewing** Listen for Enjoyment	**Oral Vocabulary** *beautiful, excellent, invitations, miss, ruin, suddenly* **Selection Words** *fun, pal, pet, what*	*am, at, sat, man, dad, mat*	Name Animals	**Focus Trait** Ideas
2	**Main Selection** The Storm **Genre:** Realistic Fiction **Paired Selection** Storms **Genre:** Article **Decodable Story** Sid Pig	•Beginning Sound • Blend Phonemes	**Phonics** • Short *i* • Consonants *r, h /z/s* • Consonants *b, g* • Phonogram *-it* **Fluency** Accuracy: Words Connected in Text **Concepts of Print** Match Oral Words to Printed Words	*for have he look too what*	**Skill** Understanding Characters **Strategy** Infer/Predict **Listening, Speaking, Viewing** Discussion: Raise Your Hand	**Vocabulary Strategies** Context Clues **Oral Vocabulary** *bandits, brave, chatter, ears, steady, still* **Selection Words** *storm, Pop, come, wet,*	**Spelling Principle** Short *i* **Spelling Words** **Basic:** *if, is, him, rip, fit, pin*	Nouns • Words that Name Places) • Words that Name Things	**Writing Mode** Writing About Us: Captions **Focus Trait** Ideas

	Selections	Phonemic Awareness	Phonics/Fluency/Concepts of Print	Words to Know (HFW)	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
						bed			

		Phonemic Awareness	Phonics/Fluency/Concepts of Print	Words to Know (HFW)	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
3	**Main Selection** Curious George at School **Genre:** Fantasy **Paired Selection** School Long Ago **Genre:** Informational Text **Decodable Story**	• Beginning Sound • Blend Phonemes	**Phonics** • Short *o* • Consonants *l, x* • Inflection *-s* **Fluency** Phrasing: Punctuation (Period) **Concepts of Print** • Capitalization • Punctuation	*do* *find* *funny* *sing* *no* *they*	**Skill** Sequence of Events **Strategy** Monitor/Clarify **Listening, Speaking, Viewing** Discussion: Take Turns Talking	**Vocabulary Strategies** Multiple-Meaning Words **Oral Vocabulary** *apart, crept, proudly, sneak, snout, worried* **Selection**	**Spelling Principle** Short *o* **Spelling Words** **Basic:** *log, dot, top, hot, lot, ox*	Action Verbs • Words that Show Action • More Words that Show Action	**Writing Mode** Writing About Us: Sentences **Focus Trait** Word Choice

		Phonemic Awareness	Phonics/Fluency/Concepts of Print	Words to Know (HFW)	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
	Max Fox and Lon Ox					**Words** *curious, school, this, George, kids, mess, paints, job*			
ADMINISTER WEEKLY LESSON ASSESSMENT 3									
4	**Main Selection** Lucia's Neighborhood **Genre:** Informational Text **Paired Selection** City Mouse and Country Mouse **Genre:** Fable **Decodable Story** Ken and Vic	• Beginning Sound • Blend Phonemes	**Phonics** • Short *e* • Consonants *y, w* • Consonant *k, v, j* • Phonogram *-et* **Fluency** Intonation **Concepts of Print** Punctuation	*all does here me my who*	**Skill** Text and Graphic Features **Strategy** Question **Listening, Speaking, Viewing** Conversation: Take Turns	**Vocabulary Strategies** Alphabetical Order **Oral Vocabulary** *canvas, combinations, eases, important, rhythms, row* **Selection Words** *Lucia, book, car, firefighter's, goal, Hi, home, librarian, neighborhood, pants, plant, street*	**Spelling Principle** Short *e* ***Spelling Words*** **Basic:** *yet, web, pen, wet, leg, hen*	Adjectives • Adjectives for Size • Adjectives for Shape	**Writing Mode** Writing About Us: Class Story **Focus Trait** Word Choice
5	Main Selection Gus Takes the Train **Genre:** Fable Paired Selection City Zoo **Genre:**	• Final Sound • Segment Phonemes	Phonics • Short *u* • Consonants *qu, z* Fluency Accuracy: Self-Correct Concepts of Print	*friend full good hold many pull*	Skill Story Structure Strategy Analyze/Evaluate Listening, Speaking, Viewing	Vocabulary Strategies Antonyms Oral Vocabulary *alleys, dashing, ferry, space, subways,*	Spelling Principle Short *u* Spelling Words Basic: *up, bug,*	Adjectives • Adjectives for Color • Adjectives for Number	Writing Mode Writing About Us: Class Story Focus Trait

		Phonemic Awareness	Phonics/Fluency/Concepts of Print	Words to Know (HFW)	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
	Informational Text **Decodable Story** Fun, Fun, Fun!		Punctuation		Conversation: Listen and Respond	*sealing* **Selection Words** *takes, conductor, train, window*	*mud, nut, hug, tub*		Ideas

UNIT 2: Sharing Time 10/22-11/30

		Phonemic Awareness	Phonics/Fluency/Concepts of Print	Words to Know (HFW)	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
6	**Main Selection** Jack and the Wolf **Genre:** Fable **Paired Selection** The Three Little Pigs **Genre:** Fairy Tale **Decodable Story** A Duck in Mud	• Final Sound • Segment Phonemes	**Phonics** • Review Short *a* • Double Final Consonants and *ck* • Phonogram *-ack* **Fluency** Expression **Concepts of Print** Directionality	*away call come every hear said*	**Skill** Understanding Characters **Strategy** Summarize **Listening, Speaking, Viewing** Follow Directions	**Vocabulary Strategies** Classification/ Categorization of Words: Actions **Oral Vocabulary** *clang, fault, figure, jumbled, plenty, tossed* **Selection Words** *sheep, trick, wolf, once upon a time*	**Spelling Principle** Short *a* **Spelling Words** **Basic:** *an, bad, can, had, cat, ran* **Challenge:** *add, pass*	Complete Sentences • What is a Sentence? • Is it a Sentence?	**Writing Mode** Write to Describe: Sentences **Focus Trait** Ideas
7	**Main Selection** How Animals Communicate **Genre:** Informational Text **Paired Selection** Insect Messages **Genre:** Informational Text	• Segment Phonemes	**Phonics** • Review Short *i* • Clusters with *r* • Phonogram *-ip* **Fluency** Rate **Concepts of Print** Letters and Words	*animal how make of some why*	**Skill** Details **Strategy** Infer/Predict **Listening, Speaking, Viewing** Use Nonverbal Cues	**Vocabulary Strategies** Using a Glossary **Oral Vocabulary** *agreement, crowd, discuss, warns, creek, bill* **Selection Words** *baby, bees, bird, dance, down, elephants, food, smell*	**Spelling Principle** Short *i* **Spelling Words** **Basic:** *in, will, did, sit, six, big* **Challenge:** *trip, grin*	Sentence Parts • The Naming Part • The Action Part	**Writing Mode** Write to Describe: Poetry **Focus Trait** Word Choice

		Phonemic Awareness	Phonics/Fluency/Concepts of Print	Words to Know (HFW)	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
	Decodable Story Crabs								
8	**Main Selection** A Musical Day **Genre:** Realistic Fiction **Paired Selection** Drums **Genre:** Informational Text **Decodable Story** Our Sled Club	• Segment Phonemes • Middle Sound	**Phonics** • Review Short *o* • Phonogram *-ock* **Fluency** Phrasing: Natural Pauses **Concepts of Print** Letters and Words	*her* *now* *our* *she* *today* *would*	**Skill** Sequence of Events **Strategy** Analyze/Evaluate **Listening, Speaking, Viewing** Tell About a Personal Experience	**Vocabulary Strategies** Classification/ Categorization of Words: Time **Oral Vocabulary** *crisp, edges, faraway, peeking, smudged, village* **Selection Words** *aunt, band, guitars, music*	**Spelling Principle** Short *o* **Spelling Words** **Basic:** *on, got, fox, pop, not, hop* **Challenge:** *block, clock*	Statements • What is a Statement? • Writing Statements	**Writing Mode** Write to Describe: Thank-You Note **Focus Trait** Word Choice
ADMINISTER WEEKLY LESSON ASSESSMENT									

		Phonemic Awareness	Phonics/Fluency/Concepts of Print	Words to Know (HFW)	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
9	**Main Selection**: Dr. Seuss **Genre:** Biography **Paired Selection** Two Poems from Dr. Seuss **Genre:** Poetry **Decodable Story** Nuts for Ben and Jen	• Segment Phonemes • Middle Sound	**Phonics** • Review Short *e* • 2- and 3-Letter Clusters with *s* **Fluency** Accuracy: Word Recognition **Concepts of Print** Letters and Words	*after* *draw* *pictures* *read* *was* *write*	**Skill** Text and Graphic Features **Strategy** Question **Listening, Speaking, Viewing** ParticWLAte in Songs and Chants	**Vocabulary Strategies** Antonyms **Oral Vocabulary** *trip, yank, twice, awake, wonder, try* **Selection Words** *books, Dr., hit, rhymes, wrote*	**Spelling Principle** Short *e* **Spelling Words** **Basic:** *yes, let, red, ten, bed, get* **Challenge:** *sled, step*	Singular and Plural Nouns • One and More Than One • Special Plural Nouns	**Writing Mode** Write to Describe: Description **Focus Trait** Ideas
10	**Main Selection** A Cupcake Party **Genre:** Fantasy **Paired Selection** At the Bakery **Genre:** Reader's Theater	• Segment Phonemes • Middle Sound	**Phonics** • Review Short *u* • Final Clusters • Phonogram *-ump* **Fluency** Stress **Concepts of Print** Punctuation	*eat* *give* *one* *put* *small* *take*	**Skill** Story Structure **Strategy** Visualize **Listening, Speaking, Viewing** Retell a Story	**Vocabulary Strategies** Synonyms **Oral Vocabulary** *enemies, forests, hibernate, must, pouches, predators* **Selection Words** *baked, cupcake(s), party, tree*	**Spelling Principle** Short *u* **Spelling Words** **Basic:** *us, sun, but, fun, bus, run* **Challenge:** *jump, must*	Prepositions and Prepositional Phrases • Prepositions for Where (*on, up, away*) • Prepositions for When (*after, now, today*)	**Writing Mode** Write to Describe: Description **Focus Trait** Organization

		Phonemic Awareness	Phonics/Fluency/Concepts of Print	Words to Know (HFW)	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
	Decodable Story Flint and Scamp								

UNIT 3: Nature Near and Far **12/3-1/18**

		Phonemic Awareness	Phonics/Fluency/Concepts of Print	Words to Know (HFW)	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
11		• Blend and Segment Phonemes	**Phonics** • Digraph *th* • Base Words and *-s, -es, -ed, -ing* **Fluency** Phrasing: Attention to Punctuation (Comma) **Concepts of Print** Capitalization	*blue cold far little live their water where*	**Skill** Author's Purpose **Strategy** Analyze/Evaluate **Listening, Speaking, Viewing** Adapt Spoken Language: Volume	**Vocabulary Strategies** Classification/Categorization of Words: Colors **Oral Vocabulary** *companions, exchanging, graceful, portion, practiced, strict* **Selection Words** *fish, flippers, home, penguins, pink, sea, sea lions, sea stars, turtle, warm*	**Spelling Principle** Words with *th* **Spelling Words** **Basic:** *that, then, this, them, with, bath* **Challenge:** *thick, tenth*	Proper Nouns • Names for People and Animals • Titles for People	**Writing Mode** Write to Inform: Sentences **Focus Trait** Ideas
12	**Main Selection** How Leopard Got His	• Blend and Segment Phonemes	**Phonics** • Digraphs *ch, tch* • Possessives *'s*	*been brown know*	**Skill** Sequence of Events	**Vocabulary Strategies** Homophones	**Spelling Principle** Words with	Proper Nouns • Names of	**Writing Mode** Write to

		Phonemic Awareness	Phonics/Fluency/Concepts of Print	Words to Know (HFW)	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
	Spots **Genre:** Folktale **Paired Selection** The Rain Forest **Genre:** Informational Text **Decodable Story** Champs	•Substitute Phonemes: Initial	• Phonogram *-atch* • Possessives *'s* **Fluency** Rate **Concepts of Print** Capitalization	*never off out own very*	**Strategy** Question **Listening, Speaking, Viewing** Adapt Spoken Language: Rate	**Oral Vocabulary** *adventure, frisky, shiver, spy, tumbles, view* **Selection Words** *danced, flowers, giraffe, hyena, leopard, paint(s)(ed), zebra*	*ch, tch* **Spelling Words:** **Basic:** *chin, chop, much, chip, rich, chick* **Challenge:** *match, pitch*	Places • More Place Names	Inform: Letter **Focus Trait** Sentence Fluency
13	**Main Selection** Seasons **Genre:** Informational Text **Paired Selection** The Four Seasons **Genre:** Poetry **Decodable Story** Ralph Goes to Camp	• Blend and Segment Phonemes •Substitute Phonemes: Initial	**Phonics** • Digraphs *sh, wh, ph* • Contractions with *'s, n't* **Fluency** Accuracy: Word Recognition **Concepts of Print** Punctuation	*down fall goes green grow new open yellow* ***Spiral Review***	**Skill** Cause and Effect **Strategy** Visualize **Listening, Speaking, Viewing** Listen to Compare and Contrast	**Vocabulary Strategies** Words Ending in -ed, -ing, or -s **Oral Vocabulary** *bouquets, bursts, glow, plow, shrivel, vines* **Selection Words** *blow, day, leaves, school, seeds, snow, snowman, spring, summer, tall, winter*	**Spelling Principle** Words with *sh, wh, ph* **Spelling Words** **Basic:** *ship, shop, which, when, whip, fish* **Challenge:** *shell, graph*	Subjects and Verbs • Subject-Verb Agreement • Verbs with *s*	**Writing Mode** Write to Inform: Sentences **Focus Trait** Ideas

		Phonemic Awareness	Phonics/Fluency/Concepts of Print	Words to Know (HFW)	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
ADMINISTER WEEKLY LESSON ASSESSMENT 13 - SKILLS IN CONTEXT PORTION ONLY HERE!									

		Phonemic Awareness	Phonics/Fluency/Concepts of Print	Words to Know (HFW)	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
14	**Main Selection** The Big Race **Genre:** Fantasy **Paired Selection** The Olympic Games **Genre:** Informational Text **Decodable Story** A Safe Lodge	• Identify Middle Sound • Substitute Phonemes: Medial	**Phonics** • Long *a* (CVC*e*) • Phonogram *–ake* • Soft *c, g, dge* • Phonogram *-ace* **Fluency** Expression **Concepts of Print** • Capitalization • Punctuation	*four* *five* *into* *over* *starts* *three* *two* *watch*	**Skill** Conclusions **Strategy** Infer/Predict **Listening, Speaking, Viewing** Listen for Story Details	**Vocabulary Strategies** Classification/ Categorization of Words: Numbers **Oral Vocabulary** *cactus, habitat, mainly, search, stems, howl* **Selection Words** *cottontail, hay, hooray, lizard, race, roadrunner*	**Spelling Principle** Long *a* **Spelling Words** **Basic:** *came, make, brave, late, gave, shape* **Challenge:** *waves, chases*	Verbs and Time • Verbs with *ed* • Present and Past Time	**Writing Mode** Write to Inform: Report **Focus Trait** Ideas
15	**Main Selection** Animal Groups **Genre:** Informational Text **Paired Selection** Animal Picnic **Genre:** Reader's Theater	• Identify Middle Sound • Substitute Phonemes: Medial	**Phonics** • Long *i* (CVC*e*) • Digraphs *kn, wr, gn, mb* • Phonograms *-ine, -ite* **Fluency** Intonation **Concepts of Print** • Capitalization • Punctuation	*bird* *both* *eyes* *fly* *long* *or* *those* *walk*	**Skill** Compare and Contrast **Strategy** Monitor/Clarify **Listening, Speaking, Viewing** Make Introductions	**Vocabulary Strategies** Suffix -er, -est **Oral Vocabulary** *alerts, directions, scales, sensitive, swivel, threatened* **Selection Words** *amphibians, body, breathe, feathers, group, hair, mammals, reptiles,*	**Spelling Principle** Long *i* **Spelling Words** **Basic:** *time, like, kite, bike, white, drive* **Challenge:** *stripe, mice*	The Verb *be* • Using *is* and *are* • Using *was* and *were*	**Writing Mode** Write to Inform: Report **Focus Trait** Word Choice

		Phonemic Awareness	Phonics/Fluency/Concepts of Print	Words to Know (HFW)	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
	Decodable Story The Nice Vet					*tadpoles, tails, wings*			

		Phonemic Awareness	Phonics/Fluency/Concepts of Print	Words to Know (HFW)	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
16	**Main Selection** Let's Go to the Moon **Genre:** Informational Text **Paired Selection** Mae Jemison **Genre:** Biography **Decodable Story** June's Pictures	•Substitute Phonemes: Medial •Substitute Phonemes: Final	**Phonics** • Long *o* (CV, CVC*e*) • Long *u* (CVC*e*) **Fluency** Stress **Concepts of Print** Chapter Titles and Headings	*around because before bring carry light show think*	**Skill** Main Idea and Details **Strategy** Question **Listening, Speaking, Viewing** Tell a Story	**Vocabulary Strategies** Suffix *-y, -ful* **Oral Vocabulary** *atmosphere, decision, landscape, miniature, surface, vast* **Selection Words** *crater, footprints, gravity, lunar, rocket, rover*	**Spelling Principle** Long *o* **Spelling Words** **Basic:** *so, go, home, hole, no, rope, joke, bone, stove, poke* **Challenge:** *chose, wrote*	Questions • What is a Question? • Writing Questions	**Writing Mode** Write to Narrate: Sentences **Focus Trait** Ideas
17	**Main Selection** The Big Trip **Genre:** Fantasy **Paired Selection** Lewis and Clark's Big Trip	•Substitute Phonemes: Medial •Substitute Phonemes: Final	**Phonics** • Long *e* (CV, CVC*e*) • Vowel Pairs *ee, ea* • Final *ng, nk* • Phonograms *-ean, -ink* **Fluency** Phrasing: Attention to Punctuation (Question Mark)	*about by car could don't maybe sure there*	**Skill** Compare and Contrast **Strategy** Visualize **Author's Craft** Dialogue **Listening, Speaking,**	**Vocabulary Strategies** Classification/Categorization of Words: Transportation **Oral Vocabulary** *complained, delighted, horizon, lonely, pleaded, shelter* **Selection Words** *desert, engine, exclaimed,*	**Spelling Principle** Long *e* **Spelling Words** **Basic:** *me, be, read, feet, tree, keep, eat,*	Kinds of Sentences •Statement or Question? • Writing Statements and Questions	**Writing Mode** Write to Narrate: Sentences **Focus Trait** Ideas

		Phonemic Awareness	Phonics/Fluency/Concepts of Print	Words to Know (HFW)	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
	Genre: Informational Text **Decodable Story** Plunk, Plunk				**Viewing** Listen for Information	*island, jumpy, parachute, stubborn, travel, troubles, tunnel*	*mean, sea, these* **Challenge:** *street, please*		
18	**Main Selection** Where Does Food Come From? **Genre:** Informational Text **Paired Selection** Jack and the Beanstalk **Genre:** Fairy Tale **Decodable Story** What Will We Do?	•Substitute Phonemes: Medial •Substitute Phonemes: Final	**Phonics** D1: Vowel Pairs *ai, ay* D3: Contractions *'ll, 'd* D4: Vowel Pairs *ai, ay* Phonograms *-ay, -ain* Contractions *'ll, 'd* **Fluency** Expression	*first food ground right sometimes these under your*	**Skill** Author's Purpose **Strategy** Summarize **Author's Craft** Predictable Text **Listening, Speaking, Viewing** Give Directions	**Vocabulary Strategies** Multiple-Meaning Words **Oral Vocabulary** *disappointed, eagerly, fancy, scampered, slippery, spotted* **Selection Words** *chocolate, favorite, paddies, vegetables*	**Spelling Principle** Vowel Pairs *ai, ay* (long *a*) **Spelling Words** **Basic:** *play, grain, sail, mail, may, rain, way, day, stay, pain* **Challenge:** *paint, spray*	Names of Months, Days, Holidays • Months, Days, Holidays • Commas in Dates	**Writing Mode** Write to Narrate: Friendly Letter **Focus Trait** Sentence Fluency
ADMINISTER WEEKLY LESSON ASSESSMENT 18 - SKILLS IN CONTEXT PORTION ONLY HERE!									

		Phonemic Awareness	Phonics/Fluency/Concepts of Print	Words to Know (HFW)	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
19	**Main Selection** Tomás Rivera **Genre:** Biography **Paired Selection** Life Then and Now **Genre:** Informational Text **Decodable Story** Fun with Gram	• Substitute Phonemes: Medial • Combine, Segment Syllables	**Phonics** • Vowel Pairs *oa, ow* • Contractions *'ve, 're* • Phonograms *-ow, -oat* • Contractions *'ve, 're* **Fluency** Intonation	*done great laugh paper soon talk were work*	**Skill** Conclusions **Strategy** Monitor/Clarify **Author's Craft** Word Choice: Descriptive Details **Listening, Speaking, Viewing** Gather Information	**Vocabulary Strategies** Synonyms **Oral Vocabulary** *author, exactly, incomplete, permission, signature, welcomed* **Selection Words** *Tomás Rivera, Texas, born, library, people, stories, family, teacher*	**Spelling Principle:** Vowel Pairs *oa, ow* **Spelling Words:** **Basic:** *show, row, grow, low, blow, snow, boat, coat, road, toad* **Challenge:** *flown, toast*	Future Tense • Future Using *will* • Future Using *going to*	**Writing Mode** Write to Narrate: Personal Narrative **Focus Trait** Organization
20	**Main Selection** Little Rabbit's Tale **Genre:** Folktale **Paired Selection** Silly Poems **Genre:** Reader's Theater **Decodable Story** A Springtime Rain	• Combine, Segment Syllables	**Phonics** • Compound Words • Short Vowel /e/*ea* **Fluency** Rate	*door more mother old try use want wash*	**Skill** Cause and Effect **Strategy** Infer/Predict **Author's Craft** Patterned Text **Listening, Speaking, Viewing** Use Description Language	**Vocabulary Strategies** Compound Words **Oral Vocabulary** *calf, flooded, meadow, ripple, swarms, wade* **Selection Words** *apple, Beaver, Goose, happily ever after, oh, Rabbit, says, sky,*	**Spelling Principle:** Compound Words **Spelling Words:** **Basic:** *bedtime, sunset, bathtub, flagpole, backpack, playpen, raincoat, inside, himself* **Challenge:** *rowboat, homemade*	Prepositions and Prepositional Phrases • Prepositions That Tell Where • Prepositions That Tell When	**Writing Mode** Write to Narrate: Personal **Focus Trait** Word Choice

		Phonemic Awareness	Phonics/Fluency/Concepts of Print	Words to Know (HFW)	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
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		Phonemic Awareness	Phonics/Fluency/Concepts of Print	Words to Know (HFW)	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
21	**Main Selection** The Tree **Genre:** Fantasy **Paired Selection** It Comes from Trees **Genre:** Informational Text **Decodable Story** At the Shore	•Substitute Vowel Sounds • Segment Syllables	**Phonics** • *R*-Controlled Vowel *ar* • *R*-Controlled Vowels *or, ore* • Phonograms *-ar, -ore* **Fluency** Phrasing: Natural Pauses	*better night pretty saw thought told turned window*	**Skill** Story Structure **Strategy** Analyze/Evaluate **Author's Craft** Repetition **Listening, Speaking, Viewing** Monitor Understanding and Ask Questions	**Vocabulary Strategies** Prefix *re-* **Oral Vocabulary** *clever, clues, detectives, poked, sneaky, whispered* **Selection Words** *awful, delivery, drooped, lemonade, llama, pleased, staked, stroked*	**Spelling Principle** *R*-Controlled Vowel *ar* **Spelling Words** **Basic:** *far, arm, yard, art, jar, bar, barn, bark, card, yarn* **Challenge:** *smart, chart*	Subject Pronouns • Pronouns That Name One • Pronouns That Name More Than One	**Writing Mode** Write to Express: Sentences **Focus Trait** Voice
22	**Main Selection** Amazing Animals **Genre:** Informational Text **Paired Selection** The Ugly Duckling **Genre:** Fairy Tale	•Substitute Vowel Sounds • Segment Syllables	**Phonics** • *R* -Controlled Vowels *er, ir, ur* **Fluency** Accuracy: Connected Text	*baby begins eight follow learning until years young*	**Skill** Conclusions **Strategy** Visualize **Author's Craft** Word Choice: Names of Animals, Body Parts **Listening, Speaking, Viewing** ParticWLAte in a	**Vocabulary Strategies** Using a Dictionary Entry **Oral Vocabulary** *misty, promise, receives, roam, slender, sparkling* **Selection Words** *amazing, camel, color, dolphin, polar bear, porcupine, toes*	**Spelling Principle** *R*-Controlled Vowels *er, ir, ur* ***Spelling Words*** **Basic:** *her, fern, girl, sir, stir, bird, fur, hurt, turn, third* **Challenge:**	The Pronoun *I* • Naming Yourself Last • Naming Yourself with *I*	**Writing Mode** Write to Express: Sentences **Focus Trait** Word Choice

		Phonemic Awareness	Phonics/Fluency/Concepts of Print	Words to Know (HFW)	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
	Decodable Story Fox and Crow				Group Discussion		*curl, first*		
23	**Main Selection** Whistle for Willie **Genre:** Realistic Fiction **Paired Selection** Pet Poems **Genre:** Poetry **Decodable Story** Good Homes	•Substitute Vowel Sounds • Segment Syllables	**Phonics** • Vowel Digraph *oo* (sound in *book*) • Syllable Pattern (CVC) **Fluency** Stress	*again along began boy father house nothing together*	**Skill** Cause and Effect **Strategy** Monitor/Clarify **Author's Craft** Figurative Language **Listening, Speaking, Viewing** Giving Important Information	**Vocabulary Strategies** Classification/Categorization of Words: Family **Oral Vocabulary** *accent, behave, gooey, siesta, sizzling, translates* **Selection Words** *carton, empty, errand, grocery, happened, pocket, shadow, whirled*	**Spelling Principle** Vowel Digraph *oo* **Spelling Words** **Basic:** *look, book, good, hook, brook, took, foot, shook, wood, hood* **Challenge:** *crook, hoof*	Possessive Pronouns • Using *my, your, his,* and *her* • Using *mine, yours, his,* and *hers*	**Writing Mode** Write to Express: Summary **Focus Trait** Organization
ADMINISTER WEEKLY LESSON ASSESSMENT									

		Phonemic Awareness	Phonics/Fluency/Concepts of Print	Words to Know (HFW)	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
24	**Main Selection** A Butterfly Grows **Genre:** Narrative Nonfiction **Paired Selection** Best Friends **Genre:** Reader's Theater **Decodable Story** Boot's Clues	• Substitute Vowel Sounds • Segment Syllables	**Phonics** • Vowel Digraphs • Spelling Patterns: *oo, ou, ew* • More Spellings for /o͞o/: *ue, u, u_e* **Fluency** Expression	*also anything flower kind places ready upon warm*	**Skill** Sequence of Events **Strategy** Question **Author's Craft** Descriptive Details (Exact Adjectives, Verbs) **Listening, Speaking, Viewing** Make Connections	**Vocabulary Strategies** Multiple-Meaning Words **Oral Vocabulary** *completely, gentle, lonely, recognized, reflection, settled* **Selection Words** *beautiful, butterfly, caterpillar, chrysalis, milkweed*	**Spelling Principle** Vowel Digraphs *oo, ou, ew* **Spelling Words** **Basic:** *soon, new, noon, zoo, boot, too, moon, blew, soup, you* **Challenge:** *grew, scoop*	Pronouns and Verbs • Pronouns and Action Verbs • Pronouns and *be*	**Writing Mode** Write to Express: Story **Focus Trait** Ideas
25	**Main Selection** The New Friend **Genre:** Realistic Fiction **Paired Selection** Neighborhoods **Genre:** Informational Text **Decodable**	• Substitute Vowel Sounds • Segment Syllables	**Phonics** • Vowel Combinations *ou, ow* • Vowel Combinations *oi, oy, au, aw* **Fluency** Phrasing: Attention to Punctuation	*buy city family myself party please school seven*	**Skill** Understanding Characters **Strategy** Summarize **Author's Craft** Word Choice: Signal Words **Listening, Speaking,**	**Vocabulary Strategies** Synonyms with Introduction to Thesaurus **Oral Vocabulary** *blossom, ledges, lugged,*	**Spelling Principle** Vowel Combinations *ou, ow* **Spelling Words** **Basic:** *how, now, cow, owl, ouch, house, found, out,*	Contractions •Contractions with *not* • Contractions with Pronouns	**Writing Mode** Write to Express: Story **Focus Trait** Sentence Fluency

		Phonemic Awareness	Phonics/Fluency/Concepts of Print	Words to Know (HFW)	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
	Story Dawn's Voice				**Viewing** Main Idea and Details	*shady, shallow, caverns* **Selection Words** *brushes, crates, crew, pails, rejoined, repaid, seventh, soccer, unloaded, unpack*	*gown, town* **Challenge:** *shout, power*		

		Phonemic Awareness	Phonics/Fluency/Concepts of Print	Words to Know (HFW)	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
26	**Main Selection** The Dot **Genre:** Realistic Fiction **Paired Selection** Artists Create Art! **Genre:** Biography **Decodable Story** Henry and Dad Go Camping	• Substitute Vowel Sounds • Segment Syllables	**Phonics** • Base Words/ Inflections -*ed, -ing* (CVCe, CVC) • Long *e* Spelling Patterns *y, ie* **Fluency** Accuracy: Self-Correct	*above bear even pushed studied surprised teacher toward*	**Skill** Compare and Contrast **Strategy** Monitor/Clarify **Author's Craft** Word Choice: Descriptive Details **Listening, Speaking, Viewing** Describe Visuals	**Vocabulary Strategies** Figurative Language (Idioms) **Oral Vocabulary** *fields, magical, shrubbery, softly, universe, wondrous* **Selection Words** *blank, gazing, noticed, squiggle, straight, swirly*	***Spelling Principle:*** Base Words ending in *-ed, -ing* ***Spelling Words:*** **Basic:** *mix, mixed, hop, hopped, hope, hoping, run, running, use, used* **Challenge:** *writing, grabbed*	Exclamations • What is an Exclamation? • Writing Exclamations	**Writing Mode** Write to Respond: Opinion Sentences **Focus Trait** Voice
27	**Main Selection** What Can You Do? **Genre:** Informational Text **Paired Selection** The Wind and the Sun **Genre:** Fable **Decodable**	• Segment Syllables	**Phonics** • Base Words/ Inflections -*er, -est*; change *y* to *i* • Syllable *-le* **Fluency** Intonation	*always different enough happy high near once stories*	**Skill** Text and Graphic Features **Strategy** Analyze/Evaluate **Author's Craft** Word Choice: Comparisons **Listening, Speaking, Viewing** Listen Critically	**Vocabulary Strategies** Classification/ Categorization of Words: Emotions **Oral Vocabulary** *cobweb, demanded, dreadful, grumbled, panted, terrifying*	***Spelling Principle:*** Base Words ending in *-er, -est* ***Spelling Words:*** **Basic:** *hard, harder, hardest, fast, faster, fastest, slow, slower, slowest, sooner* **Challenge:** *shorter,*	Kinds of Sentences • Question or Exclamation? • Three Kinds of Sentences	**Writing Mode** Write to Respond: Opinion Sentences **Focus Trait** Sentence Fluency

		Phonemic Awareness	Phonics/Fluency/Concepts of Print	Words to Know (HFW)	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
	Story The Fox and the Grapes					**Selection Words** *binoculars, captain, computers, float, something*	*shortest*		
28	**Main Selection** The Kite **Genre:** Fantasy **Paired Selection** Measuring Weather **Genre:** Informational Text **Decodable Story** Bird Watching	• Segment Syllables • Delete a Phoneme	**Phonics** •Long *i* Spelling Patterns *igh, y, ie* • Base Words/ Inflections *-ed, -ing, -er, -est, -es* • Phonograms *-ight, -y* **Fluency** Phrasing: Natural Pauses	*across ball cried head heard large second should*	**Skill** Story Structure **Strategy** Infer/Predict **Author's Craft** Word Choice: Emphasis **Listening, Speaking, Viewing** Listen to Summarize	**Vocabulary Strategies** Homographs **Oral Vocabulary** *assured, audience, chorus, determined, enthusiasm, stomped* **Selection Words** *junk, laughter, perhaps*	***Spelling Principle:*** Spelling Patterns *igh, y, ie* (long *i*) ***Spelling Words:*** **Basic:** *my, try, sky, fly, by, dry, pie, cried, night, light* **Challenge:** *myself, brighter*	Adjectives • Adjectives for Taste and Smell • Adjectives for Sound and Texture	**Writing Mode** Write to Respond: Opinion Sentences **Focus Trait** Word Choice
ADMINISTER WEEKLY LESSON ASSESSMENT									

		Phonemic Awareness	Phonics/Fluency/Concepts of Print	Words to Know (HFW)	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
29	**Main Selection** A Boat Disappears **Genre:** Mystery **Paired Selection** Busy Bugs **Genre:** Poetry **Decodable Story** Ruth's Day	• Segment Syllables • Delete a Phoneme	**Phonics** • Suffixes *-ful, -ly, -y* • Long Vowel Spelling Patterns: *a, e, i, o, u* **Fluency** Expression	*almost any behind gone happened hello idea leaves should*	**Skill** Cause and Effect **Strategy** Visualize **Author's Craft** Dialogue **Listening, Speaking, Viewing** Give a Report	**Vocabulary Strategies** Prefix *un-* **Oral Vocabulary** *corner, disguise, mysteries, serious, signs, solve* **Selection Words** *anyway, disappeared, helpful, inspector, sailed, solved, yummy*	**Spelling Principle** Suffixes *-ly, -y, -ful* **Spelling Words** **Basic:** *sad, sadly, slow, slowly, dust, dusty, trick, tricky, help, helpful* **Challenge:** *quickly, hopeful*	Adverbs • Adverbs for How and Where • Adverbs for When and How Much	**Writing Mode** Write to Respond: Opinion Paragraph **Focus Trait** Ideas
30	**Main Selection** Winners Never Quit! **Genre:** Narrative Nonfiction **Paired Selection** Be a Team Player **Genre:** Informational Text **Decodable Story**	• Segment Syllables	**Phonics** • Syllabication (CV) • Prefixes *un-, re-* • Syllabication (VCCV, CV) **Fluency** Rate: Adjust Reading Rate to Purpose	*brothers everyone field loved most only people sorry*	**Skill** Understanding Characters **Strategy** Summarize **Author's Craft** Onomatopoeia **Listening, Speaking, Viewing** Give Information	**Vocabulary Strategies** Suffix *-ly* **Oral Vocabulary** *mighty, show-off, waste, wild, wobbled, careful* **Selection Words** *already, dribbled, goalie, rather*	**Spelling Principle** Syllable Pattern CV **Spelling Words** **Basic:** *even, open, begin, baby, tiger, music, paper, zero, table, below* **Challenge:** *because, silent*	Adjectives That Compare • Adjectives with *er* and *est* • Using the Right Adjective	**Writing Mode** Write to Respond: Opinion Paragraph **Focus Trait** Organization

		Phonemic Awareness	Phonics/Fluency/Concepts of Print	Words to Know (HFW)	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
	Home at Last								

Barber Preparatory Academy
First Grade Journeys Pacing/Scope & Sequence

Back to School Lessons 9/6 -9/8

Lesson	Selections	Concepts of Print	Alphabet Routine	Phonemic Awareness	Letters and Sounds	High-Frequency Words
Back to School (one week)	**Big Book** • Jack's Talent • Back to School	• Print Represents Speech Introductions and Names) • Words and Sentences Capitalization and Punctuation) • Photo Captions (Names of Countries) • Print Represents Speech Comments About Text) • Punctuation Marks and Intonation	• Identify Letters • Alphabet Song • Place Names • Name and Match Letters • Alphabet Sequence	• Distinguish Vowel Sounds • Blend Phonemes • Isolate Phonemes • Segment Phonemes • Rhyming Words	• Short *a* • Consonants *m,s, t, c* • Phonogram *-at*	*I* *to* *like* *a* *see* *the* *we* *go* *is* *are*

UNIT 1: Around the Neighborhood 9/10-10/19

	Selections	Concepts of Print	Alphabet Routine	Phonemic Awareness	Letters and Sounds	High-Frequency Words	Spelling	Grammar	Writing
1	**Main Selection** What is a Pal? **Genre:** Informational Text **Paired Selection** Friends Forever **Genre: Poetry** **Decodable Story** Nan and Dan	•Beginning Sound • Blend Phonemes	**Phonics** • Short *a* • Consonants *n, d* • Consonants *p, f* **Fluency** Accuracy: Word Recognition **Concepts of Print** • Directionality • Capitalization	*and* *be* *help* *play* *with* *you*	**Skill** Main Idea **Strategy** Summarize **Listening, Speaking, Viewing** Listen for Enjoyment	**Vocabulary Strategies** Classification/ Categorization of Words: Actions **Oral Vocabulary** *beautiful, excellent, invitations, miss, ruin, suddenly* **Selection Words** *fun, pal, pet, what*	**Spelling Principle** Short *a* **Spelling Words** **Basic:** *am, at, sat, man, dad, mat*	Nouns • Words that Name People • Words that Name Animals	**Writing Mode** Writing About Us: Labels **Focus Trait** Ideas

2	**Main Selection** The Storm **Genre:** Realistic Fiction **Paired Selection** Storms **Genre:** Article **Decodable Story** Sid Pig	•Beginning Sound • Blend Phonemes	**Phonics** • Short *i* • Consonants *r, h /z/s* • Consonants *b, g* • Phonogram *-it* **Fluency** Accuracy: Words Connected in Text **Concepts of Print** Match Oral Words to Printed Words	*for have he look too what*	**Skill** Understanding Characters **Strategy** Infer/Predict **Listening, Speaking, Viewing** Discussion: Raise Your Hand	**Vocabulary Strategies** Context Clues **Oral Vocabulary** *bandits, brave, chatter, ears, steady, still* **Selection Words** *storm, Pop, come, wet, bed*	**Spelling Principle** Short *i* **Spelling Words** **Basic:** *if, is, him, rip, fit, pin*	Nouns • Words that Name Places) • Words that Name Things	**Writing Mode** Writing About Us: Captions **Focus Trait** Ideas
		Phonemic	**Phonics/Fluency/Concepts**	**Words**	**Comprehension/**	**Vocabulary**	**Spelling**	**Grammar**	**Writing**	

		Awareness	of Print	to Know (HFW)	Listening/Speaking/ Viewing				
3	**Main Selection** Curious George at School **Genre:** Fantasy **Paired Selection** School Long Ago **Genre:** Informational Text **Decodable Story** Max Fox and Lon Ox	• Beginning Sound • Blend Phonemes	**Phonics** • Short *o* • Consonants *l, x* • Inflection *-s* **Fluency** Phrasing: Punctuation (Period) **Concepts of Print** • Capitalization • Punctuation	*do find funny sing no they*	**Skill** Sequence of Events **Strategy** Monitor/Clarify **Listening, Speaking, Viewing** Discussion: Take Turns Talking	**Vocabulary Strategies** Multiple-Meaning Words **Oral Vocabulary** *apart, crept, proudly, sneak, snout, worried* **Selection Words** *curious, school, this, George, kids, mess, paints, job*	**Spelling Principle** Short *o* **Spelling Words** **Basic:** *log, dot, top, hot, lot, ox*	Action Verbs • Words that Show Action • More Words that Show Action	**Writing Mode** Writing About Us: Sentences **Focus Trait** Word Choice
ADMINISTER WEEKLY LESSON ASSESSMENT 3									
4	**Main Selection** Lucia's Neighborhood **Genre:** Informational Text **Paired Selection** City Mouse and Country Mouse **Genre:** Fable **Decodable Story** Ken and Vic	• Beginning Sound • Blend Phonemes	**Phonics** • Short *e* • Consonants *y, w* • Consonant *k, v, j* • Phonogram *-et* **Fluency** Intonation **Concepts of Print** Punctuation	*all does here me my who*	**Skill** Text and Graphic Features **Strategy** Question **Listening, Speaking, Viewing** Conversation: Take Turns	**Vocabulary Strategies** Alphabetical Order **Oral Vocabulary** *canvas, combinations, eases, important, rhythms, row* **Selection Words** *Lucia, book, car, firefighter's,*	**Spelling Principle** Short *e* ***Spelling Words*** **Basic:** *yet, web, pen, wet, leg, hen*	Adjectives • Adjectives for Size • Adjectives for Shape	**Writing Mode** Writing About Us: Class Story **Focus Trait** Word Choice

						goal, Hi, home, librarian, neighborhood, pants, plant, street			
5	**Main Selection** Gus Takes the Train **Genre:** Fable **Paired Selection** City Zoo **Genre:** Informational Text **Decodable Story** Fun, Fun, Fun!	• Final Sound • Segment Phonemes	**Phonics** • Short *u* • Consonants *qu, z* **Fluency** Accuracy: Self-Correct **Concepts of Print** Punctuation	*friend full good hold many pull*	**Skill** Story Structure **Strategy** Analyze/Evaluate **Listening, Speaking, Viewing** Conversation: Listen and Respond	**Vocabulary Strategies** Antonyms **Oral Vocabulary** *alleys, dashing, ferry, space, subways, sealing* **Selection Words** *takes, conductor, train, window*	**Spelling Principle** Short *u* **Spelling Words** **Basic:** *up, bug, mud, nut, hug, tub*	Adjectives • Adjectives for Color • Adjectives for Number	**Writing Mode** Writing About Us: Class Story **Focus Trait** Ideas

UNIT 2: Sharing Time 10/22-11/30

		Phonemic Awareness	Phonics/Fluency/Concepts of Print	Words to Know (HFW)	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
6	**Main Selection** Jack and the Wolf **Genre:** Fable **Paired Selection** The Three Little Pigs **Genre:** Fairy Tale **Decodable Story** A Duck in Mud	• Final Sound • Segment Phonemes	**Phonics** • Review Short *a* • Double Final Consonants and *ck* • Phonogram *-ack* **Fluency** Expression **Concepts of Print** Directionality	*away call come every hear said*	**Skill** Understanding Characters **Strategy** Summarize **Listening, Speaking, Viewing** Follow Directions	**Vocabulary Strategies** Classification/ Categorization of Words: Actions **Oral Vocabulary** *clang, fault, figure, jumbled, plenty, tossed* **Selection Words** *sheep, trick, wolf, once upon a time*	**Spelling Principle** Short *a* **Spelling Words** **Basic:** *an, bad, can, had, cat, ran* **Challenge:** *add, pass*	Complete Sentences • What is a Sentence? • Is it a Sentence?	**Writing Mode** Write to Describe: Sentences **Focus Trait** Ideas
7	**Main Selection** How Animals Communicate **Genre:** Informational Text **Paired Selection** Insect Messages **Genre:** Informational Text	• Segment Phonemes	**Phonics** • Review Short *i* • Clusters with *r* • Phonogram *-ip* **Fluency** Rate **Concepts of Print** Letters and Words	*animal how make of some why*	**Skill** Details **Strategy** Infer/Predict **Listening, Speaking, Viewing** Use Nonverbal Cues	**Vocabulary Strategies** Using a Glossary **Oral Vocabulary** *agreement, crowd, discuss, warns, creek, bill* **Selection Words** *baby, bees, bird, dance, down, elephants, food, smell*	**Spelling Principle** Short *i* **Spelling Words** **Basic:** *in, will, did, sit, six, big* **Challenge:** *trip, grin*	Sentence Parts • The Naming Part • The Action Part	**Writing Mode** Write to Describe: Poetry **Focus Trait** Word Choice

		Phonemic Awareness	Phonics/Fluency/Concepts of Print	Words to Know (HFW)	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
	Decodable Story Crabs								
8	**Main Selection** A Musical Day **Genre:** Realistic Fiction **Paired Selection** Drums **Genre:** Informational Text **Decodable Story** Our Sled Club	• Segment Phonemes • Middle Sound	**Phonics** • Review Short *o* • Phonogram *-ock* **Fluency** Phrasing: Natural Pauses **Concepts of Print** Letters and Words	*her* *now* *our* *she* *today* *would*	**Skill** Sequence of Events **Strategy** Analyze/Evaluate **Listening, Speaking, Viewing** Tell About a Personal Experience	**Vocabulary Strategies** Classification/ Categorization of Words: Time **Oral Vocabulary** *crisp, edges, faraway, peeking, smudged, village* **Selection Words** *aunt, band, guitars, music*	**Spelling Principle** Short *o* **Spelling Words** **Basic:** *on, got, fox, pop, not, hop* **Challenge:** *block, clock*	Statements • What is a Statement? • Writing Statements	**Writing Mode** Write to Describe: Thank-You Note **Focus Trait** Word Choice
ADMINISTER WEEKLY LESSON ASSESSMENT									

		Phonemic Awareness	Phonics/Fluency/Concepts of Print	Words to Know (HFW)	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
9	**Main Selection:** Dr. Seuss **Genre:** Biography **Paired Selection** Two Poems from Dr. Seuss **Genre:** Poetry **Decodable Story** Nuts for Ben and Jen	• Segment Phonemes • Middle Sound	**Phonics** • Review Short *e* • 2- and 3-Letter Clusters with *s* **Fluency** Accuracy: Word Recognition **Concepts of Print** Letters and Words	*after* *draw* *pictures* *read* *was* *write*	**Skill** Text and Graphic Features **Strategy** Question **Listening, Speaking, Viewing** ParticWLAte in Songs and Chants	**Vocabulary Strategies** Antonyms **Oral Vocabulary** *trip, yank, twice, awake, wonder, try* **Selection Words** *books, Dr., hit, rhymes, wrote*	**Spelling Principle** Short *e* **Spelling Words** **Basic:** *yes, let, red, ten, bed, get* **Challenge:** *sled, step*	Singular and Plural Nouns • One and More Than One • Special Plural Nouns	**Writing Mode** Write to Describe: Description **Focus Trait** Ideas
10	**Main Selection** A Cupcake Party **Genre:** Fantasy **Paired Selection** At the Bakery **Genre:** Reader's Theater	• Segment Phonemes • Middle Sound	**Phonics** • Review Short *u* • Final Clusters • Phonogram *-ump* **Fluency** Stress **Concepts of Print** Punctuation	*eat* *give* *one* *put* *small* *take*	**Skill** Story Structure **Strategy** Visualize **Listening, Speaking, Viewing** Retell a Story	**Vocabulary Strategies** Synonyms **Oral Vocabulary** *enemies, forests, hibernate, must, pouches, predators* **Selection Words** *baked, cupcake(s), party, tree*	**Spelling Principle** Short *u* **Spelling Words** **Basic:** *us, sun, but, fun, bus, run* **Challenge:** *jump, must*	Prepositions and Prepositional Phrases • Prepositions for Where (*on, up, away*) • Prepositions for When (*after, now, today*)	**Writing Mode** Write to Describe: Description **Focus Trait** Organization

		Phonemic Awareness	Phonics/Fluency/Concepts of Print	Words to Know (HFW)	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
	Decodable Story Flint and Scamp								

UNIT 3: Nature Near and Far **12/3-1/18**

		Phonemic Awareness	Phonics/Fluency/Concepts of Print	Words to Know (HFW)	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
11	**Main Selection** Sea Animals **Genre:** Informational Text **Paired Selection** Water **Genre:** Informational Text **Decodable Story** The Duck Nest	• Blend and Segment Phonemes	**Phonics** • Digraph *th* • Base Words and *-s, -es, -ed, -ing* **Fluency** Phrasing: Attention to Punctuation (Comma) **Concepts of Print** Capitalization	*blue cold far little live their water where*	**Skill** Author's Purpose **Strategy** Analyze/Evaluate **Listening, Speaking, Viewing** Adapt Spoken Language: Volume	**Vocabulary Strategies** Classification/Categorization of Words: Colors **Oral Vocabulary** *companions, exchanging, graceful, portion, practiced, strict* **Selection Words** *fish, flippers, home, penguins, pink, sea, sea lions, sea stars, turtle, warm*	**Spelling Principle** Words with *th* **Spelling Words** **Basic:** *that, then, this, them, with, bath* **Challenge:** *thick, tenth*	Proper Nouns • Names for People and Animals • Titles for People	**Writing Mode** Write to Inform: Sentences **Focus Trait** Ideas

		Phonemic Awareness	Phonics/Fluency/Concepts of Print	Words to Know (HFW)	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
12	**Main Selection** How Leopard Got His Spots **Genre:** Folktale **Paired Selection** The Rain Forest **Genre:** Informational Text **Decodable Story** Champs	• Blend and Segment Phonemes •Substitute Phonemes: Initial	**Phonics** • Digraphs *ch, tch* • Possessives *'s* • Phonogram *-atch* • Possessives *'s* **Fluency** Rate **Concepts of Print** Capitalization	*been brown know never off out own very*	**Skill** Sequence of Events **Strategy** Question **Listening, Speaking, Viewing** Adapt Spoken Language: Rate	**Vocabulary Strategies** Homophones **Oral Vocabulary** *adventure, frisky, shiver, spy, tumbles, view* **Selection Words** *danced, flowers, giraffe, hyena, leopard, paint(s)(ed), zebra*	**Spelling Principle** Words with *ch, tch* **Spelling Words:** **Basic:** *chin, chop, much, chip, rich, chick* **Challenge:** *match, pitch*	Proper Nouns • Names of Places • More Place Names	**Writing Mode** Write to Inform: Letter **Focus Trait** Sentence Fluency
13	**Main Selection** Seasons **Genre:** Informational Text **Paired Selection** The Four Seasons **Genre:** Poetry **Decodable Story**	• Blend and Segment Phonemes •Substitute Phonemes: Initial	**Phonics** • Digraphs *sh, wh, ph* • Contractions with *'s, n't* **Fluency** Accuracy: Word Recognition **Concepts of Print** Punctuation	*down fall goes green grow new open yellow* ***Spiral Review***	**Skill** Cause and Effect **Strategy** Visualize **Listening, Speaking, Viewing** Listen to Compare and Contrast	**Vocabulary Strategies** Words Ending in -ed, -ing, or -s **Oral Vocabulary** *bouquets, bursts, glow, plow, shrivel, vines* **Selection Words** *blow, day, leaves, school, seeds, snow, snowman, spring, summer, tall, winter*	**Spelling Principle** Words with *sh, wh, ph* **Spelling Words** **Basic:** *ship, shop, which, when, whip, fish* **Challenge:** *shell, graph*	Subjects and Verbs • Subject-Verb Agreement • Verbs with *s*	**Writing Mode** Write to Inform: Sentences **Focus Trait** Ideas

		Phonemic Awareness	Phonics/Fluency/Concepts of Print	Words to Know (HFW)	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
	Ralph Goes to Camp								
ADMINISTER WEEKLY LESSON ASSESSMENT 13 - SKILLS IN CONTEXT PORTION ONLY HERE!									

		Phonemic Awareness	Phonics/Fluency/Concepts of Print	Words to Know (HFW)	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
14	**Main Selection** The Big Race **Genre:** Fantasy **Paired Selection** The Olympic Games **Genre:** Informational Text **Decodable Story** A Safe Lodge	• Identify Middle Sound • Substitute Phonemes: Medial	**Phonics** • Long *a* (CVC*e*) • Phonogram *–ake* • Soft *c, g, dge* • Phonogram *-ace* **Fluency** Expression **Concepts of Print** • Capitalization • Punctuation	*four* *five* *into* *over* *starts* *three* *two* *watch*	**Skill** Conclusions **Strategy** Infer/Predict **Listening, Speaking, Viewing** Listen for Story Details	**Vocabulary Strategies** Classification/ Categorization of Words: Numbers **Oral Vocabulary** *cactus, habitat, mainly, search, stems, howl* **Selection Words** *cottontail, hay, hooray, lizard, race, roadrunner*	**Spelling Principle** Long *a* **Spelling Words** **Basic:** *came, make, brave, late, gave, shape* **Challenge:** *waves, chases*	Verbs and Time • Verbs with *ed* • Present and Past Time	**Writing Mode** Write to Inform: Report **Focus Trait** Ideas
15	**Main Selection** Animal Groups **Genre:** Informational Text **Paired Selection** Animal Picnic **Genre:** Reader's Theater	• Identify Middle Sound • Substitute Phonemes: Medial	**Phonics** • Long *i* (CVC*e*) • Digraphs *kn, wr, gn, mb* • Phonograms *-ine, -ite* **Fluency** Intonation **Concepts of Print** • Capitalization • Punctuation	*bird* *both* *eyes* *fly* *long* *or* *those* *walk*	**Skill** Compare and Contrast **Strategy** Monitor/Clarify **Listening, Speaking, Viewing** Make Introductions	**Vocabulary Strategies** Suffix -er, -est **Oral Vocabulary** *alerts, directions, scales, sensitive, swivel, threatened* **Selection Words** *amphibians, body, breathe, feathers, group, hair, mammals, reptiles,*	**Spelling Principle** Long *i* **Spelling Words** **Basic:** *time, like, kite, bike, white, drive* **Challenge:** *stripe, mice*	The Verb *be* • Using *is* and *are* • Using *was* and *were*	**Writing Mode** Write to Inform: Report **Focus Trait** Word Choice

		Phonemic Awareness	Phonics/Fluency/Concepts of Print	Words to Know (HFW)	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
	Decodable Story The Nice Vet					*tadpoles, tails, wings*			

		Phonemic Awareness	Phonics/Fluency/Concepts of Print	Words to Know (HFW)	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
16	**Main Selection** Let's Go to the Moon **Genre:** Informational Text **Paired Selection** Mae Jemison **Genre:** Biography **Decodable Story** June's Pictures	•Substitute Phonemes: Medial •Substitute Phonemes: Final	**Phonics** • Long *o* (CV, CVC*e*) • Long *u* (CVC*e*) **Fluency** Stress **Concepts of Print** Chapter Titles and Headings	*around because before bring carry light show think*	**Skill** Main Idea and Details **Strategy** Question **Listening, Speaking, Viewing** Tell a Story	**Vocabulary Strategies** Suffix *-y, -ful* **Oral Vocabulary** *atmosphere, decision, landscape, miniature, surface, vast* **Selection Words** *crater, footprints, gravity, lunar, rocket, rover*	**Spelling Principle** Long *o* **Spelling Words** **Basic:** *so, go, home, hole, no, rope, joke, bone, stove, poke* **Challenge:** *chose, wrote*	Questions • What is a Question? • Writing Questions	**Writing Mode** Write to Narrate: Sentences **Focus Trait** Ideas
17	**Main Selection** The Big Trip **Genre:** Fantasy **Paired Selection** Lewis and Clark's Big Trip	•Substitute Phonemes: Medial •Substitute Phonemes: Final	**Phonics** • Long *e* (CV, CVC*e*) • Vowel Pairs *ee, ea* • Final *ng, nk* • Phonograms *-ean, -ink* **Fluency** Phrasing: Attention to Punctuation (Question Mark)	*about by car could don't maybe sure there*	**Skill** Compare and Contrast **Strategy** Visualize **Author's Craft** Dialogue **Listening, Speaking,**	**Vocabulary Strategies** Classification/Categorization of Words: Transportation **Oral Vocabulary** *complained, delighted, horizon, lonely, pleaded, shelter* **Selection Words** *desert, engine, exclaimed,*	**Spelling Principle** Long *e* **Spelling Words** **Basic:** *me, be, read, feet, tree, keep, eat,*	Kinds of Sentences •Statement or Question? • Writing Statements and Questions	**Writing Mode** Write to Narrate: Sentences **Focus Trait** Ideas

		Phonemic Awareness	Phonics/Fluency/Concepts of Print	Words to Know (HFW)	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
	Genre: Informational Text **Decodable Story** Plunk, Plunk				**Viewing** Listen for Information	*island, jumpy, parachute, stubborn, travel, troubles, tunnel*	*mean, sea, these* **Challenge:** *street, please*		
18	**Main Selection** Where Does Food Come From? **Genre:** Informational Text **Paired Selection** Jack and the Beanstalk **Genre:** Fairy Tale **Decodable Story** What Will We Do?	•Substitute Phonemes: Medial •Substitute Phonemes: Final	**Phonics** D1: Vowel Pairs *ai, ay* D3: Contractions *'ll, 'd* D4: Vowel Pairs *ai, ay* Phonograms *-ay, -ain* Contractions *'ll, 'd* **Fluency** Expression	*first food ground right sometimes these under your*	**Skill** Author's Purpose **Strategy** Summarize **Author's Craft** Predictable Text **Listening, Speaking, Viewing** Give Directions	**Vocabulary Strategies** Multiple-Meaning Words **Oral Vocabulary** *disappointed, eagerly, fancy, scampered, slippery, spotted* **Selection Words** *chocolate, favorite, paddies, vegetables*	**Spelling Principle** Vowel Pairs *ai, ay* (long *a*) **Spelling Words** **Basic:** *play, grain, sail, mail, may, rain, way, day, stay, pain* **Challenge:** *paint, spray*	Names of Months, Days, Holidays • Months, Days, Holidays • Commas in Dates	**Writing Mode** Write to Narrate: Friendly Letter **Focus Trait** Sentence Fluency
ADMINISTER WEEKLY LESSON ASSESSMENT 18 - SKILLS IN CONTEXT PORTION ONLY HERE!									

		Phonemic Awareness	Phonics/Fluency/Concepts of Print	Words to Know (HFW)	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
19	**Main Selection** Tomás Rivera **Genre:** Biography **Paired Selection** Life Then and Now **Genre:** Informational Text **Decodable Story** Fun with Gram	• Substitute Phonemes: Medial • Combine, Segment Syllables	**Phonics** • Vowel Pairs *oa, ow* • Contractions *'ve, 're* • Phonograms *-ow, -oat* • Contractions *'ve, 're* **Fluency** Intonation	*done great laugh paper soon talk were work*	**Skill** Conclusions **Strategy** Monitor/Clarify **Author's Craft** Word Choice: Descriptive Details **Listening, Speaking, Viewing** Gather Information	**Vocabulary Strategies** Synonyms **Oral Vocabulary** *author, exactly, incomplete, permission, signature, welcomed* **Selection Words** *Tomás Rivera, Texas, born, library, people, stories, family, teacher*	**Spelling Principle:** Vowel Pairs *oa, ow* **Spelling Words:** **Basic:** *show, row, grow, low, blow, snow, boat, coat, road, toad* **Challenge:** *flown, toast*	Future Tense • Future Using *will* • Future Using *going to*	**Writing Mode** Write to Narrate: Personal Narrative **Focus Trait** Organization
20	**Main Selection** Little Rabbit's Tale **Genre:** Folktale **Paired Selection** Silly Poems **Genre:** Reader's Theater **Decodable Story** A Springtime Rain	• Combine, Segment Syllables	**Phonics** • Compound Words • Short Vowel /e/*ea* **Fluency** Rate	*door more mother old try use want wash*	**Skill** Cause and Effect **Strategy** Infer/Predict **Author's Craft** Patterned Text **Listening, Speaking, Viewing** Use Description Language	**Vocabulary Strategies** Compound Words **Oral Vocabulary** *calf, flooded, meadow, ripple, swarms, wade* **Selection Words** *apple, Beaver, Goose, happily ever after, oh, Rabbit, says, sky,*	**Spelling Principle:** Compound Words **Spelling Words:** **Basic:** *bedtime, sunset, bathtub, flagpole, backpack, playpen, raincoat, inside, himself* **Challenge:** *rowboat, homemade*	Prepositions and Prepositional Phrases • Prepositions That Tell Where • Prepositions That Tell When	**Writing Mode** Write to Narrate: Personal **Focus Trait** Word Choice

		Phonemic Awareness	Phonics/Fluency/Concepts of Print	Words to Know (HFW)	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
						told			

		Phonemic Awareness	Phonics/Fluency/Concepts of Print	Words to Know (HFW)	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
21	**Main Selection** The Tree **Genre:** Fantasy **Paired Selection** It Comes from Trees **Genre:** Informational Text **Decodable Story** At the Shore	•Substitute Vowel Sounds • Segment Syllables	**Phonics** • *R*-Controlled Vowel *ar* • *R*-Controlled Vowels *or, ore* • Phonograms *-ar, -ore* **Fluency** Phrasing: Natural Pauses	*better night pretty saw thought told turned window*	**Skill** Story Structure **Strategy** Analyze/Evaluate **Author's Craft** Repetition **Listening, Speaking, Viewing** Monitor Understanding and Ask Questions	**Vocabulary Strategies** Prefix *re-* **Oral Vocabulary** *clever, clues, detectives, poked, sneaky, whispered* **Selection Words** *awful, delivery, drooped, lemonade, llama, pleased, staked, stroked*	**Spelling Principle** *R*-Controlled Vowel *ar* **Spelling Words** **Basic:** *far, arm, yard, art, jar, bar, barn, bark, card, yarn* **Challenge:** *smart, chart*	Subject Pronouns • Pronouns That Name One • Pronouns That Name More Than One	**Writing Mode** Write to Express: Sentences **Focus Trait** Voice
22	**Main Selection** Amazing Animals **Genre:** Informational Text **Paired Selection** The Ugly Duckling **Genre:** Fairy Tale	•Substitute Vowel Sounds • Segment Syllables	**Phonics** • *R* -Controlled Vowels *er, ir, ur* **Fluency** Accuracy: Connected Text	*baby begins eight follow learning until years young*	**Skill** Conclusions **Strategy** Visualize **Author's Craft** Word Choice: Names of Animals, Body Parts **Listening, Speaking, Viewing** ParticWLAte in a	**Vocabulary Strategies** Using a Dictionary Entry **Oral Vocabulary** *misty, promise, receives, roam, slender, sparkling* **Selection Words** *amazing, camel, color, dolphin, polar bear, porcupine, toes*	**Spelling Principle** *R*-Controlled Vowels *er, ir, ur* ***Spelling Words*** **Basic:** *her, fern, girl, sir, stir, bird, fur, hurt, turn, third* **Challenge:**	The Pronoun *I* • Naming Yourself Last • Naming Yourself with *I*	**Writing Mode** Write to Express: Sentences **Focus Trait** Word Choice

		Phonemic Awareness	Phonics/Fluency/Concepts of Print	Words to Know (HFW)	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
	Decodable Story Fox and Crow				Group Discussion		*curl, first*		
23	**Main Selection** Whistle for Willie **Genre:** Realistic Fiction **Paired Selection** Pet Poems **Genre:** Poetry **Decodable Story** Good Homes	•Substitute Vowel Sounds • Segment Syllables	**Phonics** • Vowel Digraph *oo* (sound in *book*) • Syllable Pattern (CVC) **Fluency** Stress	*again along began boy father house nothing together*	**Skill** Cause and Effect **Strategy** Monitor/Clarify **Author's Craft** Figurative Language **Listening, Speaking, Viewing** Giving Important Information	**Vocabulary Strategies** Classification/Categorization of Words: Family **Oral Vocabulary** *accent, behave, gooey, siesta, sizzling, translates* **Selection Words** *carton, empty, errand, grocery, happened, pocket, shadow, whirled*	**Spelling Principle** Vowel Digraph *oo* **Spelling Words** **Basic:** *look, book, good, hook, brook, took, foot, shook, wood, hood* **Challenge:** *crook, hoof*	Possessive Pronouns • Using *my, your, his,* and *her* • Using *mine, yours, his,* and *hers*	**Writing Mode** Write to Express: Summary **Focus Trait** Organization
ADMINISTER WEEKLY LESSON ASSESSMENT									

		Phonemic Awareness	Phonics/Fluency/Concepts of Print	Words to Know (HFW)	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
24	**Main Selection** A Butterfly Grows **Genre:** Narrative Nonfiction **Paired Selection** Best Friends **Genre:** Reader's Theater **Decodable Story** Boot's Clues	• Substitute Vowel Sounds • Segment Syllables	**Phonics** • Vowel Digraphs • Spelling Patterns: *oo, ou, ew* • More Spellings for /ōō/: *ue, u, u_e* **Fluency** Expression	*also anything flower kind places ready upon warm*	**Skill** Sequence of Events **Strategy** Question **Author's Craft** Descriptive Details (Exact Adjectives, Verbs) **Listening, Speaking, Viewing** Make Connections	**Vocabulary Strategies** Multiple-Meaning Words **Oral Vocabulary** *completely, gentle, lonely, recognized, reflection, settled* **Selection Words** *beautiful, butterfly, caterpillar, chrysalis, milkweed*	**Spelling Principle** Vowel Digraphs *oo, ou, ew* **Spelling Words** **Basic:** *soon, new, noon, zoo, boot, too, moon, blew, soup, you* **Challenge:** *grew, scoop*	Pronouns and Verbs • Pronouns and Action Verbs • Pronouns and *be*	**Writing Mode** Write to Express: Story **Focus Trait** Ideas
25	**Main Selection** The New Friend **Genre:** Realistic Fiction **Paired Selection** Neighborhoods **Genre:** Informational Text **Decodable**	• Substitute Vowel Sounds • Segment Syllables	**Phonics** • Vowel Combinations *ou, ow* • Vowel Combinations *oi, oy, au, aw* **Fluency** Phrasing: Attention to Punctuation	*buy city family myself party please school seven*	**Skill** Understanding Characters **Strategy** Summarize **Author's Craft** Word Choice: Signal Words **Listening, Speaking,**	**Vocabulary Strategies** Synonyms with Introduction to Thesaurus **Oral Vocabulary** *blossom, ledges, lugged,*	**Spelling Principle** Vowel Combinations *ou, ow* **Spelling Words** **Basic:** *how, now, cow, owl, ouch, house, found, out,*	Contractions •Contractions with *not* • Contractions with Pronouns	**Writing Mode** Write to Express: Story **Focus Trait** Sentence Fluency

		Phonemic Awareness	Phonics/Fluency/Concepts of Print	Words to Know (HFW)	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
	Story Dawn's Voice				**Viewing** Main Idea and Details	*shady, shallow, caverns* Selection **Words** *brushes, crates, crew, pails, rejoined, repaid, seventh, soccer, unloaded, unpack*	*gown, town* **Challenge:** *shout, power*		

		Phonemic Awareness	Phonics/Fluency/Concepts of Print	Words to Know (HFW)	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
26	**Main Selection** The Dot **Genre:** Realistic Fiction **Paired Selection** Artists Create Art! **Genre:** Biography **Decodable Story** Henry and Dad Go Camping	• Substitute Vowel Sounds • Segment Syllables	**Phonics** • Base Words/ Inflections -*ed, -ing* (CVC*e*, CVC) • Long *e* Spelling Patterns *y, ie* **Fluency** Accuracy: Self-Correct	*above bear even pushed studied surprised teacher toward*	**Skill** Compare and Contrast **Strategy** Monitor/Clarify **Author's Craft** Word Choice: Descriptive Details **Listening, Speaking, Viewing** Describe Visuals	**Vocabulary Strategies** Figurative Language (Idioms) **Oral Vocabulary** *fields, magical, shrubbery, softly, universe, wondrous* **Selection Words** *blank, gazing, noticed, squiggle, straight, swirly*	***Spelling Principle:*** Base Words ending in *-ed, -ing* ***Spelling Words:*** **Basic:** *mix, mixed, hop, hopped, hope, hoping, run, running, use, used* **Challenge:** *writing, grabbed*	Exclamations • What is an Exclamation? • Writing Exclamations	**Writing Mode** Write to Respond: Opinion Sentences **Focus Trait** Voice
27	**Main Selection** What Can You Do? **Genre:** Informational Text **Paired Selection** The Wind and the Sun **Genre:** Fable **Decodable**	• Segment Syllables	**Phonics** • Base Words/ Inflections -*er, -est*; change *y* to *i* • Syllable *-le* **Fluency** Intonation	*always different enough happy high near once stories*	**Skill** Text and Graphic Features **Strategy** Analyze/Evaluate **Author's Craft** Word Choice: Comparisons **Listening, Speaking, Viewing** Listen Critically	**Vocabulary Strategies** Classification/ Categorization of Words: Emotions **Oral Vocabulary** *cobweb, demanded, dreadful, grumbled, panted, terrifying*	***Spelling Principle:*** Base Words ending in *-er, -est* ***Spelling Words:*** **Basic:** *hard, harder, hardest, fast, faster, fastest, slow, slower, slowest, sooner* **Challenge:** *shorter,*	Kinds of Sentences • Question or Exclamation? • Three Kinds of Sentences	**Writing Mode** Write to Respond: Opinion Sentences **Focus Trait** Sentence Fluency

		Phonemic Awareness	Phonics/Fluency/Concepts of Print	Words to Know (HFW)	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
	Story The Fox and the Grapes					**Selection Words** *binoculars, captain, computers, float, something*	*shortest*		
28	**Main Selection** The Kite **Genre:** Fantasy **Paired Selection** Measuring Weather **Genre:** Informational Text **Decodable Story** Bird Watching	• Segment Syllables • Delete a Phoneme	**Phonics** •Long *i* Spelling Patterns *igh, y, ie* • Base Words/ Inflections *-ed, -ing, -er, -est, -es* • Phonograms *-ight, -y* **Fluency** Phrasing: Natural Pauses	*across ball cried head heard large second should*	**Skill** Story Structure **Strategy** Infer/Predict **Author's Craft** Word Choice: Emphasis **Listening, Speaking, Viewing** Listen to Summarize	**Vocabulary Strategies** Homographs **Oral Vocabulary** *assured, audience, chorus, determined, enthusiasm, stomped* **Selection Words** *junk, laughter, perhaps*	***Spelling Principle:*** Spelling Patterns *igh, y, ie* (long *i*) ***Spelling Words:*** **Basic:** *my, try, sky, fly, by, dry, pie, cried, night, light* **Challenge:** *myself, brighter*	Adjectives • Adjectives for Taste and Smell • Adjectives for Sound and Texture	**Writing Mode** Write to Respond: Opinion Sentences **Focus Trait** Word Choice
ADMINISTER WEEKLY LESSON ASSESSMENT									

		Phonemic Awareness	Phonics/Fluency/Concepts of Print	Words to Know (HFW)	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
29	**Main Selection** A Boat Disappears **Genre:** Mystery **Paired Selection** Busy Bugs **Genre:** Poetry **Decodable Story** Ruth's Day	• Segment Syllables • Delete a Phoneme	**Phonics** • Suffixes *-ful, -ly, -y* • Long Vowel Spelling Patterns: *a, e, i, o, u* **Fluency** Expression	*almost any behind gone happened hello idea leaves should*	**Skill** Cause and Effect **Strategy** Visualize **Author's Craft** Dialogue **Listening, Speaking, Viewing** Give a Report	**Vocabulary Strategies** Prefix *un-* **Oral Vocabulary** *corner, disguise, mysteries, serious, signs, solve* **Selection Words** *anyway, disappeared, helpful, inspector, sailed, solved, yummy*	**Spelling Principle** Suffixes *-ly, -y, -ful* **Spelling Words** **Basic:** *sad, sadly, slow, slowly, dust, dusty, trick, tricky, help, helpful* **Challenge:** *quickly, hopeful*	Adverbs • Adverbs for How and Where • Adverbs for When and How Much	**Writing Mode** Write to Respond: Opinion Paragraph **Focus Trait** Ideas
30		• Segment Syllables	**Phonics** • Syllabication (CV) • Prefixes *un-, re-* • Syllabication (VCCV, CV) **Fluency** Rate: Adjust Reading Rate to Purpose	*brothers everyone field loved most only people sorry*	**Skill** Understanding Characters **Strategy** Summarize **Author's Craft** Onomatopoeia **Listening, Speaking, Viewing** Give Information	**Vocabulary Strategies** Suffix *-ly* **Oral Vocabulary** *mighty, show-off, waste, wild, wobbled, careful* **Selection Words** *already, dribbled, goalie, rather*	**Spelling Principle** Syllable Pattern CV **Spelling Words** **Basic:** *even, open, begin, baby, tiger, music, paper, zero, table, below* **Challenge:** *because, silent*	Adjectives That Compare • Adjectives with *er* and *est* • Using the Right Adjective	**Writing Mode** Write to Respond: Opinion Paragraph **Focus Trait** Organization

Second Grade GO MATH! Pacing Guide

	First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
	Sept 9 - October 19	October 22-Dec. 20	January 3-March 8	March 11-May 24
Instructional days	44	40	46	50
Benchmark dates				April 8-19 (ARMT+)
Chapters	**1- 4**	**4-6**	**7-10**	**10-11 Getting Ready Lessons**
	Chapter 1	Chapter 4	Chapter 7	Chapter 10
	Project: By the Sea **Number Concepts** Domain: Number and Operations in Base Ten Common Core Standards: CC.2.OA.3, CC.2.NBT.2, CC.2.OA.3	**2-Digit Addition** Domain: Number and Operations in Base Ten Common Core Standards: CC.2.OA.1, CC.2.NBT.5, CC.2.NBT.6, CC.2.NBT.9	**Project: Flying a Kite** **Money and Time** Domain: Measurement and Data Common Core Standards: CC.2.MD.7, CC.2.MD.8	**Data** Domain: Measurement and Data Common Core Standards: CC.2.MD.10
Assessment dates				
	Chapter 2	Chapter 5	Chapter 8	Chapter 11
	Numbers to 1,000 Domain: Number and Operations in Base Ten Common Core Standards: CC.2.NBT.1, CC.2.NBT.1a, CC.2.NBT.1b, CC.2.NBT.3, CC.2.NBT.4, CC.2.NBT.8	**2-Digit Subtraction** Domain: Number and Operations in Base Ten Common Core Standards: CC.2.OA.1, CC.2.NBT.5, CC.2.NBT.9	**Length in Customary Units** Domain: Measurement and Data Common Core Standards: CC.2.MD.1, CC.2.MD.2, CC.2.MD.3, CC.2.MD.5, CC.2.MD.6, CC.2.MD.9	**Project: At the Farm Stand** **Geometry** Domain: Geometry Common Core Standards: CC.2.G.1, CC.2.G.2, CC.2.G.3
Assessment dates				
	Chapter 3	Chapter 6	Chapter 9	Getting Ready Lessons 1-12
	Project: A Bunch of Animals **Basic Facts and Relationships** Domain: Operations and Algebraic Thinking Common Core Standards: CC.2.OA.1, CC.2.OA.2, CC.2.OA.4	**3-Digit Addition & Subtraction** Domain: Number and Operations in Base Ten Common Core Standards: CC.2.NBT.7	**Length in Metric Units** Domain: Measurement and Data Common Core Standards: CC.2.MD.1, CC.2.MD.2, CC.2.MD.3, CC.2.MD.4, CC.2.MD.5, CC.2.MD.6	***Plus Review Projects:*** Books for Sale Plan a Trip to the Zoo
Assessment dates				
	Chapter 4		Chapter 10	Getting Ready Lessons 13-20
	2-Digit Addition Domain: Number and Operations in Base Ten Common Core Standards: CC.2.OA.1, CC.2.NBT.5, CC.2.NBT.6, CC.2.NBT.9		**Data** Domain: Measurement and Data Common Core Standards: CC.2.MD.10	***Plus Review Projects:*** Measuring up! Shape Designs
Assessment dates				

Barber Preparatory Academy
Second Grade Journeys Pacing/Scope & Sequence

UNIT 1: Neighborhood Visit9/6 –10/5

		Phonemic Awareness	Phonics Fluency	High Frequency Words	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
1	**Main Selection** Henry and Mudge **Genre**: Realistic Fiction **Paired Selection** All in the Family **Genre**: Informational Text **Decodable Readers** • We Camp • The Picnic Ants	• Identify Phonemes • Syllables in Spoken Words	**Phonics** • Short Vowels *a, i* • CVC Syllable Pattern **Fluency** Accuracy: Word Recognition	*around, be, five, help, next, or, pull, take, until, walked*	**Skill** Sequence of Events **Strategy** Infer/Predict **Author's Craft** Word Choice **Listening, Speaking, Viewing** Listen for a Purpose	**Target Vocabulary** *curly, straight, floppy, drooled, weighed, stood, collars, row* **Vocabulary Strategies** Alphabetical Order	**Spelling Principle** Short Vowels *a, i* **Spelling Words** **Basic:** *sad, dig, jam, glad, list, win, flat, if, fix, rip, kit, mask* **Review:** *as, his* **Challenge:** *sandwich, picnic*	**Grammar Skill** Subject and Predicate	**Writing Mode** Write to Narrate **Writing Form** Sentences That Tell a True Story **Focus Trait** Ideas
2	**Main Selection** My Family **Genre**: Informational Text	• Identify Phonemes • Syllables in Spoken	**Phonics** • Short Vowels *o, u, e*	*bring, children, comes, do,*	**Skill** Compare and Contrast **Strategy** Question	**Target Vocabulary** *remembered, porch,*	**Spelling Principle** Short Vowels *o,*	**Grammar Skill** Complete Sentences	**Writing Mode** Write to Narrate

		Phonemic Awareness	Phonics Fluency	High Frequency Words	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
	Paired Selection Family Poetry **Genre**: Poetry **Decodable Readers** • Bud, Ben, and Roz • The Funny Hat Contest	Words	• CVC Syllable Pattern **Fluency** Accuracy: Words Connected in Text	*family, like, make, those, use, with*	**Author's Craft** Word Choice: Descriptive Details **Listening, Speaking, Viewing** Interpret Poems	*crown, spend, stuck, visit, cousin, piano* **Vocabulary Strategies** Using a Glossary	*u, e* **Spelling Words** **Basic:** *wet, job, hug, rest, spot, mud, left, help, plum, nut, net, hot* **Review:** *get, not* **Challenge:** *lunch, spend*		**Writing Form** Friendly Letter **Focus Trait** Voice

		Phonemic Awareness	Phonics Fluency	High Frequency Words	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
3	**Main Selection** Henry and Mudge Under the Yellow Moon **Genre**: Realistic Fiction **Paired Selection** Outdoor Adventures **Genre**: Informational Text **Decodable Readers** • City Ride • Mice Can Race	• Blend Phonemes • Sort Phonemes	**Phonics** • Long Vowels *a, i* • Sounds for *c* **Fluency** Accuracy: Self-correct	*city, full no, think, other, places, put, school, sing, think, this*	**Skill** Author's Purpose **Strategy** Analyze/Evaluate **Author's Craft** Word Choice **Listening, Speaking, Viewing** Hold a Conversation or Discussion	**Target Vocabulary** *woods, turned, tops, chipmunks, busy, picked, south, grew* **Vocabulary Strategies** Multiple-Meaning Words	**Spelling Principle** Long Vowels *a, i* **Spelling Words** **Basic:** *cake, mine, plate, size, ate, grape, prize, wipe, race, line, pile, rake* **Review:** *gave, bike* **Challenge:** *mistake, while*	**Grammar Skill** Statements and Questions	**Writing Mode** Write to Narrate **Writing Form** Sentences That Describe **Focus Trait** Word Choice
ADMINISTER WEEKLY LESSON ASSESSMENT 3									

		Phonemic Awareness	Phonics Fluency	High Frequency Words	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
4	**Main Selection** Diary of a Spider **Genre**: Humorous Fiction **Paired Selection** A Swallow and a Spider **Genre**: Fable **Decodable Readers** • A Bed of Roses • Swim Like a Frog	• Segment, Substitute Phonemes • Sort Phonemes	**Phonics** • Long Vowels *o, u, e* • Sounds for *g* **Fluency** Intonation	*mind, could, today, play, cheer, hello, read, see, by, hundred*	**Skill** Cause and Effect **Strategy** Summarize **Author's Craft** Personification **Listening, Speaking, Viewing** Retell a Story	**Target Vocabulary** *rotten, sticky, insects, scare, judge, screaming, dangerous, breeze* **Vocabulary Strategies** Context Clues	**Spelling Principle** Long Vowels *o, u* **Spelling Words** **Basic:** *doze, nose, use, rose, pole, close, cute, woke, mule, rode, role, tune* **Review:** *home, joke* **Challenge:** *wrote, ice cube*	**Grammar Skill** What Is a Noun?	**Writing Mode** Write to Narrate **Writing Form** True Story **Focus Trait** Ideas

			Phonemic Awareness	Phonics Fluency	High Frequency Words	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
5	**Main Selection** Teacher's Pets **Genre**: Realistic Fiction **Paired Selection** See Westburg by Bus! **Genre**: Informational Text **Decodable Readers** • Flint Cove Clambake • The Stop and Spend Sale	• Segment Phonemes	**Phonics** • Consonant Blends with *r, l, s,* **Fluency** Phrasing: Punctuation	*table, says, little, find, both, cold, long, green, we, eat*	**Skill** Story Structure . **Strategy** Visualize **Author's Craft** Repetition **Listening, Speaking, Viewing** Follow and Give Directions	**Target Vocabulary** *share, noticed, suddenly, bursting, noises, wonderful, quiet, sprinkled* **Vocabulary Strategies** Base Words and Endings *-ed, -ing*	**Spelling Principle** Consonant Blends with *r, l, s,* **Spelling Words** **Basic:** *spin, clap, grade, swim, place, last, test, skin, drag, glide, just, stage* **Review:** *slip, drive* **Challenge:** *climb, price*	**Grammar Skill** Singular and Plural Nouns	**Writing Mode** Write to Narrate **Writing Form** True Story **Focus Trait** Sentence Fluency

		Phonemic Awareness	Phonics Fluency	High Frequency Words	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
6	**Main Selection** Animals Building Homes **Genre:** Informational Text **Paired Selection** Hiding at the Pond **Genre:** Play **Decodable Readers** • A Job for Bob • Baby Animals	• Identify Phonemes	**Phonics** • Common Final Blends *nd, ng, nk, nt, ft, xt, mp* **Fluency** Expression	*bear, work, animals, know, most, myself, sleep, second, three, she*	**Skill** Text and Graphic Features **Strategy** Question **Author's Craft** Word Choice **Listening, Speaking, Viewing** Nonverbal Cues	**Target Vocabulary** *beaks, break, deepest, hang, pond, shaped, winding, branches* **Vocabulary Strategies** Base Words and Prefixes *un-, re-*	**Spelling Principle** Common Final Blends *nd, ng, nt, ft, xt, mp, nk* **Spelling Words** **Basic:** *next, end, camp, sank, sing, drink, hunt, stand, long, stamp, pond, bring* **Review:** *jump, left* **Challenge:** *young, friend*	**Grammar Skill** More Plural Nouns	**Writing Mode** Write to Inform **Writing Form** Informational Paragraph **Focus Trait** Ideas
7	**Main Selection** The Ugly Vegetables **Genre:** Realistic Fiction **Paired Selection** They Really Are GIANT! **Genre:** Informational Text **Decodable Readers** • Jill and Mack	• Sort Phonemes • Identify Medial Phonemes	**Phonics** • Double Consonants and *ck* • Double Consonants (CVC) **Fluency** Accuracy: Connected Text	*pictures, air, pretty, told, window, funny, try, he, cried, car*	**Skill** Conclusions **Strategy** Analyze/Evaluate **Author's Craft** Personification **Listening, Speaking, Viewing** Monitor Understanding and Ask Questions	**Target Vocabulary** *blooming, muscles, nodded, plain, scent, shovels, tough, wrinkled* **Vocabulary Strategies** Homophones	**Spelling Principle** Double Consonants and *ck* **Spelling Words** **Basic:** *dress, spell, class, full, add, neck, stuck, kick, rock, black, trick, doll* **Review:** *will, off* **Challenge:** *across, pocket*	**Grammar Skill** Proper Nouns	**Writing Mode** Write to Inform **Writing Form** Summary Paragraph **Focus Trait** Organization

		Phonemic Awareness	Phonics Fluency	High Frequency Words	Comprehension/ Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
	• Rabbit's Muffins								
8	**Main Selection** Super Storms **Genre:** Informational Text **Paired Selection** Weather Poems **Genre:** Poetry **Decodable Readers** • Splish! Splash! Whales • Drifting Up, Up, Up	• Substitute Phonemes • Syllables in Spoken Words	**Phonics** • Consonant Digraphs *th, sh, wh, ch, tch, ph* • Base Words and Endings *–s, –ed, –ing* **Fluency** Rate	*few, people, eye, high, my, open, yellow, happy, starts, before*	**Skill** Main Ideas and Details **Strategy** Visualize **Author's Craft** Word Choice: Sensory Words **Listening, Speaking, Viewing** Computer Basics	**Target Vocabulary** *flash, equal, damage, reach, pounding, prevent, beware, bend* **Vocabulary Strategies** Compound Words	**Spelling Principle** Words with *th, sh, wh, ch, tch,* **Spelling Words** **Basic:** *dish, than, chest, such, thin, push, shine, chase, white, while, these, flash* **Review:** *which, then* **Challenge:** *catch, thumb*	**Grammar Skill** What Is a Verb?	**Writing Mode** Write to Inform **Writing Form** Informational Paragraph **Focus Trait** Voice
					ADMINISTER WEEKLY LESSON ASSESSMENT 8				

		Phonemic Awareness	Phonics Fluency	High Frequency Words	Comprehension Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
9	**Main Selection** How Chipmunk Got His Stripes **Genre**: Folktale **Paired Selection** Why Rabbits Have Short Tails **Genre**: Traditional Tale **Decodable Readers** • Maybe So • Racing Away!	• Add Phonemes • Syllables in Spoken Words	**Phonics** • Base Words and Endings *-ed, -ing* • CV Syllable Pattern **Fluency** Phrasing: Punctuation	*kept, would, afraid, own, show, might, why, many, for, dark*	**Skill** Understanding Characters **Strategy** Summarize **Author's Craft** Repetition **Listening, Speaking, Viewing** Listen to Compare and Contrast	**Target Vocabulary** *curled, direction, healed, height, toward, tunnel, tease, brag* **Vocabulary Strategies** Synonyms	**Spelling Principle** *–ed,* and *–ing* Endings **Spelling Words** **Basic:** *liked, using, riding, chased, spilled, making, closed, hoping, baked, hiding, standing, asked* **Review:** *mixed, sleeping* **Challenge:** *teasing, knocking*	**Grammar Skill** Verbs in the Present	**Writing Mode** Write to Inform **Writing Form** Instructions **Focus Trait** Ideas
10	**Main Selection** Jellies **Genre**: Informational Text **Paired Selection** Meet Norbert Wu **Genre**: Informational Text **Decodable Readers** • Let's Have	• Add and Delete Phonemes	**Phonics** • Contractions **Fluency** Stress	*really, you, because, right, go, they, was, me, old, better*	**Skill** Fact and Opinion **Strategy** Monitor/Clarify **Author's Craft** Word Choice: Comparisons **Listening, Speaking, Viewing** Computer: Dictionary	**Target Vocabulary** *decide, disgusting, drift, millions, simple, wrapped, choices, weaker* **Vocabulary Strategies** Base Words and Suffixes *-er, -est*	**Spelling Principle** Contractions **Spelling Words** **Basic:** *I'm, don't, isn't, can't, we'll, it's, I've, didn't, you're, that's, wasn't, you've* **Review:** *us, them* **Challenge:** *they're, wouldn't*	**Grammar Skill** Verbs in the Present, Past, and Future	**Writing Mode** Write to Inform **Writing Form** Instructions **Focus Trait** Word Choice

		Phonemic Awareness	Phonics Fluency	High Frequency Words	Comprehension Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
	Fun • I'm Going to Win								

****Administer Christina School District Text Based Common Assessment That Cat!—Narrative Writing****

Lesson	Selections	Phonemic Awareness	Phonics Fluency	High Frequency Words	Comprehension Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
11	**Main Selection** Click, Clack, Moo Cows That Type **Genre**: Humorous Fiction **Paired Selection** Talk About Smart Animals! **Genre**: Informational Text **Decodable Readers** • Jess Makes Gifts • Cooking with Mom Fox	• Syllables in Spoken Words	**Phonics** • Base Words and Endings *-s, -es* **Fluency** Expression	*another, heard, some, kind, light, hard, more, grow, far, to*	**Skill** Conclusions **Strategy** Infer/Predict **Author's Craft** Onomatopoeia **Listening, Speaking, Viewing** Computer: Encyclopedia	**Target Vocabulary** *problem, impossible, understand, impatient, furious, demand, gathered, believe* **Vocabulary Strategies** Prefixes *pre-* and *mis-*	**Spelling Principle** Base Words with Endings *-s, -es* **Spelling Words** **Basic:** *hens, eggs, ducks, bikes, boxes, wishes, dresses, names, bells, stamps, dishes, grapes* **Review:** *jets, frogs* **Challenge:** *stitches, fences*	**Grammar Skill** Kinds of Sentences	**Writing Mode** Write to Persuade **Writing Form** Persuasive Letter **Focus Trait** Ideas
12	**Main Selection** Violet's Music **Genre**: Realistic Fiction **Paired Selection** Wolfgang Mozart, Child Superstar **Genre**: Biography **Decodable Readers**	• Substitute Phonemes	**Phonics** • Vowel Digraphs *ai, ay* **Fluency** Intonation	*along, against, someone, night, part, morning, hold, bird, different,*	**Skill** Story Structure **Strategy** Question **Author's Craft** Alliteration	**Target Vocabulary** *nursery, shake, smooth, whenever, hours, alone, real, museum*	**Spelling Principle** Words with *ai, ay* **Spelling Words** **Basic:** *pay,*	**Grammar Skill** Kinds of Sentences	**Writing Mode** Write to Persuade **Writing Form** Opinion Paragraph

	• Trains • The Waiting Game			*girl*	<u>Listening, Speaking, Viewing</u> Interview	<u>Vocabulary Strategies</u> Idioms	*wait, paint, train, pail, clay, tray, plain, stain, hay, gray, away* **Review:** *stay, day* **Challenge:** *raisin, birthday*		<u>Focus Trait</u> Voice

UNIT 3: Tell Me About It 11/26-1/18

		Phonemic Awareness	Phonics Fluency	High Frequency Words	Comprehension Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
13	<u>Main Selection</u> Schools Around the World **Genre:** Informational Text <u>Paired Selection</u> School Poems **Genre:** Poetry	Match Phonemes	<u>Phonics</u> • Vowel Digraphs *ee, ea* <u>Fluency</u> Stress	*story, world, about, everything, first, store, her, two, slowly, of*	<u>Skill</u> Author's Purpose <u>Strategy</u> Analyze/Evaluate <u>Author's Craft</u> Word Choice: Descriptive Details <u>Listening, Speaking, Viewing</u>	<u>Target Vocabulary</u> *culture, community, languages, transportation, subjects, lessons, special, wear* <u>Vocabulary Strategies</u> Using a Dictionary	<u>Spelling Principle</u> Words with *ee, ea* <u>Spelling Words</u> **Basic:** *free, teach, teeth, please, beach, wheel, team, speak, sneeze, sheep, meaning, weave* **Review:** *eat, read* **Challenge:**	<u>Grammar Skill</u> Quotation Marks	<u>Writing Mode</u> Write to Persuade <u>Writing Form</u> Persuasive Paragraph <u>Focus Trait</u> Word Choice

		Phonemic Awareness	Phonics Fluency	High Frequency Words	Comprehension Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
	Decodable Readers • The Shell Sheep • Reef Sees the Wide World				Listen for and Retell Main Ideas		*between, reason*		
	ADMINISTER WEEKLY LESSON ASSESSMENT 13								
14	**Main Selection** Helen Keller **Genre:** Biography **Paired Selection** Talking Tools **Genre:** Informational Text **Decodable Readers** • Bill E. Goat and Wise Crow • Mud Bugs	• Segment Phonemes	**Phonics** • Long *o* (*o, oa, ow*) **Fluency** Natural Pauses	*front, hair, warm, started, stories, never, all, food, sky, party*	**Skill** Main Ideas and Details **Strategy** Summarize **Author's Craft** Word Choice: Figurative Language **Listening, Speaking, Viewing** Computer/Internet: Navigating a Website	**Target Vocabulary** *curious, imitated, knowledge, motion, silence, illness, darkness, behavior* **Vocabulary Strategy** Suffix *-ly*	**Spelling Principle** Long *o (o, oa, ow)* **Spelling Words** **Basic:** *own, most, soap, float, both, know, loan, goat, flow, loaf, throw, coach* **Review:** *so, grow* **Challenge:** *swallow, ocean*	**Grammar Skill** Using Proper Nouns	**Writing Mode** Write to Persuade **Writing Form** Persuasive Essay **Focus Trait** Ideas
15	**Main Selection** Officer Buckle and Gloria **Genre:** Humorous	• Syllables in Spoken Words	**Phonics** •Compound Words • Schwa Vowel	*ever, care, thought, over, off, small, new, book, live,*	**Skill** Cause and Effect **Strategy** Monitor/Clarify	**Target Vocabulary** *attention, buddy, obeys, speech, enormous, safety, shocked, station*	**Spelling Principle** Compound Words **Spelling Words**	**Grammar Skill** Abbreviations	**Writing Mode:** Write to Persuade

		Phonemic Awareness	Phonics Fluency	High Frequency Words	Comprehension Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
	Fiction **Paired Selection** Safety at Home **Genre**: Play **Decodable Readers** • What Does It Say? • In the Grove		Sound **Fluency** Accuracy: Connected Text	*after*	**Author's Craft** Word Choice: Emphasis **Listening, Speaking, Viewing** Summarize Important Information	**Vocabulary Strategy** Dictionary Entry	**Basic:** *cannot, pancake, maybe, baseball, playground, someone, myself, classroom, sunshine, outside, upon, nothing* **Review:** *into, inside* **Challenge:** *nobody, everywhere*		**Writing Form** Persuasive Essay **Focus Trait** Organization

UNIT 4: Heroes and Helpers 1/21-3/1

		Phonemic Awareness	Phonics Fluency	High Frequency Words	Comprehension Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
16	**Main Selection** Mr. Tanen's Tie Trouble **Genre**: Realistic	• Syllables in Spoken Words	**Phonics** • Base Words and	*gone, said, something, fly, also, saw, look, horse, river,*	**Skill** Story Structure **Strategy**	**Target Vocabulary** *received, account, budget, disappointed,*	**Spelling Principle** Base Words with Endings *-ed, -ing*	**Grammar Skill** Pronouns	**Writing Mode** Write to Express

		Phonemic Awareness	Phonics Fluency	High Frequency Words	Comprehension Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
	Fiction **Paired Selection** Playground Fun! **Genre:** Informational Text **Decodable Readers** • Beep! Beep! • We Helped		Endings *-ed, -ing,* **Fluency** Rate	*have*	Infer/Predict Author's Craft Figurative Language **Listening, Speaking, Viewing** Listen Critically	*chuckled, staring, repeated, fund* Vocabulary **Strategies** Homographs	**Spelling Words** **Basic:** *running, clapped, stopped, hopping, batted, selling, pinned, cutting, sitting, rubbed, missed, grabbed* **Review:** *mixed, going* **Challenge:** *wrapped, swelling*		**Writing form** Fictional Narrative Paragraph **Focus Trait** Ideas
17	**Main Selection** Luke Goes to Bat **Genre:** Realistic Fiction **Paired Selection** Jackie Robinson **Genre:** Informational Text **Decodable Readers** • Bright Lights • Wild Cats	• Segment Phonemes	**Phonics** • Long *i* (i, igh, ie, y) **Fluency** Stress	*doing, sure, else, turned, blue, room, teacher, any, studied, carry*	**Skill** Sequence of Events **Strategy** Visualize **Author's Craft** Word Choice: Specialized Language **Listening, Speaking, Viewing** Computer/Internet: Online Newspaper or Magazine	Target Vocabulary *practice, hurried, position, roared, extra, curb, cheered, final* Vocabulary **Strategies** Antonyms	**Spelling Principle** Long *i* (*i, igh, y*) **Spelling Words** **Basic:** *night, kind, spy, child, light, find, right, high, wild, July, fry, sigh* **Review:** *by, why* **Challenge:** *behind, lightning*	**Grammar Skill** Subject-Verb Agreement	**Writing Mode** Write to Express **Writing form** Fictional Narrative Paragraph **Focus Trait** Voice

		Phonemic Awareness	Phonics Fluency	High Frequency Words	Comprehension Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
18	**Main Selection** My Name Is Gabriela **Genre:** Biography **Paired Selection** Poems About Reading and Writing **Genre:** Poetry **Decodable Readers** • Bunny and the Penny • Puppies	• Blending Phonemes • Identify Sound Placement	**Phonics** • Long *e* Sound for *y* • Changing *y* to *i* **Fluency** Expression	*words, mother, friends, under, draw, watch, always, soon, anything, been*	**Skill** Understanding Characters **Strategy** Analyze/Evaluate **Author's Craft** Word Choice: Sensory Words **Listening, Speaking, Viewing** Listen to Make Connections	**Target Vocabulary** *accepted, express, fluttering, grand, pretend, prize, wonder, taught* **Vocabulary Strategies** Suffixes *-y* and *–ful*	**Spelling Principle** Long *e* Spelled *y* **Spelling Words** **Basic:** *happy, pretty, baby, very, puppy, funny, carry, lucky, only, sunny, penny, city* **Review:** *tiny, many* **Challenge:** *sorry, noisy*	**Grammar Skill** The Verb *be*	**Writing Mode** Write to Express **Writing form** Descriptive Paragraph **Focus Trait** Word Choice
ADMINISTER WEEKLY LESSON ASSESSMENT 18									

		Phonemic Awareness	Phonics Fluency	High Frequency Words	Comprehension Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
19	**Main Selection** The Signmaker's Assistant **Genre:** Humorous Fiction **Paired Selection** The Trouble with Signs **Genre:** Play **Decodable Readers** • Darling Starling • Going to the Farm	• Substitute Phonemes	**Phonics** • *Words with ar* **Fluency** Phrasing: Punctuation	*didn't, I'll, please, talk, good, is, are, baby, too, sound*	**Skill** Text and Graphic Features **Strategy** Question **Author's Craft** Ideas in Symbols **Listening, Speaking, Viewing** Respond to Questions	**Target Vocabulary** *assistant, agreed, polite, failed, tearing, wisdom, trouble, cleared* **Vocabulary Strategies** Synonyms	**Spelling Principle** *Words with ar* **Spelling Words** **Basic:** *car, dark, arm, star, park, yard, party, hard, farm, start, part, spark* **Review:** *art, jar* **Challenge:** *carpet, apartment*	**Grammar Skill** Commas in Dates and Places	**Writing Mode** Write to Express **Writing Form** Fictional Story **Focus Trait** Organization
20	**Main Selection** Dex: The Heart of a Hero **Genre:** Fantasy **Paired Selection** Heroes Then and Now **Genre:** Informational Text **Decodable Readers**	• Substitute Phonemes	**Phonics** • *R*-Controlled Vowels *or, ore* **Fluency** Intonation	*being, ready, I've, tall, stood, very, ground, laugh, begins, flower*	**Skill** Compare and Contrast **Strategy** Monitor/Clarify **Author's Craft** Word Choice: Figurative Language **Listening, Speaking, Viewing**	**Target Vocabulary** *depended, overlooked, sprang, studied, gazing, hero, exercise, sore* **Vocabulary Strategies** Prefix *over-*	**Spelling Principle** *R*-Controlled Vowels *or, ore* **Spelling Words** **Basic:** *horn, story, fork, score, store, corn, morning, shore, short, born, tore, forget* **Review:** *for, more* **Challenge:** *report,*	**Grammar Skill** Commas in a Series	**Writing Mode** Write to Express **Writing Form** Fictional Story **Focus Trait** Organization

		Phonemic Awareness	Phonics Fluency	High Frequency Words	Comprehension Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
	• A Sporty Game • My Story				Compare and Contrast Media Messages		*force*		

		Phonemic Awareness	Phonics Fluency	High Frequency Words	Comprehension Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
21	**Main Selection** Penguin Chick **Genre:** Narrative Nonfiction **Paired Selection** Animal Poems **Genre**: Poetry **Decodable Readers** • Mustangs • Time to Move	Substitute Phonemes	**Phonics** • *R*-Controlled Vowel *er* • *R*-Controlled Vowels *ir, ur* **Fluency** Phrasing: Natural Pauses	*nothing, move, across, took, house, voice, behind, one, how, out*	**Skill** Main Ideas and Details **Strategy** Infer/Predict **Author's Craft** Word Choice: Sensory Words **Listening, Speaking, Viewing** Organize Ideas for a Speech	**Target Vocabulary** *finally, junior, otherwise, slippery, steer, waterproof, webbed, whistle* **Vocabulary Strategies** Dictionary Entry	**Spelling Principle** *R*-Controlled Vowel *er* **Spelling Words** **Basic:** *father, over, under, herd, water, verb, paper, cracker, offer, cover, germ, master* **Review:** *fern, ever* **Challenge:** *remember, feather*	**Grammar Skill** What Is an Adjective?	**Writing Mode** Write to Inform **Writing Form** Problem-Solution Paragraph **Focus Trait** Word Choice
22	**Main Selection** Gloria Who Might Be My Best Friend **Genre**: Realistic Fiction **Paired Selection** How to Make a Kite **Genre**: Informational Text	• Rhyme and Meaning • Syllables in Spoken Words	**Phonics** •Homophones • Base Words and Endings *-er, -est* **Fluency** Accuracy: Self-Correct	*floor, toward, what's, found, boy, everyone, field, does, their, into*	**Skill** Understanding Characters **Strategy** Question **Author's Craft** Similes **Listening, Speaking, Viewing** Explain a Process	**Target Vocabulary** *lonely, seriously, copy, heavily, planning, answered, guessed, knot* **Vocabulary Strategies** Figurative Language/Idioms	**Spelling Principle** Homophones **Spelling Words** **Basic:** *meet, meat, week, weak, mane, main, tail, tale, be, bee, too, two* **Review:** *sea, see* **Challenge:**	**Grammar Skill** Using Adjectives	**Writing Mode** Write Inform **Writing Form** Compare and Contrast Paragraph **Focus Trait** Organization

		Phonemic Awareness	Phonics Fluency	High Frequency Words	Comprehension Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
	Decodable Readers • What's That? • Get Smarter!						*threw, through*		

		Phonemic Awareness	Phonics Fluency	High Frequency Words	Comprehension Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
23	**Main Selection** The Goat in the Rug **Genre**: Narrative Nonfiction	• Syllables in Spoken Words	**Phonics** • Suffixes *-y, -ly, -ful* • Final Stable Syllables *-tion, -ture*	*knew, idea, though, down, four, give, great, large, write,*	**Skill** Conclusions **Strategy** Summarize **Author's Craft**	**Target Vocabulary** *sharpening, spinning, strands, weave, yarn, dye, duplicated, delicious*	**Spelling Principle** Suffixes *-y, -ly, -ful* **Spelling Words** **Basic:** *helpful, sadly, hopeful,*	**Grammar Skill** Irregular Verbs	**Writing Mode** Write to Inform **Writing Form** Informational Paragraph

	Paired Selection Basket Weaving **Genre:** Informational Text **Decodable Readers** • Fraidy Cat • Bugs in Action		**Fluency:** Rate: Adjust Rate to Purpose	*coming*	Repetition **Listening, Speaking, Viewing** Computer: Using Visuals	**Vocabulary Strategies** Multiple-Meaning Words	*thankful, slowly, wishful, kindly, useful, safely, painful, mouthful, weakly* **Review:** *jumped, saying* **Challenge:** *quickly, wonderful*		**Focus Trait** Word Choice
ADMINISTER WEEKLY LESSON ASSESSMENT 23 - SKILLS IN CONTEXT PORTION ONLY HERE!									
24	**Main Selection** Half-Chicken **Genre:** Folktale **Paired Selection** The Lion and the Mouse **Genre:** Traditional Tales **Decodable Readers** • The Unreal Party • Knick and Knack	• Syllables in Spoken Words • Segment Phonemes	**Phonics** • Prefixes *re-, un-, over-, pre-, mis-* • Silent Consonants **Fluency** Expression	*Earth, away, brothers, brown, without, here, learning, began, surprised, there*	**Skill** Cause and Effect **Strategy** Visualize **Author's Craft** Word Choice: Sensory Words **Listening, Speaking, Viewing** Give a Speech	**Target Vocabulary** *tumbling, flung, tangled, empty, peacefully, stream, blazed, swift* **Vocabulary Strategies** Antonyms	**Spelling Principle** Prefixes *re-, un-, over-, pre-, mis-* **Spelling Words** **Basic:** *unhappy, retell, untangle, unkind, repaint, refill, unlike, remake, unpack, reread, unlock, replay* **Review:** *read, happy* **Challenge:** *rewrite, overheard*	**Grammar Skill** Irregular Action Verbs	**Writing Mode** Write to Inform **Writing Form** Research Report **Focus Trait** Ideas
25	**Main Selection** How Groundhog's Garden Grew	• Substitute Phonemes	**Phonics** • Words with /aw/: *au, aw, al, o, a*	*through, young, leaves, ball, our,*	**Skill** Sequence of Events **Strategy**	**Target Vocabulary** *sprouting, crops, blossomed, underneath,*	**Spelling Principle** Spellings for /aw/: *au, aw, al, o, a*	**Grammar Skill** More Irlegular	**Writing Mode** Write to Inform

	Genre: Fantasy **Paired Selection** Super Soil **Genre:** Informational Text **Decodable Readers** • A Spring Walk • The Softball Game		**Fluency** Phrasing: Punctuation	*done, hear, learn, were, only*	Monitor/Clarify **Author's Craft** Dialogue **Listening, Speaking, Viewing** Presenting a Report	*fortunate, drooping, promised, harmful* **Vocabulary Strategies** Using Context	**Spelling Words** **Basic:** *tall, saw, dog, draw, call, fall, soft, paw, ball, yawn, log, small* **Review:** *all, walk* **Challenge:** *awful, wallpaper*	Verbs	**Writing Form** Research Report **Focus Trait** Voice

UNIT 6: What a Surprise! 4/22-6/7

		Phonemic Awareness	Phonics Fluency	High Frequency Words	Comprehension Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
26	**Main Selection** The Mysterious Tadpole **Genre:** Fantasy **Paired Selection** From Eggs to Frogs **Genre:** Informational Text **Decodable Readers** • The New Moose • Follow the Clues	• Segment Phonemes	**Phonics** • Vowel Diphthongs *oo, ew, ue, ou* **Fluency** Accuracy: Connected Text	*every, ago, won't, now, follow, head, don't, goes, again, alone*	**Skill** Story Structure **Strategy** Infer/Predict **Author's Craft** Humor **Listening, Speaking, Viewing** Listen and Respond	**Target Vocabulary** *confused, ordinary, control, sensible, suspiciously, training, cage, upset* **Vocabulary Strategies** Multiple-Meaning Words	**Spelling Principle** Vowel Diphthongs *oo, ew, ue, ou* **Spelling Words** **Basic:** *root, crew, spoon, few, bloom, grew, room, you, stew, boost, scoop, flew* **Review:** *zoo, noon* **Challenge:** *shampoo, balloon*	**Grammar Skill** Contractions	**Writing Mode** Write to Respond **Writing Form** Response Poem **Focus Trait** Word Choice
27	**Main Selection** The Dog That Dug for Dinosaurs **Genre:** Biography **Paired Selection** La Brea Tar Pits **Genre:** Informational Text	• Match Phonemes • Add a Phoneme	**Phonics** • Vowel Diphthong *oo* •Possessive nouns **Fluency** Intonation	*buy, father, called, town, even, maybe, where, water, outside, tomorrow*	**Skill** Fact and Opinion **Strategy** Question **Author's Craft** Word Choice: Descriptive Details **Listening, Speaking,**	**Target Vocabulary** *discovered, guard, remove, souvenirs, amazed, explained, exact, growled* **Vocabulary Strategies** Synonyms	**Spelling Principle** Vowel Diphthong *oo* **Spelling Words** **Basic:** *took, books, foot, hoof, cook, nook, hood, wood, stood, shook, crook, cookbook*	**Grammar Skill** What Is an Adverb?	**Writing Mode** Write to Respond **Writing Form** Opinion Paragraph **Focus Trait** Word

		Phonemic Awareness	Phonics Fluency	High Frequency Words	Comprehension Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
	Decodable Readers • Woody Woodchuck and the Mysterious Ball • One or More				**Viewing** Computer: Create a Newsletter		**Review:** *look, good* **Challenge:** *crooked, bookcase*		Choice
28	**Main Selection** Working in Space **Genre:** Informational Text **Paired Selection** Space Poems **Genre:** Poetry **Decodable Readers** • Howie's Big Brown Box • What a Surprise!	• Blend Phonemes	**Phonics** • Vowel Diphthongs *ow, ou* **Fluency** Phrasing: Natural Pauses	*want, while, falling, enough, lived, loved, should, happened, sorry, above*	**Skill** Text and Graphic Features **Strategy** Analyze/Evaluate **Author's Craft** Word Choice: Specialized Language **Listening, Speaking, Viewing** Holding a Literature Discussion	**Target Vocabulary** *astronomy, force, orbit, repair, explored, future, space, float* **Vocabulary Strategies** Classify/Categorize	**Spelling Principle** Vowel Diphthongs *ow, ou* **Spelling Words** **Basic:** *cow, house, town, shout, down, mouse, found, loud, brown, ground, pound, flower* **Review:** *out, now* **Challenge:** *towel, pounce*	**Grammar Skill** Possessive Nouns	**Writing Mode** Write to Respond **Writing Form** Response Paragraph **Focus Trait** Ideas
ADMINISTER WEEKLY LESSON ASSESSMENT 28 - SKILLS IN CONTEXT PORTION ONLY HERE!									

		Phonemic Awareness	Phonics Fluency	High Frequency Words	Comprehension Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
29	**Main Selection** Two of Everything **Genre**: Folktale **Paired Selection** Stone Soup **Genre**: Traditional Tale **Decodable Readers** • Not So Alike • Corduroy and Will	• Syllables in Spoken Words •Substitute Phonemes	**Phonics** • Reading Longer Words • Vowel Diphthongs *oi, oy* **Fluency** Expression	*once, woman, upon, eight, seven, near, wash, paper, who, your*	**Skill** Understanding Characters **Strategy** Summarize **Author's Craft**: Narrator **Listening, Speaking, Viewing** Retell Stories	**Target Vocabulary** *contained, grateful, startled, odd, search, leaned, tossed (toss), village* **Vocabulary Strategies** Antonyms	**Spelling Principle** Spelling Patterns *ai, ay, igh, -y* **Spelling Words** **Basic:** *aim, snail, bay, braid, ray, always, gain, sly, chain, shy, bright, fright* **Review:** *tray, try* **Challenge:** *contain, thigh*	**Grammar Skill** Possessive Pronouns	**Writing Mode** Write to Respond **Writing Form** Response to Literature **Focus Trait** Ideas
30	**Main Selection** Now & Ben **Genre**: Informational Text **Paired Selection** A Model Citizen **Genre**: Informational Text **Decodable Readers** • A Picnic Problem • Polly Poodle	• Syllables in Spoken Words	**Phonics** • Reading Longer Words) • Final Stable Syllable *-le* **Fluency** Rate: Adjust Rate to Purpose	*almost, from, money, door, won't, years, together, sometimes, pushed, remember*	**Skill** Compare and Contrast **Strategy** Visualize **Author's Craft** Figurative Language **Listening, Speaking, Viewing** Brainstorming Problems and Solutions	**Target Vocabulary** *accomplishments, inventions, result, designed, achieve, composed, remarkable, amounts* **Vocabulary Strategies** Dictionary	**Spelling Principle** Spelling Patterns *oa, ow, ee, ea* **Spelling Words** **Basic:** *seated, keeps, speed, seen, means, clean, groan, roast, bowls, crow, owe, grown* **Review:** *green, snow* **Challenge:** *peace, below*	**Grammar Skill** What Is a Preposition?	**Writing Mode** Write to Respond **Writing Form** Response to Literature **Focus Trait** Word Choice

Journeys Pacing Third

Barber Preparatory Academy
Third Grade Journeys Pacing/Scope & Sequence

UNIT 1: Good Citizens First Eight Week Period

Lesson	Selections	Phonics	Fluency	Comprehension	Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
1	**Main Selection** A Fine, Fine School **Genre:** Humorous Fiction **Paired Selection** One-Room Schoolhouses **Genre:** Informational Text	• Short vowels *a, e, i, o, u* • Words with the VCCV Pattern	Accuracy: Word Recognition	**Skill** Story Structure **Strategy** Summarize **Author's Craft** Repetition	Listen for a Purpose	**Target Vocabulary** *principal, strolled, proud, worried, soared, announced, fine, certainly* **Vocabulary Strategies** Multiple-Meaning Words	**Spelling Principle** Short Vowels **Spelling Words** **Basic:** *crop, plan, thing, smell, shut, sticky, spent, lunch, pumpkin, clock, gift, class, skip, swing* **Review:** *next, hug* **Challenge:** *hospital, fantastic*	Subjects and Predicates	**Writing Mode** Write to Narrate: Descriptive Paragraph **Focus Trait** Word Choice: Exact Words
Standards 1	**RL 3.2, RL 3.3, RL 3.5, RL 3.7, RL 3.10**								**W 3.b** **W 3.10**

2	**Main Selection** The Trial of Cardigan Jones **Genre:** Fantasy **Paired Selection** Jury Duty **Genre:** Readers' Theater	• Long *a, e, i, o, u* • Words with the VCe Pattern	Phrasing: Punctuation	**Skill** Conclusions **Strategy** Infer/Predict **Author's Craft** Word Choice	Use Nonverbal Cues	**Target Vocabulary** *convinced, trial, jury, guilty, pointed, honest, murmur, stand* **Vocabulary Strategies** Compound Words	**Spelling Principle** V-C-*e* Spellings **Spelling Words** **Basic:** *spoke, mile, save, excuse, cone, invite, cube, price, erase, ripe, broke, flame, life, rule* **Review:** *these, those* **Challenge:** *surprise, decide*	Kinds of Sentences	**Writing Mode** Write to Narrate: Friendly Letter **Focus Trait** Ideas: Audience and Purpose

Journeys Pacing Third

Barber Preparatory Academy
Third Grade Journeys Pacing/Scope & Sequence

Lesson	Selections	Phonics	Fluency	Comprehension	Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
Standards 2	**RL 3.1** **RL 3.10** **RI 3.5** **RI 3.10**								**W 3.3a** **W 3.3b** **W 3.d**
3	**Main Selection** Destiny's Gift **Genre:** Realistic Fiction **Paired Selection** Kids Making a Difference **Genre:** Informational Text	• Common Vowel Pairs *ai, ay, ee, ea*	Accuracy: Words in Connected Text	**Skill** Understanding Characters **Strategy** Analyze/ Evaluate **Author's Craft** Mood	Hold a Conversation or Discussion	**Target Vocabulary** *raise, spreading, earn, figure, contacted, block, afford, customers* **Vocabulary Strategies** Antonyms	**Spelling Principle** More Long *a* and Long *e* Spellings **Spelling Words** **Basic:** *lay, **real**, trail, sweet, today, dream, seem, tea, treat, afraid, leave, bait, screen, speed* **Review:** *paint, please* **Challenge:** *yesterday, explain*	Sentence Fragments and Run-Ons	**Writing Mode** Write to Narrate: Personal Narrative Paragraph **Focus Trait** Voice: Express Thoughts and Feelings
Standards 3	**RL 3.1** **RL 3.2** **RL 3.3** **RL 3.10** **RI 3.7** **RI 3.10**								**W 3.3a** **W 3.3b** **W 3.3c** **W 3.3d** **W 3.4**
ADMINISTER WEEKLY LESSON ASSESSMENT 3									

Journeys Pacing Third

Barber Preparatory Academy
Third Grade Journeys Pacing/Scope & Sequence

Lesson	Selections	Phonics	Fluency	Comprehension	Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
4	**Main Selection** Pop's Bridge **Genre:** Historical Fiction **Paired Selection** Bridges **Genre:** Informational Text	• Long o Spelled *oa, ow*	Expression	**Skill** Compare and Contrast **Strategy** Infer/Predict **Author's Craft** Simile	Follow and Give Directions	**Target Vocabulary** *balancing, tide, crew, disappears, foggy, stretch, excitement, cling* **Vocabulary Strategies** Base Words and Endings *–s, –es, –ed, –ing*	**Spelling Principle** More Long *o* Spellings **Spelling Words** **Basic:** *load, open, told, yellow, soak, shadow, foam, follow, glow, sold, window, coach, almost, throat* **Review:** *cold, most* **Challenge:** *tomorrow, sailboats*	Common and Proper Nouns	**Writing Mode** Personal Narrative: Prewrite **Focus Trait** Ideas
Standards 4	**RL 3.1** **RI 3.3** **RL 3.5** **RL 3.10** **RI 3.7** **RI 3.10**								**W 3.3** **W 3.5**
5	**Main Selection** Roberto Clemente, Pride of the Pittsburgh Pirates **Genre:** Biography **Paired Selection** Baseball Poems **Genre:** Poetry	• Long i spelled *i, ie, igh*	Intonation	**Skill** Cause and Effect **Strategy** Visualize **Author's Craft** Word Choice: Sensory Words/ Phrases	Computers: Review of the Basics	**Target Vocabulary** *stands, score, fans, league, slammed, pronounced, style, polish* **Vocabulary Strategies** Prefix *mis–*	**Spelling Principle** Spelling Long *i* **Spelling Words** **Basic:** *slight, mild, sight, pie, mind, tie, pilot, might, lie, tight, blind, fight, die, midnight* **Review:** *find, night* **Challenge:** *silent, frightening*	Plural Nouns with *–s* and *-es*	**Writing Mode** Personal Narrative: Edit/Revise **Focus Trait** Sentence Fluency: Transitions

Standards 5	**RI 3.3** **RI 3.8** **RI 3.10** **RL 3.5** **RL 3.10**								**W 3.3a** **W 3.3b** **W 3.3c** **W 3.3d** **W 3.5**

Journeys Pacing Third

Barber Preparatory Academy
Third Grade Journeys Pacing/Scope & Sequence

UNIT 2: Look and Listen Second Eight Week Period

Lesson	Selections	Phonics	Fluency	Comprehension	Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
6	**Main Selection** Bats Love the Night **Genre**:Informational **Paired Selection** A Bat is Born **Genre**: Poetry	• Words with the VCV Pattern	Rate	**Skill** Sequence of Events **Strategy** Question **Author's Craft** Onomatopoeia	Interpret Poems	**Target Vocabulary** *Twitch* *Swoops* *Squeak* *Echoes* *Detail* *Slithers* *Snuggles* *dozes* **Vocabulary Strategies** Suffixes *–er, –or*	**Spelling Principle** More Short and Long Vowels **Spelling Words** **Basic Words:** *math, toast, easy, socks, Friday, stuff, paid, cheese, June, elbow, program, shiny, piles, sticky* **Review Words:** *each, both,* **Challenge Words:** *comb, holiday*	What is a Verb?	**Writing Mode** Write to Respond: Response Paragraph **Focus Trait** Ideas
Standards 6	**RL 3.5** **RL 3.10** **RI 3.3** **RI 3.4** **RI 3.8** **RI 3.10**								**RI 3.1** **W 3.31a** **W 3.1b** **W 3.1c** **W 3.1d** **W 3.4** **W 3.4d**

7	**Main Selection** What Do Illustrators Do? **Genre:** Informational Text **Paired Selection** Jack Draws a Beanstalk **Genre:** Fairy Tale	• Three-Letter Clusters (*scr-, spr, str-, thr-)*	Expression	**Skill** Text and Graphic Features **Strategy** Analyze/ Evaluate **Author's Craft** Organization	Monitor Understanding and Ask Questions	**Target Vocabulary** *tracing, imagine, illustrate, scribbles, sketches, research, textures, tools* **Vocabulary Strategies** Synonyms	**Spelling Principle** Three-Letter Clusters **Spelling Words** **Basic Words:** *three, scrap, street, spring, thrill, scream, strange, throw, string, scrape,*	Verb Tenses	**Writing Mode** Opinion Piece **Focus Trait** Organization: Topic Sentence for Each Paragraph

Journeys Pacing Third

Barber Preparatory Academy
Third Grade Journeys Pacing/Scope & Sequence

Lesson	Selections	Phonics	Fluency	Comprehension	Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
							spray, threw, strong, scratch **Review Words:** *think, they* **Challenge Words:** *straight, scramble*		
Standards 7	**RL 3.3** **RL 3.10** **RI 3.3** **RI 3.5** **RI 3.7** **RI 3.8** **RI 3.10**								**W 31.a** **W 3.1b** **W 3.1c** **W 3.1d** **W 3.4** **W 3.10**
8	**Main Selection** The Harvest Birds **Genre**: Folktale **Paired Selection** The Treasure **Genre**: Folktale	• Silent Letters *kn, wr*	Stress	**Skill** Conclusions **Strategy** Infer/Predict **Author's Craft** Figurative Language	Retell a Story	**Target Vocabulary** *harvest, separate, ashamed, borders, advice, borrow, patch, serious* **Vocabulary Strategies** Multiple-Meaning Words	**Spelling Principle** Unexpected Consonant Spellings **Spelling Words** **Basic Words:** *itch, wreck, knee, patch, wrap, knot, watch, knife, stretch, write, knew, knock, match, wrong* **Review Words:** *know, catch* **Challenge Words:** *wrinkle, knuckle*	Commas in a Series	**Writing Mode** Write to Respond: Summary Paragraph **Focus Trait** Word Choice

Standards 8	**RL 3.1** **RL 3.4** **RL 3.10** **RL 3.2** **RL 3.10**								**W 3.1a** **W 3.1b** **W 3.1c** **W 3.1d** **W 3.10**

Journeys Pacing Third Grade

Lesson	Selections	Phonics	Fluency	Comprehension	Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
9	**Main Selection** Kamishibai Man **Genre:** Realistic Fiction **Paired Selection** The True Story of Kamishibai **Genre:** Informational Text	• Vowel Diphthongs *ow, ou*	Intonation	**Skill** Cause and Effect **Strategy** Monitor/Clarify **Author's Craft** Flashback	Respond to Questions	**Target Vocabulary** *familiar, jerky, vacant, rickety, blurry, rude, blasted, applause* **Vocabulary Strategies** Dictionary/Glossary Entry	**Spelling Principle** Vowel Sound in *town* **Spelling Words** **Basic Words:** *clown, round, bow, cloud, power, crown, thousand, crowd, sound, count, powder, blouse, frown, pound* **Review Words:** *house, found* **Challenge Words:** *mountain, coward*	Simple Subjects and Simple Predicates	**Writing Mode** Response to Literature: Prewrite: **Focus Trait** Organization: Opinion Statement
Standards 9	**RI 3.1** **RI 3.5** **RI 3.10** **RI 3.7**								**W 3.1a** **W 3.1b** **W 3.5**

10	**Main Selection** Young Thomas Edison **Genre:** Biography **Paired Selection** Moving Pictures **Genre:** Informational Text	• Words with *au, aw, al, o*	Accuracy: Self-Correct	**Skill** Main Ideas and Details **Strategy** Summarize **Author's Craft** Figurative Language	Computers: Dictionary, Encyclopedia	**Target Vocabulary** *signal, genius, gadget, invention, laboratory, experiment, occasional, electric* **Vocabulary Strategies** Categorize and Classify	**Spelling Principle** Vowel Sound in *talk* **Spelling Words** **Basic Words:** *talk, cross, awful, law, cloth, cost, crawl, chalk, also, raw, salt, wall, lawn, always*	Pronouns	**Writing Mode** Response to Literature: Edit/Revise **Focus Trait** Sentence Fluency: Avoiding Redundancy

Journeys Pacing Third Grade

Lesson	Selections	Phonics	Fluency	Comprehension	Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
							Review Words: *soft, small* **Challenge Words:** *often, strawberry*		
Standards 10	**RI 3.2** **RI 3.3** **RI 3.8** **RI 3.10** **RI 3.7**								**W 3.1a** **W 3.1b** **W 3.1c** **W 3.1d** **W 3.5** **W 3.10**

Journeys Pacing Third Grade

UNIT 3: Learning Lessons Third Eight Week Period

Lesson	Selections	Phonics	Fluency	Comprehension	Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
11	**Main Selection** Technology Wins the Game **Genre:**Informational **Paired Selection** Science for Sports Fans **Genre:** Informational Text	• Vowel Diphthongs *oi, oy*	Phrasing: Natural Pauses	**Skill** Fact and Opinion **Strategy** Question **Author's Craft** Alliteration	Computers: Introduce the Internet	**Target Vocabulary** *contribute* *Athletes* *Improve* *Power* *Process* *Flexible* *Fraction* *compete* **Vocabulary Strategies** Suffixes *–y, –ful, -ous*	**Spelling Principle** Vowel Sound in *joy* **Spelling Words** **Basic Words:** *joy, point, voice, join, oil, coin, noise, spoil, toy, joint, boy, soil, choice, boil* **Review Words:** *come, are* **Challenge Words:** *poison, destroy*	More Plural Nouns	**Writing Mode** Write to Narrate: Descriptive Paragraph **Focus Trait** Word Choice: Sensory Words and Details
Standards 11	**RI 3.3** **RI 3.5** **RI 3.7** **RI 3.8** **RI 3.10**								**W 3.2a** **W 3.2b** **W 3.2c** **W 3.2d** **W 3.8** **W 3.10**

12	**Main Selection** Tops and Bottoms **Genre:** Trickster Tale **Paired Selection** Goodness Grows in Gardens **Genre:** Informational	• Homophones • Words Ending in –er, -le	Stress	**Skill** Story Structure **Strategy** Visualize **Author's Craft** Dialogue	Interview	**Target Vocabulary** *risky* *Grunted* *Profit* *Crops* *Plucked* *Scowled* *Tugged* *hollered* **Vocabulary Strategies** Idioms	**Spelling Principle** Homophones **Spelling Words** **Basic Words:** *hole, whole, its, it's, hear, here, won, one, our, hour, their, there, fur, fir* **Review Words:** *road, rode* **Challenge Words:** *peace, piece*	More Proper Nouns	**Writing Mode** Write to Narrate: Humorous Poem **Focus Trait** Word Choice: Onomatopoeia

Journeys Pacing Third Grade

Lesson	Selections	Phonics	Fluency	Comprehension	Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
Standards 12	**RL 3.2** **RL 3.6** **RL 3.10** **RI 3.5** **RI 3.10**								**W 3.2a** **W 3.3b** **W 3.2c** **W 3.2d** **W 3.10**
13	**Main Selection** Yonder Mountain: A Cherokee Legend **Genre:** Legend **Paired Selection** The Trail of Tears **Genre:** Informational Text	•Contractions with *n't, 'd, 've*	Rate	**Skill** Compare and Contrast **Strategy** Analyze/ Evaluate **Author's Craft** Imagery/ Symbols	Listen for and Retell (Paraphrase) Main Ideas	**Target Vocabulary** *peak, examined, fondly, steep, rugged, pausing, mist, pleaded* **Vocabulary Strategies** Homophones/ Homographs	**Spelling Principle** Contractions **Spelling Words** **Basic:** *I'd, he's, haven't, doesn't, let's, there's wouldn't, what's, she's, aren't, hasn't, couldn't, he'd, they're* **Review:** *can't, isn't* **Challenge:** *we're, weren't*	Subject-Verb Agreement	**Writing Mode** Write to Narrate: Narrative Poem **Focus Trait** Organization
Standards 13	**RL 3.2** **RL 3.3** **RL 3.10** **RI 3.7** **RI 3.10**								**W 3.2a** **W 3.2b** **W 3.2d** **W 3.8** **W 3.10**
ADMINISTER WEEKLY LESSON ASSESSMENT 13 /BPA's Short Cycle Assessment School wide Focus Standard TBA based on Benchmark Testing									

Journeys Pacing Third Grade

Lesson	Selections	Phonics	Fluency	Comprehension	Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
14	**Main Selection** Aero and Officer Mike **Genre:** Informational Text **Paired Selection** Kids and Critters **Genre:** Informational Text	• Words with *ar, or, ore*	Accuracy	**Skill** Author's Purpose **Strategy** Summarize **Author's Craft** Word Choice: Technical Jargon	Computer: Internet Strategy	**Target Vocabulary** *lying, loyal, partners, shift, quiver, patrol, ability, snap* **Vocabulary Strategies** Prefixes in-, im-	**Spelling Principle** Vowel + /r/ Sounds **Spelling Words** **Basic Words:** *horse, mark, storm, market, acorn, artist, March, north, barking, stork, thorn, forest, chore, restore* **Review Words:** *dark, story* **Challenge Words:** *partner, fortune*	Pronouns and Verbs	**Writing Mode** Autobiography: Prewrite **Focus Trait** Ideas
Standards 14	**RI 3.1** **RI 3.2** **RI 3.6** **RI 3.10** **RI 3.5** **RI 3.10**								**W 3.2a** **W 3.2b** **W 3.5** **W 3.8**

Journeys Pacing Third Grade

15	**Main Selection** The Extra-good Sunday **Genre:** Humorous Fiction **Paired Selection** Imagine a Recipe **Genre:** Informational Text	• Words with *er, ir, ur, or*	Expression	**Skill** Understanding Characters **Strategy** Infer/Predict **Author's Craft** Metaphor	Listen to Make Connections	**Target Vocabulary** *anxiously, degrees, tense, ingredients, recommended, remarked, festive, cross* **Vocabulary Strategies** *Using a Thesaurus*	**Spelling Principle** Vowel + /r/ Sounds **Spelling Words** **Basic Words:** *nurse, work, shirt, hurt, first, word, serve, curly, dirt, third, worry, turn, stir, firm* **Review Words:** *her, girl* **Challenge Words:** *perfect, hamburger*	Forming the Past	**Writing Mode** Explanatory Essay **Focus Trait** Voice
Standards 15	**RL 3.3** **RL 3.10** **RI 3.1** **RI 3.2**								**W 3.2a** **W 3.2b** **W 3.2c** **W 3.2d** **W 3.5** **W 3.8**

Journeys Pacing Third Grade

UNIT 4: Natural Wonders Fourth Eight Week Period

Lesson	Selections	Phonics	Fluency	Comprehension	Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
16	**Main Selection** Judy Moody Saves the World **Genre:** Humorous Fiction **Paired Selection** My Smelly Pet **Genre:** Humorous Fiction	• Words with *air, ear, are*	Intonation	**Skill** Author's Purpose **Strategy** Monitor/Clarify **Author's Craft** Onomatopoeia	Listen Critically	**Target Vocabulary** *recycle, project, dripping, carton, complicated, global, rubbish, hardly, shade, pollution* **Vocabulary Strategies** Context Clues	**Spelling Principle** Vowel + /r/ Sounds in *air* and *fear* **Spelling Words** **Basic Words:** *air, wear, chair, stairs, bare, bear, hair, care, pear, pair, share, near, ear, beard* **Review Words:** *buy, year* **Challenge Words:** *earring, compare*	What Is an Adjective?	**Writing Mode** Write to Persuade: Persuasive Letter **Focus Trait** Ideas: Stating a Clear Purpose and Goal
Standards 6	**RL 3.5** **RL 3.9** **RL 3.10**								**W 3.1a** **W 3.1b** **W 3.1c** **W 3.1d** **W 3.5** **W 3.10**

17	**Main Selection** The Albertosaurus Mystery: Philip Currie's Hunt in the Badlands **Genre:** Informational Text **Paired Selection** Finding Fossils for Fun **Genre:**	• Words with /j/ and /s/ • Words with the VCCCV Pattern	Stress	**Skill** Conclusions **Strategy** Visualize **Author's Craft** Word Choice	Computer: Use the Internet	**Target Vocabulary** *clues, remains, evidence, prove, fossils, skeletons, uncovering, buried, fierce, location* **Vocabulary Strategies** Suffix *–ly*	**Spelling Principle** Words with /j/ and /s/ **Spelling Words** **Basic Words:** *age, space, change, jawbone, jacket, giant, pencil, circle, once, large, dance, jeans, bounce, huge*	Adjectives and Articles	**Writing Mode** Write to Persuade: Opinion Paragraph **Focus Trait** Voice

Journeys Pacing Third Grade

Lesson	Selections	Phonics	Fluency	Comprehension	Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
	Informational Text						**Review Words:** *nice, place* **Challenge Words:** *excited, gigantic*		
Standards 17	**RI 3.1** **RI 3.6** **RI 3.10**								**W 3.1a** **W 3.1b** **W 3.1d** **W 3.4**
18	**Main Selection** A Tree is Growing **Genre:** Informational Text **Paired Selection** Stopping By the Woods on a Snowy Eveneing **Genre:** Poetry	• Words with /k/ and /kw/	Expression	**Skill** Text and Graphic Features **Strategy** Question **Author's Craft** Sensory Language/ Word Choice	Listen to Compare and Contrast	**Target Vocabulary** *pollen, store, clumps, passages, absorb, throughout, coverings, spines, tropical, dissolve* **Vocabulary Strategies** Categorize and Classify	**Spelling Principle** Spelling the /k/ and /kw/ Sounds **Spelling Words** **Basic Words:** *shark, check, queen, circus, flake, crack, second, squeeze, quart, squeak, quick, coldest, Africa, Mexico* **Review Words:** *black, thank* **Challenge Words:** *correct, question*	Using the Verb *be* and Helping Verbs	**Writing Mode** Write to Persuade: Problem-Solution Paragraph **Focus Trait** Word Choice: Exact Words

Standards 18	**RI 3.5** **RI 3.7** **RI 3.10** **RL 3.5** **RL 3.10**								**W 3.1a** **W 3.1b** **W 3.1c** **W 3.1d** **W 3.4** **W 3.5**

Journeys Pacing Third Grade

Lesson	Selections	Phonics	Fluency	Comprehension	Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
ADMINISTER WEEKLY LESSON ASSESSMENT 18 / BPA's Short Cycle Assessment School wide Focus Standard TBA based on Benchmark Testing									

Journeys Pacing Third Grade

Lesson	Selections	Phonics	Fluency	Comprehension	Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
19	**Main Selection** Two Bear Cubs **Genre**: Play **Paired Selection** Whose Land Is It? **Genre**: Informational Text	• Vowel Diphthongs: *oo, ew, ue, ou, ui*	Rate: Adjust Reading Rate To Purpose	**Skill** Cause and Effect **Strategy** Summarize **Author's Craft** Humor	Compare and Contrast Media Messages	**Target Vocabulary** *scolding* *Greedily* *Ignores* *Hesitation* *Burden* *Base* *Console* *Drowsy* *heroic* **Vocabulary Strategies** Prefixes *pre-, re-, bi-*	**Spelling Principle** Vowel Sounds in *spoon* and *wood* **Spelling Words** **Basic Words:** *mood, wooden, drew, smooth, blue, balloon, true, crooked, chew, tooth, hooves, cool, food, pooch* **Review Words:** *blew, foot* **Challenge Words:** *loose, jewel*	Irregular Verbs	**Writing Mode** Persuasive Essay: Prewrite **Focus Trait** Ideas
Standards 19	**RL 3.2** **RL 3.5** **RL 3.10**								**W 3.1a** **W 3.1b** **W 3.1c** **W 3.1d** **W 3.5** **W 3.10**

20	**Main Selection** Life on the Ice **Genre:** Informational Text **Paired Selection** The Raven: An Inuit Myth **Genre:** Myth/ Readers' Theater	• Compound Words	Phrasing: Natural Pauses	**Skill** Main Ideas and Details **Strategy** Infer/Predict **Author's Craft** Simile	Media: Evaluate Internet Information	**Target Vocabulary** *shelter, layer, constant, climate, wilderness, region, unexpected, gliding, overheated, colony* **Vocabulary Strategies** Dictionary/Glossary	**Spelling Principle** Compound Words **Spelling Words** **Basic Words:** *birthday,anyone, sometimes, everything, homework, afternoon, airplane, grandmother, something, without, himself, faraway, sunburned, daylight* **Review Words:** *someone, cannot*	Contractions	**Writing Mode** Persuasive Essay: Draft/Revise **Focus Trait** Organization: Paragraphs

Journeys Pacing Third Grade

Lesson	Selections	Phonics	Fluency	Comprehension	Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
							Challenge Words: *scorekeeper, everybody*		
Standards 20	**RI 3.2** **RI 3.10** **RL 3.2** **RL 3.10**								**W 3.1a** **W 3.1b** **W 3.1c** **W 3.1d** **W 3.5** **W 3.10**

Journeys Pacing Third Grade

UNIT 5: Going Places Fifth Eight Week Period

Lesson	Selections	Phonics	Fluency	Comprehension	Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
21	**Main Selection** Sarah Plain and Tall **Genre:** Historical Fiction **Paired Selection** Wagons of the Old **Genre:** Historical Information al	• Base Words and *-ed, -ing*	Intonation	**Skill** Story Structure **Strategy** Monitor/Clarify **Author's Craft** Point of View	Organize Ideas for a Speech	**Target Vocabulary** *prairie* *Slick* *Fetch* *Clattered* *Sniff* *Rough* *Thumped* *Batted buzzing* *rustle* **Vocabulary Strategies** Base Words and Prefix *non–*	**Spelling Principle** Words with *-ed* and *-ing* **Spelling Words** **Basic Words:** *coming, swimming, dropping, tapping, taping, invited, saving, stared, planned, changing, joking, loved, gripped, tasted* **Review Words:** *making, stopped* **Challenge Words:** *freezing, scared*	Possessive Nouns	**Writing Mode** Write to Express: Fictional Narrative **Focus Trait** Ideas: Suspense
Standards 21	**RL 3.3** **RL 3.5** **RL 3.6** **RL 3.10** **RI 3.7** **RI 3.10**								**W 3.3a** **W 3.3b** **W 3.3c** **W 3.3d** **W 3.4** **W 3.5**

22	**Main Selection** The Journey: Stories of Migration **Genre:** Informational Text **Paired Selection** Grasshopper and the Ant **Genre:** Fable	• Spelling Changes: *-s, -es, -ed, -ing* • Less Common Plurals	Phrasing: Attention to Punctuation	**Skill** Compare and Contrast **Strategy** Visualize **Author's Craft** Word Choice: Technical Jargon	Computers: Using Visuals	**Target Vocabulary** *survival, migrate, plenty, frightening, accidents, solid, chilly, landscape, thunderous, dramatic* **Vocabulary Strategies** Prefixes *in–, im–*	**Spelling Principle** Changing Final *y* to *i* **Spelling Words** **Basic Words:** *cities, cried, puppies, hurried, stories, flies, parties, tried, pennies, fried, carried, babies, spied* **Review Words:** *pretty, very* **Challenge Words:** *countries, libraries*	Using Proper Nouns	**Writing Mode** Narrative Writing **Focus Trait** Word Choice: Simile

Journeys Pacing Third Grade

Lesson	Selections	Phonics	Fluency	Comprehension	Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
Standards 21	**RI 3.3** **RI 3.8** **RI 3.10** **RL 3.2** **RL 3.10**								**W 3.3b** **W 3.4** **W 3.5** **W 3.10**
23	**Main Selection** The Journey of Oliver K. Woodman **Genre:** Fantasy **Paired Selection** Moving the U.S. Mail **Genre:** Informational Text	• Suffixes *–ful, -y, -ous, -ly, -er*	Rate	**Skill** Sequence of Events **Strategy** Analyze/ Evaluate **Author's Craft** Tone	Give a Speech	**Target Vocabulary** *sincere, conversations, managed, inspired, loaded, reunion, loveliest, currently, terror, pleasure* **Vocabulary Strategies** Suffixes *–er, -est*	**Spelling Principle** The Suffixes *–ful, -ly,* and *–er* **Spelling Words** **Basic Words:** *singer, loudly, joyful, teacher, fighter, closely, powerful, farmer, quickly, careful, friendly, speaker, wonderful, truly* **Review Words:** *hopeful, safely* **Challenge Words:** *listener, calmly*	Abbreviations	**Writing Mode** Write to Express: Dialogue **Focus Trait** Voice: Characters' Feelings
Standards 23	**RL 3.5** **RL 3.10** **RI 3.7** **RI 3.10**								**W 3.3a** **W 3.3b** **W 3.4** **W 3.5** **W 3.10**

ADMINISTER WEEKLY LESSON ASSESSMENT 23 /BPA's Short Cycle Assessment School wide Focus

Standard TBA based on Benchmark Testing

Journeys Pacing Third Grade

Lesson	Selections	Phonics	Fluency	Comprehension	Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
24	**Main Selection** Dog-of-the-Sea-Waves **Genre:** Realistic Fiction **Paired Selection** The Land Volcanoes Built **Genre:** Informational Text	• Prefixes *un-, pre-, re-, bi-*	Accuracy	**Skill** Author's Purpose **Strategy** Question **Author's Craft** Metaphor	Review Internet Strategy	**Target Vocabulary** *guided, rippled, arrival, voyage, twisted, aboard, anchor, spotted, bay, lava* **Vocabulary Strategies** Words from Other Languages	**Spelling Principle** The Prefixes *re-* and *un-* **Spelling Words** **Basic Words:** *unfold, rejoin, untie, reheat, unfair, unclear, repaid, rewrite, unhurt, recheck, unlucky, unwrap, reuse, unsure* **Review Words:** *reread, unsafe* **Challenge Words:** *unbuckle, unknown*	What Is an Adverb?	**Writing Mode** Fictional Narrative **Focus Trait** Ideas: Vivid Details
Standards 24	**RL 3.1** **RL 3.7** **RL 3.10** **RI 3.7** **RI 3.10**								**W 3.3a** **W 3.3b** **W 3.3d** **W 3.5**
25	**Main Selection** Mountains: Surviving on Mt. Everest **Genre:** Informational Text **Paired Selection** The Big Cleanup **Genre:** Play	• Suffixes *-less, -ness, -able*	Expression	**Skill** Text and Graphic Features **Strategy** Infer/Predict **Author's Craft** Mood/Tone	Presenting a Report	**Target Vocabulary** *approached, section, avalanches, increases, equipment, tanks, slopes, altitude, succeed, halt* **Vocabulary Strategies** Analogies	**Spelling Principle** The Suffixes *-less* and *-ness* **Spelling Words** **Basic Words:** *painless, sickness, sadness, helpless, thankless, kindness, hopeless, darkness, fearless, thickness, careless, goodness, spotless, softness* **Review Words:** *useful, weakly* **Challenge Words:** *breathless, eagerness*	What Is a Preposition?	**Writing Mode** Fictional Narrative **Focus Trait** Word Choice: Powerful Words

Journeys Pacing Third Grade

Standards 25	**RI 3.2** **RI 3.5** **RI 3.7** **RI 3.10** **RL 3.5** **RL 3.10**								**W 3.3a** **W 3.3b** **W 3.3c** **W 3.3d** **W 3.4** **W 3.5**

Barber Preparatory Academy Third Grade GO MATH!

	First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
Dates				
Instructional days	**44**	**40**	**46**	**50**
Benchmark Testing Dates	**iReady Math Benchmark Testing TBA in October**	**iReady Math Benchmark Testing TBA in January**		**iReady Math Benchmark Testing TBA in May**
Chapters	**1- 4**	**4 (cont.)-7**	**8-10**	**11-12 and Getting Ready**
	Chapter 1 (14 days)	Chapter 4 (cont. 2 days)	Chapter 8 (13 days)	(5 days cont.)
Focus	***Project: Invent Toys*** **Addition and Subtraction within 1,000** Domain: Operations and Algebraic Thinking Number and Operations in Base Ten	**Multiplication Facts and Strategies** Domain: Operations and Algebraic Thinking **BPA's Short Cycle Assessment School wide Focus Standard TBA based on Benchmark Testing**	***Project: Coins in the U.S.*** **Understand Fractions** Domain: Number and Operations-Fractions **BPA's Short Cycle Assessment School wide Focus Standard TBA based on Benchmark Testing**	**Perimeter and Area** Domain: Measurement and Data
Objectives	• ***Add and subtract whole numbers*** • ***Decide if an answer is reasonable***	• **Use strategies for multiplication**	• ***Use fractions to describe how much and how many***	• **Solve problems involving area** • **Solve problems involving perimeter**
Standards	Common Core Standards: CC.3.OA.8, OA.9, CC.3.NBT.1,NBT.2	Common Core Standards: CC.3.OA.3,CC.3.OA.5, CC.3OA.7,CC.OA.8,CC.3.OA.9	Common Core Standards: CC.3.NF.1,CC.3.NF.2a, CC.3.NF.2b,CC.3.NF.3C	Common Core Standards: CC.3.MD.5,CC.3.MD.5a,CC.3.MD.5b, CC.3.MD.6,CC.3.MD.7,CC.3.MD,7a, CC.3.MD.7b, CC.3.MD.7c,CC.3.MD.7d,CC.3.MD.8
Vocabulary	**Estimate, Compatible Numbers, Pattern, Rounding, Associative Property of Addition, Commutative Property of Addition**	**Product, Whole Numbers, Distributive Property, sum, addends, factors**	**Fractions, Equal Parts – whole, halves, thirds, fourths,..., Unit fraction, Numerator, Denominator, Fractions greater than 1, Equivalent Fractions**	**Perimeter, length, width, area, unit square, square units**
Unit Assessment				
	Chapter 2 (9 days)	Chapter 5 (10 days)	Chapter 9 (11 days)	Chapter 11 (13 days)
Focus	**Represent and Interpret Data** Domain: Measurement and Data	**Use Multiplication Facts** Domain: Operation and Algebraic Thinking Number and Operations in Base Ten	**Compare Fractions** Domain: Number and Operations-Fractions	**Perimeter and Area** Domain: Measurement and Data **BPA's Short Cycle Assessment School wide Focus Standard TBA based on Benchmark Testing**

		BPA's Short Cycle Assessment School wide Focus Standard TBA based on Benchmark Testing	**BPA's Short Cycle Assessment School wide Focus Standard TBA based on Benchmark Testing**	
Objectives	• **Represent and interpret Data**	• **Use multiplication facts, place value and properties to solve multiplication problems**	• **Compare fractions**	• **Solve problems involving area** • **Solve problems involving perimeter**
Standards	Common Core Standards: CC.MD.3, MD.4	Common Core Standards: CC.03.OA.4, CC.3.OA.9,CC.3.NBT.3	Common Core Standards: CC.3.NF.3a,CC.3.NF.3b,CC.3.NF.3d	Common Core Standards: CC.3.MD.5,CC.3.MD.5a,CC.3.MD.5b, CC.3.MD.6,CC.3.MD.7,CC.3.MD,7a, CC.3.MD.7b, CC.3.MD.7c,CC.3.MD.7d,CC.3.MD.8
Vocabulary	**Data, Compare, Key, Pictograph, Bar Graph, number line, scale, frequency table, tally table**	**Equation, Factors, Product, Sum, Addend, Associative property of multiplication, Predict, Pattern, Digit, Place value**	**Fractions, Equal Parts – whole, halves, thirds, fourths,..., Unit fraction, Numerator, Denominator, Fractions greater than 1, Equivalent Fractions**	**Perimeter, length, width, area, unit square, square units**
Unit Assessment				
	Chapter 3 (9 days)	Chapter 6 (13 days)	Chapter 10 (12 days)	Chapter 12 (10 days)
Focus	**Understanding Multiplication** Domain: Operations and Algebraic Thinking **Ongoing strategies and practice all year**	**Understand Division** Domain: Operations and Algebraic Thinking Common Core Standards: **BPA's Short Cycle Assessment School wide Focus Standard TBA based on Benchmark Testing**	***Project: Plan a Playground*** **Time, Length, Liquid Volume, and Mass** Domain: Measurement and Data **BPA's Short Cycle Assessment School wide Focus Standard TBA based on Benchmark Testing**	***Project: Make a Mosaic*** **Two-Dimensional Shapes** Domain: Geometry
Objectives	• **Use multiplication to find out how many**	• **Use division to find out how many in each group or how many equal groups**	• **Tell time** • **Use measurements to describe the size of something**	• **Describe and classify two dimensional shapes**
Standards	Common Core Standards: CC.3.OA.1,CC.3.OA.3, CC.3,OA.5,CC.3.OA.8	CC.3.OA.2,CC.OA.3,CC.3.OA.5, CC.3.OA.6, CC.3.OA.7	Common Core Standards: CC.3.MD.1, CC.3.MD.2, CC.3.MD.4	Common Core Standards: CC.3.G1, CC.3.G.2
Vocabulary	**Equal Groups, Factors, Product, Array**	**Divide, Dividend, Divisor, Quotient, Remainder, Inverse Operations, Related Facts**	**Time, Minute hand, Hour hand, midnight, noon, a.m., p.m., elapsed time, liquid volume, liter, capacity, gram, kilogram, metric, mas**	**Attributes, Plane Shapes, Line segments, End points, Rays, Intersecting lines, Parallel lines, Perpendicular lines, Angles, Vertex, Quadrilaterals**
Unit Assessment				

	Chapter 4 (12 days - 14 total)	Chapter 7 (15 days)	Chapter 11 (10 days)	
Focus	**Multiplication Facts and Strategies** Domain: Operations and Algebraic Thinking **Ongoing strategies and practice all year**	**Division Facts and Strategies** Domain: Operations and Algebraic Thinking	**Perimeter and Area** Domain: Measurement and Data	**Getting Ready Lessons 1-11 (11 days)** ***Plus Review Projects TBD***
Objectives	• **Use strategies for multiplication**	• **Choose the best strategy for dividing**	• **Solve problems involving area** • **Solve problems involving perimeter**	
Standards	Common Core Standards: CC.3.OA.3,CC.3.OA.5, CC.3OA.7,CC.OA.8,CC.3.OA.9	Common Core Standards: CC.3.OA.3, CC.3.OA.4, CC.OA.7, CC.3.OA.8	Common Core Standards: CC.3.MD.5,CC.3.MD.5a,CC.3.MD.5b, CC.3.MD.6,CC.3.MD.7,CC.3.MD,7a, CC.3.MD.7b, CC.3.MD.7c,CC.3.MD.7d,CC.3.MD.8	
Vocabulary	**Product, Whole Numbers, Distributive Property, sum, addends, factors**	**Divide, Dividend, Divisor, Quotient, Remainder, Inverse Operations, Related Facts, Order of operations**	**Perimeter, length, width, area, unit square, square units**	

Grade 3 **Science**

Unit	Days	Unit Focus	Lesson	Lesson Focus	Vocabulary	Vocabulary	Standards	Assessment	Learning Objectives	Learning Objectives
1 - The Engineering Process	20 Days – Lesson Content	The Scientific Method	1	How do Scientists Investigate Questions?	Observe	Graduated Cylinder	3-5-ETS1-1: Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	Performance Assessment: Given a simple investigation, students will generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design problem in accordance with the rubric provided.	Apply the scientific method.	Apply science and technology to the design process.
	3 Days - Virtual Lab	Design is all Around us	2	How can you use a Model?	Infer	Data Table	3-5-ETS1-2: Generate and Compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	Performance Assessment: Use basic coding software to design a model for a tree house.	Use different models to solve problems.	Conduct tests using variables to determine how to improve a design.
	4 Days - STEM	Design is used to develop New Types of Technology to Meet People's Needs?	3	How do Scientists use Tools?	Predict	Data Graph	3-5-ETS1-3: Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	Unit Assessment	Use data to make predictions.	
	1 Day - Review		4	How can you Measure Length?	Investigation	Chart			Use the engineering process to create a design.	
	1 Day - Assess ment		5	How do you use Data?	Hypothesis	Map				
			6	How do your Results Compare?	Experiment	Model				
			7	How do Engineers use the Design Process?	Variable					

			8	How can you Design a Tree House?	Microscope					
			9	How are Technology and Society Related?	Design Process	Sequence				
			10	How can we Improve a Design?	Re-design	Evaluate				
					Technology					
Unit	**Days**	**Unit Focus**	**Lesson**	**Lesson Focus**	**Vocabulary**	**Vocabulary**	**Standards**	**Performance Assessment**	**Learning Objectives**	**Learning Objectives**
2 - Plants and Animals	25 Days - Lesson Content	All Living Things go through a Life Cycle.	1	The Relationship and Structure of Everyday Objects.	Life Cycle	Metamorphosis	3-LS1-1: Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	Performance Assessment: Given data, predict the inherited traits and chart dominant the dominant traits for various living things.	Describe the function of the following plant parts: flower, stem, root, and leaf.	Share ideas about plant and animal structures and functions through purposeful conversation in collaborative groups.
	6 Days - Virtual Lab	Living Things have Adaptations that Help Them Survive in their Environment.	2	The Relationship Between the Structure and the Function of Plant Parts?	Germinate	Tadpole	3-LS13-1: Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in group of similar organisms.	Performance Assessment: Design a habitat for selected animals and / or plants to protect them from environmental changes.	Relate characteristics and functions of observable parts in a variety of plants that allow them to live in their environment.	Use evidence when communicating about plants and animals.
	6 Days - STEM	Living Things have Traits Inherited from parents.	3	What are Some Plant Life Cycles?	Flower	Larva	3-LS3-2: Use evidence to support the explanation that traits can be influenced by the environment.	Unit Assessment	Identify and compare structures in animals used for controlling body temperature support, movement, food getting, and protection.	Generate questions based on observations of plants and animals.

	1 Day Review	Intertied Traits can be Influenced by the Environment.	4	What are Structural Adaptations?	Reproduce	Pupa	3-LS4-2: Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. Survive well, some survive less well, and some cannot survive at all.		Relate characteristics and functions of observable body parts to the ability of animals to live in their environment.	Generate questions based on observations of plants and animals.
	1 Day Assessment		5	Effect of Plant Adaptations and Environmental Demands.	Pollen	Adaptation			Make purposeful observations of plants using the appropriate senses.	Demonstrate understanding of plant and animal structures and functions through illustrations, descriptions, or discussions.
			6	How do Scientists and Engineers Influence the Survival Value of Plant Adaptations?	Cone	Camouflage			Classify plants on the basis of observable physical characteristics.	Classify animals on the basis of observable physical characteristics.
			7	What are Environmental Adaptations	Pollination	Mimicry				
			8	What are Behavioral Adaptations?	Spore	Behavior				
			9	What are Animal Life Cycles?	Instinct	Learned Behavior				
			10	Effect of Animal Adaptations on Environmental Demands	Hibernate	Migration				

			11	Effect of Animal Adaptations for Protection from Predators	Camouflage	Decomposer				
			12	Classifying Animals and Plants based on Different Physical Structures and Characteristics	Environmental Change	Habitat				
			13	Michigan Animals, Habitats, and Plants	Predator	Herbivore				
					Producer	Interdependence				
					Migration	Omnivore				
					Animal Adaptation	Plant Adaptation				
Unit	**Days**	**Unit Focus**	**Lesson**	**Lesson Focus**	**Vocabulary**	**Vocabulary**	**Standards**	**Assessment**	**Learning Objectives**	
Unit 3 - Ecosystems and Interactions	15 Days – Lesson Content	All the living, non-living, and once living things interact with an eco-system.	1	What are Ecosystems?	Environment	Food Chain	3-LS2-1: Construct an argument that some animals from groups that help members survive.	Performance Assessment: Given data about organisms and various habitats, write an argumentative piece explaining how habitats effect survival rates for various species.	Determine an ecosystem's contribution to the needs of organisms.	
	4 Days - Virtual Lab	All living things need energy to survive and grow.	2	What are in Ecosystems?	Ecosystem	Decomposer	3-LS4-1: Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.	Unit Assessment	Describe physical characteristics that give organisms an advantage for survival and reproduction.	

	2 Days - STEM		3	What is a Food Chain?	Habitat	Erosion	3-LS4-3: Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.		Identify organisms as part of a food chain or web.	
	1 Day - Unit Review		4	What are Some Food Chains?	Population	Flood	3-LS4-4: Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.		Demonstrate how environmental changes can produce a change in the food web.	
	1 Day - Assessment		5	How do Environmental Changes Affect Living Things?	Community	Drought			Explain how variations in physical characteristics can give organisms an advantage and how environmental changes can produce changes in food webs.	
					Producer					
					Consumer					
					Photosynthesis					
Unit	**Days**	**Unit Focus**	**Lesson**	**Lesson Focus**	**Vocabulary**	**Vocabulary**	**Standards**	**Assessment**	**Learning Objectives**	**Learning Objectives**
Unit 4 - Changes to the Earth's Surface	23 Days – Lesson Content	Processes on Earth can change Earth's landforms.	1	What are Some Landforms?	Landform	Erosion	ESS3.B: Natural Hazards: A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts.	Performance Assessment: Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.	Recognize and describe different types of earth materials.	

	8 Days - Virtual Lab	Some of these changes happen slowly and some happen quickly.	2	How does Earth's Surface Change Slowly?	Canyon	Earthquake	ETS1.C: Optimizing the Design Solution: Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints	Performance Assessment: Design a land slide using materials including soil, cone, water, model trees. Estimate the rate of the landslide given natural and man-made conditions.	Recognize that rocks are made of minerals.	Summarize information from charts and graphs to determine the ability of a variety of earth materials to hold water.
	4 Days - STEM	Living things use Earth's resources to meet their needs.	3	How can we Model Erosion?	Valley	Glacier		Performance Assessment: Design a recycling program to be implemented at home, at school, or in the community and predict savings of a specific resource over a three year period.	Identify earth materials used to construct some common objects.	Share ideas about earth materials through purposeful conversation in collaborative groups.
	1 Day - Unit Review	Some of these resources can be recycled or reused?	4	How does Earth's Surface Change Quickly?	Mountain	Volcano		Unit Assessment	Make purposeful observations of earth's materials to describe them in terms of color, particle, size, texture, and ability to hold water.	Communicate and present findings of observations and investigations into earth materials.
	1 Day - Assess ment		5	What are Some Natural Resources?	Plateau	Flood			Generate questions based on observations of earth materials.	Develop research strategies and skills for information gathering to find out about a variety of earth materials used to construct common items and used as fuels for heating and transportation.
			6	How can we Conserve Resources?	Plain	Natural Resource			Plan and conduct simple and fair investigations to determine the ability of earth materials to hold water.	Compare and contrast sets of data from multiple trials of the earth material investigation to explain reasons for differences.

			7	What is Soil?	Boulder	Clay			Manipulate simple tools that aid observation and data collection.	Use data / sample evidence to separate fact from opinion regarding the ability of different earth materials to hold water.
			8	Structures and Properties of Rock	Coal	Crude Oil			Make accurate measurements with appropriate units for a measuring tool.	Use evidence when communicating findings from earth material investigations.
			9	Water Holding Properties of Earth's Materials	Fuel	Gravel			Construct simple charts and graphs from data and observations generated in the earth material investigation.	
			10	How Engineers Change Earth's Materials to Solve Human Problems	Metal	Mineral				
			11	Human's Dependency on Earth's Natural Resources	Weathering	Nutrients				
			12	Human Impact on Natural Resource Conversation	Natural Gas	Oil				
			13	Renewable Versus Non-Renewable Resources	Soil Color	Soil Texture				
			14	Fossil Fuel Formation	Fossil Fuels	Clay				

			15	Advantages and Disadvantages of Using Different Forms of Energy Resources	Natural Resource	Soil				
			16	Estimating Energy Consumption	Renewable Resource	Humans				
			`17	Reducing the Amount of Waste Going Into Landfills	Non-renewable Resource	Sand				
					Conservation	Silt				
					Erosion	Ore				
					Garbage					
Unit	**Days**	**Unit Focus**	**Lesson**	**Lesson Focus**	**Vocabulary**	**Vocabulary**	**Standards**	**Assessment**	**Learning Objectives**	**Learning Objectives**
Unit 5 - Water and Weather	16 Days – Lesson Content	Water is important to all living things in many different ways.	1	What is the Weather Cycle?	Salt Water	Precipitation	3-ESS2-1: Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	Performance Assessment: Design a diagram of the earth's water cycle and show its importance to the various forms of life on earth.	Understand the importance of water to human life.	Make predictions of how humidity readings are used to predict weather.
	4 Days - Virtual Lab	The sun is the source of energy for the water cycle and weather	2	What is Weather?	Fresh Water	Atmosphere	3-ESS2-2: Obtain and combine information to describe climates in different regions of the world.	Unit Assessment	Understand the effect of water pollution and explore design solutions to make dirty water clean.	Connect the water cycle to weather and climate.
	4 Days - STEM	Weather differs in different regions of the world.	3	How can we Measure Weather?	Evaporation	Oxygen	3-ESS3-1: Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.		Explain air temperature, moisture, wind speed, and direction make up the weather at a particular place in time.	Use data to describe and predict typical weather during a particular season in a region.

	1 Day - Unit Review	How weather is measured and predicted?	4	Humidity and Precipitation	Condensation	Weather			Illustrate how weather and climate affect our lives.	Describe why typical weather conditions exist over a region.
			5	Types of Precipitation	Air Mass	Air Pressure				
			6	Wind	Anemoter	Barometer				
			7	Why do we have Different Climates?	Climate	Climate Zone				
			8	Is it Possible to Run Out of Clean Water?	Equator	Front				
					Run Off	Water Cycle				
	1 Day - Assessment				Weather Map	Temperature				
Unit	**Days**	**Unit Focus**	**Lesson**	**Lesson Focus**	**Vocabulary**	**Vocabulary**	**Standards**	**Assessment**	**Learning Objectives**	**Learning Objectives**
Unit 6 - Simple Machines	20 Days – Lesson Content	Simple machines make work easier by changing the direction or size of force.	1	What Affects the Movement of an Object?	Work	Wedge	3PS2-1: Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on motion of an object.	Performance Assessment: Construct a model of a lever and fulcrum and test the amount of load needed to lift the fulcrum. Construct a table of results as the load moves closer to the fulcrum.	Describe how a push or pull is a force.	Construct simple charts and graphs from data and observations of time it took to travel a measured distance.
	2 Days - Virtual Lab	How can Forces Change the Motion of Objects?	2	How does the Mass of an Object Affect its Motion?	Simple Machines	Screw	3PS2-2: Make observations and / or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.	Performance Assessment: Design a vehicle using materials provided and record changes in speed due to changes in force.	Describe the motion of objects in terms of path and direction.	Define a simple design problem reflecting a need or specified criteria for success and constraints on materials.

	4 Days - STEM		3	What is Force?	Lever	Compound Machine	3-PS2-3: Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.		Identify changes in motion (change, direction, speeding up, slowing down)	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints on the problem.
	1 Day - Review		4	Identify Changes in Motion	Fulcrum	Cause and Effect	3-PS2-4: Define a simple design problem that can be solved by applying scientific ideas about magnets.		Demonstrate that when an object does not move in response to a force, it is because another force is acting on it.	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model that can be improved.
	1 Day - Assess ment		5	How does Design Affect Change, Direction, Speeding Up, Slowing Down?	Wheel and Axle	Change in Motion			Identify gravity as the force that pulls objects toward earth.	
			6	What are Simple Machines?	Pulley	Change in Direction			Generate questions based on purposeful observations.	
			7	What are Some Other Simple Machines?	Force	Gravity			Conduct simple experiments to demonstrate how the change in motion of an object is related to the strength of the force acting upon the objects and to the weight of the object.	
			8	How do Simple Machines Affect Work?	Relative Position	Wedge			Manipulate simple tools to determine the speed of an object by the time it took to travel a measured distance.	

Grade 3 **Social Studies**

Unit	Essential Question	Learning Objective	Standard	Lesson	Lesson Topic	Vocabulary	Vocabulary	Assessment	Pacing
Unit 1 - Physical and Human Characteristics of Michigan	How are cardinal directions used to locate places?	Identify natural and human characteristics of Michigan to describe regional classification(s) and human interaction with the environment?	3-G1.0.1: Use cardinal directions (north, south, east, west) scale, and key or legend to describe the relative location and characteristics of major places in the immediate environment.	1	What is a State?	Cardinal Directions	Natural Resources	Performance Assessment: Construct a model showing how early settlers migrated to specific regions of Michigan to fulfill their human needs as they interact with the environment.	Week 1 to 5
	How can thematic maps help us identify the physical and human characteristics of a place or region?	Describe diverse groups in Michigan, why they chose to live here and how they have preserved and built their cultural heritage.	3-G1.0.2: Use thematic maps to identify and describe the physical and human characteristics of Michigan.	2	Michigan and the Theme of Location	Physical Characteristics	Adaptation	Performance Assessment: Trace the origin of an ethnic group that settled in Michigan and demonstrate how their cultural heritage has been preserved.	
	How do people adapt to, use, and modify natural resources?		3-G1.0.3: Use maps and cardinal directions to describe Michigan's location in the United States and North America.	3	Michigan's Natural Characteristics Landforms and Bodies of Water	Agriculture	Climate	Performance Assessment: Create a table showing the variance in average temperature and precipitation from the Upper Peninsula to the Lower Peninsula.	
	What kinds of economic activity are in Michigan		3-G2.0.1: Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.	4	Michigan's Natural Characteristics: Vegetation and Climate	Economic Benefit	Cultural Group		
	How do Michigan Indians live and honor their heritage today?		3-G2.0.2: Describe different regions to which Michigan belongs.	5	Michigan's Human Characteristics	Diverse	Ethnic Group		

	How do various ethnic groups honor their heritage today?		3-G4.01: Describe major kinds of economic activity in Michigan today, such as agriculture, manufacturing, services and tourism, research the factors influencing the location of these economic activities.	6	Michigan's Natural Resources	European Settler	Heritage		
	What are some of Michigan products and how are they dispersed?		3-G4.0.2: Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors).	7	Michigan and the Theme of Human / Environmental Interaction	Migration	Preserve		
	Why did settlers move to 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.	8	Michigan and the Theme of Movement	Push / Pull Factors	Settler		
			3-G4.0.4: Use data and current information about the Anishinaabeg and other American Indians living in Michigan today to describe the cultural aspects of modern American Indian life; give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage.	9	Michigan and the Theme of Regions	Culture			

			3- G5.0.1 - Locate natural resources in Michigan and explain the consequences of their use.	10	Describing the Geography of Michigan				
			3- G5.0.2: Describe how people adapt to, use, and modify the physical environment of Michigan.	11	Michigan Indian Settlements - Yesterday and Today				
				12	Early Michigan Settlers				

Unit	Essential Question	Learning Objective	Standard	Lesson	Lesson Topic	Vocabulary	Vocabulary	Assessment	Pacing
Unit 2 - The Economy of Michigan	What makes a business move to or stay in Michigan? What does the state government do to help them?	Identify and Explain economic activity in Michigan including interdependence and global connections.	3-E1.0.1: Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan.	1	Using Resources to Produce Goods and Services in Michigan	Economic Activity	Incentive	Performance Assessment: Create a model illustrating Michigan's interdependence within the United States and across the globe.	Week 6 - 12
	Where do we send our products from Michigan and where are products we buy grown or made?	Analyze how Michigan's location and natural resources influence entrepreneurial economic activity.	3-E1.0.2: Identify incentives such as sales, coupons, etc. that influence economic decisions people make in Michigan.	2	Scarcity, Choice and Opportunity Cost	Global Connections	Products	Performance Assessment: Create a plan for a new technology business to meet the needs of changes in Michigan's population.	
	How do Michigan's natural resources affect the goods and services produced or		3-E1.03: Analyze how Michigan's location and natural resources influenced its economic development (e.g., how waterways and other natural resources have	3	Michigan's Economy Today	Tax	Taxation	Unit Assessment	

	consumed in Michigan?		influence economic activities such as mining, lumbering, automobile manufacturing, furniture making, and tourism.						
	What factors affect economic decision making?		3-E1.04: Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.	4	Specialization and Interdependence	Interdependence	Specialization		
	How is Michigan part of the national and global economies?		3-E1.0.5: Explain the role of business development in Michigan's economic future.	5	Michigan's Economic Future	Companies	Entrepreneur		
			3E2.0.1: Using a Michigan example, explain how specialization leads to increased interdependence (e.g., cherries grown in Michigan are sold in Florida; oranges grown in Florida area sold in Michigan.	6	The Role of Government in Michigan's Economy	Exports	Imports		
			3-E3.0.1: Identify products produced in other countries and consumed by people in Michigan.			Climates	Scarcity		
						Trade	Human Resources		
						Capital Resources	Opportunity Cost		

Unit	Essential Question	Learning Objective	Standard	Lesson	Lesson Topic	Vocabulary	Vocabulary	Assessment	Pacing
Unit 3 - The Early History of Michigan	How did the actions, ideas, and cultural beliefs of people who settled Michigan influence its history?	Use historical thinking and primary and secondary sources to construct a narrative of Michigan's history from American Indians to statehood.	3-H3.0.1: Identify questions historians ask in examining the past in Michigan (e.g., What happened? When did it happen? Who was involved? How and why did it happen?)	1	Thinking Like a Historian	Debate	European	Performance Assessment: Create a timeline to sequence and describe major eras and events in Michigan history.	Week 13 - 18
	How do historians use primary and secondary sources to learn about the past?	Use historical thinking and primary and secondary sources to construct a narrative and create a timeline of Michigan's history from statehood to present day.	3-H3.0.2: Explain how historians use primary and secondary sources to answer questions about the past.	2	American Indians in Michigan	Lumberjack	Michigan Indian	Performance Assessment: Research traditional teachings of American Indians in Michigan and make generalizations about their beliefs.	
	What can we learn about American Indian beliefs through their traditional stories?		3-H3.03: Describe the causal relationships between three events in Michigan's past (e.g., Erie Canal, more people came, statehood).	3	Traditional Stories of American Indians	Miner	Missionary	Unit Assessment	
	What kinds of questions do historians ask?		3-H3.0.4: Draw upon traditional stories and / or teachings of American Indians (e.g., Anishinaabeg-Ojibway, Odawa, Potawatomi; Menominee, Huron Indians) who lived in Michigan in order to make generalizations about their beliefs.	4	The French in Michigan	Primary Source	Secondary Source		

	How has daily life of Michiganians changed since statehood?		3-H3.05: Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment.	5	The British in Michigan	Sequence	Settler		
	How is the location of industry related to the location of natural resources and the migration of people into Michigan?		3-H3.06: Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan (e.g., trade, treaties).	6	Migration and Settlement in Michigan	Trader	Treaty		
	What role did Michigan play in Underground Railroad?		3-H3.07: Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).	7	Becoming a State	Voyageur	Abolitionist		
	What role has the auto industry played in Michigan's growth?		3-H3.08: Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.	8	Creating a Timeline of Early Michigan History	Assembly Line	Automobile Industry		
			3-H3.09: Describe how Michigan attained statehood.			Confederacy	Economic Activity		
			3-H3.10: Create a timeline to sequence and describe major			Emancipation Proclamation	Fugitive		

			eras and events in Michigan history.						
						Industry	Labor Movement		
						Immigration	Locks		
						Mass Production	Migration		
						Underground Railroad	Union		
						Chronology			
Unit	**Essential Question**	**Learning Objective**	**Standard**	**Lesson**	**Lesson Topic**	**Vocabulary**	**Vocabulary**	**Assessment**	**Pacing**
Unit 4 - The Growth of Michigan	How was Michigan changed over time?	Explain how the location of natural resources influence economic development.	3-E1.0.3: Analyze how Michigan's location and natural resources influenced its economic development (e.g., how waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile manufacturing, and furniture making).	1	Economic Growth and Farming	Human/Environment Interaction	Pollution	Performance Assessment: Make a presentation that explains population trends in Michigan using the criteria of push and pull factors, and geographic, economic, and historical concepts.	Week 19 - 24
	How have Michigan's resources impacted the economy and growth of the state?	Explain how the location of natural resources influence economic development.	3-H3.0.1: Identify questions historians ask in examining the past in Michigan (e.g., What happened? When did it happen? Who was involved? How and why did it happen?)	2	Economic Growth and Logging			Performance Assessment: Trace the development of the automobile industry and the beginning of the labor movement in Michigan.	
			3-G4.0.2: Describe diverse groups that have come into a region of Michigan	3	Economic Growth and Mining			Unit Assessment	

			and reasons why they came (push / pull factors)						
			3-G4.0.4: Give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage.	4	Manufacturing: Putting Resources to Work in Michigan				
			3-E1.0.4: Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.	5	The Growth of the Automobile Industry				
			4--H3.0.5: Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same or a related activity in the past.	6	Population Growth: Push and Pull Factors				
			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.						
			4-H3.0.8: Describe past and current threats to Michigan's natural resources; describe how Michigan worked in						

			the past and continues to work today to protect its natural resources.						

Unit	Essential Question	Learning Objective	Standard	Lesson	Lesson Topic	Vocabulary	Vocabulary	Assessment	Pacing
Unit 5 - The Government in Michigan	Why do people in the State of Michigan need a government?	Describe diverse groups in Michigan, why they chose to live here and how they have preserved and built their cultural heritage.	3-C1.0.1: Give an example of how Michigan state government fulfills one of the purposes of government (e.g., protecting individual rights, promoting the common good, ensuring equal treatment under the law).	1	Why do People need Governmen t?	Constitution	Government	Performance Assessment: Construct a model illustrating how power is separated among the three branches of Michigan government and show how the branches are organized.	Week 25 - 31
	How is our state government organized?	Understand values and principles of American constitutional democracy.	3-C2.0.1: Describe how Michigan state government reflects the principle of representative government.	2	What is Representa tive Governmen t?	Legislative, Executive, and Judicial Branches	Levels of Government	Performance Assessment: Participate in a mock trial	
	What are some important rights and responsibilities of Michigan citizens?	Describe the government in the United States and how it functions to serve citizens.	3-C3.0.1: Distinguish between the roles of state and local government.			Limited Government	Representative Government	Performance Assessment: Create a visual depiction of some of the rights and responsibilities of Michigan citizens.	
	How do state courts resolve conflict?	Explain important rights and how, when, and where American citizens demonstrate their responsibilities participating in government.	3-C3.0.2: Identify services provided by the state government and describe how they are funded.			Citizenship	Rights	Unit Assessment	

			3-C3.0.3: Identify the three branches of state government in Michigan and the powers of each.			Common Good	Conflict		
			3-C3.0.4: Explain how state courts function to resolve conflict.			Constitution Day	Diversity		
			3-C3.0.5: Describe the purpose of the Michigan Constitution.			Responsibilities	Services		
			3-C5.0.1: Identify and explain the rights and responsibilities of citizenship.			Equal Treatment	Popular Sovereignty		
Unit	**Essential Question**	**Learning Objective**	**Standard**	**Lesson**	**Lesson Topic**	**Vocabulary**	**Vocabulary**	**Assessment**	**Pacing**
Unit 6 - Public Issues Facing Michigan Citizens	How do I communicate to get my ideas across?	Identify a public policy issue in Michigan, analyze information to solve it, and present the solution to inform others.	3-P3.1.1: Identify public issues in Michigan that influence the daily lives of its citizens.	1	What are Public Issues?	Action Plan	Deliberate	Performance Assessment: Make an oral or visual presentation that informs classmates on a public issue facing Michigan residents including two viewpoints.	Week 32 to 37
	What information do I need to solve a problem?	Explain why people disagree about ways to solve problems facing people in Michigan.	3-P3.1.2: Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.	2	Why do People Disagree on Public Issues?	Public Issue	Solution	Performance Assessment: Write a persuasive essay taking a position in a public issue facing Michigan residents. Support the position with data and a core democratic value.	
	What is a problem in my classroom?	Analyze how Michigan's location and natural resources influence	3-P3.1.3: Give examples of how conflicts over core democratic values lead people to differ	3	Exploring a Public Issue Facing Michigan Citizens	Resolution	Position	Unit Assessment	

		entrepreneurial economic activity.	on resolutions to a public policy issue in Michigan.						
	Who can help me solve a problem?	Develop an action plan to address others about a public issue.	3-P3.3.1: Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument.	4	Evaluating Possible Resolutions of a Public Issue Facing Michigan Citizens	Core Democratic Values	Local Community Issue		
			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.	5	Flint, Michigan Water Crisis	Michigan Public Policy Issues			
			3-P4.2.2: Participate in projects to help or inform others.	6	Compose a Short Essay on a Public Issue Facing Michigan Citizens				
				7	Take a Stand on a Public Issue Facing Michigan Citizens				

Journeys Pacing Fourth

Barber Preparatory Academy
Fourth Grade Journeys Pacing/Scope & Sequence

UNIT 1: Reaching Out First Eight Week Period

Lesson	Selections	Decoding	Fluency	Comprehension	Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
1	**Main Selection** Because of Winn-Dixie **Genre**: Realistic Fiction **Paired Selection** Because of BookEnds **Genre**: Informational Text	The VCV Syllable Pattern	Rate	**Skill** Story Structure **Strategy** Summarize **Author's Craft** Flashback	Retell a Story	**Target Vocabulary** *comfort, mention mood properly intends consisted positive advanced peculiar talent* **Vocabulary Strategies** Prefixes *re-, un-, dis-*	**Spelling Principle** Short *a* and Long *a* **Spelling Words** **Basic Words:** *blade, gray, past, afraid, magic, delay, amaze, drain, maybe, break, sale, hang, stain, glass, raft, jail, crayon, fact, stale, steak* **Review Words:** *skate, plan, chain, today, erase* **Challenge Words:** *fraction, trait, champion, activity, graceful*	Complete Sentences	**Writing Mode** Write to Express **Writing Form** Descriptive Paragraph **Focus Trait** Ideas
Standards 1	**RL 4.2, RL 4.3, RL 4.6, RL 4.10**								**W.4.3d, W.4.10**
2	**Main Selection** My Brother Martin: A Sister Remembers Growing Up with the Rev. Dr. Martin Luther King Jr. **Genre**: Biography **Paired Selection** Langston Hughes: A Poet and a Dreamer **Genre:** Poetry	Open and Closed Syllables	Phrasing: Pauses	**Skill** Author's Purpose **Strategy** Monitor/ Clarify **Author's Craft** Point of View	Listen for a Purpose	**Target Vocabulary** *injustice numerous segregation nourishing captured dream encounters preferred recall example* **Vocabulary Strategies** Prefixes *in-, im- il-, ir-*	**Spelling Principle** Short *e* and Long *e* **Spelling Words** **Basic Words:** *west, steep, member, gleam, fresh, freedom, speed, steam, beast, believe, speck, kept, cheap, pretend, greed, shelf, least, eager, reason, chief* **Review Words:** *sweet, smell,*	Subjects and Predicates	**Writing Mode** Write to Express **Writing Form** Narrative Composition **Writing Trait** Word Choice

Barber Preparatory Academy
Fourth Grade Journeys Pacing/Scope & Sequence

Lesson	Selections	Decoding	Fluency	Comprehension	Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
							spent, treat, leave **Challenge Words:** *echo, menu, creature, reveal, restaurant*		
Standards 2	**RI 4.8, RI 4.3, RI 4.1, RL 4.2, RL. 4.10**								**W.4.3b, W.4.4, W.4.10**

Lesson	Selections	Decoding	Fluency	Comprehension	Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
3	**Main Selection** My Librarian is a Camel **Genre**: Realistic Fiction **Paired Selection** Pizza Pizzazz **Genre**: Informational Text	The VCCV Syllable Pattern	Accuracy	**Skill** Cause and Effect **Strategy** Visualize **Author's Craft** Metaphor	Give and Follow Directions	**Target Vocabulary** *Isolated* *Virtual* *Access* *Devour* *Impassable* *Remote* *Obtain* *Pretense* *Extreme* *Avid* **Vocabulary Strategies** Context Clues	**Spelling Principle** Short *i* and Long *i* **Spelling Words** **Basic Words:** *skill, crime, grind, tonight, brick, flight, live, chill, delight, build, ditch, decide, witness, wind, district, inch, sigh, fright, remind, split* **Review Words:** *gift, tight, sight, blind, shiny* **Challenge Words:** *ignorant, recognize, advice, twilight, rigid*	Kinds of Sentences	**Writing Mode** Write to Express **Writing Form** Dialogue **Writing Trait** Voice
Standards 3	**RI 4.4, RI 4.5, RI 4.7, RI 4.10**								**W 4.3b, W 4.10**
4	**Main Selection** The Power of W.O.W.	VCV and VCCV	Intonation	**Skill** Theme	Summarize a Spoken Message	**Target Vocabulary** *assist*	**Spelling Principle** Short *o* and Long *oo*	Simple and Compound Sentences	**Writing Mode**

Journeys Pacing Fourth

Barber Preparatory Academy
Fourth Grade Journeys Pacing/Scope & Sequence

Lesson	Selections	Decoding	Fluency	Comprehension	Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
	Genre: Play **Paired Selection** Knowing Noses: Search-and-Rescue Dogs **Genre**: play	Syllable Patterns		**Strategy** Analyze/Evaluate **Author's Craft** Elements of Drama		*burglaries innocent scheme regretfully misjudged suspect favor speculated prior* **Vocabulary Strategies** Prefixes *non-, mis-*	**Spelling Words** **Basic Words:** *block, shown, oatmeal, wrote, fellow, scold, coast, odd, locate, slope, throat, host, online, shock, solve, known, remote, stock, boast, globe* **Review Words:** *foam, shadow, clock, glow, coach* **Challenge Words:** *bonus, approach, motion, continent, accomplish*		Write to Express **Writing Form** Fictional Narrative: Prewrite **Writing Trait** Ideas
Standards 4	**RL 4.2, RL 4.3, RL 4.5, RL 4.10**								**W 4.3a, W 4.3b, W 4. 4, W 4.10,**

Lesson	Selections	Decoding	Fluency	Comprehension	Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing

5	**Main Selection** Storm Along **Genre:** Tall Tale **Paired Selection** Hoderi the Fisherman **Genre:** Play/Folk Tale	Homophones	Expression	**Skill** Understanding Characters **Strategy** Infer/Predict **Author's Craft** Hyperbole	Interpret Literature	**Target Vocabulary** *yearning* *memorable* *betrayed* *condition* *seafaring* *shortage* *tidal* *outcast* *foaming* *horrified* **Vocabulary Strategies**	**Spelling Principle** Homophones **Spelling Words** **Basic Words:** *wait, weight, heard, herd, days, daze, heel, heal, peak, peek, sent, cent, scent, feet, feat, vain, vane, vein, miner, minor* **Review Words:** *it's, its, their, there, they're*	Nouns	**Writing Mode** Write to Express **Writing Form** Imaginative Story: Draft, Revise, Edit, Publish: **Writing Trait** Organization

Barber Preparatory Academy
Fourth Grade Journeys Pacing/Scope & Sequence

Lesson	Selections	Decoding	Fluency	Comprehension	Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
						Use a Dictionary	**Challenge Words:** *raise, raze, rays, principal, principle*		
Standards 5	**RL. 4.3, RL 4.4, RL 4.10**								**W 4.3a, W 4.3b, W 4.3c, W 4.4, W 4.10**

Barber Preparatory Academy
Fourth Grade Journeys Pacing/Scope & Sequence

UNIT 2: Tell Me More — Second Eight Week Period

Lesson	Selections	Decoding	Fluency	Comprehension	Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
6	**Main Selection** Invasion From Mars **Genre**: Play **Paired Selection** Storyteller Diane Ferlatte **Genre**: Informational Text and Historical Text	Common Consonant Patterns: Digraphs	Expression	**Skill** Compare and Contrast **Strategy** Infer/Predict **Author's Craft** Hyperbole	Ask and Answer Questions	**Target Vocabulary** *Alarmed* *Reacted* *Convey* *Dairy* *Luminous* *Awe* *Indescribable* *Extraordinary* *Fade* *conferring* **Vocabulary Strategies** Suffixes *-y, -ous*	**Spelling Principle** Vowel Sounds: Short *u* and Long *u* /yoo/, /oo/ **Spelling Words** **Basic Words:** *bunch, fruit, argue, crumb, crew, tune, juice, refuse, truth, young, clue, trunk, amuse. suit. rude, trust, dew, stuck, rescue, brush* **Review Words:** *drew, true, cube, Sunday, stuff* **Challenge Words:** *computer, mustard, tissue, customer, attitude*	Verbs	**Writing Mode** Write to Respond **Writing Form** Response to Literature **Focus Trait** Organization
Standards 6	**RL 4.3, RL 4.4, RL 4.10, RL 4.5, RI 4.1**								**W 4.2a** **W 4.2b** **W 4.2d** **W 4.4** **W 4.10**

Journeys Pacing Fourth

Barber Preparatory Academy
Fourth Grade Journeys Pacing/Scope & Sequence

7	**Main Selection** Coming Distractions: Questioning Movies **Genre:** Informational Text **Paired Selection** How Do They Do That **Genre:** Informational Text	Common Consonant Patterns: Clusters	Phrasing: Punctuation	**Skill** Fact and Opinion **Strategy** Summarize **Author's Craft** Jargon	Compare Print and Nonprint Information	**Target Vocabulary** *entertaining* *promote* *focus* *advertise* *jolts* *critics* *target* *thrilling* *angles* *generated* **Vocabulary Strategies** Greek and Latin Word Parts	**Spelling Principle** Vowel Sounds: /oo/ (macron), /oo/ (breve) **Spelling Words** **Basic Words:** *bloom, cookbook, tool, shampoo, put, wool, stool, proof, prove, group, brook, foolish, bush, crooked, booth, raccoon, hook, groom, roof, soup* **Review Words:** *stood, spoon, shook, balloon, tooth* **Challenge Words:** *bulletin, cocoon, cushion, proofread, marooned*	Simple Verb Tenses	**Writing Mode** Write to Respond **Writing Form** Informational Writing **Focus Trait** Voice
Standards 7	**RI 4.2, RI 4.8**								**W 4.2a** **W 4.2b** **W 4.2d** **W 4.4** **W 4.10**

Journeys Pacing Fourth

Barber Preparatory Academy
Fourth Grade Journeys Pacing/Scope & Sequence

Lesson	Selections	Decoding	Fluency	Comprehension	Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
8	**Main Selection** Me and Uncle Romie **Genre**: Realistic Fiction **Paired Selection** Sidewalk Artists **Genre**: Readers' Theater	Stressed and Unstressed Syllables	Stress	**Skill** Understanding Characters **Strategy** Visualize **Author's Craft** Point of View	Hold a Literature Discussion	**Target Vocabulary** *glorious* *studio* *concerned* *model* *smeared* *ruined* *yanked* *streak* *schedule* *feast* **Vocabulary Strategies** Figurative Language (Idioms)	**Spelling Principle** Vowel Sounds: /ou/, /ô/ **Spelling Words** **Basic Words:** *aloud, bald, hawk, south, faucet, proud, claw, tower, stalk, couple, howl, false, dawn, allow, drown, pause, fault, cause, amount, cloudier* **Review Words:** *awful, power, sound, almost, thousand* **Challenge Words:** *applaud, foul, browse, gnaw, doubt*	Conjunctions	**Writing Mode** Write to Respond **Writing Form** Book Report **Writing Trait** Word Choice
Standards 8	**RL 4.1, RL 4.2, RL 4.3, RL 4.6**								**W 4.2a** **W 4.2e** **W 4.4** **W 4.9a** **W 4.10**

ADMINISTER WEEKLY LESSON ASSESSMENT 8/BPA's Short Cycle Assessment School wide

Focus Standard TBA based on Benchmark Testing

Journeys Pacing Fourth

Barber Preparatory Academy
Fourth Grade Journeys Pacing/Scope & Sequence

9	**Main Selection** Dear Mr. Winston **Genre**: Realistic Fiction **Paired Selection** Field Guide to Snakes of the Southwest **Genre**: Informational Text	Common Beginning Syllables	Accuracy	**Skill** Conclusions and Generalizations **Strategy** Question **Author's Craft** Repetition	Listen and Respond	**Target Vocabulary** *fault* *borrow* *reference* *fainted* *genuine* *local* *apologize* *proof* *slimy* *insisted* **Vocabulary Strategies** Antonyms	**Spelling Principle** Vowel +/r/ Sounds **Spelling Words** **Basic Words:** *spark, prepare, cheer, tear, scarf, scare, repair, earring, scarce, weird, sharp, rear, spare, gear, hairy, compare, alarm, harsh, upstairs, square* **Review Words:** *air, clear, large, pair, chair* **Challenge Words:** *weary, startle, appear, barnacle, awareness*	Commas	**Writing Mode** Write to Respond **Writing Form** Explanatory **Writing Trait** Organization
Standards 9	**RL 4.1, RL 4.3, RL 4.6, RL 4.10**								**W 4.2a** **W 4.2c** **W 4.2e** **W 4.4** **W 4.10**

Journeys Pacing Fourth

Barber Preparatory Academy
Fourth Grade Journeys Pacing/Scope & Sequence

Lesson	Selections	Decoding	Fluency	Comprehension	Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
10	**Main Selection** Jose! Born to Dance **Genre**: Biography **Paired Selection** Dance to the Beat **Genre**: Poetry	Vowel + *r* in Multi-Syllable Words	Intonation	**Skill** Author's Purpose **Strategy** Analyze/ Evaluate **Author's Craft** Metaphor	Listen to distinguish fact from opinion	**Target Vocabulary** *debut* *stubborn* *permission* *hauling* *mournful* *towered* *triumph* *discouraged* *toured* *border* **Vocabulary Strategies** Analogies	**Spelling Principle** More Vowel +/r/ Sounds **Spelling Words** **Basic Words:** *learn, dirty, worn, sore, thirst, burn, record, cure, board, course, worth, early, return, pure, world, search, worse, thirteen, sport, current* **Review Words:** *first. hurt, work, third, storm* **Challenge Words:** *curious, thorough, earnest, portion, foreign*	Pronouns	**Writing Mode** Write to Elaborate **Writing Form** Elaboration **Writing Trait** Organization
Standards 10	**RI 4.5, RI 4.8, RI 4.10, RL 4.5, RL 4.10**								**W 4.2a** **W 4.2b** **W 4.2d** **W 4.2e**

Barber Preparatory Academy
Fourth Grade Journeys Pacing/Scope & Sequence

UNIT 3: Inside Nature Third Eight Week Period

Lesson	Selections	Decoding	Fluency	Comprehension	Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
11	**Main Selection** Hurricanes: Earth's Mightiest Storm **Genre:** Informational **Paired Selection** Katrina **Genre:** Historical Text	Compound Words	Phrasing: Punctuation	**Skill** Fact and Opinion **Strategy** Infer/Predict **Author's Craft** Simile	Prepare Interview Questions	**Target Vocabulary** *whirling* *Rapidly* *Condense* *Source* *Rotating* *Rage* *Experience* *Ancient* *Predict* *registered* **Vocabulary Strategies** Suffixes -*ful*, -*less*, -*ness*, -*ment*	**Spelling Principle** Compound Words **Spelling Words** **Basic Words:** *somebody, fireplace, nearby, toothbrush, homesick, make-believe, anything, all right, goodbye, forehead, classmate, flashlight, haircut, twenty-two, driveway, alarm clock, baby-sit, airport, forever, mailbox* **Review Words:** *birthday, anyone, everything, without, sometimes* **Challenge Words:** *field trip, absent-minded, life jacket, skyscraper, nevertheless*	Proper Nouns	**Writing Mode** Write to Persuade **Writing Form** Opinion Paragraph **Writing Trait** Ideas
Standards 11	**RI 4.1, RI 4.2, RI 4.3, RI 4.5, RI 4.7, RI 4.10**								**W 4.1a** **W 4.1b** **W 4.1c** **W 4.1d** **W 4.4** **W 4.10**
Lesson	**Selections**	**Decoding**	**Fluency**	**Comprehension**	**Listening/Speaking/ Viewing**	**Vocabulary**	**Spelling**	**Grammar**	**Writing**

Barber Preparatory Academy
Fourth Grade Journeys Pacing/Scope & Sequence

12	**Main Selection** The Earth Dragon Awakes **Genre:** Historical Fiction **Paired Selection** Texas Twisters **Genre:** Informational Text	Base Words and Endings	Adjust Rate to Purpose	**Skill** Sequence of Events **Strategy** Visualize **Author's Craft** Point of View	Conduct an Interview	**Target Vocabulary** *trembles* *wreckage* *slab* *possessions* *tenement* *crushing* *rubble* *debris* *timbers* *constructed* **Vocabulary Strategies** Synonyms	**Spelling Principle** Words with *–ed*, or *–ing* **Spelling Words** **Basic Words:** *rising, traced, stripped, slammed, dancing, striped, winning, snapping, bragging, handled, dripped, begged, dared, skipped, hitting, spotted, raced, dimmed, spinning, escaped* **Review Words:** *changing, joking, swimming, wrapped, tapping* **Challenge Words:** *urged, striving, whipped, breathing, quizzed*	Possessive Nouns	**Writing Mode** Write to Persuade **Writing Form** Problem-Solution Composition **Writing Trait** Ideas
Standards 12	**RL 4.1** **RL 4.3**								**W 4.1a** **W 4.1b** **W 4.1c** **W 4.4** **W 4.5**

Journeys Pacing Fourth

Barber Preparatory Academy
Fourth Grade Journeys Pacing/Scope & Sequence

Lesson	Selections	Decoding	Fluency	Comprehension	Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
13	**Main Selection** Antarctic Journal: Four Months at the Bottom of the World **Genre**: Narrative Nonfiction **Paired Selection** The Coolest Marathon **Genre**: Informational Text	Recognizing Common Word Parts	Phrasing: Pauses	**Skill** Cause and Effect **Strategy** Summarize **Author's Craft** Metaphor	Viewing Nonprint Media Sources	**Target Vocabulary** *display* *alert* *weariness* *fractured* *standards* *vision* *huddle* *graceful* *stranded* *concluded* **Vocabulary Strategies** Greek and Latin Word Parts *spect, struct, tele, vis*	**Spelling Principle** More Words with *–ed* or *–ing* **Spelling Words** **Basic Words:** *wiped, covered, mapped, pleasing, slipped, putting, traveled, seeking, visiting, mixed, shipped, phoning, offered, smelling, hiking, checking, fainted, landed, becoming, wandering* **Review Words:** *fixing, saving, stared, dropped, grinning* **Challenge Words:** *amusing, entertained, admitted, stunning, starving*	Regular Verbs	**Writing Mode** Write to Persuade **Writing Form** Persuasive Letter **Writing Trait** Voice
Standards 13	**RI 4.2, RI 4.4, RI 4.5, RI 4.10**								**W 4.1a** **W 4.1b** **W 4.4** **W 4.5** **W 4.10**
ADMINISTER WEEKLY LESSON ASSESSMENT 13 / BPA's Short Cycle Assessment School wide Focus Standard TBA based on Benchmark Testing									

Barber Preparatory Academy
Fourth Grade Journeys Pacing/Scope & Sequence

14	**Main Selection** The Life and Times of the Ant **Genre:** Informational Text **Paired Selection** The Dove and the Ant **Genre:** Fable/Traditional Tale	Recognizing Suffixes	Stress	**Skill** Text and Graphic Features **Strategy** Question **Author's Craft** Imagery	Listen to Make Connections	**Target Vocabulary** *social* *exchanges* *excess* *reinforce* *storage* *transport* *chamber* *scarce* *obstacles* *transfers* **Vocabulary Strategies** Suffixes -*able, -ible*	**Spelling Principle** Final Long *e* **Spelling Words** **Basic Words:** *turkey, lonely, colony, steady, hungry, valley, hockey, starry, melody, movie, duty, drowsy, chimney, plenty, daily, alley, fifty, empty, injury, prairie* **Review Words:** *cherry, jelly, sticky, worry, curly* **Challenge Words:** *envy, fiery, mercy, discovery, mystery*	Participles	**Writing Mode** Write to Persuade **Writing Form** Persuasive Essay: Prewrite **Writing Trait** Organization
Standard 14	**RI 4.1, RI 4.7, RI 4.10, RI 4.3, RI 4.8**								**W 4.1a** **W 4.1b** **W 4.4** **W 4.5** **W 4.10**

Journeys Pacing Fourth

Barber Preparatory Academy
Fourth Grade Journeys Pacing/Scope & Sequence

Lesson	Selections	Decoding	Fluency	Comprehension	Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
15	**Main Selection** Ecology for Kids **Genre:** Informational Text **Paired Selection** Wonderful Weather **Genre:** Poetry	Three-Syllable Words	Expression	**Skill** Main Ideas and Details **Strategy** Monitor/Clarify **Author's Craft** Word Choice	Listen to Summarize Ideas	**Target Vocabulary** *organisms* *directly* *affect* *traces* *vast* *habitats* *variety* *species* *banned* *radiation* **Vocabulary Strategies** Multiple-Meaning Words	**Spelling Principle** Changing Final *y* to *i* **Spelling Words** **Basic Words:** *tiniest, hobbies, copied, countries, pitied, easier, laziest, families, spied, happiest, ladies, friendlier, studied, busier, breezier, prettiest, noisier, healthier, butterflies funniest* **Review Words:** *hurried, stories, carried, pennies, babies* **Challenge Words:** *heaviest, categories, communities, multiplied, qualities*	Irregular Verbs	**Writing Mode** Write to Persuade **Writing Form** Persuasive Essay: Draft, Revise, Edit, Publish **Writing Trait** Ideas
Standards 15	**RI 4.1, RI 4.2, RI 4.8, RI 4.10**								**W 4.1a** **W 4.1b** **W 4.1c** **W 4.1d** **W 4.4** **W 4.10**

Barber Preparatory Academy
Fourth Grade Journeys Pacing/Scope & Sequence

UNIT 4: Unbreakable Spirit Fourth Eight Week Period

Lesson	Selections	Decoding	Fluency	Comprehension	Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
16	**Main Selection** Riding Freedom **Genre**: Historical Fiction **Paired Selection** Spindletop **Genre**: Informational Text	Sound/Spelling Changes	Rate	**Skill** Compare and Contrast **Strategy** Monitor/Clarify **Author's Craft** Personification	Evaluate Media Sources	**Target Vocabulary** *escorted* *swelled* *relied* *reputation* *worthy* *churning* *situation* *deserve* *defended* *satisfied* **Vocabulary Strategies** Context Clues	**Spelling Principle** Spelling /k/, /ngk/, and /kw/ **Spelling Words** **Basic Words:** *risky, track, topic, blank, question, pocket, monkey, junk, equal, ache, public, attack, struck, earthquake, picnic, banker, electric, blanket, mistake, stomach* **Review Words:** *quick, squeeze, shark, second, circus* **Challenge Words:** *request, skeleton, peculiar, attic, reckless*	Adjectives	**Writing Mode** Write to Narrate **Writing Form** Descriptive Paragraph **Writing Trait** Ideas
Standards 16	**RL 4.2, RL 4.6, RL 4.10**								**W 4.3a** **W 4.3b** **W 4.3c** **W 4.3d** **W 4.4**

Barber Preparatory Academy
Fourth Grade Journeys Pacing/Scope & Sequence

17	**Main Selection** The Right Dog for the Job: Ira's Path from Service Dog to Guide Dog **Genre**: Narrative Nonfiction **Paired Selection** The Sticky Coyote **Genre**: Readers' Theater/Trickster Tale/Traditional Tale	More Sound/Spelling Changes	Intonation	**Skill** Sequence of Events **Strategy** Summarize **Author's Craft** Word Choice	Adapt Spoken Language	**Target Vocabulary** *reward* *graduate* *symbol* *foster* *disobey* *confidence* *patiently* *confesses* *ceremony* *performs* **Vocabulary Strategies** Suffixes -*ion*, -*ation*, -*ition*	**Spelling Principle** Spelling Final /j/ and /s/ **Spelling Words** **Basic Words:** *glance, judge, damage, package, twice, stage, carriage, since, practice, marriage, baggage, office, message, bridge, chance, notice, ridge, manage, palace, bandage* **Review Words:** *once, dance, change, age, bounce* **Challenge Words:** *fringe, average, fleece, fragrance, excellence*	Adverbs	**Writing Mode** Write to Narrate **Writing Form** Friendly Letter **Writing Trait** Voice
Standards 17	**RI 4.2, RI 4.4, RI 4.5**								**W 4.3a** **W 4. 3b** **W 4. 3e** **W 4. 4**

Journeys Pacing Fourth

Barber Preparatory Academy
Fourth Grade Journeys Pacing/Scope & Sequence

Lesson	Selections	Decoding	Fluency	Comprehension	Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
18	**Main Selection** Hercules' Quest **Genre**: Myths **Paired Selection** Zomo's Friend **Genre**: Folktale	Recognizing Prefixes *re–, un–, dis–*	Accuracy and Self-Correction	**Skill** Understanding Characters **Strategy** Question **Author's Craft** Point of View	Prepare for Oral Summaries	**Target Vocabulary** *Acquire* *Unfortunate* *Coerce* *Boasted* *Beamed* *Glared* *Ceased* *Declared* *Devised* *Resourceful* **Vocabulary Strategies** Homophones, Homonyms, Homographs	**Spelling Principle** Prefixes: *re-, un-, dis-* **Spelling Words** **Basic Words:** *unused, refresh, dislike, replace, unpaid, redo, disorder, unplanned, distrust, rewind, untrue, unload, recall, displease, uneven, rebuild, restart, uncover, untidy, discolor* **Review Words:** *reuse, unfair, rewrite, unclear, untie* **Challenge Words:** *disband, rearrange, discontinue, refund, unusual*	Prepositions and Prepositional Phrases	**Writing Mode** Write to Narrate **Writing Form** Narrative Composition **Writing Trait** Word Choice
Standards 18	**RL 4.2, RL 4.7, RL 4.3, RL 4.4, RL 4.9**								**W 4. 3a** **W 4. 3b** **W 4. 3d** **W 4. 3e**
ADMINISTER WEEKLY LESSON ASSESSMENT 18 /BPA's Short Cycle Assessment School wide Focus Standard TBA based on Benchmark Testing									

Barber Preparatory Academy
Fourth Grade Journeys Pacing/Scope & Sequence

19	**Main Selection** Harvesting Hope: The Story of Cesar Chavez **Genre:** Biography **Paired Selection** The Edible Schoolyard **Genre:** Informational Text	More Common Suffixes	Stress	**Skill** Persuasion **Strategy** Infer/Predict **Author's Craft** Idioms	Deliver Oral Summaries	**Target Vocabulary** *overcome* *association* *capitol* *drought* *dedicate* *publicity* *violence* *conflicts* *horizon* *brilliant* **Vocabulary Strategies** Use a Dictionary	**Spelling Principle** Suffixes: *-ful, -less,-ness, -ment* **Spelling Words** **Basic Words:** *colorful, weakness, movement, endless, truthful, illness, cheerful, useless, beautiful, restless, clumsiness, pavement, peaceful, fondness, neatness, speechless, statement, wasteful, penniless, treatment* **Review Words:** *kindness, careful, sickness, helpless, fearful* **Challenge Words:** *numbness, ailment, resourceful, cleanliness, appointment*	Transitions	**Writing Mode** Write to Narrate **Writing Form** Personal Narrative: Prewrite **Writing Trait** Organization
Standards 19	**RI 4.2, RI 4.3, RI 4.5, RI 4.10**								**W 4.3a** **W 4.3b**

Journeys Pacing Fourth

Barber Preparatory Academy
Fourth Grade Journeys Pacing/Scope & Sequence

Lesson	Selections	Decoding	Fluency	Comprehension	Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
20	**Main Selection** Sacagawea **Genre**: Biography **Paired Selection** Native American Nature Poetry **Genre**: Poetry	VCCV Pattern and Word Parts	Phrasing: Punctuation	**Skill** Main Ideas and Details **Strategy** Visualize **Author's Craft** Onomatopoeia	Interpret Poetry	**Target Vocabulary** *territory* *accompany* *proposed* *interpreter* *duty* *supplies* *route* *corps* *clumsy* *landmark* **Vocabulary Strategies** Compound Words	**Spelling Principle** VCCV Pattern **Spelling Words** **Basic Words:** *million, collect, lumber, pepper, plastic, borrow, support, thirty, perfect, attend, canyon, traffic, fortune, danger, soccer, engine, picture, survive, seldom, effort* **Review Words:** *until, invite, happen, forget, letter* **Challenge Words:** *occur, venture, challenge, rascal, splendid*	Abbreviations	**Writing Mode** Write to Narrate **Writing Form** Personal Narrative: Draft, Revise, Edit, Publish **Writing Trait:** Ideas
Standards 20	**RI 4.2, RI 4.3, RI 4.5, RL 4.10**								**W 4.3a** **W 4.3b** **W 4.3c** **W 4.3d** **W 4.3e**

Journeys Pacing Fourth

oodley Leadership Academy
Fourth Grade Journeys Pacing/Scope & Sequence

UNIT 5: Change it UP Fifth Eight Week Period

Lesson	Selections	Decoding	Fluency	Comprehension	Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
21	**Main Selection** The World According to Humphrey **Genre**: Fantasy **Paired Selection** Make the Switch **Genre**: Advertisement	VCV Pattern and Word Parts	Accuracy	**Skill** Theme **Strategy** Summarize **Author's Craft** Idioms	Listen Critically: Persuasive Techniques	**Target Vocabulary** *appreciate* *blaring* *combination* *promptly* *introduce* *nocturnal* *feats* *effort* *suggest* *racket* **Vocabulary Strategies** Multiple-Meaning Words	**Spelling Principle** VCV Pattern **Spelling Words** **Basic Words:** *event, humor, rapid, music, relief, planet, detail, unite, frozen, figure, siren, polite, hotel, protest, punish, defend, relay, habit, student* **Review Words:** *alive, open, orange, begin, forest* **Challenge Words:** *rumor, jealous, license, image, rival*	Comparative and Superlative Adjectives and Adverbs	**Writing Mode** Write to Inform **Writing Form** Summary **Writing Trait** Ideas
Standards 21	**RI 4.2, RI 4.3, RI 4.4, RL 4.10**								**W 4.3a** **W 4.3b** **W 4.3c** **W 4.3d** **W 4.3e**

Journeys Pacing Fourth

Barber Preparatory Academy
Fourth Grade Journeys Pacing/Scope & Sequence

22	**Main Selection** I Could Do That! Esther Morris Gets Women the Vote **Genre**: Biography **Paired Selection** Working for the Vote **Genre**: Play	Syllable Patterns And Word Parts	Phrasing: Pauses	**Skill** Cause and Effect **Strategy** Infer/Predict **Author's Craft** Idioms	Computer/Internet: Create and use Visuals	**Target Vocabulary** *politics* *intelligent* *disorderly* *approve* *polls* *legislature* *amendment* *candidates* *informed* *denied* **Vocabulary Strategies** Use a Dictionary	**Spelling Principle** VCCV and VCV Patterns **Spelling Words** **Basic Words:** *dentist, final, finish, narrow, shelter, ahead, corner, hollow, divide, famous, recent, silver, capture, cabin, dinner, minus, minute, value, reward, broken* **Review Words:** *again, enough, market, pencil, powder* **Challenge Words:** *decent, secure, standard, frontier, stampede*	Negatives	**Writing Mode** Write to Inform **Writing Form** Cause-and-Effect Paragraph **Writing Trait** Sentence Fluency
Standards 22	**RI 4.3, RI 4.4, RI 4.5**								**W 4.2a** **W 4.2c** **W 4.2d**

Journeys Pacing Fourth

Barber Preparatory Academy
Fourth Grade Journeys Pacing/Scope & Sequence

Lesson	Selections	Decoding	Fluency	Comprehension	Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
23	**Main Selection** The Ever-Living Tree: The Life and Times of a Coast Redwood **Genre:** Informational Text **Paired Selection** Towering Trees **Genre:** Poetry	Difficult VCCV Patterns	Stress	**Skill** Text and Graphic Features **Strategy** Monitor/Clarify **Author's Craft** Similes	Organize Ideas for a Speech	**Target Vocabulary** *resources* *dense* *evaporate* *shallow* *moisture* *civilized* *continent* *opportunities* *customs* *independent* **Vocabulary Strategies** Prefixes *pre-*, *inter-*, *ex-*	**Spelling Principle** VCCV Pattern **Spelling Words** **Basic Words:** *poster, secret, whether, author, rocket, bushel, agree, bucket, ticket, declare, chicken, clothing, apron, whiskers, degree, gather, achieve, rather, bracket, machine* **Review Words:** *person, basket, between, artist, jacket* **Challenge Words:** *regret, nephew, method, decline, vibrate*	Quotations	**Writing Mode** Write to Inform **Writing Form** Procedural Composition **Writing Trait** Organization
Standards	**RI 4.5, RI 4.7**								**W 4.2a** **W 4.2b** **W 4.2c** **W 4.2d**
ADMINISTER WEEKLY LESSON ASSESSMENT 23 /BPA's Short Cycle Assessment School wide Focus Standard TBA based on Benchmark Testing									

Barber Preparatory Academy
Fourth Grade Journeys Pacing/Scope & Sequence

24	**Main Selection** Owen and Mzee: The True Story of a Remarkable Friendship **Genre**: Narrative Nonfiction **Paired Selection** Sea Sanctuary **Genre**: Informational Text	VCCCV Pattern	Intonation	**Skill** Compare and Contrast **Strategy** Analyze/Evaluate **Author's Craft** Word Choice	Give a Narrative Speech	**Target Vocabulary** *bond* *suffered* *intruder* *companion* *enclosure* *inseparable* *charged* *chief* *exhausted* *affection* **Vocabulary Strategies** Suffixes *-ed, -ly*	**Spelling Principle** VCCCV Pattern **Spelling Words** **Basic Words:** *hundred, supply, single, middle, explain, surprise, pilgrim, sandwich, instead, complete, monster, settle, address, farther, sample, although, turtle, athlete, orchard, kingdom* **Review Words:** *daughter, neighbor, children, pumpkin, uncle* **Challenge Words:** *fortress, instant, exclaim, mattress, sculptor*	More Commas	**Writing Mode** Write to Inform **Writing Form** Research Report: Prewrite **Writing Trait** Ideas
Standards 23	**RI.4.1, RI 4.5, RI 4.8, RI 4.10**								**W 4.2a** **W 4.2b** **W 4.5** **W 4.7**

Journeys Pacing Fourth

Barber Preparatory Academy
Fourth Grade Journeys Pacing/Scope & Sequence

Lesson	Selections	Decoding	Fluency	Comprehension	Listening/Speaking/ Viewing	Vocabulary	Spelling	Grammar	Writing
25	**Main Selection** The Fun They Had **Genre:** Science Fiction **Paired Selection** Toys **Genre:**Informational text	VV Pattern	Adjust Rate to Purpose	**Skill** Author's Purpose **Strategy** Question **Author's Craft** Tone	Present Research Report	**Target Vocabulary** *progress* *calculated* *dispute* *centuries* *superior* *insert* *waste* *inspector* *mechanical* *average* **Vocabulary Strategies** Greek and Latin Word Parts *meter, therm, aud, fac*	**Spelling Principle** VV Pattern **Spelling Words** **Basic Words:** *idea, lion, usual, radio, liar, poem, India, piano, January, quiet, poet, science, diary, violin, period, February, cereal, video, meteor, rodeo* **Review Words:** *giant, lesson, program, quart, problem* **Challenge Words:** *variety, gradual, geography, diagram, punctuate*	Proper Mechanics	**Writing Mode** Write to Inform **Writing Form** Research Report: Draft, Revise, Edit, Publish **Writing Trait** Word Choice
Standards 25	**RL 4.1,** **RL 4.3,** **RL 4.10**								**W 4.2a** **W 4.2b** **W 4.2c** **W 4.3d** **W 4.2e**

Barber Preparatory Academy Fourth Grade GO MATH!

	First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
Dates				
Instructional days	**Approx. 44**	**Approx. 40**	**Approx. 46**	**Approx. 50**
Benchmark Testing Dates	**iReady Math Benchmark Testing TBA in October**	**iReady Math Benchmark Testing TBA in January**		**iReady Math Benchmark Testing TBA in May**
Chapters	**1-4**	**4(Continued)-7**	**8-11**	**12-13 Getting Ready Lessons**
	Chapter 1 (11 days)	Chapter 4 (Cont'd) 7 days	Chapter 8 (11 days)	Chapter 12 (14 days)
Focus	**Project: Food in Space Place Value, Addition, and Subtraction is One Million** Domain: Number and Operations in Base Ten	**Divide by 1-Digit Numbers** Domain: Operations and Algebraic Thinking Number and Operations in Base Ten **BPA's Short Cycle Assessment School wide Focus Standard TBA based on Benchmark Testing**	**Multiply Fractions by Whole Numbers** Domain: Number and Operations-Fractions **BPA's Short Cycle Assessment School wide Focus Standard TBA based on Benchmark Testing**	**Relative Sizes of Measurement Units** Domain: Measurement and Data **BPA's Short Cycle Assessment School wide Focus Standard TBA based on Benchmark Testing**
Objectives	• **Model place value within base ten system** • **Read/Write numbers in the standard, expanded and word forms** • **Round whole numbers to any place value** • **Rename whole numbers by regrouping** • **Add/Subtract whole numbers and determine if the answer is reasonable**	• **Use division to solve problems**	• **Multiply Fractions** • **Solve word problems involving multiplying fractions**	• **Use benchmarks to understand the relative sizes of measurement units** • **Use models to compare customary units of length and width** • **Use models to compare customary units of liquid** • **Make and interpret line plots with fractional data** • **Use models to compare metric units of mass and liquid** • **Use models to compare units of time** • **Use strategies to solve elapsed time** • **Solve problems using mixed measures** • **Use patterns to write number pairs for measurement units**

Standards	Common Core Standards CC.4NBT.1, CC.4.NBT.2, CC.4.NBT.3, CC.4NBT.4	Common Core Standards CC.4.OA.3, CC.4.NBT.6	Common Core Standards CC.4.NF.4a, CC.4.NF.4b, CC.4.NF.4c	Common Core Standards CC.4.MD.1, CC.4.MD.2, CC.4.MD.4
Vocabulary	**Digits, Place Value, Expanded form, Written form, Standard form Sum, Compare, Equal to, Less than, More than, number line, order, round, Addends, Sum, Subtraction, Difference, Regroup, Estimate**	**Divide, Dividend, Divisor, Quotient, Remainder, Inverse Operations, Related Facts, Partial Quotient**	**Fraction, Multiple, Product, Unit Fraction, Identity Property of Multiplication**	**Kilometers, mile, benchmark, foot, inch, yard, weight, ounce, pound, ton, cup, fluid, liquid capacity, gallon**
Unit Assessment				
	Chapter 2 (15 days)	Chapter 5 (10 days)	Chapter 9 (11 days)	Chapter 13 (10 days)
Focus	**Multiply by 1-Digit Numbers** Domain: Operations and Algebraic Thinking Numbers and Operations Base Ten	**Factors, Multiples, and Patterns** Domain: Operations and Algebraic Thinking **BPA's Short Cycle Assessment School wide Focus Standard TBA based on Benchmark Testing**	**Relate Fractions and Decimals** Domains: Numbers and Operations-Fractions/Measurement Data **BPA's Short Cycle Assessment School wide Focus Standard TBA based on Benchmark Testing**	**Algebra: Perimeter and Area** Domain: Measurement and Data **BPA's Short Cycle Assessment School wide Focus Standard TBA based on Benchmark Testing**
Objectives	• **Use multiplication to find out how many** • **Use multiplication to solve multi step word problems**	• **Find all of the factors of a given number** • **Demonstrate the relationship between factors and multiples** • **Determine whether a number is prime or composite**	• **Record tenths as fractions** • **Records hundredths as decimals** • **Add fractions with denominators of 10 or 100** • **Compare decimals to hundredths by reasoning about the size**	• **Use a formula to find the perimeter of a rectangle** • **Use a formula to find the area of a rectangle** • **Find the area of a combined rectangle** • **Find the unknown measure of a side of a rectangle given perimeter or area**
Standards	Common Core Standards CC.4.OA.1, CC.4.OA.2, CC.4.OA.3, CC.4.NBT.5	Common Core Standards CC.4.OA.4, CC.4OA.5	Common Core Standards CC.4.NF.5, CC.4.NF.6, CC.4.NF.7, CC.4.MD.2	Common Core Standards CC.4.MD.3
Vocabulary	**Factors, Multiply, Number line, Place Value, Product, Distributive Property, Partial Products,**	**Factors, Common Factors, Multiples, Composite Numbers, Prime Numbers**	**Decimal, decimal point, tenth, hundredth, compare, place value, hundreds block, whole**	**Formula, Perimeter, Centimeter, foot, inch, length, width, yard, area, base, height, square units, kilometer, mile, meter**
Unit Assessment				

	Chapter 3 (11 days)	Chapter 6 (12 days)	Chapter 10 (12 days)	
Focus	**Multiply 2-Digit Numbers** Domain: Operations and Algebraic Thinking Number and Operations in Base Ten	**Project: Building Custom Guitars** **Fraction Equivalence and Comparison** Domain: Number and Operations-Fractions **BPA's Short Cycle Assessment School wide Focus Standard TBA based on Benchmark Testing**	***Project: Landscape Architects*** ***Two-Dimensional Figures*** *Domain: Operations and Algebraic Thinking/Geometry* **BPA's Short Cycle Assessment School wide Focus Standard TBA based on Benchmark Testing**	**Getting Ready Lessons** **Plus Review Projects:** **TBD**
Objectives	• **Use different strategies for multiplication**	• **Use models to show equivalent fractions** • **Use multiplication to generate equivalent fractions** • **Compare fractions** • **Order fractions**	• **Identify and draw points, lines, line segments, rays, and angles** • **Classify triangles by their angles** • **Identify and draw parallel and perpendicular lines** • **Sort and Classify quadrilaterals** • **Identify and draw lines of symmetry in two dimensional figures**	
Standards	Common Core Standards CC.4.OA.3, CC.4.NBT.5	Common Core Standards CC.4.NF.1, CC.4.NF.2	Common Core Standards CC.4.OA.5, CC.4.G.1, CC.4.G.2, CC.4.G.3	
Vocabulary	**Associative Property of Multiplication, Place Value, Product, Compatible Numbers, Partial Product, Commutative Property of Addition, Commutative Property of Multiplication**	**Fractions, Unit fractions, Numerator, Denominators, Mixed Numbers, Simplest Form, Communicative Property of Addition, Associate Property, Equivalent fractions**	**Acute angles, angles, line segment, obtuse angles, line, point, ray, right angles, straight angles, obtuse triangles, right triangles, acute triangles** **Polygons, parallel lines, intersecting lines, perpendicular lines, lines of symmetry, diagonal lines, horizontal, vertical**	
Unit Assessment				
	Chapter 4 (7 days – 14 Total)	Chapter 7 (11 days)	Chapter 11 (12 days)	
Focus	**Divide by 1-Digit Numbers** Domain: Operations and Algebraic Thinking Number and Operations in Base Ten	**Add and Subtract Fractions** Domain: Numbers and Operations Fractions **BPA's Short Cycle Assessment School wide Focus Standard TBA based on Benchmark Testing**	**Angles** Domain: Measurement and Data **BPA's Short Cycle Assessment School wide Focus Standard TBA based on Benchmark Testing**	
Objectives	•**Use division to solve problems**	• **Understand that adding and subtracting fractions refer to parts of the same whole** • **Compose and Decompose fractions** • **Use models to represent fractions**	• **Relate angles and fractional parts to circles** • **Relate degrees to fractional parts of a circle** • **Use a protractor to measure and angle and to draw a given angle**	

		• **Solve word problems involving addition and subtraction of fractions** • **Use properties of addition to solve fractions problems**	• **Determine the measure of an angle separated into parts**
Standards	Common Core Standards CC.4.OA.3, CC.4.NBT.6	Common Core Standards CC.4.NF.3a, CC.4.NF.3b, CC.4.NF.3c, CC.4.NF.3d	Common Core Standards CC.4.MD.5a, CC.4.MD.5b, CC.4.MD.6, CC.4.MD.7
Vocabulary	**Divide, Dividend, Divisor, Quotient, Remainder, Inverse Operations, Related Facts, Partial Quotient**	**Compose, Decompose, Fractions, Unit fractions, Numerator, Denominators, Mixed Numbers, Simplest Form, Communicative Property of Addition, Associate Property**	**Clockwise, Counterclockwise, angle, ray, circle, vertex, degree, acute angle, obtuse angle, right angle, straight angle, protractor**
Unit Assessment			

Grade 4 - Science

Unit	Days	Unit Focus	Learning Objectives	Lesson	Lesson Focus	Vocabulary	Vocabulary	Standard	Assessment
1 - Studying Science	9 - Lesson Content	Scientists answer questions about the world around us by carrying out careful investigations.		1	What do Scientists do?	Scientist	Microscope		
	4 - Virtual Lab			2	What Skills do Scientists use?	Science	Pan Balance		
	1 - Review			3	How do Scientists Collect and use Data?	Observation	Spring Scale		
	1 - Assessment			4	Why do Scientists Compare Results?	Investigation	Data		
				5	What kinds of Models do Scientists use?	Hypothesis	Model		
				6	How can you Model a School?	Inference	Two-Dimensional Model		
						Computer Model	Three-Dimensional Model		
Unit	**Days**	**Unit Focus**		**Lesson**	**Lesson Focus**	**Vocabulary**	**Vocabulary**	**Standard**	**Assessment**
2 - The Engineering Process	5 - Lesson Content	Engineers use a process to design products and processes that solve human processes.		1	What is an Engineering Design Process?	Engineering	Tool	3 - 5 ETS 1-1: Engineering and Design - Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost	Performance Assessment: Given data about different surfaces, design a sled that will travel at the fastest rate of speed based on the surface type and other variables provided.

	4 - Virtual Lab			2	How can you Design a Solution to a Problem?	Design	Technology	3 - 5 ETS 1 - 2: Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	Unit Assessment
	1 - Review			3	What is Technology?	Prototype		3 - 5 ETS 1 - 3: Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	
	1 - Assessment			4	How do we use Technology?				
Unit	**Days**	**Unit Focus**	**Learning Objective**	**Lesson**	**Lesson Focus**	**Vocabulary**	**Vocabulary**	**Standard**	**Assessment**
3 - Plants and Animals	9 - Lesson Content	Living things are adapted for survival in their environment.	Understand the purpose and importance of classification.	1	What are Some Plant Structures?	Root	Complete Metamorphosis	4.LS1.A.1 Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction.	Performance Assessment: After reading three informational articles about how living things adapt to their environment, cite text evidence demonstrating how birds adapt to changing seasons and describe the

									effects of global warming on a particular bird population.
	4 - Virtual Lab	Plants can be classified on the basis of observable characteristics.	Compare and contrast plant species to identify specific characteristics that distinguish one plant group from another.	2	How do Plants Reproduce?	Stem	Nymph	4-LS1-1 -Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	Unit Assessment
	2 - STEM	Plants have different structures that have specific functions in growth, survival, and reproduction.	Compare and contrast animal species to identify specific characteristics that distinguish one animal group from another.	3	How can we Observe a Plant's Life Cycle?	Photosynthesis	Physical Adaptation	4-LS1-2 - Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.	
	1 - Review	Animals can be classified on the basis of observable characteristics	Understand how animals reproduce,	4	How do Animals Reproduce?	Leaf	Adaptation		
	1 - Assessment	Animals have different structures that have specific functions in growth, survival, and reproduction.	Understand the functions of the structures of animals?	5	How are Living things Adapted to their Environment?	Chlorophyll	Behavioral Adaptation		
		How do plants and animals adapt to their environment?	Demonstrate how do plants and animals adapt to their environment?	6	Why do Bird's Beaks Differ?	Germination	Instinct		

						Maturity	Survival of Organism		
						Fertilization	Plant		
						Pollination	Root		
						Spore	Thermometer		
						Animal Features	Backbone/No Backbone		
						Limb	Food Getting		
						Function	Physical Characteristic		
						Organism	Structure		
						Support	Thorns		
						Claws			
Unit	**Days**	**Unit Focus**	**Learning Objective**	**Less on**	**Lesson Focus**	**Vocabulary**	**Vocabulary**	**Standard**	**Assessment**
4 - Energy and Ecosystems	9 - Lesson Content	Ecosystems are made up of living and non-living parts that impact one another.		1	What are Populations, Habitats, and Niches?	Ecosystem	Food Chain	4.ESSE.2.1 - Living things affect the physical characteristics of their regions.	Performance Assessment: Make a model to show how energy flows through a food chain.
	4 - Virtual Lab			2	What are Food Chains?	Community	Herbivore	4-ESS3-2 - Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.	Unit Assessment
	2 - STEM			3	How can we Model a Food Web?	Population	Carnivore	4-ESS3-2 MI Generate and compare multiple solutions to reduce the impacts of natural Earth processes on Michigan's people and places.	

	1 - Review			4	What are Natural Resources?	Habitat	Omnivore	4.ESSE.A.1 - Energy and fuels that humans use are derived from natural sources and their use affects the environment in multiple ways. Some resources are renewable over time, while others are not.	
	1 - Assessment			5	How do People Impact Ecosystems?	Niche	Food Web	4-ESS2-1 - Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation	
				6	How do People Affect Their Environment?	Producer	Natural Resource	4-ESS2-2 - Analyze and interpret data from maps to describe patterns of Earth's features.	
						Consumer	Renewable Resource	4-ESS1-1 - Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time	
						Decomposer	Non-Renewable Resource	4-ESS1-1 - MI Identify evidence from patterns in rock formations and fossils in rock layers to support possible explanations of Michigan's	

								geological changes over time.	
						Pollution	Conservation	4-PS4-3 - Generate and compare multiple solutions that use patters to transfer information.	
						Endangered Species		4-ESS3-2 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.	
Unit	**Days**	**Unit Focus**	**Learning Objective**	**Lesson**	**Lesson Focus**	**Vocabulary**	**Vocabulary**	**Standard**	**Assessment**
5 - Weather	7 - Lesson Content	Water moves in a regular that influences the weather.		1	What is the Water Cycle?	Water Cycle	Weather	PS4.A: Wave Properties - Waves, which are regular patterns of motion, can be made in water by disturbing the surface. When waves move across the surface of deep water, the water goes up and down in place; there is no net motion in the direction of the wave except when the water meets a beach.	Performance Assessment: Given data regarding weather patterns across different areas and times, make predictions about what type of weather will happen next.
	2 - Virtual Lab			2	What are Types of Weather?	Atmosphere	Humidity	4-PS4-1 - Waves of the same type can differ in amplitude (height of the wave) and wavelength (spacing between wave peaks)	Unit Assessment

	2 - STEM			3	How is Weather Predicted?	Evaporation	Air Pressure	4-ESS2-1 - Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation	
	1 - Review			4	How can we Observe Weather Patterns?	Condensation	Air Mass	4-ESS1-1 Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.	
	1 - Assessment					Precipitation	Front	4-ESS1-1 MI Identify evidence from patterns in rock formations and fossils in rock layers to support possible explanations of Michigan's geological changes over time.	
						Run Off		4-ESS2-2 - Analyze and interpret data from maps to describe patterns of Earth's features.	
						Groundwater			
Unit	**Days**	**Unit Focus**	**Learning Objectives**	**Lesson**	**Lesson Focus**	**Vocabulary**	**Vocabulary**	**Standard**	**Assessment**
6 - Earth and Space	16 - Lesson Content	How is a year related to Earth's revolution around the Sun?	Identify the Sun and Moon as common sky items and through observation compare and contrast them.	1	How do the Sun, Earth, and Moon Interact?	Rotate	Solar System	ESS1.C: The History of Planet Earth - Local, regional, and global patterns of rock formations reveal changes over time due to earth	Performance Assessment: Given data from a simple investigation, construct charts from

								forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed.	data and observations to describe the apparent movement of the sun and the moon across the sky through day/night and the seasons
	4 - Virtual Lab	What are the apparent movements of the Sun, Moon, and Earth?	Observe and explain the characteristics of sky objects.	2	What are Moon Phases?	Axis	Planet		Unit Assessment
	2 - STEM	How does the movement of the Sun, Moon, and Earth Effect the Change in Seasons?	Understand motions in the sky as regular patterns and from physical forces that can be understood.	3	How does the Moon Move Around the Earth?	Constellation	Orbit		
	1 - Review	Seasons on the Earth are the result of variations in the intensity of sunlight caused by the tilt of the Earth on its axis and revolution around the Sun.	Use various tools, from simple to more complex, to observe the sky and use the observations to understand the objects in the sky	4	What are the Planets in our Solar System?	Earth	Apparent Motion		
	1 - Assessment		Model the motions of the Sun and Moon as they appear in the sky.	5	How can we Model the Sun and the Planets?	Moon	Moon Phases		
			Reproduce images from observations taken, e.g. Moon and Sun drawings.	6	The Movement of the Earth causes Time Zones and Day and Night.	Sun	Star		
			Describe the motion of the Moon around the Earth.	7	The Movement of the Earth, Sun, and	Tilt	Northern Hemisphere		

					Moon Make Seasons Change.				
			Describe the amount of time for the Moon cycle.			Southern Hemisphere			
			Identify the causes of Moon phases.						
			Use tools and observations to explain the cycles of objects in the sky.						
			Show how the movement of the Earth causes time zones and day and night.						
Unit	**Days**	**Unit Focus**	**Learning Objectives**	**Lesson**	**Lesson Focus**	**Vocabulary**	**Vocabulary**	**Standard**	**Assessment**
7 - Matter	5 - Lesson Content	The physical properties of matter can be used to identify it even if it has changed states or has been mixed with other matter.		1	What are Physical Properties of Matter?	Matter	States of Matter	4-PS3-2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.	Performance Assessment: Demonstrate how different types of energy affect the states of mater.
	4 - Virtual Lab	Each state of matter has its own physical properties.		2	How are Physical Properties Observed?	Physical Property	Solid	4 - PS3-3 Ask questions and predict outcomes about the changes in energy that occur when objects collide.	Unit Assessment
	2 - STEM	Matter can be changed from one state to another through cooling / heating.		3	What is Conservation of Mass?	Mass	Liquid	4 - PS3 - 4 Apply scientific ideas to design, test, and refine a device that converts energy from one form or another.	

	1 - Review	Matter exits in different states.		4	What are the States of Water?	Volume	Gas	4-PS3-1 Use evidence to construct an explanation relating the speed of an object to the energy of that object.	
	1 - Assessment					Density	Change of State		
						Absorb	Condensation		
						Evaporate	Physical Change		
						Phase Change	Three Dimensional		
						Metric Unit			
Unit	**Days**	**Unit Focus**	**Learning Objectives**	**Less on**	**Lesson Focus**	**Vocabulary**	**Vocabulary**	**Standard**	**Assessment**
8 - Changes in Matter	5 - Lesson Content	Matter can undergo both physical and chemical changes.		1	What are Some Physical Changes?	Physical Change	Chemical Property	4-PS3-2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.	Performance Assessment: Demonstrate how matter can change from one state to another by heating or cooling.
	4 - Virtual Lab			2	How can we Make a Solution?	Mixture	Chemical Reaction	4 - PS3-3 Ask questions and predict outcomes about the changes in energy that occur when objects collide.	Unit Assessment
	2 - STEM			3	What are Some Chemical Changes?	Solution	Chemical Change	4 - PS3 - 4 Apply scientific ideas to design, test, and refine a device that converts energy from one form or another.	
	1 - Review			4	How can you tell when a New Substance Forms?			4-PS3-1 Use evidence to construct an	

								explanation relating the speed of an object to the energy of that object.	
	1 - Assessment								
Unit	**Days**	**Unit Focus**	**Learning Objectives**	**Less on**		**Vocabulary**	**Vocabulary**	**Standard**	**Assessment**
9 - Energy	20 - Lesson Content	Understand the forms of energy	Demonstrate how energy can be moved from place to place through sound, light, or electric currents.	1	What are Some Forms of Energy?	Energy	Heat	4-PS3-2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.	Performance Assessment: Use variables to predict velocity at different rates of acceleration.
	4 - Virtual Lab	Conserve and transfer energy	Create a model illustrating how energy is transferred from one object to another.	2	Where Does Energy Come From?	Kinetic Energy	Convection	4 - PS3-3 Ask questions and predict outcomes about the changes in energy that occur when objects collide.	Performance Assessment: Demonstrate how heat energy is transferred from a heat source such as convection, conduction, or radiation.
	4 - STEM	Relationship between energy and force	Demonstrate how electric currents are used to produce motion, sound, heat, or light.	3	What is Heat?	Potential Energy	Conduction	4 - PS3 - 4 Apply scientific ideas to design, test, and refine a device that converts energy from one form or another.	Performance Assessment: Build a model of circuit transfer.
	1 - Review	Energy conversation	Understand how energy use affects the environment.	4	How is Heat Produced?	Mechanical Energy	Radiation	4-PS3-1 Use evidence to construct an explanation relating the speed of an object to the energy of that object.	Unit Assessment

	1 - Assessment	Demand for new forms of energy	Solve problems relating to increased energy demands and decreasing natural resources.	5	How are Conductors and Insulators?	Chemical Energy	Conductor	4.PS3B.3 - Energy can also be transferred from place to place by electric currents which can e used to locally produce motion, sound, heat, or light. The currents may have been produced to begin with by transforming the energy of motion into electrical energy.	
		Electric currents and magnets can be used for many purposes		6	Which Materials are Conductors?	Practical Energy	Insulator		
				7	What are Electric Circuits, Conductors, and Insulators?	Electrical Circuit	Electromagnetism		
				8	How do we use Electricity?	Energy Transfer and change	Parallel Circuit		
				9	How do Electric charges Interact?	Static Electricity	Electrical Current		
				10	How to Build a Circuit Tester	Circuit	Electric Motor		
						Insulator	Magnet		
						Series Circuit			
Unit	**Days**	**Unit Focus**		**Lesson**	**Lesson Focus**	**Vocabulary**	**Vocabulary**	**Standard**	**Assessment**
11 - Motion	3 - Lesson Content	Motion can be measured and described.		1	What is Motion?	Position	Velocity		Performance Assessment: Predict various rates of speed, when different

									variables are put into place.
	2 - Virtual Lab	Motion is influenced by forces such as friction.		2	What is Speed?	Motion	Force		Unit Assessment
	2 - STEM					Speed	Acceleration		
	1 - Review								
	1 - Assessment								

Grade 4 **Social Studies**

Unit	Essential Question	Learning Objective	Standard	Lesson	Lesson Topic	Vocabulary	Vocabulary	Assessment	Pacing
Unit 1 - Foundations in Social Studies	What questions frame the social studies disciplines of history, geography, government and economics?	Construct questions about how geographers, political scientists, and economists examine the United States?	**4-H3.0.1: Use historical inquiry questions to investigate the development of Michigan's major economic activities (agriculture, mining, manufacturing, lumbering, tourism, technology, and research) from statehood to present.**	1	Thinking like a Historian	Economics	Economist	Performance Assessment: Use technology to create a presentation about careers related to a historian, geographer, political scientist, or economist.	Three Weeks
	How are historians, geographers, political scientists, and economists similar and different in how they study people and places?	Compare and contrast the work of historians, geographers, political scientists, and economists who study people and places in the United States?	**4-G1.0.1: Identify questions geographers ask in examining the United States (e.g., Where is it? What is it like there? Why is it there? How is it connected to other places?)**	2	Thinking like a Geographer	Geography	Geographer	Unit Assessment	
			4-C1.0.1: Identify questions that political scientists ask (e.g., What does government do? What are the basic values and principles of American democracy? What are the roles of the citizen in American democracy?)	3	Thinking like an Economist	Government	Political Scientist		
			4-E1.0.1: Identify questions economists ask in examining the United States (e.g., What is produced? How is it produced? Who gets what is produced?)	4	Thinking like a Political Scientist	History	Historian		

Unit	Essential Question	Learning Objective	Standard	Lesson	Lesson Topic	Vocabulary	Vocabulary	Assessment	Pacing
Unit 2 - The United States in Spatial Terms	How do absolute and relative locations help us answer geographic questions about the U.S.? (See definitions of absolute/relative locations)	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 (e.g., Where is it? What is it like there? Why is it there? How is it connected to other places?)**	1	Where is the United States located?	Absolute Location	Climatic	Performance Assessment: Construct a model depicting the regions of the United States.	Six Weeks
	How do geographers determine the boundaries and definitions of a region?	Understand how regions are created from common physical and human characteristics.	**4-G1.0.2: Identify and describe the characteristics and purposes (e.g., measure distance, determine relative location, classify a region) of a variety of geographic tools and technologies (e.g., globe, map, satellite image).**	2	Physical Characteristics of the United States	Population	Relative Location	Performance Assessment: Demonstrate how physical characteristics of regions are connected to human characteristics.	
	What are the essential features of a map (title, legend or key, compass rose, scale, location system)?	Use latitude and longitude to locate various places on Earth.	**4-G1.0.3: use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.**	3	Human Characteristics of the United States	Rainfall	Topographical	Unit Assessment	
	What is a thematic map? (A map to show a specific geographic feature)		**4-G1.04: Use maps to describe elevation, climate, and patterns of population density in the United States.**	4	Using Special Purpose Maps to Learn about the United States	Continent	Hemisphere		
			4-G1.05: Use hemispheres, continents, oceans, and major lines of latitude to describe the relative	5	A Closer Look at US Regions	North America	Equator		

			location of the United State son the world map.						
			4-G2.0.1: Describe ways in which the United States can be divided into different regions (e.g., political regions, economic regions, landform regions, vegetation regions).	6	Comparing Two Regions of the United States	Prime Meridian	Political Boundaries		
			4-G2.0.2: Locate and describe human and physical characteristics of major United States regions and compare them to the Great Lakes Region.	7	Describing the Geography of the United States	Landforms	Plain		
						Coastal Plain	Plateau		
						Basin	Valley		
						Canyon	Desert		
						Vegetation	Gulf		
						River System	Tributary		
						Transportation Network	Population Density		
						Movement	Economic Activities		
Unit	**Essential Question**	**Learning Objective**	**Standard**	**Lesson**	**Lesson Topic**	**Vocabulary**	**Vocabulary**	**Assessment**	**Pacing**
Unit 3 - Human Geography in the United States	How has diversity strengthened our country?	Show how human activities help to share 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 migration.**	1	Questions Geographers ask about Human Geography?	Adaptation	Core Democratic Values	Performance Assessment: Write an argumentative essay about a public issue related to the environment.	Six Weeks
	How has American culture changed as a result of immigration or migration?	Explain the effects of human – environment interactions.	**4-G4.0.2: Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States (e.g.,**	2	Movement	Culture	Diversity	Performance Assessment: Trace the migration of people to Michigan from the 1600s to 1900 and the reasons	

			forms of shelter, language, food).					they came to Michigan.	
	How have different places or regions changed as a result of immigration or migration?	Investigate the elements of culture.	**4-G4.0.3: Describe some of the movements of resources, goods, people, jobs and information to, from or within the United States, and explain the reasons for the movements.**	3	Push and Pull Factors	Fertile Soil	Human / Environment Interaction	Unit Assessment	
	In what ways have human activities impacted the physical environment positively and negatively?		**4-G5.01: Access the causes and positive and negative consequences of human activities in different parts of the country (e.g., agriculture, forestry, urban, and suburban development.)**	4	The Impact of Immigration	Immigrate	irrigation		
				5	Adapting to Different Environments	Migration	Minerals		
				6	How People have used the Environment in the United States	Modifying the Environment	Natural Resources		
				7	Modifying the Environment in the United States	Public Issue	Push Factors		
				8	Public Issues Related to Geography	Pull Factors	Region		

				9	Distribution of Goods and Services within the United States	Slavery	Five Themes of Geography		
Unit	**Essential Question**	**Learning Objective**	**Standard**	**Lesson**	**Lesson Topic**	**Vocabulary**	**Vocabulary**	**Assessment**	**Pacing**
Unit 4 - Exploring Economics	How does the circular flow model work in an economy?	How does competition among buyers influence supply and demand?	**4-E1.0.1: Identify questions economists ask in examining the United States (e.g.., What is produced? How is it produced? Who gets what is produced?)**	1	What is Economics?	Product	Private Goods and Services	Performance Assessment: Develop a model of the market economy and show how it works.	Six Weeks
		How does competition among sellers influence supply and demand?	**4 - E1.0.2: Describe some characteristics of a market economy (e.g., private property rights, voluntary exchange, competition, consumer sovereignty, incentives, specialization).**	2	Characteristics of a Market Economy	Producer	Productivity	Performance Assessment: Create a business plan showing how supply and demand affect buyers and sellers.	
		What are characteristics of a market economy?	**4 - E1.0.3: Describe how positive and negative incentives influence behavior in a market economy.**	3	Circular Flow	Profit	Public Goods and Services	Performance Assessment: Create a graph showing unemployment rates over the past ten years and make a prediction about unemployment rates for the next five years.	
		What are positive and negative influences of consumer actions?	**4 - E1.0.4: Explain how price affects decisions about purchasing goods and services (substitute goods).**	4	Economic Decision Making	Scarcity	Specialization	Unit Assessment	
		Explain the characteristics of the market activity.	**4 - E1.0.5: Explain how specialization and division of labor increases productivity (e.g., assembly line).**	5	Role of Incentives	Substitute Goods	Supply		

		Show how changes in supply and demand effect employment and unemployment in the United States.	**4 - E1.0.6: Explain how competition among buyers results in higher prices and competition among sellers results in lower prices (e.g., supply, demand).**	7	Specialization and Division of Labor	Taxes	Unemployed		
		Demonstrate how global competition affects the national economy.	**4 - E1.0.7: Describe the exchange of goods and services and the role of money (circular flow model).**	8	How Global Competition Affects the United States Economy	Unlimited Wants	Demand		
		Use the circular flow method to show to explain economic activity in the United States and global economy.	**4 - E1.0.8: Explain why public goods (e.g., national monuments, interstate highways, public libraries, public parks) are not privately owned.**	9	Effects of Changes in the Economy	Davison of Labor	Export		
			4 - E2.0.1: Explain how changes in the United States economy impacts levels of employment and unemployment (e.g., changing demand for natural resources, changes in technology, changes competition).	10	The Role of Government in the US Economy	Import	Interdependence		
			4 - E3.0.1: Describe how global competition affects the national economy (e.g., offshoring of jobs, increased supply of consumer goods, opening new markets, quality controls).			Market Simulation	Outsourcing		
						Quality Control	Household		

						Private Property Rights	Profit Risk		
						Risk	Voluntary Exchange		
Unit	**Essential Question**	**Learning Objective**	**Standard**	**Lesson**	**Lesson Topic**	**Vocabulary**	**Vocabulary**	**Assessment**	**Pacing**
Unit 5 - Our Federal Governme nt	How do our founding documents (Preamble to the Constitution, U.S. Constitution, Bill of Rights) limit the powers of the federal government?	Identify and explain the purposes, values, and principles of American Constitutional Democracy.	**4-C1.0.1: Identify questions that political scientists ask (e.g., What does government do? What are the basic values and principles of American democracy? What are the role so the citizen in American democracy?)**	1	Why do we Need Governme nt?	Amendment	Bill of Rights	Performance Assessment: Trace the path a bill takes until it becomes a law.	7 Weeks
	How do our founding documents (Preamble to the Constitution, U.S. Constitution, Bill of Rights) protect and guarantee the rights of the people?	Describe and explain the structure and function of American Government.	**4-C1.0.2: Describe the purposes of government as identified in the Preamble of the Constitution.**	2	What Kind of Governme nt do we have?	Branches of Government	Cabinet	Performance Assessment: Prepare and present a presentation demonstrating the responsibilities of the three branches of the United States government.	
	How does a political scientist think?	Identify the rights and responsibilities of responsible citizenship.	**4-C2.01: 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 of and the Bill of Rights.**	3	What Powers does our Governme nt have?	Checks and Balances	Common Good	Performance Assessment: Write a "Bill of Rights" for your class or school.	

	What are the rights and responsibilities of U.S. citizens?	Explain how government helps people and builds responsibility among citizens.	**4-C2.0.2: Describe how rights guaranteed by the Constitution and the Bill of Rights, and Core Democratic Values, are involved in everyday situations.**	4	How is our Federal Government Organized?	Constitution	Constitutional Government	Unit Assessment	
	What is the purpose of a government?		**4-C3.0.1: Give examples of ways the Constitution limits the powers of the federal government.**	5	What is the Constitution?	Core Democratic Values	Delegated Powers		
	What would life be like without rules and government?		**4-C3.0.2: Give examples of powers granted to the federal government (e.g., coining of money, declaring war) and those reserved for the states (e.g., driver's license, marriage license).**	6	Why do we have a System of Checks and Balances?	Executive Branch	Federal Government		
			4-C3.0.3: Describe the organizational structure of he federal government in the United States (legislative, executive, and judicial branches).	7	Limiting the Power of Government	Founders	Executive Branch		
			4-C3.0.4: Describe how the powers of the federal government are separated among the branches.	8	The Rights and Responsibility of United States Citizens	Government	Individual Rights		
			4-C3.0.5: Give examples of how the system of checks and balances limits the power of the federal government.			Judicial Branch	Judicial Review		
			4-C3.0.6: Describe how the President, members of the Congress, and justices of the Supreme Court come to power (e.g., elections versus appointments).			Laws	Legislative Branch		

			4-C3.0.7: Explain how the federal government uses taxing and spending to serve the purposes of government.			Levels of Government	Limited Government		
			4-C5.0.1: Explain responsibilities of citizenship.			Override	Popular Sovereignty		
			4-C5.0.2: Explain the rights of citizenship, why rights have limits, and the relationship between rights and responsibilities.			Preamble	President		
			4-C5.0.3: Describe ways citizens can work together to promote the values and principles of democracy.			Representative	Representative Government		
						Republic	Reserved Powers		
						Rule of Law	Senator		
						Separation of Power	Supreme Court		
						Shared Powers	Unconstitutional		
Unit	**Essential Question**	**Learning Objective**	**Standard**	**Lesson**	**Lesson Topic**	**Vocabulary**	**Vocabulary**	**Assessment**	**Pacing**
Unit 6 - Rights and Responsibilities of US Citizens	How do I get my ideas across?	State a problem as a public policy issue.	**4-P3.1.1: Identify public issues in the United States that influence the daily lives of its citizens.**	1	What is the Bill of Rights?	Common Good	Freedom of Expression	Performance Assessment: Create a graph showing different opinions about a problem around school or the local community, analyze the data, and draw your own opinion about the issue.	4 Weeks
	What information do I need to solve a problem?	Analyze different perspectives regarding a public policy issue.	**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.**	2	What are the Responsibilities of Citizens?	Freedom of Petition	Freedom of Religion	Performance Assessment: Compose an argumentative essay expressing you position about a	

								public policy issue in the United States.	
	What is a problem in my state or country that I want to solve?	Evaluate possible alternative resolutions about a public policy issue	**4-P3:1.3: Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the United States.**	3	Becoming Informed about Public Issues	Freedom of the Press	Freedom of Speech	Performance Assessment: Use technology to develop a presentation informing others about a public policy issue.	
	Who can help me solve a problem (authority with power or level of government)?	Communicate a position about 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.**	4	Core Democratic Values and Public Issues	Individual Rights	Informed Decision	Unit Assessment	
		Develop a presentation to inform others about a public issue.	**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.**	5	Exploring a Public Issue Facing US Citizens	Jury	Justice		
			4-P4.2.2: Participate in projects to help or inform others.	6	Taking a Position about a Public Issue Facing US Citizens	Point of View	Republic		
				7	How to Inform Others about a Public Issue to Inform, Educate, and Increase Awareness	Voting			

K-5 Social Studies Pacing 2018-19

Expected number of weeks for lessons is in Parenthesis.

Kindergarten

Trimesters 1 and 2...	Trimester 2	Trimester 3
Who Am I? (8) Where Am I? (8)	How Do I Get What I Need and Want? (8)	How Do I Get Along With Others? (9)

1st Grade

Trimester 1	Trimester 2	Trimester 3
What is Family? (8)	How Do We Get What We Need and Want? (8) How Do We Learn About Places? (5)	How Do We Learn About the Past? (8) What is Citizenship? (5)

2nd Grade

Trimester 1	Trimester 2	Trimester 3
What is Community? (6) Where is My Community and What is it Like? (6)	How Do Citizens Live Together? (6) How Do People Work Together in a Community? (6)	How Do Communities Change? (6) How Can a Citizen Affect a Community?(6)

Updated July 2017

K-5 Social Studies Pacing

Expected number of weeks for lessons is in Parenthesis.

3rd Grade

Trimester 1	Trimester 2	Trimester 3
The Geography of Michigan (6) The Economy of Michigan (5)	The Early History of Michigan (6) The Growth of Michigan (6)	The Government of Michigan (6) Public Issues Facing Michigan Citizens (6)

4th Grade

Trimester 1	Trimester 2	Trimester 3
Foundations in Social Studies (3) The United States in Spatial Terms (7)	Human Geography in the United States (7) Exploring Economics (7)	Our Federal Government (8) Rights and Responsibilities of Citizenship (5)

5th Grade

Trimester 1 & 2	Trimester 2	Trimester 3
Our Government (3) Three Worlds Meet (6) Colonization & Settlement (6)	Life in Colonial America (6) Road to Revolution (6)	The American Revolution (5) A New Nation (4)

WL Kindergarten Year at a Glance Science

1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
The Practice of Science **<u>Big Idea1</u>: The Practice of Science** SC.K.N.1.1 – Collaborate with a partner to collect information SC.K.N.1.2 – Make observations about the natural world using the 5 senses SC.K.N.1.3 – Keep record of investigations SC.K.N.1.4 – Create visual representations of an object with labeling SC.K.N.1.5 – Understand that learning comes from careful observation	**Physical Science** **<u>Big Idea 8</u>: Properties of Matter** SC.K.P.8.1 – Observe properties such as size, shape, temperature, weight and texture **<u>Big Idea 9</u>: Changes in Matter** SC.K.P.9.1 – Recognize that shapes of materials can be changed by cutting, tearing, crumpling, smashing or rolling **<u>Big Idea 10</u>: Forms of Energy** SC.K.P.10.1 – Sound vibration **<u>Big Idea 12</u>: Motion of Objects** SC.K.P.12.1 – Observe that things move in different ways, fast, slow, etc. **<u>Big Idea 13</u>: Forces and Changes in Motion** SC.K.P.13.1 – a push or pull can change the way an object is moving	**Earth and Space** **<u>Big Idea 5</u>: Earth in Space and Time** SC.K.E.5.1 – Law of Gravity SC.K.E.5.2 – Repeating patterns of day and night SC.K.E.5.3 – The sun can only be seen during the daytime SC.K.E.5.4 – The moon can be seen at night and sometimes during the day SC.K.E.5.5 – Observe that things can be big or small based on observable distance from Earth SC.K.E.5.6 – Observe that objects are far away and near by	**Life Science** **<u>Big Idea 14</u>: Organization and Development of Living Organisms** SC.K.L.14.1 Recognize the 5 senses and the related body parts SC.K.L.14.2 – Recognize that some books and other media outlets portray animals and plants in nonrealistic ways. SC.K.L.14.3 – Compare plants and animals in their physical features (looks) and behaviors (things they do)

WLA Science 1st Grade Year at a Glance

1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
Nature of Science **Big Idea 1: The Practice of Science** SC.1.N.1.1 – Raise investigate questions about the natural world, generate explanations based on exploration SC.1.N.1.4 – Ask "how do you know?" questions SC.1.N.1.3 – Keep accurate records **FUSION: Unit 1 Lesson 1 - 5** SC.1.N.1.2 – Use the 5 senses as tools to make observations **FUSION: Unit 1 Lesson 1 – 2 (Revisit with Big Idea 14)** *Nature of Science standards should be reinforced through all content based standards throughout the school year. **Physical Science** **Big Idea 8: Properties of Matter**	**Physical Science** **Big Idea 12: Motion of Objects** SC.1.P.12.1 – Demonstrate and describe ways in which objects move **FUSION: Unit 5 Lesson 1 and 2** **Big Idea 13: Forces and Changes in Motion** SC.1.P.13.1 – Changes in motion as a result of a push or pull **FUSION: Unit 5 Lesson 3 and 4** **Earth & Space Science** **Big Idea 5: Earth in Space and Time** SC.1.E.5.1 – Observe that there are more stars in the sky than can be counted and they are scattered unevenly **FUSION: Unit 2 Lesson 1** SC.1.E.5.2 – Law of Gravity **FUSION: Unit 2 Lesson 4**	**Earth & Space Science** **Big Idea 6: Earth Structures** SC.1.E.6.1 – Recognize water, rocks, soil and living organisms are found on Earth. **FUSION: Unit 3 Lesson 1 - 3** SC.1.E.6.3 – Recognize some things on Earth happen fast and some happen slowly **FUSION: Unit 3 Lesson 4** SC.1.E.6.2 – Need for water and how to be safe around it. SC.1.E.5.4 – Beneficial and harmful properties of the Sun **FUSION: Unit 3 Lesson 3 and Unit 2 Lesson 3**	**Life Science** **Big Idea 14: Organization and Development of Living Organisms** SC.1.L.14.1 – Make observations of living things using the 5 senses **FUSION: Unit 6 Lesson 4** SC.1.L.14.3 – Differentiate between living and nonliving things **FUSION: Unit 6 Lesson 1-3** SC.1.L.14.2 – Identify major parts of plants (roots, stem, leaves and flowers) **FUSION: Unit 6 Lesson 5** **Big Idea: 16: Heredity and Reproduction** SC.1.L.16.1 – Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population **FUSION: Unit 7** **Big Idea 17: Interdependence** SC.1.L.17.1 –Recognize that all plants and animals including humans, need the basic

SC.1.P.8.1 – Sort objects by observable properties - Size, Shape, Color, Temperature, Weight, Texture and Sink/Float **FUSION: Unit 4**	SC.1.E.5.3 – Investigate how magnifiers make things bigger and help people see things they could not see without them **FUSION: Unit 2 Lesson 2**		necessities (air, water, food and space) **FUSION: Unit 8**

WLA Science 2nd Grade Year at a Glance

1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
Nature of Science **Big Idea 1- The Practice of Science:** SC.2.N.1.1 – Raise and investigate questions about the natural world, generate explanations based on exploration SC.2.N.1.2 –Compare observations made by teams using different tools SC.2.N.1.3 – Ask "how do you know?" SC.2.N.1.4 – Particular scientific investigations should yield similar results SC.2.N.1.5 – Observation vs. Inference SC.2.N.1.6 – Scientists investigate new ways to solve problems **Unit I - Fusion Science Textbook** ***Embed Nature of Science throughout the school year** **Physical Science** **Big Idea 8- Properties of Matter** SC.2.P.8.1 – Observe and measure the properties of objects SC.2.P.8.2 – Identify objects as solid, liquid or gas SC.2.P.8.3 – Solids have a definite shape and liquids and gases take the shape of their container	**Physical Science Cont.** **Big Idea 9- Changes in Matter -** SC.2.P.9.1 – Materials can be altered to change some of their properties, but not all materials respond the same way to any one alteration **Unit 5 - Fusion Science Textbook** **Big Idea 10- Forms of Energy** SC.2.P.10.1 – People use electricity and other forms of energy to cook, cool and warm homes and power their cars **Unit 6 - Fusion Science Textbook** **Earth / Space Science** **Big Idea 7-Earth Systems and Patterns** SC.2.E.7.1 – Changing patterns in nature that repeat themselves SC.2.E.7.2 – Sun's energy directly and indirectly warms the water, land and air SC.2.E.7.3 – Water evaporates in an open container but not a closed SC.2.E.7.4 – Air is all	**Earth / Space Science** **Big Idea 6 - Earth Structures** SC.2.E.6.1 – Earth is made up of rocks. Rocks come in many shapes and sizes SC.2.E.6.2 – Small pieces of rocks and dead plant/animal parts can make up soil. Explain how soil is formed. SC.2.E.6.3 – Classify soil **Unit 2 - Fusion Science Textbook** **Physical Science Cont.** **Big Idea 13-Forces of Motion** SC.2.P.13.1 – Investigate the effects of applied forces (push and pull) SC.2.P.13.2 – Demonstrate that magnets can be used to move objects without touching them SC.2.P.13.3 – Objects are pulled toward the ground unless something holds them up (Law of Gravity) SC.2.P.13.4 – The greater the force (push	**Life Science** **Big Idea 16-Heredity and Reproduction** SC.2.L.16.1 – Major life cycles of plants and animals **Unit 9 - Fusion Science Textbook** **Big Idea 17-Interdependance** SC.2.L.17.1 – Compare and contrast the basic needs that all living thing have for survival SC.2.L.17.2 – Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs **Unit 10 - Fusion Science Textbook** **Big Idea 14-Organization and Development of Living Organisms**-SC.2.L.14.1 – Human Body **Unit 8 - Fusion Science Textbook**

SC.2.P.8.4 – Observe and describe water as a solid, liquid and gas state SC.2.P.8.5 – Measure and compare daily temperatures SC.2.P.8.6 – Measure and compare the volume of liquids using a variety of containers **Unit 4 - Fusion Science Textbook**	around us and moving air is wind SC.2.E.7.5 – Severe weather preparation **Unit 3 - Fusion Science Textbook**	or pull) applied to an object, the greater the motion of the object. **Unit 7 - Fusion Science Textbook**	

WLA Science 3rd Grade Year at a Glance

1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
NATURE OF SCIENCE **Big Idea 1: The Practice of Science** *SC.3.N.1.1 - Raise questions, investigate, form explanations *SC.3.N.1.2 - Compare observations made by groups using the same tools, explain differences *SC.3.N.1.5 - Scientists question, discuss and check each other's evidence *SC.3.N.1.7 – Empirical evidence is information that is used to help validate explanations of natural phenomena **FUSION: Unit 1** **EARTH SCIENCE** **Big Idea 5: Earth in Space and Time** *SC.3.E.5.1 – Explain that stars can be different (smaller/larger, appear brighter, farther away); all but the Sun are so far away they look like dots in the sky *SC.3.E.5.2 – Identify the Sun as a star that emits energy *SC.3.E.5.3 – The Sun appears large and bright because it is the closest star to Earth **FUSION: Unit 2 Lessons 1 and 2**	**EARTH SCIENCE** **Big Idea 6: Earth Structures** * SC.3.E.6.1 – Demonstrate that radiant energy from the sun can heat objects and when the Sun is not present, heat may be lost. **FUSION: Unit 2 Lesson 3** **Big Idea 5: Law of Gravity** *SC.3.E.5.4 – Explore the Law of Gravity and demonstrate that it is a force that can be overcome. **FUSION: Unit 2 Lesson 4** **PHYSICAL SCIENCE** **Big Idea 8: Properties of Matter** *SC.3.P.8.1 – Measure and compare temperatures of various samples of solids and liquids *SC.3.P.8.2 – Measure and compare the mass and volume of solids and liquids *SC.3.P.8.3 – Compare materials and objects according to properties such as size, shape, color, texture and hardness **FUSION: Unit 3 and 2**	**PHYSICAL SCIENCE** **Big Idea 10: Forms of Energy** *SC.3.P.10.1 – Identify some basic forms of energy such as light, heat, sound, electrical, and mechanical *SC.3.P.10.2 – Recognize that energy has the ability to cause motion or create change **FUSION: Unit 4 Lesson 1** **Big Idea 10: Light** *SC.3.P.10.3 – Demonstrate that light travels in a straight line until it strikes an object or travels from one medium to another *SC.3.P.10.4 – Demonstrate that light can be reflected, refracted, and absorbed **FUSION: Unit 4 Lessons 2 and 3** **Big Idea 11: Energy Transfer and Transformations** *SC.3.P.11.1 – Investigate, observe and explain that things that give off light also give off heat *SC.3.P.11.2 – Investigate, observe, and explain that heat is produced when one object rubs against another, such as rubbing one's hands together. **FUSION: Unit 5**	**LIFE SCIENCE** **Big Idea 14: Organization and Development of Living Things** *SC.3.L.14.1 – Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction *SC.3.L.14.2 – Investigate and describe how plants respond to stimuli *SC.3.L.17.2 – Recognize that plants use energy from the Sun, air and water to make their own food **FUSION: Unit 6 and Unit 8 Lessons 2 and 3** **Big Idea 15: Diversity and Evolution of Living Organisms** *SC.3.L.15.2 – Classify flowering and nonflowering plant into major groups such as producing seeds vs. spores, according to their physical characteristics **FUSION: Unit 7 Lesson 1** *SC.3.L.15.1 – Classify animals into major groups according to their physical characteristics and behaviors **FUSION: Unit 7 Lessons 2-4**

***Denotes those benchmarks that are assessed on the 5th grade Science SSA.**
Yellow Highlighted – Standards taught exclusively in 3rd grade and tested on 5th grade SSA.

	<u>Big Idea 9</u>: Changes in Matter *SC.3.P.9.1 – Describe the changes water undergoes when it changes state through heating and cooling by using familiar scientific terms such as melting, freezing, boiling, evaporation, and condensation. **FUSION: Unit 3 Lessons 3 and 4**		**<u>Big Idea 17</u>: Interdependence** *SC.3.L.17.1 – Describe how animals and plants respond to changing seasons **FUSION: Unit 8 Lesson 1**

WLA Science 4th Grade Year at a Glance

4th Grade Year at a Glance

1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
Nature of Science **Big Idea 1-3: The Practice of Science** *SC.4.N.1.1- Raise questions about the natural world, use reference materials, conduct investigations and generate explanations based on explorations. *SC.4.N.1.2- Compare the observations made by different groups using multiple tools and seek reasons to explain differences across groups *SC.4.N.1.3- Explain that science does not always follow a rigidly defined method but does use observations and empirical evidence *SC.4.N.1.5-Compare the methods and results of investigations dine by other classmates *SC.4.N.1.6-Keep records that describe observations made, carefully distinguishing actual observations from ideas and inferences about the observations *SC.4.N.1.7-Recognize and explain that scientists base their explanations on evidence SC.4.N.3.1 – Not assessed but embedded into daily science instruction **FUSION: Unit 1 – Studying Science** **Earth and Space** **Big Idea 5: Earth in Space and Time** *SC.4.E.5.1- Observe that the patterns of the stars in the sky stay the same although they appear to shift across the sky nightly, and different stars can be seen in different seasons *SC.4.E.5.2- Describe the changes in the observable shape of the Moon over the course of about a month *SC.4.E.5.3- Recognize that Earth revolves around the Sun in a year and rotates on its axis in a 24-hour day *SC.4.E.5.4- Relate that the	**Earth and Space** **Big Idea 6: Earth Structures** *SC.4.E.6.1- Identify the three categories of rocks *SC.4.E.6.2 – Identify the physical properties of common earth-forming minerals and recognize the role of minerals in the formation of rocks **FUSION: Unit 3 Lessons 2-4** **-Properties of Rocks, Classifying Rocks** **Big Idea 6: Earth Structures** *SC.4.E.6.4 – Describe the basic differences between physical weathering and erosion **FUSION: Unit 3 Lesson 1** **-Weathering and Erosion** **Big Idea 6: Earth Structures** *SC.4.E.6.3 –Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable *SC.4.E.6.6 – Identify resources available in Fl *SC.4.P.10.4 – Describe how moving water and air are sources of energy and can be used to move things **FUSION: Unit 3 Lesson 5** **-Renewable and Non-renewable Resource** **Physical Science** **Big Idea 8: Properties of Matter** *SC.4.P.8.1- Measure and compare objects and materials based on their physical properties SC.4.P.8.2 – Identify properties and common uses of water in each of its states	**Physical Science** **Big Idea 9: Changes in Matter** *SC.P.4.9.1 – Identify some familiar changes in materials that result in other materials with different characteristics, such as decaying animal or plant matter, burning, rusting and cooking. **FUSION: Unit 5 Matter & Its Changes** **-Physical and Chemical Changes** **Big Idea 10: Forms of Energy** *SC.4.P.10.1 – Observe and describe some basic forms of energy *SC.4.P.10.2 – Investigate and describe that energy has the ability to cause motion or create change *SC.4.P.10.3 – Investigate and explain that sound is produced by vibrating objects and that pitch depends on how fast or slow the object vibrates *SC.4.P.10.4 – Describe how moving water and air are sources of energy and can be used to move things **FUSION: UNIT 6 Energy and Its Uses** **-Forms of Energy, Sources of Energy** **-What is Sound?** **Big Idea 11: Energy Transfer and Transformations** *SC.4.P.11.1 – Recognize that heat flows from a hot object to a cold object and that heat flow may cause materials to change temperature *SC.4.P.11.2 – Identify common materials that conduce heat well and poorly **FUSION: Unit 7 Heat** **-How is Heat Produced** **-Conductors and Insulators** **Big Idea 12: Motion of**	**Life Science** **Big Idea 16: Heredity & Reproduction** *SC.4.L.16.1- Identify processes of sexual reproduction in flowering plants **FUSION: Unit 9 Lessons 1-2** **-Parts of a Flower** **-Sexual and Asexual Reproduction, Germination with Seed Dispersal** **Big Idea 16: Heredity & Reproduction** *SC.4.L.16.2 – Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment *SC.4.L.16.3- Recognize that animal behaviors may be shaped by heredity and learning **FUSION: Unit 9 Lesson 4** **-Innate and Learned Behaviors** **Big Idea 16: Heredity & Reproduction** *SC.4.L.16.4- Compare and contrast the major stages in the life cycles of Florida plants and animals, such as those that undergo incomplete and complete metamorphosis, and flowering and nonflowering seed-bearing plants **FUSION: Unit 9 Lesson 3** **-Life Cycles in Florida** **Big Idea 17: Interdependence** *SC.4.L.17.1 – Compare the seasonal changes in Florida plants and animals to those in other regions of the country **FUSION: Unit 10 Lesson 1** **-Seasonal Adaptations** **Big Idea 17: Interdependence** *SC.4.L.17.2 – Explain that animals, including humans, cannot make their own food and that when animals eat plants or other animals, the energy stored in the food source is passed to them *SC.4.L.17.3 – Trace the flow of energy from the Sun as it is transferred along the food chain

rotation and apparent movements of the Sun, Moon and stars are connected **FUSION: Unit 2 Earth's Place in Space** **-Rotation and Revolution** **-Phases of the Moon**	**FUSION: Unit 4 Lessons 1-2 and 4** **-Physical Properties of Matter** **-States and Uses of Water** SC.4.P.8.3 – Law of lass **it 4** **t assessed** estigate and nets can nd attract and ts **it 4** **Lessons 5-6** **-Magnetism**	**Objects** *SC.4.P.12.1 – Recognize that an object in motion always changes its position and may change its direction *SC.4.P.12.2 – Investigate and describe that the speed of an object is determined by the distance it travels in a unit of time and that objects can move at different speeds **FUSION: Unit 8 Forces of Motion** **-What is Motion, What causes Motion** **-Speed**	through the producer to the consumer **FUSION: Unit 10 Lessons 2-3** **-Food Chains with Producers & Consumers** **Big Idea 17: Interdependence** *SC.4.L.17.4 – Recognize ways that plants and animals, including humans, can impact the environment **FUSION: Unit 10 Lessons 4-5** **-Plant, Animal and Human Impact of the Environment**

***Denotes those benchmarks that are assessed on the 5th grade Science SSA.**
Yellow Highlighted – Standards taught exclusively in 4th grade and tested on 5th grade SSA.

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MICHIGAN Department of Education

GRADE LEVEL CONTENT EXPECTATIONS

HEALTH EDUCATION

Kindergarten

Welcome to Michigan's Health Education Content Standards and Expectations for Kindergarten

Why Develop Content Expectations for Health?

Good health is necessary for academic success. Like adults at work, students at school have difficulty being successful if they are depressed, tired, bullied, stressed, sick, using alcohol or other drugs, undernourished, or abused. Research shows that effective health education helps students increase their health knowledge and improve their health skills and behaviors, especially those behaviors that have the greatest effect on health.

The Centers for Disease Control and Prevention (CDC) has identified the risk behavior areas that have the greatest effect on the short-term and long-term health of young people. Patterns of unhealthy eating, physical inactivity, and tobacco use are often established in childhood and adolescence, and are by far the leading causes of death among adults. Injury and violence, including suicide and alcohol-related traffic crashes, are the leading causes of death among children and youth. Each year approximately one in four Michigan high school students reports having consumed five or more drinks in a row during the previous month. These behavioral areas should be emphasized in an effective elementary health education program: healthy eating, physical activity, alcohol, tobacco, and other drug prevention, and injury and violence prevention.

In its Policy on Comprehensive School Health Education, the State Board addresses these risks by making certain recommendations. The following are those intended for Kindergarten through Grade Three.

- Provide at least 50 hours of health at each grade, Prekindergarten through Grade Twelve, to give students adequate time to learn and practice health habits and skills for a lifetime.
- Focus on helping young people develop and practice personal and social skills, such as communication and decision making, in order to deal effectively with health-risk situations.
- Address social and media influences on student behaviors and help students identify healthy alternatives to specific high-risk behaviors.
- Emphasize critical knowledge and skills that students need in order to obtain, understand, and use basic health information and services in ways that enhance healthy living.
- Focus on behaviors that have the greatest effect on health, especially those related to nutrition; physical activity; violence and injury; alcohol and other drug use; and tobacco use.
- Build functional knowledge and skills, from year to year, that are developmentally appropriate.
- Include accurate and up-to-date information, and be appropriate to students' developmental levels, personal behaviors, and cultural backgrounds.

The content expectations contained in this document are intended to help schools address these recommendations.

Overview of the Content Expectations

The Health Education Content Expectations reflect legal requirements, best practices, and current research in the teaching and learning of health education. They build from the Michigan Health Education Standards and Benchmarks (1996) and the State Board of Education's Policy on Comprehensive School Health Education (2004). These content expectations represent a vision for a relevant health education curriculum that addresses critical health knowledge and skills for successfully maintaining a healthy lifestyle during a child's school years and beyond.

The Health Education Content Standards and Expectations were developed with the input of work groups made up of health content experts and faculty from teacher preparation programs, focus groups of teachers and parents, and online reviews by grade level teachers. They are aligned with the 2006 National Health Education Standards; assessment items developed by the State Collaborative for Assessment and Student Standards, Health Education Project of the Council of Chief State School Officers; and the *Michigan Model for Health® Curriculum.* Students whose work is guided by these standards and expectations will be prepared for responsible and healthful living, at school, at home, and in the workplace.

Michigan Health Education Content Standards (2006)

1. Core Concepts	All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues.
2. Access Information	All students will access valid health information and appropriate health promoting products and services.
3. Health Behaviors	All students will practice health enhancing behaviors and avoid or reduce health risks.
4. Influences	All students will analyze the influence of family, peers, culture, media, and technology on health.
5. Goal Setting	All students will use goal setting skills to enhance health.
6. Decision Making	All students will use decision-making skills to enhance health.
7. Social Skills	All students will demonstrate effective interpersonal communication and other social skills which enhance health.
8. Advocacy	All students will demonstrate advocacy skills for enhanced personal, family, and community health.

Please note that, while all the Content Standards are addressed in these Grade Level Content Expectations for Health Education as a whole, not all standards will be addressed in each strand.

STRAND 1: NUTRITION AND PHYSICAL ACTIVITY

Standard 1: Core Concepts

1.1 Describe how consuming a variety of healthy foods and beverages helps a person stay healthy.

1.2 Describe how being physically active helps a person stay healthy.

1.3 Describe how drinking water helps a person stay healthy.

Standard 3: Health Behaviors

1.4 Generate examples of physical activities that are personally enjoyable.

1.5 Select a variety of foods that can be eaten for healthy snacks.

STRAND 2: ALCOHOL, TOBACCO, AND OTHER DRUGS

Standard 1: Core Concepts

2.1 Identify household products that are harmful if touched, ingested, or inhaled.

2.2 Describe ways that over-the-counter and prescription medicines can be helpful or harmful.

Standard 2: Access Information

2.3 Identify trustworthy sources of accurate information about potentially poisonous household products.

Standard 3: Health Behaviors

2.4 Explain rules for handling household products and avoiding poisons.

2.5 Describe how to safely use medicines.

STRAND 3: SAFETY

Standard 1: Core Concepts

3.1 Describe pedestrian hazards and safe pedestrian behaviors.

3.2 Identify dangerous objects and weapons.

3.3 Describe the characteristics of appropriate touch and inappropriate touch.

3.4 Explain that a child is not at fault if someone touches him or her in an inappropriate way.

Standard 2: Access Information

3.5 Demonstrate the procedure for calling 911 and explain when it is appropriate to do so.

3.6 Demonstrate how to ask trusted adults for help.

Standard 3: Health Behaviors

3.7 Demonstrate safe pedestrian behaviors.

3.8 Describe dangerous and destructive situations that need to be reported to an adult.

3.9 Apply a rule and demonstrate actions to use in hypothetical situations when weapons may be present.

3.10 Generate examples of safe places one might go if feeling personally threatened.

3.11 Apply strategies to avoid personally unsafe situations.

3.12 Apply strategies to get away in hypothetical cases of inappropriate touching or abduction.

STRAND 4: SOCIAL AND EMOTIONAL HEALTH

(Note: Teaching these standards is central to the implementation of an effective Positive Behavior Support system.)

Standard 1: Core Concepts

4.1 Identify and describe different kinds of feelings.

Standard 2: Access Information

4.2 Identify and locate people who can help at home and school.

Standard 3: Health Behaviors

4.3 Describe and demonstrate ways to be responsible at home and school.

4.4 Demonstrate the ability to recognize and express a variety of feelings appropriately.

4.5 Identify and demonstrate strategies to manage strong feelings.

Standard 7: Social Skills

4.6 Identify and practice strategies to make friends.

4.7 Demonstrate giving and accepting a compliment or statement of appreciation.

4.8 Describe situations when it is appropriate to use "please," "thank you," "excuse me," and "I am sorry."

4.9 Apply "please," "thank you," "excuse me," and "I am sorry" to appropriate situations.

STRAND 5: PERSONAL HEALTH AND WELLNESS

Standard 1: Core Concepts

5.1 Explain the importance of taking care of teeth and having one's own toothbrush to prevent disease.

5.2 Explain the importance of dental health cleanings and exams.

5.3 Explain the importance of proper hand washing to prevent disease.

Standard 3: Health Behaviors

5.4 Demonstrate proper tooth brushing techniques.

5.5 Demonstrate proper hand washing to prevent the spread of germs.

Standard 8: Advocacy

5.6 Encourage peers to make positive choices for personal health and wellness.

Acknowledgements

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MICHIGAN Department of Education

GRADE LEVEL CONTENT EXPECTATIONS

HEALTH EDUCATION

Grade One

Welcome to Michigan's Health Education Content Standards and Expectations for Grade One

Why Develop Content Expectations for Health?

Good health is necessary for academic success. Like adults at work, students at school have difficulty being successful if they are depressed, tired, bullied, stressed, sick, using alcohol or other drugs, undernourished, or abused. Research shows that effective health education helps students increase their health knowledge and improve their health skills and behaviors, especially those behaviors that have the greatest effect on health.

The Centers for Disease Control and Prevention (CDC) has identified the risk behavior areas that have the greatest effect on the short-term and long-term health of young people. Patterns of unhealthy eating, physical inactivity, and tobacco use are often established in childhood and adolescence, and are by far the leading causes of death among adults. Injury and violence, including suicide and alcohol-related traffic crashes, are the leading causes of death among children and youth. Each year approximately one in four Michigan high school students reports having consumed five or more drinks in a row during the previous month. These behavioral areas should be emphasized in an effective elementary health education program: healthy eating, physical activity, alcohol, tobacco, and other drug prevention, and injury and violence prevention.

In its Policy on Comprehensive School Health Education, the State Board addresses these risks by making certain recommendations. The following are those intended for Kindergarten through Grade Three.

- Provide at least 50 hours of health at each grade, Prekindergarten through Grade Twelve, to give students adequate time to learn and practice health habits and skills for a lifetime.
- Focus on helping young people develop and practice personal and social skills, such as communication and decision making, in order to deal effectively with health-risk situations.
- Address social and media influences on student behaviors and help students identify healthy alternatives to specific high-risk behaviors.
- Emphasize critical knowledge and skills that students need in order to obtain, understand, and use basic health information and services in ways that enhance healthy living.
- Focus on behaviors that have the greatest effect on health, especially those related to nutrition; physical activity; violence and injury; alcohol and other drug use; and tobacco use.
- Build functional knowledge and skills, from year to year, that are developmentally appropriate.
- Include accurate and up-to-date information, and be appropriate to students' developmental levels, personal behaviors, and cultural backgrounds.

The content expectations contained in this document are intended to help schools address these recommendations.

Overview of the Content Expectations

The Health Education Content Expectations reflect legal requirements, best practices, and current research in the teaching and learning of health education. They build from the Michigan Health Education Standards and Benchmarks (1996) and the State Board of Education's Policy on Comprehensive School Health Education (2004). These content expectations represent a vision for a relevant health education curriculum that addresses critical health knowledge and skills for successfully maintaining a healthy lifestyle during a child's school years and beyond.

The Health Education Content Standards and Expectations were developed with the input of work groups made up of health content experts and faculty from teacher preparation programs, focus groups of teachers and parents, and online reviews by grade level teachers. They are aligned with the 2006 National Health Education Standards; assessment items developed by the State Collaborative for Assessment and Student Standards, Health Education Project of the Council of Chief State School Officers; and the *Michigan Model for Health® Curriculum*. Students whose work is guided by these standards and expectations will be prepared for responsible and healthful living, at school, at home, and in the workplace.

Michigan Health Education Content Standards (2006)

1. Core Concepts	All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues.
2. Access Information	All students will access valid health information and appropriate health promoting products and services.
3. Health Behaviors	All students will practice health enhancing behaviors and avoid or reduce health risks.
4. Influences	All students will analyze the influence of family, peers, culture, media, and technology on health.
5. Goal Setting	All students will use goal setting skills to enhance health.
6. Decision Making	All students will use decision-making skills to enhance health.
7. Social Skills	All students will demonstrate effective interpersonal communication and other social skills which enhance health.
8. Advocacy	All students will demonstrate advocacy skills for enhanced personal, family, and community health.

Please note that, while all the Content Standards are addressed in these Grade Level Content Expectations for Health Education as a whole, not all standards will be addressed in each strand.

STRAND 1: NUTRITION AND PHYSICAL ACTIVITY

Standard 1: Core Concepts

1.1 Describe the benefits of eating healthy snacks.

1.2 Describe the benefits of being physically active.

1.3 Describe the health benefits of drinking water, compared to other beverages.

1.4 Classify foods according to the food groups.

1.5 Describe how physical activity, rest, and sleep help a person stay healthy.

Standard 3: Health Behaviors

1.6 Explain the importance of eating a variety of foods from all of the food groups.

1.7 Suggest a food from each of the food groups that could be eaten as a healthy snack.

STRAND 2: ALCOHOL, TOBACCO, AND OTHER DRUGS

Standard 1: Core Concepts

2.1 Identify household products that are harmful if touched, ingested, or inhaled.

2.2 Describe ways that over-the-counter and prescription medicines can be helpful or harmful.

2.3 Explain the differences between over-the-counter and prescription medicines and illicit drugs.

2.4 State that all forms of tobacco products contain harmful chemicals, including the drug nicotine.

Standard 2: Access Information

2.5 Identify trustworthy adults who are sources of accurate information about potentially poisonous household products.

2.6 Apply knowledge of product label warnings to gain accurate information about potentially poisonous household products.

Standard 3: Health Behaviors

2.7 Apply rules for handling household products and avoiding poisons.

2.8 Describe how to safely use medicines.

2.9 Apply strategies to hypothetical situations to avoid exposure to secondhand smoke.

STRAND 3: SAFETY

Standard 1: Core Concepts

3.1 Describe fire and burn hazards.
3.2 Describe wheeled recreation hazards.

Standard 2: Access Information

3.3 Demonstrate the procedure for using 911 to get help in emergencies.

Standard 3: Health Behaviors

3.4 Apply strategies to prevent fires and burns to hypothetical situations.
3.5 Demonstrate actions to take in a fire emergency.
3.6 Describe situations that are dangerous, destructive, and disturbing and that need to be reported to an adult.
3.7 Practice escaping unsafe situations by getting away, leaving, and telling an adult.
3.8 Apply strategies and rules for safe wheeled recreation, including the proper use of safety gear.

STRAND 4: SOCIAL AND EMOTIONAL HEALTH

(Note: Teaching these standards is central to the implementation of an effective Positive Behavior Support system.)

Standard 1: Core Concepts

4.1 Describe ways family members and friends help each other.
4.2 Explain the role of listening and paying attention in building and maintaining friendships.

Standard 3: Health Behaviors

4.3 Apply skills to find out how others are feeling.
4.4 Apply skills to predict the potential feelings of others.

Standard 6: Decision Making

4.5 Describe characteristics of people who can help make decisions and solve problems.
4.6 Explain the decision making and problem solving steps.
4.7 Apply the steps to making a decision or solving a problem.

Standard 7: Social Skills

4.8 Apply effective listening and attending skills.
4.9 Demonstrate giving and accepting a compliment or statement of appreciation.
4.10 Apply "please," "thank you," "excuse me," and "I am sorry" to appropriate situations.

STRAND 5: PERSONAL HEALTH AND WELLNESS

Standard 1: Core Concepts

5.1 Explain the importance of taking care of teeth.

Standard 3: Health Behaviors

5.2 Demonstrate proper tooth brushing techniques.
5.3 Demonstrate skills to reduce the spread of germs.

Acknowledgements

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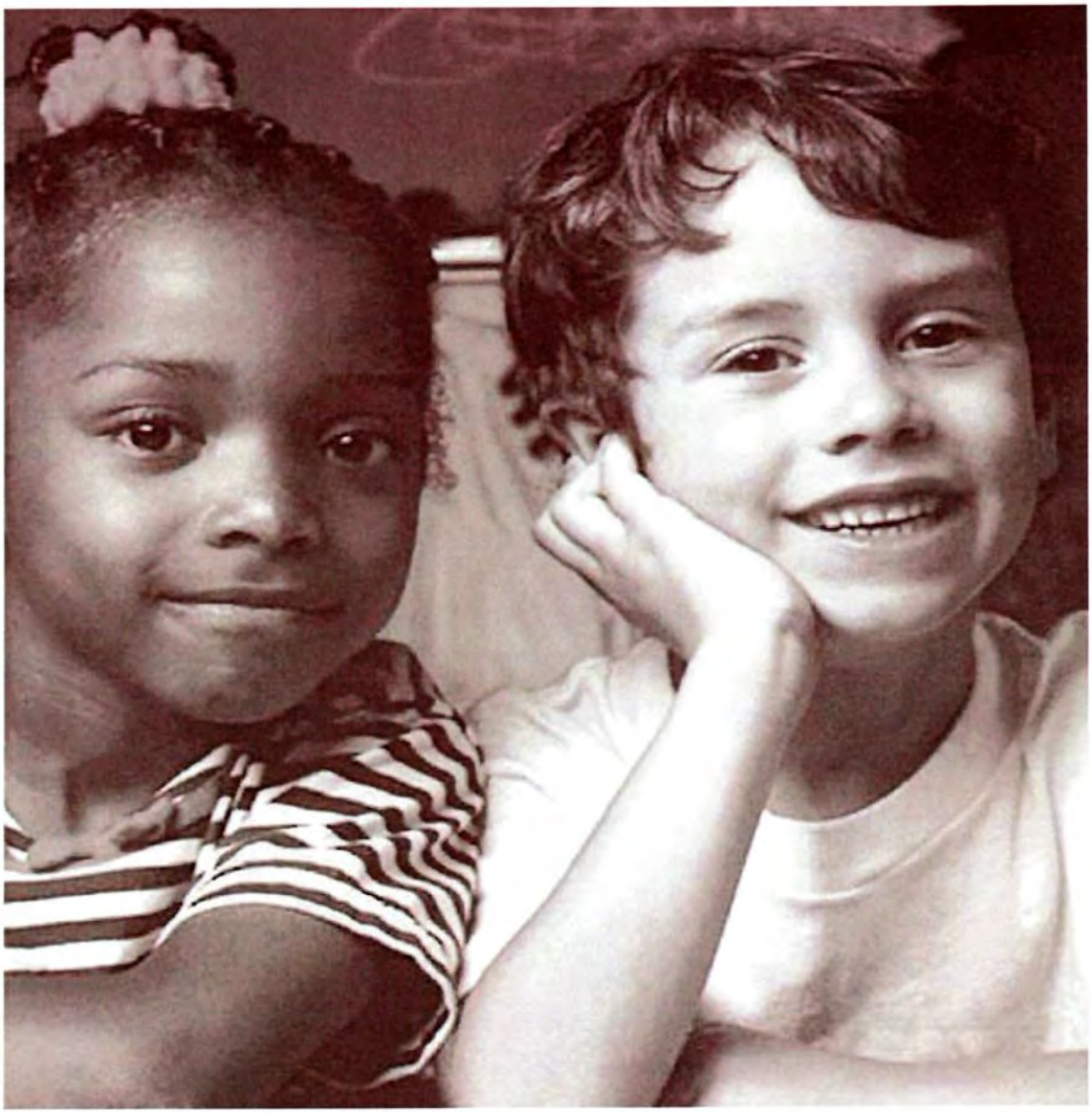
GRADE LEVEL CONTENT EXPECTATIONS

HEALTH EDUCATION



Grade Two

Welcome to Michigan's Health Education Content Standards and Expectations for Grade Two

Why Develop Content Expectations for Health?

Good health is necessary for academic success. Like adults at work, students at school have difficulty being successful if they are depressed, tired, bullied, stressed, sick, using alcohol or other drugs, undernourished, or abused. Research shows that effective health education helps students increase their health knowledge and improve their health skills and behaviors, especially those behaviors that have the greatest effect on health.

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- Address social and media influences on student behaviors and help students identify healthy alternatives to specific high-risk behaviors.
- Emphasize critical knowledge and skills that students need in order to obtain, understand, and use basic health information and services in ways that enhance healthy living.
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5. Goal Setting	All students will use goal setting skills to enhance health.
6. Decision Making	All students will use decision-making skills to enhance health.
7. Social Skills	All students will demonstrate effective interpersonal communication and other social skills which enhance health.
8. Advocacy	All students will demonstrate advocacy skills for enhanced personal, family, and community health.

Please note that, while all the Content Standards are addressed in these Grade Level Content Expectations for Health Education as a whole, not all standards will be addressed in each strand.

STRAND 1: NUTRITION AND PHYSICAL ACTIVITY

Standard 1: Core Concepts

1.1 Explain the importance of eating a variety of foods from all of the food groups.

1.2 Classify foods into the food groups.

1.3 Describe the characteristics of combination foods.

1.4 Describe the characteristics of foods and beverages that should be limited.

Standard 3: Health Behaviors

1.5 Provide examples of combination foods.

1.6 Provide examples of foods and beverages that should be limited.

1.7 Generate examples of a variety of physical activities that can be enjoyed when in or near the water.

STRAND 2: ALCOHOL, TOBACCO, AND OTHER DRUGS

Standard 1: Core Concepts

2.1 Explain that all forms of tobacco products contain harmful chemicals, including the drug nicotine.

2.2 Describe the impact of using tobacco, including that it is addictive.

2.3 Describe the impact of consuming food or beverages that contain caffeine.

2.4 Describe the impact of using alcohol, including that it changes how a person feels, thinks, and acts.

Standard 3: Health Behaviors

2.5 Suggest alternative foods and beverages that are caffeine free.

2.6 Demonstrate strategies to avoid exposure to secondhand smoke.

STRAND 3: SAFETY

Standard 1: Core Concepts

3.1 Describe safety precautions when in or near water.

3.2 Identify appropriate and inappropriate touch.

3.3 Explain that a child is not at fault if someone touches him or her in an inappropriate way.

Standard 2: Access Information

3.4 Demonstrate how to ask a trusted adult for help.

Standard 3: Health Behaviors

3.5 Apply wheeled recreation rules.

3.6 Demonstrate the use of wheeled recreation safety gear.

3.7 Apply strategies to avoid personally unsafe situations.

3.8 Demonstrate strategies to get away in cases of inappropriate touching or abduction.

STRAND 4: SOCIAL AND EMOTIONAL HEALTH

(Note: Teaching these standards is central to the implementation of an effective Positive Behavior Support system.)

Standard 1: Core Concepts

4.1 Describe the characteristics of touch which is caring and important to positive relationships.

4.2 Analyze the importance of identifying and expressing feelings to maintain personal health and healthy relationships.

4.3 Describe situations that may elicit mixed emotions.

Standard 2: Access Information

4.4 Identify people who can help make decisions and solve problems.

Standard 6: Decision Making

4.5 Explain the decision making and problem solving steps.

4.6 Demonstrate the ability to make a decision or solve a problem using the steps.

Standard 7: Social Skills

4.7 Demonstrate ways to show respect for feelings, rights, and property of others.

4.8 Demonstrate effective listening and attending skills.

4.9 Recognize and express appropriately a variety of personal feelings.

4.10 Demonstrate the ability to manage strong feelings, including anger.

STRAND 5: PERSONAL HEALTH AND WELLNESS

Standard 3: Health Behaviors

5.1 Demonstrate skills throughout the day to reduce the spread of germs.

Acknowledgements

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MICHIGAN Department of Education

HEALTH EDUCATION

GRADE LEVEL CONTENT EXPECTATIONS

Grade Three

Welcome to Michigan's Health Education Content Standards and Expectations for Grade Three

Why Develop Content Expectations for Health?

Good health is necessary for academic success. Like adults at work, students at school have difficulty being successful if they are depressed, tired, bullied, stressed, sick, using alcohol or other drugs, undernourished, or abused. Research shows that effective health education helps students increase their health knowledge and improve their health skills and behaviors, especially those behaviors that have the greatest effect on health.

The Centers for Disease Control and Prevention (CDC) has identified the risk behavior areas that have the greatest effect on the short-term and long-term health of young people. Patterns of unhealthy eating, physical inactivity, and tobacco use are often established in childhood and adolescence, and are by far the leading causes of death among adults. Injury and violence, including suicide and alcohol-related traffic crashes, are the leading causes of death among children and youth. Each year approximately one in four Michigan high school students reports having consumed five or more drinks in a row during the previous month. These behavioral areas should be emphasized in an effective elementary health education program: healthy eating, physical activity, alcohol, tobacco, and other drug prevention, and injury and violence prevention.

In its Policy on Comprehensive School Health Education, the State Board addresses these risks by making certain recommendations. The following are those intended for Kindergarten through Grade Three.

- Provide at least 50 hours of health at each grade, Prekindergarten through Grade Twelve, to give students adequate time to learn and practice health habits and skills for a lifetime.
- Focus on helping young people develop and practice personal and social skills, such as communication and decision making, in order to deal effectively with health-risk situations.
- Address social and media influences on student behaviors and help students identify healthy alternatives to specific high-risk behaviors.
- Emphasize critical knowledge and skills that students need in order to obtain, understand, and use basic health information and services in ways that enhance healthy living.
- Focus on behaviors that have the greatest effect on health, especially those related to nutrition; physical activity; violence and injury; alcohol and other drug use; and tobacco use.
- Build functional knowledge and skills, from year to year, that are developmentally appropriate.
- Include accurate and up-to-date information, and be appropriate to students' developmental levels, personal behaviors, and cultural backgrounds.

The content expectations contained in this document are intended to help schools address these recommendations.

Overview of the Content Expectations

The Health Education Content Expectations reflect legal requirements, best practices, and current research in the teaching and learning of health education. They build from the Michigan Health Education Standards and Benchmarks (1996) and the State Board of Education's Policy on Comprehensive School Health Education (2004). These content expectations represent a vision for a relevant health education curriculum that addresses critical health knowledge and skills for successfully maintaining a healthy lifestyle during a child's school years and beyond.

The Health Education Content Standards and Expectations were developed with the input of work groups made up of health content experts and faculty from teacher preparation programs, focus groups of teachers and parents, and online reviews by grade level teachers. They are aligned with the 2006 National Health Education Standards; assessment items developed by the State Collaborative for Assessment and Student Standards, Health Education Project of the Council of Chief State School Officers; and the *Michigan Model for Health® Curriculum*. Students whose work is guided by these standards and expectations will be prepared for responsible and healthy living, at school, at home, and in the workplace.

Michigan Health Education Content Standards (2006)

1. Core Concepts	All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues.
2. Access Information	All students will access valid health information and appropriate health promoting products and services.
3. Health Behaviors	All students will practice health enhancing behaviors and avoid or reduce health risks.
4. Influences	All students will analyze the influence of family, peers, culture, media, and technology on health.
5. Goal Setting	All students will use goal setting skills to enhance health.
6. Decision Making	All students will use decision-making skills to enhance health.
7. Social Skills	All students will demonstrate effective interpersonal communication and other social skills which enhance health.
8. Advocacy	All students will demonstrate advocacy skills for enhanced personal, family, and community health.

Please note that, while all the Content Standards are addressed in these Grade Level Content Expectations for Health Education as a whole, not all standards will be addressed in each strand.

STRAND 1: NUTRITION AND PHYSICAL ACTIVITY

Standard 1: Core Concepts

1.1 Explain the benefits of healthy eating and being physically active.

1.2 Describe the importance of choosing a variety of ways to be physically active.

Standard 4: Influences

1.3 Explain strategies used to advertise food and beverage products.

1.4 Analyze how food advertising impacts eating behaviors related to eating when not hungry.

Standard 5: Goal Setting

1.5 Describe the elements of a physical activity plan.

1.6 Develop a personal plan to be physically active.

STRAND 2: ALCOHOL, TOBACCO, AND OTHER DRUGS

Standard 1: Core Concepts

2.1 Describe the short- and long-term effects of alcohol use, including addiction.

2.2 Describe the short- and long-term effects of using tobacco, including addiction.

Standard 3: Health Behaviors

2.3 Describe actions that need to be followed to avoid accidental poisoning by household cleaning and paint products.

2.4 Describe actions to take in a poison emergency.

2.5 Explain rules for safe use of medicines and household products, including those that can be inhaled.

Standard 4: Influences

2.6 Explain how family and peers can influence choices about using alcohol and other drugs.

2.7 Analyze various strategies used in the media that encourage or discourage tobacco use.

Standard 7: Social Skills

2.8 Demonstrate verbal and non-verbal ways to refuse alcohol.

2.9 Demonstrate verbal and non-verbal ways to refuse tobacco use.

STRAND 3: SAFETY

Standard 1: Core Concepts

3.1 Explain why the back seat is the safest place for young people to ride in a vehicle equipped with air bags.

3.2 Explain how booster seats and safety belts help passengers to stay safe.

3.3 Describe characteristics of safe and unsafe places.

Standard 2: Access Information

3.4 Describe how to access help when feeling threatened.

Standard 3: Health Behaviors

3.5 Describe safe and unsafe behaviors of occupants in vehicles.

3.6 Demonstrate the proper wearing of a safety belt.

3.7 Describe dangerous, destructive, and disturbing situations that need to be reported to an adult.

3.8 Analyze environments to determine whether they are safe places.

Standard 4: Influences

3.9 Analyze how one can influence safety belt and booster seat use of others.

STRAND 4: SOCIAL AND EMOTIONAL HEALTH

(Note: Teaching these standards is central to the implementation of an effective Positive Behavior Support system.)

Standard 1: Core Concepts

4.1 Explain the benefits of positive friendships.

4.2 Describe the characteristics of positive role models.

4.3 Recognize that each person has unique talents and skills.

Standard 3: Health Behaviors

4.4 Describe ways people help each other.

4.5 Describe a unique talent or skill of oneself and one other person.

4.6 Explain ways to show acceptance of differences.

Standard 4: Influences

4.7 Analyze how friends influence others' behavior and well-being.

Standard 7: Social Skills

4.8 Demonstrate ways to express appreciation.

4.9 Demonstrate strategies for keeping positive friends.

4.10 Demonstrate how to confront annoying behavior.

Standard 8: Advocacy

4.11 Demonstrate the ability to support and respect people with differences.

STRAND 5: PERSONAL HEALTH AND WELLNESS

Standard 1: Core Concepts

5.1 Explain the physical, emotional, and social importance of keeping the body clean.

Standard 3: Health Behaviors

5.2 Describe strategies to keep the body clean.

Standard 5: Goal Setting

5.3 Develop a plan to keep the body clean.

Acknowledgements

Academic Review

Cheryl Blair, Kent ISD

Al Craven, Genesee ISD

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HEALTH EDUCATION

MICHIGAN Department of Education

GRADE LEVEL CONTENT EXPECTATIONS

Grade Four

Welcome to Michigan's Health Education Content Standards and Expectations for Grade Four

Why Develop Content Expectations for Health?

Good health is necessary for academic success. Like adults at work, students at school have difficulty being successful if they are depressed, tired, bullied, stressed, sick, using alcohol or other drugs, undernourished, or abused. Research shows that effective health education helps students increase their health knowledge and improve their health skills and behaviors, especially those behaviors that have the greatest effect on health.

The Centers for Disease Control and Prevention (CDC) has identified the risk behavior areas that have the greatest effect on the short-term and long-term health of young people. Patterns of unhealthy eating, physical inactivity, and tobacco use are often established in childhood and adolescence, and are by far the leading causes of death among adults. Injury and violence, including suicide and alcohol-related traffic crashes, are the leading causes of death among youth. Each year approximately three million cases of sexually transmitted infections occur among teenagers, and one in four Michigan high school students reports having consumed five or more drinks in a row during the previous month. These behavioral areas should be emphasized in an effective health education program: healthy eating, physical activity, tobacco prevention, alcohol and other drug prevention, injury and violence prevention, and HIV/STI prevention. Growth and Development is recommended, but not mandated.

In its Policy on Comprehensive School Health Education, the State Board addresses these risks by recommending that Michigan schools do the following:

- Provide at least 50 hours of health at each grade, Prekindergarten through Grade Twelve, to give students adequate time to learn and practice health habits and skills for a lifetime.
- Focus on helping young people develop and practice personal and social skills, such as communication and decision making, in order to deal effectively with health-risk situations.
- Address social and media influences on student behaviors and help students identify healthy alternatives to specific high-risk behaviors.
- Emphasize critical knowledge and skills that students need in order to obtain, understand, and use basic health information and services in ways that enhance healthy living.
- Focus on behaviors that have the greatest effect on health, especially those related to nutrition; physical activity; violence and injury; alcohol and other drug use; tobacco use; and sexual behaviors that lead to HIV, sexually transmitted disease, or unintended pregnancy, as developmentally appropriate.
- Build functional knowledge and skills, from year to year, that are developmentally appropriate.
- Include accurate and up-to-date information, and be appropriate to students' developmental levels, personal behaviors, and cultural backgrounds.

The content expectations contained in this document are intended to help schools address these recommendations.

Overview of the Content Expectations

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The Health Education Content Standards and Expectations were developed with the input of work groups made up of health content experts and faculty from teacher preparation programs, focus groups of teachers and parents, and online reviews by grade level teachers. They are aligned with the 2006 National Health Education Standards; assessment items developed by the State Collaborative for Assessment and Student Standards, Health Education Project of the Council of Chief State School Officers; and the *Michigan Model for Health® Curriculum*. Students whose work is guided by these standards and expectations will be prepared for responsible and healthful living, at school, at home, and in the workplace.

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3. Health Behaviors	All students will practice health enhancing behaviors and avoid or reduce health risks.
4. Influences	All students will analyze the influence of family, peers, culture, media, and technology on health.
5. Goal Setting	All students will use goal setting skills to enhance health.
6. Decision Making	All students will use decision-making skills to enhance health.
7. Social Skills	All students will demonstrate effective interpersonal communication and other social skills which enhance health.
8. Advocacy	All students will demonstrate advocacy skills for enhanced personal, family, and community health.

Please note that, while all the Content Standards are addressed in these Grade Level Content Expectations for Health Education as a whole, not all standards will be addressed in each strand.

STRAND 1: NUTRITION AND PHYSICAL ACTIVITY

Standard 1: Core Concepts

1.1 Describe the food groups, including recommended portions to eat from each group.

1.2 Analyze the relationship of physical activity, rest, and sleep.

1.3 Explain why some food groups have a greater number of recommended portions than other food groups.

1.4 Associate recommended food portions to the sizes of common items.

1.5 Compare the quantity of restaurant or packaged foods to the quantities of food needed to keep the body healthy.

Standard 3: Health Behaviors

1.6 Assess one's ability to include physical activity, rest, and sleep in one's daily routine.

1.7 Describe strategies people use to consume the recommended portions of food to meet their individual nutrient needs.

Standard 4: Influences

1.8 Analyze examples of food advertising.

Standard 5: Goal Setting

1.9 Develop a one-day plan for eating the recommended portions of food from each food group.

STRAND 2: ALCOHOL, TOBACCO, AND OTHER DRUGS

Standard 1: Core Concepts

2.1 Describe the short- and long-term physical effects of being exposed to tobacco smoke.

2.2 Analyze possible reasons why individuals choose to use or to not use alcohol.

2.3 Explain the positive outcomes of not using alcohol.

Standard 3: Health Behaviors

2.4 Demonstrate the ability to avoid exposure to secondhand smoke.

Standard 4: Influences

2.5 Explain how family and peers can influence decisions about using alcohol and other drugs.

2.6 Explain how decisions about alcohol use will impact relationships with friends and family.

2.7 Analyze various strategies used in the media that encourage and discourage the use of alcohol and tobacco.

Standard 7: Social Skills

2.8 Demonstrate verbal and non-verbal ways to refuse alcohol.

STRAND 3: SAFETY

Standard 1: Core Concepts

3.1 Describe safety hazards, including those related to fire, dangerous objects and weapons, being home alone, and using the Internet.

3.2 Explain the importance of respecting personal space and boundaries.

3.3 Describe the characteristics of appropriate and inappropriate touch.

3.4 Explain that a child is not at fault if someone touches him or her in an inappropriate way.

Standard 2: Access Information

3.5 Demonstrate how to ask a trusted adult for help.

3.6 Demonstrate how to access emergency services, such as calling "911," including what to say when accessing such services.

Standard 3: Health Behaviors

3.7 Apply strategies to prevent fires and burns.

3.8 Develop and practice a home fire escape plan.

3.9 Apply strategies to stay safe and prevent injury when home alone.

3.10 Explain a rule and demonstrate actions to use when dangerous objects or weapons are present.

3.11 Apply strategies to stay safe when using the Internet.

3.12 Apply strategies to avoid personally unsafe situations.

3.13 Demonstrate strategies to get away in cases of inappropriate touching or abduction.

Standard 4: Influences

3.14 Analyze how one influences the safety of others when adult supervision is not present.

STRAND 4: SOCIAL AND EMOTIONAL HEALTH

(Note: Teaching these standards is central to the implementation of an effective Positive Behavior Support system.)

Standard 1: Core Concepts

4.1 Describe the effect of teasing and bullying on others.

Standard 2: Access Information

4.2 Describe the characteristics of people who can help make decisions and solve problems.

Standard 3: Health Behaviors

4.3 Apply the use of positive self-talk to manage feelings.

4.4 Describe strategies to manage strong feelings, including anger.

Standard 6: Decision Making

4.5 Explain the decision making and problem solving steps.

4.6 Apply the steps to make a decision or solve a problem, using criteria to evaluate solutions.

Standard 7: Social Skills

4.7 Describe characteristics and steps of conflict resolution.

4.8 Apply the steps of conflict resolution.

4.9 Demonstrate non-violent conflict resolution strategies.

4.10 Explain what to do if you or someone else is being teased or bullied.

4.11 Express intentions to stop bullying as a bystander, perpetrator, or victim.

4.12 Demonstrate the ability to confront bullying and teasing.

STRAND 5: PERSONAL HEALTH AND WELLNESS

Standard 3: Health Behaviors

5.1 Demonstrate skills throughout the day to reduce the spread of germs.

STRAND 6: HIV PREVENTION

(Note: Course content should be reviewed to determine whether it is consistent with the district's board policies and approved curriculum. State law requires that, before adopting any revisions to the approved HIV curriculum, the local school board shall hold public hearings on the revision. For the specific language of the law, see Section 380.1169 of the Michigan Compiled Laws at www.michiganlegislature.org.)

Standard 1: Core Concepts

6.1 Define HIV and AIDS.

6.2 Explain that it is safe to be a friend of someone who is living with HIV or AIDS.

6.3 Explain how HIV is and is not transmitted.

Standard 3: Health Behaviors

6.4 Describe how people can protect themselves from infection with serious blood-borne communicable diseases, including not touching blood and not touching used needles.

STRAND 7: GROWTH AND DEVELOPMENT

(Note: Growth and Development is RECOMMENDED, but not mandated, to be taught. Course content should be reviewed by the district's Sex Education Advisory Board to determine whether it is consistent with the district's board policies and approved curriculum.)

Standard 1: Core Concepts

7.1 Explain that puberty and development can vary considerably and still be normal.

7.2 Identify personal hygiene practices and health/safety issues during puberty (e.g., showering, deodorant, use of sanitary products, and athletic supporters).

7.3 Describe social changes during puberty (e.g., changes in friendships, crushes/attractions, and changing expectations of parents/adults).

7.4 Describe emotional changes during puberty (e.g., mood shifts).

7.5 Describe physical changes that occur during puberty (e.g., body hair, body odor, voice, body shape, strength, hormones, and menstruation).

Standard 2: Access Information

7.6 Identify potential resources (e.g., parents, teacher, and other trusted adults) that can provide accurate information about puberty.

Standard 3: Health Behaviors

7.7 Develop plans to maintain personal hygiene during puberty.

Acknowledgements

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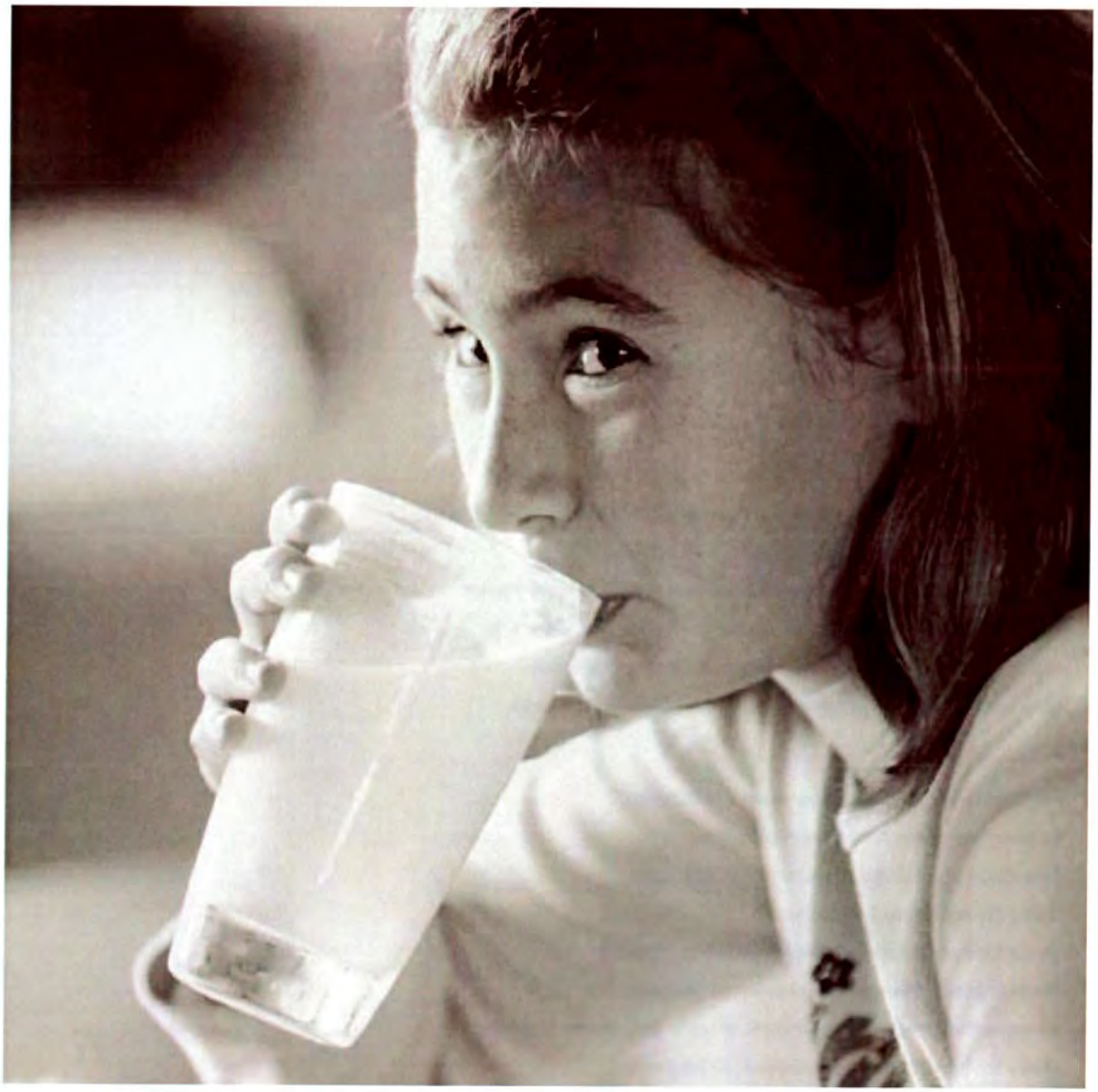
HEALTH EDUCATION

GRADE LEVEL CONTENT EXPECTATIONS



Grade Five

Welcome to Michigan's Health Education Content Standards and Expectations for Grade Five

Why Develop Content Expectations for Health?

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- Address social and media influences on student behaviors and help students identify healthy alternatives to specific high-risk behaviors.
- Emphasize critical knowledge and skills that students need in order to obtain, understand, and use basic health information and services in ways that enhance healthy living.
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5. Goal Setting	All students will use goal setting skills to enhance health.
6. Decision Making	All students will use decision-making skills to enhance health.
7. Social Skills	All students will demonstrate effective interpersonal communication and other social skills which enhance health.
8. Advocacy	All students will demonstrate advocacy skills for enhanced personal, family, and community health.

Please note that, while all the Content Standards are addressed in these Grade Level Content Expectations for Health Education as a whole, not all standards will be addressed in each strand.

STRAND 1: NUTRITION AND PHYSICAL ACTIVITY

Standard 1: Core Concepts

1.1 Describe the essential nutrients the body needs to stay healthy.

1.2 Describe guidelines to follow for healthy eating.

1.3 Identify calcium and vitamin D intake and physical activity as protectors from developing osteoporosis.

1.4 Explain the importance of choosing water rather than other beverages for the purpose of keeping the body hydrated.

Standard 2: Access Information

1.5 Interpret information provided on food labels.

Standard 3: Health Behaviors

1.6 Choose a snack using specific criteria such as fat, carbohydrate, fiber, calcium, and calorie content of foods.

1.7 Plan a meal using specific criteria such as fat, carbohydrate, fiber, calcium, and calorie content of foods.

STRAND 2: ALCOHOL, TOBACCO, AND OTHER DRUGS

Standard 1: Core Concepts

2.1 Describe poison safety rules for household products.

2.2 Describe the short- and long- term physical effects of using tobacco and inhalants.

2.3 Describe health benefits of abstaining from or stopping tobacco use.

2.4 Recognize that it is hard to stop using tobacco.

2.5 Compute the economic cost of tobacco use.

2.6 Explain school policies and community laws related to the sale and use of tobacco products.

2.7 Describe how use of alcohol and other drugs impairs safe driving.

Standard 3: Health Behaviors

2.8 Apply effective strategies to avoid exposure to inhalants.

2.9 Apply strategies to avoid riding with an impaired driver.

Standard 4: Influences

2.10 Analyze the accuracy of information conveyed in the media about tobacco use.

2.11 Explain how decisions about alcohol and tobacco use will impact relationships with friends and family.

2.12 Analyze how families and peers may influence choices about using tobacco and inhalants.

Standard 6: Decision Making

2.13 Analyze the positive and negative choices one can make about using tobacco and alcohol.

Standard 7: Social Skills

2.14 Demonstrate verbal and non-verbal ways to refuse tobacco, alcohol, inhalant, and other drug use.

STRAND 3: SAFETY

Standard 1: Core Concepts

3.1 Explain the importance of respecting personal space and boundaries.
3.2 Describe the characteristics of appropriate and inappropriate touch.
3.3 Explain that a child is not at fault if someone touches him or her in an inappropriate way.
3.4 Describe hazards related to sun, water, and ice.

Standard 2: Access Information

3.5 Demonstrate how to ask a trusted adult for help.

Standard 3: Health Behaviors

3.6 Analyze situations to predict safety hazards when home alone and in public places.
3.7 Apply strategies to avoid personally unsafe situations.
3.8 Apply strategies to be safe in the sun and when around water and ice.

Standard 5: Goal Setting

3.9 Develop plans to stay safe when home alone and in public places.

Standard 7: Social Skills

3.10 Demonstrate strategies to get away in cases of inappropriate touching or abduction.

STRAND 4: SOCIAL AND EMOTIONAL HEALTH

(Note: Teaching these standards is central to the implementation of an effective Positive Behavior Support system.)

Standard 1: Core Concepts

4.1 Describe the harmful impact of harassing behaviors to both the perpetrator and the victim.

Standard 2: Access Information

4.2 Describe how to get help from an adult when someone is in danger of hurting self or others.

Standard 3: Health Behaviors

4.3 Demonstrate strategies to manage strong feelings.
4.4 Predict situations that might lead to trouble, including violence.
4.5 Demonstrate strategies to avoid situations that might lead to trouble.
4.6 Demonstrate the ability to manage harassment, including getting help from a trusted adult.

Standard 5: Goal Setting

4.7 Set a personal goal and plan the steps necessary to achieve the goal.

Standard 6: Decision Making

4.8 Describe the characteristics of people who can help make decisions and solve problems.
4.9 Explain the decision making and problem solving steps.
4.10 Demonstrate making a decision or solving a problem using criteria to evaluate solutions.

Standard 7: Social Skills

4.11 Demonstrate effective listening strategies.
4.12 Demonstrate how to communicate assertively.
4.13 Apply the steps of conflict resolution to a real or hypothetical situation.

Standard 8: Advocacy

4.14 Advocate for a caring school environment.

STRAND 5: PERSONAL HEALTH AND WELLNESS

Standard 1: Core Concepts

5.1 Analyze the physical, emotional, mental, and social importance of keeping the body clean.

Standard 4: Influences

5.2 Analyze media influences related to hygiene products.

Standard 5: Goal Setting

5.3 Develop a plan to keep the body clean.

STRAND 6: HIV PREVENTION

(Note: Course content should be reviewed to determine whether it is consistent with the district's board policies and approved curriculum. State law requires that, before adopting any revisions to the approved HIV curriculum, the local school board shall hold public hearings on the revision. For the specific language of the law, see Section 380.1169 of the Michigan Compiled Laws at www.michiganlegislature.org.)

Standard 1: Core Concepts

6.1 Define HIV and AIDS.

6.2 Explain that it is safe to be a friend of someone who is living with HIV or AIDS.

6.3 Describe how HIV is and is not transmitted.

Standard 3: Health Behaviors

6.4 Describe ways people can protect themselves from infection with serious blood borne communicable diseases, including not touching blood, not touching used needles, and not having sex.

STRAND 7: GROWTH AND DEVELOPMENT

(Note: State law makes whether to offer sexuality education a local district decision. Course content must be reviewed by the district's Sex Education Advisory Board to determine whether it is consistent with the district's board policies and approved sexuality education curriculum. If the district chooses to offer sexuality education, certain content must be included in an age-appropriate fashion in the K-12 instructional program. This content is integrated into these content expectations. For the specific language of the law, see Sections 380.1507, 1507a, and 1507b of the Michigan Compiled Laws at www.michiganlegislature.org.)

Standard 1: Core Concepts

7.1 Explain that males and females develop at different rates, and there are wide variations within each sex.

7.2 Explain social changes during puberty (e.g., changes in friendships, crushes/attractions, and changing expectations of parents/adults).

7.3 Explain emotional changes during puberty (e.g., mood shifts).

7.4 Explain physical changes that occur during puberty (e.g., body hair, body odor, voice, body shape, strength, hormones, and menstruation).

7.5 Define and identify basic male and female reproductive anatomy using scientific names.

7.6 Define the functions of sperm and egg cells in human reproduction.

7.7 Describe how sperm cells are produced.

7.8 Describe the menstrual cycle and its potential for human reproduction.

7.9 Describe the functions of basic male and female reproductive anatomy.

Standard 2: Access Information

7.10 Describe criteria to determine whether resources provide accurate information about puberty; and apply these criteria to identify valid resources.

Standard 4: Influences

7.11 Explain how culture, media, and others influence what one thinks about oneself and relationships.

Acknowledgements

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MICHIGAN Department of Education

HEALTH EDUCATION

GRADE LEVEL CONTENT EXPECTATIONS

Grade Six

Welcome to Michigan's Health Education Content Standards and Expectations for Grade Six

Why Develop Content Expectations for Health?

Good health is necessary for academic success. Like adults at work, students at school have difficulty being successful if they are depressed, tired, bullied, stressed, sick, using alcohol or other drugs, undernourished, or abused. Research shows that effective health education helps students increase their health knowledge and improve their health skills and behaviors, especially those behaviors that have the greatest effect on health.

The Centers for Disease Control and Prevention (CDC) has identified the risk behavior areas that have the greatest effect on the short-term and long-term health of young people. Patterns of unhealthy eating, physical inactivity, and tobacco use are often established in childhood and adolescence, and are by far the leading causes of death among adults. Injury and violence, including suicide and alcohol-related traffic crashes, are the leading causes of death among youth. Each year approximately three million cases of sexually transmitted infections occur among teenagers, and one in four Michigan high school students reports having consumed five or more drinks in a row during the previous month. These behavioral areas should be emphasized in an effective health education program: healthy eating, physical activity, tobacco prevention, alcohol and other drug prevention, injury and violence prevention, and the prevention of sexual behaviors leading to HIV/STI infections or pregnancy.

In its Policy on Comprehensive School Health Education, the State Board addresses these risks by recommending that Michigan schools do the following.

- Provide at least 50 hours of health at each grade, Prekindergarten through Grade Twelve, to give students adequate time to learn and practice health habits and skills for a lifetime.
- Focus on helping young people develop and practice personal and social skills, such as communication and decision making, in order to deal effectively with health-risk situations.
- Address social and media influences on student behaviors and help students identify healthy alternatives to specific high-risk behaviors.
- Emphasize critical knowledge and skills that students need in order to obtain, understand, and use basic health information and services in ways that enhance healthy living.
- Focus on behaviors that have the greatest effect on health, especially those related to nutrition; physical activity; violence and injury; alcohol and other drug use; tobacco use; and sexual behaviors that lead to HIV, sexually transmitted disease, or unintended pregnancy, as developmentally appropriate.
- Build functional knowledge and skills, from year to year, that are developmentally appropriate.
- Include accurate and up-to-date information, and be appropriate to students' developmental levels, personal behaviors, and cultural backgrounds.

The content expectations contained in this document are intended to help schools address these recommendations.

Overview of the Content Expectations

The Health Education Content Expectations reflect legal requirements, best practices, and current research in the teaching and learning of health education. They build from the Michigan Health Education Standards and Benchmarks (1996) and the State Board of Education's Policy on Comprehensive School Health Education (2004). These content expectations represent a vision for a relevant health education curriculum that addresses critical health knowledge and skills for successfully maintaining a healthy lifestyle during a child's school years and beyond.

The Health Education Content Standards and Expectations were developed with the input of work groups made up of health content experts and faculty from teacher preparation programs, focus groups of teachers and parents, and online reviews by grade level teachers. They are aligned with the 2006 National Health Education Standards; assessment items developed by the State Collaborative for Assessment and Student Standards, Health Education Project of the Council of Chief State School Officers; and the *Michigan Model for Health® Curriculum*. Students whose work is guided by these standards and expectations will be prepared for responsible and healthful living, at school, at home, and in the workplace.

Michigan Health Education Content Standards (2006)

1. Core Concepts	All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues.
2. Access Information	All students will access valid health information and appropriate health promoting products and services.
3. Health Behaviors	All students will practice health enhancing behaviors and avoid or reduce health risks.
4. Influences	All students will analyze the influence of family, peers, culture, media, and technology on health.
5. Goal Setting	All students will use goal setting skills to enhance health.
6. Decision Making	All students will use decision-making skills to enhance health.
7. Social Skills	All students will demonstrate effective interpersonal communication and other social skills which enhance health.
8. Advocacy	All students will demonstrate advocacy skills for enhanced personal, family, and community health.

Please note that, while all the Content Standards are addressed in these Grade Level Content Expectations for Health Education as a whole, not all standards will be addressed in each strand.

STRAND 1: NUTRITION AND PHYSICAL ACTIVITY

Standard 1: Core Concepts

1.1 Analyze the benefits of healthy eating and being physically active.
1.2 Identify the causes of foodborne illness.
1.3 Explain how weight management is influenced by healthy eating and being physically active.

Standard 3: Health Behaviors

1.4 Describe the federal dietary guidelines and the amount of physical activity recommended for one's age in order to achieve health benefits.
1.5 Describe strategies for dealing with personal preferences, restrictions, and barriers related to healthy eating, adequate sleep, and physical activity.
1.6 Describe environmental influences that encourage or discourage physical activity.
1.7 Develop a dietary and physical activity plan for a week that is consistent with the dietary guidelines.
1.8 Demonstrate the ability to support others to choose healthy foods and be physically active.

RECOMMENDED

Standard 1: Core Concepts

1.9 Describe the relationship of self perception, body image, body weight, and physical activity.

Standard 4: Influences

1.10 Analyze how one's own perception of weight influences healthy eating and being physically active.

STRAND 2: ALCOHOL, TOBACCO, AND OTHER DRUGS

Standard 1: Core Concepts

2.1 Explain the short- and long-term effects of alcohol and marijuana use.
2.2 Explain school policies and Michigan laws related to the sale and use of tobacco products.
2.3 Analyze data that supports that most young people in middle school do not use tobacco, alcohol, or other drugs.
2.4 Articulate the benefits of remaining alcohol, tobacco, and drug free.
2.5 Analyze how impaired judgment and other effects of alcohol or marijuana use impact personal safety, relationships with friends and families, school success, and attainment of present and future goals.

Standard 2: Access Information

2.6 Demonstrate the ability to locate school and community resources to assist with problems related to alcohol and other drug use; and assess the validity of the resources.

Standard 3: Health Behaviors

2.7 Make a commitment to be alcohol, tobacco and drug free.
2.8 Recognize behaviors that may indicate alcohol or drug impairment in order to avoid riding with an impaired driver.
2.9 Describe strategies to avoid riding with an impaired driver, and demonstrate the ability to use them.

Standard 4: Influences

2.10 Analyze family, peer, societal, and media influences on tobacco, alcohol, and other drug use.

Standard 7: Social Skills

2.11 Develop personal strategies to resist influences to use tobacco, alcohol, and other drugs.
2.12 Demonstrate verbal and non-verbal ways to refuse alcohol, tobacco, and other drugs.

STRAND 2: ALCOHOL, TOBACCO, AND OTHER DRUGS (CONTINUED)

RECOMMENDED

Standard 1: Core Concepts

2.13 Describe the negative health effects of caffeine, tobacco, and diet pills on rest, stress, athletic performance, and weight management.

Standard 4: Influences

2.14 Analyze possible reasons why individuals choose to use, or not use, alcohol or marijuana.

2.15 Demonstrate the ability to support friends and family members who are trying to stop using alcohol, tobacco, and other drugs.

Standard 8: Advocacy

2.16 Apply effective persuasion skills for encouraging others not to use tobacco, alcohol, and other drugs.

STRAND 3: SAFETY

Standard 1: Core Concepts

3.1 Explain how safety belts help passengers to stay safe.

3.2 Describe safety hazards related to using the Internet.

3.3 Describe appropriate and inappropriate touch.

3.4 Explain the importance of respecting personal space and boundaries.

3.5 Explain that a child is not at fault if someone touches him or her in an inappropriate way.

Standard 2: Access Information

3.6 Demonstrate the ability to ask a trusted adult for help when feeling personally threatened or unsafe, including while using the Internet.

Standard 3: Health Behaviors

3.7 Analyze environments and situations, including those where weapons may be present, to determine whether they are safe.

3.8 Describe strategies to avoid unsafe situations.

3.9 Demonstrate strategies to escape when weapons/dangerous objects are present.

3.10 Describe the procedure for reporting the presence of weapons at school.

3.11 Demonstrate the ability to escape safety hazards in public places.

3.12 Apply school rules and procedures to hypothetical school crisis situations.

3.13 Demonstrate strategies to get away in hypothetical cases of inappropriate touching or abduction.

3.14 Apply strategies to stay safe when using the Internet.

Standard 4: Influences

3.15 Explain how one's behavior, when an occupant of a vehicle, influences the behavior of others.

RECOMMENDED

Standard 8: Advocacy

3.16 Advocate for others to practice safe behavior, including the proper use of safety belts, when riding in a car.

3.17 Advocate for others to stay safe when using the Internet.

STRAND 4: SOCIAL AND EMOTIONAL HEALTH

(Note: Teaching these standards is central to the implementation of an effective Positive Behavior Support system.)

Standard 1: Core Concepts

4.1 Describe some common causes of stress, and the health effects of stress.

Standard 2: Access Information

4.2 Analyze the importance of getting help from an adult when it is needed.

4.3 Identify criteria to determine whether another person is able to help one make healthy decisions and solve problems; and apply these criteria to identify people who can provide help.

Standard 3: Health Behaviors

4.4 Demonstrate the ability to use practical strategies to manage strong feelings.

Standard 5: Goal Setting

4.5 Use practical strategies to develop a personal plan for stress management.

Standard 6: Decision Making

4.6 Describe the decision making and problem solving steps.

4.7 Demonstrate the ability to make a decision or solve a problem using criteria to evaluate solutions.

Standard 7: Social Skills

4.8 Describe the characteristics of conflicts that can be resolved and the steps of effective conflict resolution.

4.9 Demonstrate the ability to use the steps of conflict resolution.

4.10 Demonstrate effective listening strategies.

4.11 Demonstrate the ability to use assertive communication skills appropriately.

RECOMMENDED

Standard 1: Core Concepts

4.12 Analyze how friendships may involve positive and negative risks.

4.13 Explain the difference between angry feelings and angry behavior.

Standard 7: Social Skills

4.14 Demonstrate the ability to express appreciation.

STRAND 5: PERSONAL HEALTH AND WELLNESS

Standard 3: Health Behaviors

5.1 Demonstrate skills throughout the day to reduce the spread of germs.

STRAND 6: HIV AND STIs PREVENTION

See the Health Education Content Expectations for Grade 5 and Grades 7-8 at www.michigan.gov/healthed<http://www.michigan.gov/healthed>.

STRAND 7: SEXUALITY EDUCATION

(Note: State law makes whether to offer sexuality education a local district decision. Course content must be reviewed by the district's Sex Education Advisory Board to determine whether it is consistent with the district's board policies and approved sexuality education curriculum. If the district chooses to offer sexuality education, certain content must be included in an age-appropriate fashion in the K-12 instructional program. This content is integrated into these content expectations. For the specific language of the law, see Sections 380.1507, 1507a, and 1507b of the Michigan Compiled Laws at www.michiganlegislature.org.)

Standard 1: Core Concepts

7.1 Describe the changes in friendships that one might experience as a result of puberty, and evaluate what it means to be a boyfriend or girlfriend.

7.2 Identify changes in physical maturation during puberty as it relates to the physical capacity for human reproduction.

7.3 Describe the basic process of human reproduction, using scientific names for reproductive anatomy.

7.4 Define abstinence from sex.

7.5 Analyze reasons for young people to remain abstinent, concluding that abstinence is the only 100% effective method of protection from HIV, other serious communicable disease, and pregnancy.

Standard 2: Access Information

7.6 Locate adult resources (e.g., parent, teacher, medical professional, counselor, other adult) who can provide accurate information about friendships, dating, puberty, and human reproduction.

Standard 3: Health Behaviors

7.7 Recognize situations or behaviors that may lead to engaging in sexually risky behaviors.

7.8 Set personal boundaries and limits related to physical intimacy and sexual behavior.

Standard 4: Influences

7.9 Evaluate a variety of external influences (e.g., media, parents, culture, peers, and society) and internal influences (e.g., values, curiosity, interests, desires, and fears) and their potential to impact relationships and behavior.

Standard 5: Goal Setting

7.10 Develop personal short- and long-term goals that support abstinence.

Standard 7: Social Skills

7.11 Demonstrate how to communicate one's level of readiness to be a boy friend or girl friend.

7.12 Identify ways to show respect for other's boundaries and limits related to physical intimacy and sexual behavior.

7.13 Demonstrate the ability to use verbal and non-verbal ways to refuse participation in sexual behavior.

Acknowledgements

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MICHIGAN Department of Education

HEALTH EDUCATION

GRADE LEVEL CONTENT EXPECTATIONS

Grades Seven and Eight

Welcome to Michigan's Health Education Content Standards and Expectations for Grades Seven and Eight

Why Develop Content Expectations for Health?

Good health is necessary for academic success. Like adults at work, students at school have difficulty being successful if they are depressed, tired, bullied, stressed, sick, using alcohol or other drugs, undernourished, or abused. Research shows that effective health education helps students increase their health knowledge and improve their health skills and behaviors, especially those behaviors that have the greatest effect on health.

The Centers for Disease Control and Prevention (CDC) has identified the risk behavior areas that have the greatest effect on the short-term and long-term health of young people. Patterns of unhealthy eating, physical inactivity, and tobacco use are often established in childhood and adolescence, and are by far the leading causes of death among adults. Injury and violence, including suicide and alcohol-related traffic crashes, are the leading causes of death among youth. Each year approximately three million cases of sexually transmitted infections occur among teenagers, and one in four Michigan high school students reports having consumed five or more drinks in a row during the previous month. These behavioral areas should be emphasized in an effective health education program for middle school: healthy eating, physical activity, tobacco prevention, alcohol and other drug prevention, injury and violence prevention, and the prevention of sexual behaviors leading to HIV/STI infections and pregnancy.

In its Policy on Comprehensive School Health Education, the State Board addresses these risks by recommending that Michigan schools do the following:

- Provide at least 50 hours of health at each grade, Prekindergarten through Grade Twelve, to give students adequate time to learn and practice health habits and skills for a lifetime.
- Focus on helping young people develop and practice personal and social skills, such as communication and decision making, in order to deal effectively with health-risk situations.
- Address social and media influences on student behaviors and help students identify healthy alternatives to specific high-risk behaviors.
- Emphasize critical knowledge and skills that students need in order to obtain, understand, and use basic health information and services in ways that enhance healthy living.
- Focus on behaviors that have the greatest effect on health, especially those related to nutrition; physical activity; violence and injury; alcohol and other drug use; tobacco use; and sexual behaviors that lead to HIV, sexually transmitted infections, or unintended pregnancy, as developmentally appropriate.
- Build functional knowledge and skills, from year to year, that are developmentally appropriate.
- Include accurate and up-to-date information, and be appropriate to students' developmental levels, personal behaviors, and cultural backgrounds.

The content expectations contained in this document are intended to help schools address these recommendations.

Overview of the Content Expectations

The Health Education Content Expectations reflect legal requirements, best practices, and current research in the teaching and learning of health education. They build from the Michigan Health Education Standards and Benchmarks (1996) and the State Board of Education's Policy on Comprehensive School Health Education (2004). These content expectations represent a vision for a relevant health education curriculum that addresses critical health knowledge and skills for successfully maintaining a healthy lifestyle during a child's school years and beyond.

The Health Education Content Standards and Expectations were developed with the input of work groups made up of health content experts and faculty from teacher preparation programs, focus groups of teachers and parents, and online reviews by grade level teachers. They are aligned with the 2006 National Health Education Standards; assessment items developed by the State Collaborative for Assessment and Student Standards, Health Education Project of the Council of Chief State School Officers; and the *Michigan Model for Health® Curriculum*. Students whose work is guided by these standards and expectations will be prepared for responsible and healthy living, at school, at home, and in the workplace.

These expectations are intended to be used over two years, in grades seven and eight. Local districts may determine the best way to divide the expectations according to the needs of the students of the district. For help in using the *Michigan Model for Health®* to meet these content expectations, contact your regional Comprehensive School Health Coordinator.

Michigan Health Education Content Standards (2006)

1. Core Concepts	All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues.
2. Access Information	All students will access valid health information and appropriate health promoting products and services.
3. Health Behaviors	All students will practice health enhancing behaviors and avoid or reduce health risks.
4. Influences	All students will analyze the influence of family, peers, culture, media, and technology on health.
5. Goal Setting	All students will use goal setting skills to enhance health.
6. Decision Making	All students will use decision-making skills to enhance health.
7. Social Skills	All students will demonstrate effective interpersonal communication and other social skills which enhance health.
8. Advocacy	All students will demonstrate advocacy skills for enhanced personal, family, and community health.

Please note that, while all the Content Standards are addressed in these Grade Level Content Expectations for Health Education as a whole, not all standards will be addressed in each strand.

STRAND 1: NUTRITION AND PHYSICAL ACTIVITY

Standard 1: Core Concepts

1.1 Summarize the benefits of healthy eating, being physically active, and keeping the body hydrated, and the potential consequences of not doing so.

1.2 Describe the federal dietary guidelines for teenagers, and the recommended amount of physical activity needed to achieve health benefits.

Standard 2: Access Information

1.3 Use nutrition information on food labels to compare products and select foods for specific dietary goals.

1.4 Determine the accuracy of health claims on food packages and advertisements in order to choose foods that have the most nutritional value.

1.5 Demonstrate the ability to access resources regarding healthy weight management and unhealthy eating patterns; and assess the validity of the resources.

Standard 3: Health Behaviors

1.6 Analyze characteristics of restaurant menu items and methods of preparation to identify healthier food choices one can make when eating out, including at fast food restaurants.

1.7 Evaluate a typical day's food intake according to the federal dietary guidelines for teenagers.

1.8 Describe moderate-intensity physical activities that are personally enjoyed and that can be enjoyed for a lifetime.

Standard 4: Influences

1.9 Analyze the influence of television, computer, and video games on physical activity.

Standard 5: Goal Setting

1.10 Assess personal barriers to healthy eating and being physically active, and develop practical solutions to remove these barriers.

1.11 Make a personal plan for improving one's nutrition and incorporating physical activity into daily routines.

Standard 8: Advocacy

1.12 Advocate for the availability of appealing, nutrient-dense foods in the school cafeteria and throughout the school environment.

RECOMMENDED

Standard 1: Core Concepts

1.13 Summarize the characteristics of a healthy body image and factors that determine body weight, including body type.

Standard 2: Access Information

1.14 Describe how to access nutrition information about foods offered in restaurants in one's community.

Standard 3: Health Behaviors

1.15 Evaluate the availability of nutrient-dense foods in the school cafeteria and throughout the school environment.

1.16 Demonstrate the ability to use safety equipment for physical activity.

Standard 7: Social Skills

1.17 Demonstrate skills for dealing with pressure to eat in ways that are not healthy.

1.18 Demonstrate the ability to persuade peers to eat healthy and be physically active.

STRAND 2: ALCOHOL, TOBACCO, AND OTHER DRUGS

Standard 1: Core Concepts

2.1 Analyze how alcohol, tobacco, and other drug use and exposure negatively impacts the user, as well as friends, family members, and community members.

Standard 2: Access Information

2.2 Locate resources in one's school and community, and on the Internet, for information and assistance regarding alcohol, tobacco, and other drug use; and assess the validity of the resources.

Standard 3: Health Behaviors

2.3 Describe a variety of needs young people may have, explain healthy ways to meet these needs without using alcohol, tobacco, or other drugs, and make a personal commitment to remain drug free.

2.4 Recognize risky situations that may lead to trouble, so that one can protect oneself and others from alcohol, tobacco, and other drug use.

Standard 4: Influences

2.5 Evaluate environmental and social factors, especially advertising strategies, which may influence young people to use alcohol, tobacco, or other drugs.

Standard 6: Decision Making

2.6 Apply problem-solving skills to hypothetical situations to protect oneself and others from alcohol, tobacco, and other drug use.

Standard 7: Social Skills

2.7 Demonstrate effective refusal skills to counter pressure to use alcohol, tobacco, or other drugs.

RECOMMENDED

Standard 3: Health Behaviors

2.8 Demonstrate how to follow directions for correct use of over-the-counter and prescription medications.

2.9 Demonstrate skills to avoid hazards due to another's use of alcohol, tobacco, or other drugs, including avoiding secondhand smoke and riding in a car with someone who has been using alcohol or other drugs.

Standard 7: Social Skills

2.10 Demonstrate ways to support people who are abstaining from and/or trying to quit using alcohol, tobacco, or other drugs.

2.11 Compose persuasive advice for peers on how to stay alcohol, tobacco, and drug free.

STRAND 3: SAFETY

Standard 1: Core Concepts

3.1 Describe the characteristics of healthy (positive) and harmful (negative) relationships.

3.2 Evaluate the impact of alcohol and other drug use related to safety when dating.

3.3 Describe the extent of the problem of dating abuse, assault, and rape.

3.4 Define the legal consequences of sexual harassment and violence.

Standard 2: Access Information

3.5 Describe the characteristics of situations for which adult help is needed, including intimidating and dangerous situations, where valid help can be located, and how to access it for self or others.

Standard 3: Health Behaviors

3.6 Evaluate potential responses to violence to determine the probability of a safe outcome.

3.7 Describe strategies to stay safe when using the Internet.

3.8 Demonstrate skills and strategies for avoiding or escaping potentially dangerous situations.

3.9 Recognize warning signs of potential danger in relationships.

Standard 4: Influences

3.10 Evaluate individual, group, and societal influences that promote peace and respectful behaviors, and those that promote violence and disrespectful behaviors.

Standard 6: Decision Making

3.11 Apply the problem-solving steps to hypothetical situations involving assault and intimidation, including sexual harassment.

Standard 7: Social Skills

3.12 Apply conflict resolution skills to real or hypothetical situations involving peers.

3.13 Demonstrate skills for dealing with intimidation, including sexual harassment.

RECOMMENDED

Standard 3: Health Behaviors

3.14 Demonstrate skills to avoid or escape a potentially violent dating situation.

3.15 Demonstrate the ability to properly and consistently use a variety of safety gear, including seat belts.

3.16 Assess situations for safety hazards and consequences, and make recommendations regarding safety procedures or safety gear to alleviate the risks.

3.17 Commit to taking individual action to promote peace.

Standard 4: Influences

3.18 Analyze influences that can lead to abusive relationships, including expectations for males and females.

Standard 8: Advocacy

3.19 Advocate for changes in home, school, or community environments that would increase safety.

STRAND 4: SOCIAL AND EMOTIONAL HEALTH

(Note: Teaching these standards is central to the implementation of an effective Positive Behavior Support system.)

Standard 1: Core Concepts

4.1 Distinguish between passive, aggressive, and assertive communication.

4.2 Describe the warning signs, risk factors, and protective factors for depression and suicide.

Standard 2: Access Information

4.3 Analyze situations as to whether they call for simple acts of caring among friends, or require getting the help of caring adults.

4.4 Demonstrate how to ask trusted adults and friends for help with emotional or mental health concerns for oneself or others, including the risk of suicide.

4.5 Demonstrate the ability to locate school and community resources to assist with problems related to emotional health concerns, including when someone is in danger of hurting self or others.

Standard 3: Health Behaviors

4.6 Describe the signs and symptoms of stress.

4.7 Demonstrate the ability to use stress management techniques.

Standard 4: Influences

4.8 Explain internal and external factors that help to determine how one acts toward others.

4.9 Demonstrate using the problem solving steps to solve a problem.

Standard 7: Social Skills

4.10 Demonstrate ways to show caring and respect for others, including those with real or perceived differences (e.g., cultural differences, disabilities, gender, and sexual orientation).

4.11 Demonstrate the ability to use assertive communication skills.

4.12 Apply conflict resolution skills to real or hypothetical situations involving peers.

RECOMMENDED

Standard 1: Core Concepts

4.13 Describe essential character traits needed for personal success and well being.

Standard 3: Health Behaviors

4.14 Apply skills to manage strong feelings.

Standard 6: Decision Making

4.15 Apply character traits during the process of making a decision.

Standard 7: Social Skills

4.16 Evaluate behaviors, including one's own, to determine if they are examples of essential character traits.

Standard 8: Advocacy

4.17 Advocate for a school environment in which everyone treats each other with caring and respect.

STRAND 5: PERSONAL HEALTH AND WELLNESS

Standard 1: Core Concepts

5.1 Describe the importance of rest and sleep for personal health.

5.2 Explain how common infectious diseases are transmitted by air, indirect contact, and person-to-person contact.

Standard 2: Access Information

5.3 Locate resources in one's school and community, and on the Internet, related to personal health issues and concerns; and assess the validity of the resources.

Standard 3: Health Behaviors

5.4 Apply health practices that can prevent the spread of illness, including foodborne illness.

5.5 Demonstrate basic first aid skills (i.e., controlling bleeding, Heimlich maneuver).

5.6 Analyze the characteristics of an illness or injury to determine whether it is necessary to seek medical care.

5.7 Demonstrate the proper steps to protect against harm from the sun.

Standard 4: Influences

5.8 Analyze the social influences that encourage or discourage a person to practice sun safety.

Standard 5: Goal Setting

5.9 Create a plan to incorporate adequate rest and sleep in daily routines.

RECOMMENDED

Standard 2: Access Information

5.10 Locate resources in one's school and community, and on the Internet, for first aid information and training; and assess the validity of the resources.

5.11 Demonstrate the ability to access information about personal health products (e.g., deodorant, shampoo, sun screen, and dental care products), and evaluate the information's validity.

Standard 3: Health Behaviors

5.12 Explain strategies to support youth who have illnesses such as asthma, epilepsy, or diabetes.

Standard 4: Influences

5.13 Analyze the influence of media on selection of personal health care products.

STRAND 6: HIV AND STIs PREVENTION

(Note: Course content should be reviewed to determine whether it is consistent with the district's board policies and approved curriculum. State law requires that, before adopting any revisions to the approved HIV curriculum, the local school board shall hold public hearings on the revision. For the specific language of the law, see Section 380.1169 of the Michigan Compiled Laws at www.michiganlegislature.org.)

Standard 1: Core Concepts

6.1 Explain how HIV is and is not transmitted.

6.2 Distinguish between facts and myths regarding HIV infection and AIDS.

Standard 2:Access Information

6.3 Explain when it is important to get adult, medical, and/or counseling help.

6.4 Describe sources of accurate information and assistance in one's community.

Standard 3: Health Behaviors

6.5 Analyze behaviors and situations that may result in increased risk for HIV and other sexually transmitted infections (STIs).

6.6 Analyze situations where assertive communication and refusal skills can be used to avoid and escape risky situations.

STRAND 7: SEXUALITY EDUCATION

(Note: State law makes whether to offer sexuality education a local district decision. Course content must be reviewed by the district's Sex Education Advisory Board to determine whether it is consistent with the district's board policies and approved sexuality education curriculum. If the district chooses to offer sexuality education, certain content must be included in an age-appropriate fashion in the K-12 instructional program. This content is integrated into these content expectations. For the specific language of the law, see Sections 380.1507, 1507a, and 1507b of the Michigan Compiled Laws at www.michiganlegislature.org.)

Standard 1: Core Concepts

7.1 Summarize the benefits of staying within behavioral limits and remaining abstinent.

7.2 Compare characteristics of healthy and unhealthy relationships, and describe ways to express caring for a boyfriend or girlfriend while staying abstinent.

Standard 3: Health Behaviors

7.3 Set personal boundaries and limits related to physical intimacy and sexual behavior.

7.4 Demonstrate skills to avoid and escape risky situations.

Standard 4: Influences

7.5 Examine viewpoints of parents and other trusted adults regarding teen relationships, abstinence, and sexual decisions.

7.6 Evaluate the impact of alcohol and other drug use on decisions regarding sexual behavior.

Standard 5: Goal Setting

7.7 Create a plan to stay within behavioral limits which protect one from HIV and STIs.

Standard 7: Social Skills

7.8 Demonstrate the ability to communicate one's behavioral limits and to show respect for the limits of others related to physical intimacy and sexual behavior..

7.9 Demonstrate the ability to use verbal and non-verbal ways to refuse participation in sexual behavior.

Standard 8: Advocacy

7.10 Demonstrate the ability to be positive peer role models in the school and community.

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CONTENTS

KINDERGARTEN .....

GRADE 1 .....

GRADE 2 .....

GRADE 3 .....

GRADE 4 .....

GRADE 5 .....

GRADE 6 .....

of Print Names Letters, Numbers ing ital Print	**Phonological Awareness** Rhyming Words Blend Syllables	**Letter Names** Letters: *Aa, Bb, Cc, Dd, Ee*	**Language Skills and Strategies** **Collaborate:** Ask and Answer *wh-* Questions **Interpret:** Analyze Language Choices **Produce:** Write a Recount **How English Works:** Expand Sentences with Prepositions **Vocabulary Network:** Words about Letters
of Print ing Letters, Numbers ital Print First and Last Names	**Phonological Awareness** Rhyming Words Blend and Segment Syllables	**Letter Names** Letters: *Ff, Gg, Hh, Ii, Jj*	**Language Skills and Strategies** **Collaborate:** Offer Opinions Using Open Responses **Interpret:** Analyze Language Choices **Produce:** Plan a Presentation **How English Works:** Expand Noun Phrases to Add Details **Vocabulary Network:** Words about Rhymes

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING	LANGUAGE		
Based hension	**Phonological Awareness/Phonics**	**Concepts of Print, Fluency, High-Frequency Words**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Language**	**ELD Language Workshop Lessons**
ill ; **ategy** e **g Skills**	**Phonological Awareness** Rhyming Words Single Sounds **Letter Names** Letters *Kk, Ll, Mm, Nn, Oo* **Student Book** See What We Can Do We Can Make It	**Concepts of Print** Directionality: Left to Right Book Parts **Words to Know (High-Frequency Words)** **Fluency** Read with Expression	**Enrich Vocabulary** Talk About Families	**Oral Vocabulary** *cranes, crew, gleaming, mechanic, outlining, solid* **Selection Vocabulary** *celebrate, family, memories, include* **Domain-Specific Vocabulary** *parent, sibling, ancestor, relation* **Vocabulary Strategy** Classify and Categorize Family Words	**Grammar Skill** Nouns **How English Works** Connecting Ideas	**Language Skills and Strategies** **Collaborate:** Ask and Answer Questi **Interpret:** Text Elements: Character **Produce:** Recount Experiences **How English Works:** Identify and U Common Nouns **Vocabulary Network:** Words about Family

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING	LANGUAGE		
Based hension	**Phonological Awareness/Phonics**	**Concepts of Print, Fluency, High-Frequency Words**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Language**	**ELD Language Workshop Lessons**
ill ding ers **ategy** ct **g Skills** urpose	**Phonemic Awareness** Beginning Sounds **Letter Names** Letters *Pp, Qq, Rr, Ss, Tt* **Student Book** We Go to School I Like	**Concepts of Print** Directionality: Follow Words Left to Right, Top to Bottom Book Handling **Words to Know (High-Frequency Words)** *like* **Fluency** Pause for Punctuation	**Enrich Vocabulary** Talk About School	**Oral Vocabulary** *busy, company, container, job, scoop, tortoises* **Selection Vocabulary** *bullying, tidies, fidget, interrupt* **Domain-Specific Vocabulary** *behave, member, respect, community* **Vocabulary Strategy** Antonyms	**Grammar Skill** Nouns for Places **How English Works** Verb Types (being)	**Language Skills and Strategies** **Collaborate:** Ask and Answer *wh-* Questions **Interpret:** Ask and Answer Question: **Produce:** Plan a Presentation **How English Works:** Identify and U Proper Nouns **Vocabulary Network:** Words about School
ill ture **ategy** arify **g Skills** is	**Phonological Awareness** Beginning Sounds Words in Oral Sentences **Letter Names** Letters *Uu, Vv, Ww, Xx, Yy, Zz* **Student Book** Baby Bear's Family The Party	**Concepts of Print** Letters and Words: First, Last Letters; Distinguish Letters from Words The Alphabet **Words to Know (High-Frequency Words)** *the* **Fluency** Reading Rate	**Enrich Vocabulary** Talk About Pets	**Oral Vocabulary** *cooperate, curious, interesting, slimy, smooth, vet* **Selection Vocabulary** *fetch, inside, outside, please* **Domain-Specific Vocabulary** *responsibility, groom, train, nurture* **Vocabulary Strategy** Synonyms	**Grammar Skill** Nouns for Animals and Things **How English Works** Verb Types (doing)	**Language Skills and Strategies** **Collaborate:** Agree and Disagree **Interpret:** Text Elements: Events **Produce:** Share a Story **How English Works:** Link Events Together **Vocabulary Network:** Words about Caring for Pets

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE	
Based hension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Language	ELD Language Workshop Lessons
ill raphic s **ategy** valuate **ıg Skills**	**Phonological Awareness** Beginning Sounds Words in Oral Sentences **Phonics** Letters *Mm* **Student Book** Mm I Like Mm	**Concepts of Print** Spaces Between Words Environmental Print **Words to Know (High-Frequency Words)** *and* **Fluency** Pause for Punctuation	**Speaking and Listening** Talk About Jobs	**Oral Vocabulary** *customers, dough, famous, perfect, sprinkled, stretchy* **Selection Vocabulary** *creating, delivering, hobby, protecting* **Domain-Specific Vocabulary** *volunteer, worker, job, goods, services* **Vocabulary Strategy** Classify and Categorize Words for Jobs **Enrich Vocabulary** Words with Endings *-ed, -ing*	**Grammar Skill** Action Verbs in the Present Tense **How English Works** Verb Tenses	**Language Skills and Strategies** **Collaborate:** Give Instructions **Interpret:** Language Choices **Produce:** Use Technology; Give Presentations; Add Details **How English Works:** Use Connectir Words **Vocabulary Network:** Words about Work People Do
ill **ategy** **ıg Skills** Effect	**Phonological Awareness** Beginning Sounds Words in Oral Sentences **Phonics** Letters *Ss* Review *m, s* **Student Book** Ss I Like Ss	**Concepts of Print** Capitalization: First Word in a Sentence Punctuation: Period, Question Mark **Words to Know (High-Frequency Words)** Review: *I, like, the, and* **Fluency** Pause for Punctuation	**Speaking and Listening** Discuss Tools, Ask a Question About Tools, Discuss Answers	**Oral Vocabulary** *admired, delicious, delight, doubt, fable, sigh* **Selection Vocabulary** *appears, future, handy, stray* **Domain-Specific Vocabulary** *invention, utensil, aid, purpose* **Vocabulary Strategy** Synonyms **Enrich Vocabulary** Asking Questions	**Grammar Skill** Action Verbs in the Present Tense **How English Works** Text Structure	**Language Skills and Strategies** **Collaborate:** Offer Opinions and Ide **Interpret:** Analyze Word Choices **Produce:** Write a Drama **How English Works:** Use Connectir Words **Vocabulary Network:** Words about Helping

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING	LANGUAGE		
Based hension	**Phonological Awareness/Phonics**	**Concepts of Print, Fluency, High-Frequency Words**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Language**	**ELD Language Workshop Lessons**
ill and t **ategy** arify **g Skills** raphic s	**Phonological Awareness** Blend Onset and Rime **Phonics** Letters *Aa* (Short *a*) Vowels and Consonants **Student Book** Aa I See	**Concepts of Print** Book Parts Reading a Chart **Words to Know (High-Frequency Words)** *see* **Fluency** Pause for Punctuation	**Speaking and Listening** Discuss Daily Activities	**Oral Vocabulary** *drift, ripen, scurry, sizzle, whisper, whistle* **Selection Vocabulary** *aware, senses, sight, touch* **Domain-Specific Vocabulary** *vision, sound, flavor, texture, scent* **Vocabulary Strategy** Context Clues **Enrich Vocabulary** Sentences with Opposites	**Grammar Skill** Sensory Words **How English Works** Text Structure	**Language Skills and Strategies** **Collaborate:** Offer Opinions and Ide **Interpret:** Analyze Word Choice **Produce:** Plan a Presentation **How English Works:** Use Conjuncti **Vocabulary Network:** Words about World
ill ding ers **ategy** valuate **g Skills** ord Choice	**Phonological Awareness** Blend Onset and Rime Segment Onset and Rime **Phonics** Letters *Tt* Short *a*, Long *a* **Student Book** Tt We Like Toys	**Concepts of Print** Punctuation: Period, Question Mark, Exclamation Point **Words to Know (High-Frequency Words)** *we* **Fluency** Read with Expression	**Speaking and Listening** Have a Conversation	**Oral Vocabulary** *foolish, frowns, ruffled, special, treasures, tropical* **Selection Vocabulary** *chatter, coo, snore, squawk* **Domain-Specific Vocabulary** *communicate, respond, language, conversation* **Vocabulary Strategy** Classify and Categorize Sensory Words **Enrich Vocabulary** Words for Sounds	**Grammar Skill** Sensory Words **How English Works** Noun Phrases	**Language Skills and Strategies** **Collaborate:** Offer Opinions and Ide **Interpret:** Analyze Text Elements: Character **Produce:** Write an Explanation **How English Works:** Identify and U Connecting Words **Vocabulary Network:** Words about Language
ill **ategy** **g Skills** and t	**Phonological Awareness** Blend Onset and Rime Segment Onset and Rime **Phonics** Letters *Cc* (/k/) **Student Book** Cc I Can See	**Concepts of Print** Spaces Between Words Directionality **Words to Know (High-Frequency Words)** *a* **Fluency** Read with Expression	**Speaking and Listening** Discuss Animals, Research and Share	**Oral Vocabulary** *backward, beat, leap, strange, wiggle, zigzag* **Selection Vocabulary** *colony, rustling, slithers, startled* **Domain-Specific Vocabulary** *dive, swim, climb, fly* **Vocabulary Strategy** Classify and Categorize Action Words **Enrich Vocabulary** Movement Words	**Grammar Skill** Adjectives for Color **How English Works** Text Structure	**Language Skills and Strategies** **Collaborate:** Express Likes and Dislil **Interpret:** Ask and Answer Question **Produce:** Give a Speech **How English Works:** Expand Noun Phrases **Vocabulary Network:** Words about Animal Movements

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE	
Based hension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Language	ELD Language Workshop Lessons
ill raphic ; ategy g Skills is	**Phonological Awareness** Blend Phonemes **Phonics** Letters *Pp* **Student Book** Pp I Like Animals	**Concepts of Print** Letters in Words **Words to Know (High-Frequency Words)** *to* **Fluency** Reading Rate	**Speaking and Listening** Ask Questions, Research, Share	**Oral Vocabulary** *early, weeds, community, cement, vacant, welding* **Selection Vocabulary** *sputter, travelers, twirl, patrol* **Domain-Specific Vocabulary** *push, pull, roll, spin* **Vocabulary Strategy** Synonyms **Enrich Vocabulary** Talk About Vehicles	**Grammar Skill** Adjectives for Numbers **How English Works** Connecting Ideas	**Language Skills and Strategies** **Collaborate:** Offer Opinions and Ide **Interpret:** Text Elements: Describe Character **Produce:** Write a Story **How English Works:** Identify and U Verbs **Vocabulary Network:** Words about Wheels
ill ture ategy e g Skills ding ers	**Phonological Awareness** Blend Phonemes **Phonics** Review Letters *Aa* (Short *a*), *Tt, Cc* (/k/), *Pp* **Student Book** Mmmm, Good! The Playground	**Concepts of Print** Capitalization: First Letter of a Sentence Spaces Between Words **Words to Know (High-Frequency Words)** Review: *see, we, a, to* **Fluency** Read with Expression	**Speaking and Listening** Talk About Characters	**Oral Vocabulary** *add, fluffy, fresh, grinned, moment, shyly* **Selection Vocabulary** *hurry, pounced, sneaky, tricky* **Domain-Specific Vocabulary** *rectangle, triangle, diamond, circle, oval, square* **Vocabulary Strategy** Classify and Categorize Shape Words **Enrich Vocabulary** Words with Suffixes *-ly, -ful*	**Grammar Skill** Adjectives for Size and Shape **How English Works** Prepositional Phrases	**Language Skills and Strategies** **Collaborate:** Offer Opinions and Ide **Interpret:** Language Choices **Produce:** Plan a Presentation **How English Works:** Identify Prepositions **Vocabulary Network:** Words about Shapes

NAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE	
Based hension	**Phonological Awareness/Phonics**	**Concepts of Print, Fluency, High-Frequency Words**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Language**	**ELD Language Workshop Lessons**
ill and **ategy** **g Skills** raphic	**Phonemic Awareness** Blend Phonemes Final Sound **Phonics** Review Letters *Aa* (Short *a*) Words with a (Short *a*) Blending Words Word Building **Student Book** Pat Cat, Sam Cat Pam Cat	**Concepts of Print** Letters in Words Spaces Between Words **Words to Know (High-Frequency Words)** *come, me* **Fluency** Pause for Punctuation	**Speaking and Listening** Talk About the Weather	**Oral Vocabulary** *bloom, peck, scatter, speckled, store, tracks* **Selection Vocabulary** *glistens, jive, local, orchard* **Domain-Specific Vocabulary** *wind, weather, season, evaporate, air* **Vocabulary Strategy** Figurative Language **Enrich Vocabulary** Multiple-Meaning Words	**Grammar Skill** Sentence Parts: Subject **How English Works** Text Cohesion	**Language Skills and Strategies** **Collaborate:** Listen and Respond wi Gestures and Words **Interpret:** Distinguish Effects of Wor Choice **Produce:** Write an Exposition **How English Works:** Identify and U Conjunctions **Vocabulary Network:** Words about Seasons
ill is **ategy** arify **g Skills** ding	**Phonemic Awareness** Blend Phonemes Final Sound **Phonics** Letters *Nn* Words with *n* Blending Words Word Building **Student Book** I Can Nap Tap with Me	**Concepts of Print** Letters and Words Spaces Between Words **Words to Know (High-Frequency Words)** *with, my* **Fluency** Read with Expression	**Speaking and Listening** Compare Texts	**Oral Vocabulary** *guard, huddle, nodded, pasture, silent, stampede* **Selection Vocabulary** *drifted, gathering, swirled, wisely* **Domain-Specific Vocabulary** *hibernate, adapt, temperature, melt* **Vocabulary Strategy** Classify and Categorize Sensory Words **Enrich Vocabulary** Words with Endings *-ed, -ing*	**Grammar Skill** Sentence Parts: Verb **How English Works** Verb Tenses	**Language Skills and Strategies** **Collaborate:** Ask for Assistance or Permission **Interpret:** Distinguish Effects of Wor Choice **Produce:** Plan a Presentation **How English Works:** Identify and U Verbs **Vocabulary Network:** Words about Weather
ill urpose **ategy** **g Skills** raphic	**Phonemic Awareness** Blend Phonemes Final Sound **Phonics** Letters *Ff* Words with *f* Blending Words Word Building **Student Book** Cam, Pam, Fan, and Mac Fat Cat	**Concepts of Print** Directionality High-Frequency Word Hunt **Words to Know (High-Frequency Words)** *you, what* **Fluency** Reading Rate	**Speaking and Listening** Discuss Animals, Present	**Oral Vocabulary** *daily, herd, muscles, pattern, several, usually* **Selection Vocabulary** *belongs, capture, nasty, sensitive* **Domain-Specific Vocabulary** *insect, mammal, fish, reptile, bird* **Vocabulary Strategy** Context Clues **Enrich Vocabulary** Words with Prefixes *un-, re-*	**Grammar Skill** Complete Sentences: Capitalization and Punctuation **How English Works** Prepositional Phrases	**Language Skills and Strategies** **Collaborate:** Listen and Respond Us Gestures, Words, and Phrases **Interpret:** Analyze Text Elements: Sequence **Produce:** Write a Retelling **How English Works:** Connect Ideas **Vocabulary Network:** Words about Animal Bodies

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING	LANGUAGE		
Based hension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Language	ELD Language Workshop Lessons
ill Effect **ategy** ct **g Skills** urpose	**Phonemic Awareness** Blend Phonemes Isolate Middle Sound **Phonics** Letters *Bb* Words with *b* Blending Words Word Building **Student Book** What Now? Bab at Bat	**Concepts of Print** High-Frequency Word Hunt **Words to Know (High-Frequency Words)** *are, now* **Fluency** Read with Expression	**Speaking and Listening** Discuss Animal Habitats, Research, Share	**Oral Vocabulary** *burrow, desert, lodge, patient, shade, soaring* **Selection Vocabulary** *idle, lounging, scampers, timid* **Domain-Specific Vocabulary** *habitat, environment, woodland, grassland, wetland* **Vocabulary Strategy** Classify and Categorize Number Words **Enrich Vocabulary** Number Words and Ordinals	**Grammar Skill** Verbs in the the Past Tense **How English Works** Noun Phrases	**Language Skills and Strategies** **Collaborate:** Express Feelings or Ne **Interpret:** Ask and Answer Question: Show Active Listening **Produce:** Plan a Presentation **How English Works:** Recognize Present-Tense Verbs **Vocabulary Network:** Words about Animal Homes
ill of Events **ategy** valuate **g Skills** ord Choice	**Phonemic Awareness** Blend Phonemes Isolate Middle Sound **Phonics** Review Letters *Aa* (Short *a*), *Nn, Ff, Bb* Words with *a* (Short *a*), *n, f, b* Blending Review Word Building **Student Book** Mac and Pam Cat Come with Me	**Concepts of Print** Letters, Words, and Sentences **Words to Know (High-Frequency Words)** Review: *come, me, with, my, you, what, are, now* **Fluency** Pause for Punctuation	**Speaking and Listening** Talk About the Night Sky	**Oral Vocabulary** *dazzling, distance, gazing, leaned, planet, tunnel* **Selection Vocabulary** *fireball, thinner, beautiful, misty* **Domain-Specific Vocabulary** *star, sun, moon, galaxy* **Vocabulary Strategy** Figurative Language: Simile **Enrich Vocabulary** Words with Endings *-ed, -ing*	**Grammar Skill** Statements **How English Works** Text Cohesion	**Language Skills and Strategies** **Collaborate:** Ask and Answer Yes-No Questions **Interpret:** Describe Text Elements: Character **Produce:** Write a Procedure **How English Works:** Recognize and Use Adjectives **Vocabulary Network:** Words about Things in the Sky

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING	LANGUAGE		
Based hension	**Phonological Awareness/Phonics**	**Concepts of Print, Fluency, High-Frequency Words**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Language**	**ELD Language Workshop Lessons**
ill **ategy** e **ıg Skills** ;	**Phonemic Awareness** Blend Phonemes Isolate Middle Sound **Phonics** Letters *Ii* Words with *i* (Short *i*) Blending Words Long *i*, Short *i* **Student Book** What Is It? Fit in My Cab	**Concepts of Print** High-Frequency Word Hunt **Words to Know (High-Frequency Words)** *is, how, of, so many, where* **Fluency** Pause for Punctuation	**Speaking and Listening** Share Ideas About Science	**Oral Vocabulary** *information, perhaps, pleased, pond, spurt, travel* **Selection Vocabulary** *fossils, geodes, geysers, glaciers* **Domain-Specific Vocabulary** *experiment, life science, earth and space science, physical science* **Vocabulary Strategy** Classify and Categorize Science Words **Enrich Vocabulary** Talk About Science and Scientists	**Grammar Skill** Questions **How English Works** Connecting Ideas	**Language Skills and Strategies** **Collaborate:** Apologize **Interpret:** Describe Author's Languag **Produce:** Plan a Presentation **How English Works:** Recognize anc Use Prepositional Phrases **Vocabulary Network:** Words about Things Scientists Study
ill of Events **ategy** ct **ıg Skills** 'ord Choice	**Phonemic Awareness** Blend Phonemes Segment Phonemes **Phonics** Letters *Gg* Words with *g* Blending Words Word Building **Student Book** Can You Find It? Pam Pig	**Concepts of Print** Letters in Words Spaces Between Words **Words to Know (High-Frequency Words)** *find, this, from, came, but, on* **Fluency** Read with Expression	**Speaking and Listening** Share Information and Ideas, Discuss Butterflies, Share Posters	**Oral Vocabulary** *creaks, hare, hinge, howling, path, sways* **Selection Vocabulary** *ever, pumps, rush, tiny* **Domain-Specific Vocabulary** *metamorphosis, molt, chrysalis, larva* **Vocabulary Strategy** Multiple-Meaning Words **Enrich Vocabulary** Words for Sounds	**Grammar Skill** Proper Nouns for Places, People, and Pets **How English Works** Prepositional Phrases	**Language Skills and Strategies** **Collaborate:** Ask and Answer *wh-* Questions **Interpret:** Distinguish Effects of Wor **Produce:** Write an Informational Rep **How English Works:** Connect Ideas **Vocabulary Network:** Words about Nature
ill ırpose **ategy** ıaluate **ıg Skills** .anguage	**Phonemic Awareness** Blend Phonemes Segment Phonemes **Phonics** Letters *Rr* Words with *r* Blending Words Vowel *Ii* **Student Book** Nat, Tim, and Tan Sam Rip Is It	**Concepts of Print** Directionality **Words to Know (High-Frequency Words)** *will, be, into, that, your, who* **Fluency** Read with Expression	**Speaking and Listening** Share Information and Ask Questions	**Oral Vocabulary** *canoe, dew, glided, paddle, peered, crew* **Selection Vocabulary** *conquered, lapping, relatives, scraping* **Domain-Specific Vocabulary** *inlet, iceberg, gulf, wave, tide* **Vocabulary Strategy** Context Clues **Enrich Vocabulary** Ask Questions About Words	**Grammar Skill** Verbs in the Future Tense **How English Works** Verb Types (doing)	**Language Skills and Strategies** **Collaborate:** Offer Opinions and Ide **Interpret:** Distinguish Effects of Wor Choice **Produce:** Plan a Presentation **How English Works:** Identify and U Common Nouns **Vocabulary Network:** Words about Water

ATIONAL TEXT	FOUNDATIONAL SKILLS	SPEAKING & LISTENING	LANGUAGE		
Based hension	**Phonological Awareness/Phonics**	**Concepts of Print, Fluency, High-Frequency Words**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Language**	**ELD Language Workshop Lessons**
ill Effect **ategy** **g Skills** of Events	**Phonemic Awareness** Blend Phonemes Segment Phonemes **Phonics** Letters *Dd* Words with *d* Blending Words Word Building **Student Book** Go for It! D Is for Dad	**Concepts of Print** Punctuation Directionality **Words to Know (High-Frequency Words)** *go, for, here, they, soon, up* **Fluency** Pause for Punctuation	**Speaking and Listening** Tell a Story Together	**Oral Vocabulary** *blizzards, boring, cliffs, impossible, jungle, meadow* **Selection Vocabulary** *bicker, compass, hiking, tramp* **Domain-Specific Vocabulary** *trail, gear, supplies, pack* **Vocabulary Strategy** Antonyms **Enrich Vocabulary** Words for Walking and Hiking	**Grammar Skill** Verbs in the Past Tense **How English Works** Verb Types (being)	**Language Skills and Strategies** **Collaborate:** Offer Opinions Using C Responses; Gain and Hold the Flo **Interpret:** Describe Text Elements: Character **Produce:** Write a Description **How English Works:** Understand Te Structure **Vocabulary Network:** Words about Outdoor Adventures
ill of Events **ategy** **g Skills** is	**Phonemic Awareness** Blend Phonemes Add Phonemes **Phonics** Review Letters *Ii* (Short *i*), *Gg, Dd, Rr* Review words with *i* (Short *i*), *g, d, r* Blending Review Word Building Adding -s (/s/, /z/); no formal lesson **Student Book** The Big Dig We Fit	**Concepts of Print** High-Frequency Word Hunt **Words to Know (High-Frequency Words)** Review: *is, how, of, so, many, where, this, find, from, came, but, on, will, be, into, that, your, who, go, for, here, they, soon, up* **Fluency** Reading Rate	**Speaking and Listening** Discuss Curiosity	**Oral Vocabulary** *apologized, attention, confusion, notice, snooze, webbed* **Selection Vocabulary** *expected, display, museum, quarry* **Domain-Specific Vocabulary** *discover, examine, experiment, verify* **Vocabulary Strategy** Synonyms **Enrich Vocabulary** Multiple-Meaning Words	**Grammar Skill** Verbs: Past, Present, Future **How English Works** Prepositional Phrases	**Language Skills and Strategies** **Collaborate:** Offer Opinions Using C Responses and Elaborate on Ideas **Interpret:** Ask and Answer Question: **Produce:** Give a Speech **How English Works:** Connect Word **Vocabulary Network:** Words about Science

ATIONAL TEXT | FOUNDATIONAL SKILLS | SPEAKING & LISTENING | LANGUAGE

Based hension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Language	ELD Language Workshop Lessons
ill ategy ct g Skills ord Choice	**Phonemic Awareness** Blend Phonemes Segment Phonemes **Phonics** Letters *Oo* (Short *o*) Words with *o* (Short *o*) Adding -s (/s/, /z/;) no formal lesson) Blending Words Long *o*, Short *o* **Student Book** Make It Pop! My Dog, Tom	**Concepts of Print** Directionality **Words to Know (High-Frequency Words)** *make, play, them, give, say, new* **Fluency** Read with Expression	**Speaking and Listening** Discuss Musical Instruments, Share	**Oral Vocabulary** *idea, just, plain, teach, together, until* **Selection Vocabulary** *adore, eager, gleeful, hesitate* **Domain-Specific Vocabulary** *practice, rehearsal, perform, applause* **Vocabulary Strategy** Multiple-Meaning Words **Enrich Vocabulary** Words with Suffixes *-ful, -ly*	**Grammar Skill** Pronouns: *he, she, we* **How English Works** Verb Types (feeling)	**Language Skills and Strategies** **Collaborate:** Offer Opinions Using C Responses; Gain and Hold the Flo **Interpret:** Describe Ideas **Produce:** Write a Story **How English Works:** Recognize and Use Past Tense Verbs **Vocabulary Network:** Words about Working Together
ill ture ategy valuate g Skills of Events	**Phonemic Awareness** Blend and Segment Phonemes Substitute Phonemes **Phonics** Letters *Xx, Jj* Words with *x, j* Blending Words Word Building **Student Book** A Good Job Fix It!	**Concepts of Print** Punctuation **Words to Know (High-Frequency Words)** *said, good, was, then, ate, could* **Fluency** Reading Rate	**Speaking and Listening** Talk About Fiction and Informational Texts	**Oral Vocabulary** *blend, cub, den, pounces, prey, scraps* **Selection Vocabulary** *bloomer, patience, signs, sloppy* **Oral Vocabulary** *blend, cub, den, pounces, prey, scraps* **Domain-Specific Vocabulary** *mature, develop, height, ability* **Vocabulary Strategy** Antonyms **Enrich Vocabulary** Words with Suffix *-less*	**Grammar Skill** Pronouns: *they, it, I* **How English Works** Noun Phrases	**Language Skills and Strategies** **Collaborate:** Greet **Interpret:** Describe Language Choice **Produce:** Plan a Presentation **How English Works:** Use Nouns an Noun Phrases **Vocabulary Network:** Words about Growing Up
ill of Events ategy g Skills raphic	**Phonemic Awareness** Blend and Segment Phonemes Substitute Phonemes **Phonics** Letters *Ee* (Short *e*) Words with *e* (Short *e*) Blending Words Long *e*, Short *e* **Student Book** My Pet Dog Ben and Jen	**Concepts of Print** Diagrams and Labels **Words to Know (High-Frequency Words)** *she, all, over, her, when, some* **Fluency** Pause for Punctuation	**Speaking and Listening** Share Information and Ideas, Discuss, Research, Share	**Oral Vocabulary** *tadpole, stared, gills, hatch, shrink, (river) bank* **Selection Vocabulary** *fragrant, inspects, pesky, sprinkles* **Domain-Specific Vocabulary** *nutrients, sprout, sunlight, soil, water* **Vocabulary Strategy** Context Clues **Enrich Vocabulary** Words for Growing	**Grammar Skill** Proper Nouns for Days and Months **How English Works** Text Structure	**Language Skills and Strategies** **Collaborate:** Ask and Answer Questi Follow Turn-Taking Rules **Interpret:** Distinguish Effects of Wor Choice **Produce:** Write a Response **How English Works:** Recognize and Use Prepositional Phrases **Vocabulary Network:** Words about Growing Things

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING	LANGUAGE		
Based hension	**Phonological Awareness/Phonics**	**Concepts of Print, Fluency, High-Frequency Words**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Language**	**ELD Language Workshop Lessons**
ill ıs **ategy** arify **ıg Skills** ırpose	**Phonemic Awareness** Blend and Segment Phonemes Substitute Phonemes **Phonics** Letters *Hh, Kk* Words with *h, k* Blending Words Word Building **Student Book** Hog in a Hat Kid Hid	**Concepts of Print** Book Parts **Words to Know (High-Frequency Words)** *he, no, away, must, by, there* **Fluency** Pause for Punctuation	**Speaking and Listening** Play a Guessing Game	**Oral Vocabulary** *communicate, mood, scent, sly, survive, temperature* **Selection Vocabulary** *danger, juicy, peaceful, poisonous* **Domain-Specific Vocabulary** *adapt, disguise, predator, prey, blend* **Vocabulary Strategy** Classify and Categorize Describing Words **Enrich Vocabulary** Words with Suffixes *-ful, -ly*	**Grammar Skill** Questions **How English Works** Verb Tenses	**Language Skills and Strategies** **Collaborate:** Offer Opinions Using C Responses; Gain and Hold the Flo **Interpret:** Distinguish Effects of Wor Choice **Produce:** Plan a Presentation **How English Works:** Identify and U Conjunctions **Vocabulary Network:** Words about Animal Colors
ill raphic **ategy** e **ıg Skills** of Events	**Phonemic Awareness** Blend and Segment Phonemes Substitute Phonemes **Phonics** Review Letters *Oo* (Short *o*), *Xx, Jj, Ee* (short e), *Hh, Kk* Words with *o* (Short *o*), *x, j, e* (Short *e*), *h, k* Blending Review Vowels *Oo, Ee* **Student Book** Six Pigs Hop Play It, Kid	**Concepts of Print** Types, Functions of Print Materials **Words to Know (High-Frequency Words)** Review: *make, play, them, give, say, new, said, good, was, then, ate, could, she, all, over, her, when, some, no, he, away, must, by, there* **Fluency** Read with Expression	**Speaking and Listening** Discuss Recipes, Share Recipes	**Oral Vocabulary** *crop, golden, patch, sprout, sturdy, grind* **Selection Vocabulary** *buds, damp, feast, finally* **Domain-Specific Vocabulary** *crop, harvest, fruit, grains, vegetables* **Vocabulary Strategy** Classify and Categorize Seasons **Enrich Vocabulary** Words for Eating and Foods	**Grammar Skill** Exclamations **How English Works** Noun Phrases	**Language Skills and Strategies** **Collaborate:** Ask and Answer Yes-No Questions **Interpret:** Describe Text Elements: Rhyme **Produce:** Write a Summary **How English Works:** Recognize and Use Adjectives **Vocabulary Network:** Words about Bread

ATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE	
ext-Based prehension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Language	ELD Language Workshop Lessons
cill ns **rategy** **ng Skills**	**Phonemic Awareness** Substitute Phonemes **Phonics** Letters *Uu* (Short *u* Words with *u* (Short *u*) Blending Words Long *u*, Short *u* **Student Book** Fun, Fun, Fun Bug and Cat	**Concepts of Print** High-Frequency Word Hunt **Words to Know (High-Frequency Words)** *do, down, went, only, little, just* **Fluency** Pause for Punctuation	**Speaking and Listening** Talk About Trying Your Best	**Oral Vocabulary** *assistant, enormous, generous, mayor, shocked, volunteers* **Selection Vocabulary** *seemed, sprang, stretched, tumbled* **Domain-Specific Vocabulary** *persistence, effort, attempt, accomplishment* **Vocabulary Strategy** Antonyms **Enrich Vocabulary** Words with Prefix *re-*	**Grammar Skill** Nouns: Singular and Plural **How English Works** Text Cohesion	**Language Skills and Strategies** **Collaborate:** Respond Using Gestur Words, and Phrases; Follow Turn-Taking Rules **Interpret:** Ask and Answer Question **Produce:** Plan a Speech **How English Works:** Understand Te Sequence: Organization **Vocabulary Network:** Words about Trying
cill and Contrast **rategy** Clarify **ng Skills** nding Characters	**Phonemic Awareness** Substitute Phonemes **Phonics** Letters *Ll*, *Ww* Words with *l*, *w* Blending Words Word Building **Student Book** Win a Cup! Wes Can Help	**Concepts of Print** Directionality **Words to Know (High-Frequency Words)** *have, help, one, every, ask, walk* **Fluency** Read with Expression	**Speaking and Listening** Talk About a Trip	**Oral Vocabulary** *creatures, firmly, kite, launched, light, replied* **Selection Vocabulary** *since, invited, remember, triplets* **Domain-Specific Vocabulary** *luggage, tourist, journey, landmark* **Vocabulary Strategy** Classify and Categorize Places **Enrich Vocabulary** Words with Prefix *un-*	**Grammar Skill** Subject-Verb Agreement **How English Works** Connecting Ideas	**Language Skills and Strategies** **Collaborate:** Ask and Answer *wh-* Questions **Interpret:** Describe Text Elements **Produce:** Write an Exposition **How English Works:** Use Connectir Words **Vocabulary Network:** Words about Family Outings
cill cture **rategy** dict **ng Skills** ntasy	**Phonemic Awareness** Substitute Phonemes **Phonics** Letters *Vv*, *Zz* Words with *v*, *z* Blending Words Vowel *Uu* **Student Book** Vet on a Job! Roz the Vet	**Concepts of Print** Environmental Print **Words to Know (High-Frequency Words)** *look, out, very, their, saw, put* **Fluency** Pause for Punctuation	**Speaking and Listening** Share Ideas, Retell Stories, Discuss Books, Share	**Oral Vocabulary** *bellowed, dingy, rumbled, valley, waiters, weary* **Selection Vocabulary** *prize, different, chef, slope* **Domain-Specific Vocabulary** *considerate, kind, loyal, thoughtful* **Vocabulary Strategy** Context Clues **Enrich Vocabulary** Multiple-Meaning Words	**Grammar Skill** Subject-Verb Agreement **How English Works** Verb Tenses	**Language Skills and Strategies** **Collaborate:** Offer Opinions and Ide Using Open Responses **Interpret:** Evaluate Language Choice **Produce:** Plan a Speech **How English Works:** Use Verbs anc Verb Types **Vocabulary Network:** Words about Helping Friends

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING	LANGUAGE		
ext-Based prehension	**Phonological Awareness/Phonics**	**Concepts of Print, Fluency, High-Frequency Words**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Language**	**ELD Language Workshop Lessons**
cill ı and Details **rategy** **ng Skills** Purpose	**Phonological Awareness** Track Syllables **Phonics** Letters *Yy, Qq (qu)* Words with *y, q (qu)* Blending Words Word Building **Student Book** Not Yet Can Not Quit Yet	**Concepts of Print** Types, Functions of Print Materials **Words to Know (High-Frequency Words)** *off, take, our, day, too, show* **Fluency** Reading Rate	**Speaking and Listening** Share Information and Ideas, Retell Simon James Stories, Discuss Books, Share	**Oral Vocabulary** *certainly, embarrassed, languages, mumbled, popular, study* **Selection Vocabulary** *projects, visitors, scared, proud* **Domain-Specific Vocabulary** *develop, accomplish, knowledge* **Vocabulary Strategy** Figurative Language **Enrich Vocabulary** Words for Feelings	**Grammar Skill** Prepositions: *for, to, with, from, of* **How English Works** Text Cohesion	**Language Skills and Strategies** **Collaborate:** Offer Opinions and Ide Using Open Responses; Gain and Hold the Floor **Interpret:** Analyze Language **Produce:** Write a Drama **How English Works:** Expand Noun Phrases **Vocabulary Network:** Words about Learning
cill ıding Characters **rategy** ze **ng Skills**	**Phonological Awareness** Track Syllables **Phonics** Review Letters *Aa* (Short *a*), *Ee* (Short *e*), *Ii* (Short *i*), *Oo* (Short *o*), *Uu* (Short *u*) Words with *-s, -ing* Word Building **Student Book** Max Is Up A Fun Job	**Concepts of Print** Environmental Print **Words to Know (High-Frequency Words)** Review: *down, do, went, only, little, just, have, help, one, every, ask, walk, look, out, very, their, saw, put, off, take, our, day, too, show* **Fluency** Read with Expression	**Speaking and Listening** Good Neighbors and Good Friends	**Oral Vocabulary** *announced, entrance, expect, favorite, independent, judge* **Selection Vocabulary** *attendance, balance, perfume, success* **Domain-Specific Vocabulary** *concern, kindness, neighborly, generous* **Vocabulary Strategy** Synonyms **Enrich Vocabulary** Prepositions in Sentences	**Grammar Skill** Prepositions: *in, on, out, off, by* **How English Works** Prepositional Phrases	**Language Skills and Strategies** **Collaborate:** Offer Opinions and Elaborate On Ideas Using Learned Phrases **Interpret:** Analyze Author's Word Ch **Produce:** Plan a Presentation **How English Works:** Identify and U Prepositions **Vocabulary Network:** Words about

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING	LANGUAGE		
ext-Based prehension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Language	ELD Language Workshop Lessons
udy: tional Text Discuss ienre e Features	**Phonemic Awareness** Middle Sounds Long and Short Vowel Sounds **Phonics** Long Vowels *e, i, o* (CV pattern) **Student Book** How Can We Go?	**Words to Know (High-Frequency Words)** Review: *many, them, new, when, soon, them, give, say, how, where*	**Read and Discuss** Think Through the Text	**Oral Vocabulary** Review: *certainly, curious, interesting, notice, patient, usually*	**Warm Up With Wordplay** • Rhyming Simon • Share a Riddle • Put Words in the Right Place • Give Two-Word Clues • Lunch with a Story Friend	**Language Skills and Strategies** **Collaborate:** Offer Opinions and Ide Using Open Responses **Interpret:** Describe Phenomena **Produce:** Write a Report **How English Works:** Connect Ideas **Vocabulary Network:** Words about Informational Text
udy: Realistic Discuss ienre e Features	**Phonemic Awareness** Middle Sounds Long and Short Vowel Sounds **Phonics** Long Vowels *e, i, o* (CV pattern) **Student Book** Can I Play?	**Words to Know (High-Frequency Words)** Review: *I, be, go, he, me, no, so, we*	**Read and Discuss** Think Through the Text	**Oral Vocabulary** Review: *admired, several, perhaps, generous, blend, treasures*	**Warm Up With Wordplay** • Friends! • Birthdays Around the World • What Do You Think? • Word Categories • New Meanings	**Language Skills and Strategies** **Collaborate:** Offer Opinions and Ide Using Open Responses **Interpret:** Ask and Answer Question **Produce:** Give a Speech **How English Works:** Use Connectir Words **Vocabulary Network:** Words about Realistic Fiction

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING	LANGUAGE		
ext-Based prehension	**Phonological Awareness/Phonics**	**Concepts of Print, Fluency, High-Frequency Words**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Language**	**ELD Language Workshop Lessons**
udy: Fantasy Discuss ienre e Features	**Phonemic Awareness** Middle Sounds Long and Short Vowel Sounds **Phonics** Long Vowels *a, i* (CVCe pattern) **Student Book** Get Set! Dive!	**Words to Know (High-Frequency Words)** Review: *them, then, how, now, where, there, day, away, you, your*	**Read and Discuss** Think Through the Text	**Oral Vocabulary** Review: *enormous, delight, dazzling, golden, independent, impossible*	**Warm Up With Wordplay** • Guess the Transportation Word • Categorize • Food Clues • Rhyme Circle • Mystery Bag	**Language Skills and Strategies** **Collaborate:** Offer Opinions and Ide Using Learned Phrases **Interpret:** Describe Text Elements **Produce:** Write a Story **How English Works:** Use Verbs an Verb Phrases **Vocabulary Network:** Words about Fantasy
udy: Poetry Discuss ienre e Features	**Phonemic Awareness** Middle Sounds Long and Short Vowel Sounds **Phonics** Long Vowels *o, u* (CVCe pattern) **Student Book** Luke, June, and Rose	**Words to Know (High-Frequency Words)** Review: *of, off, that, this, take, make, come, some, very, every*	**Read and Discuss** Think Through the Text	**Oral Vocabulary** Review: *doubt, gleaming, mood, pattern, pleased, strange*	**Warm Up With Wordplay** • Word Families • Opposites • Mystery Vowel • Share a Riddle • Two Words	**Language Skills and Strategies** **Collaborate:** Ask and Answer *wh-* Questions **Interpret:** Evaluate Language Choice Word Choice **Produce:** Prepare a Presentation **How English Works:** Use Nouns ar Noun Phrases **Vocabulary Network:** Words about Poetry

esents Speech (Introductions es) ords, and Sentences tions (Names of Countries) ental Print n Marks and Intonation	• Identify Letters • Alphabet Song • Place Names • Name and Match Letters • Alphabet Sequence • Print Uppercase and Lowercase Letters of the Alphabet	• Distinguish Vowel Sounds • Blend Phonemes • Isolate Phonemes • Segment Phonemes • Rhyming Words	• Short *a* • Consonants *m, s, t, c* • Phonogram *-at*	*I* *to* *like* *a* *see* *the* *we* *go* *is* *are*

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING	LANGUAGE			
ext-Based prehension	**Phonemic Awareness/Phonics**	**Fluency and High-Frequency Words**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill **rategy** ze **ing Skills** formational Text	**Phonemic Awareness** Beginning Sound Blend Phonemes **Phonics** Short *a* Consonants *n, d* Consonants *p, f*	**Fluency** Accuracy: Word Recognition **High-Frequency Words** *and, be, help, play, with, you*	**Read Aloud** The Lion and the Mouse Listening/Speaking: Listening Comprehension **Speaking and Listening Skill** How to Have a Good Discussion	**Selection Vocabulary** *fun, pal, pet, what* **Oral Vocabulary** *beautiful, excellent, invitation, miss, ruin, suddenly* **Domain-Specific Vocabulary** *ally, relative, aid* **Vocabulary Strategies** Classify and Categorize Words	**Spelling Principle** Words with Short *a* **Spelling Words** **Basic:** *am, at, sat, man, dad, mat*	**Grammar Skill** Nouns **How English Works** Noun Phrases	**Langua Strat** **Collabo** Answ **Interpr** Chara **Produc** Exper **How En** Use (**Vocabu** Word
kill nding Characters **rategy** dict **ing Skills** ealistic Fiction	**Phonemic Awareness** Beginning Sound Blend Phonemes **Phonics** Short *i* Consonants *r, h* /z/*s* Consonants *b, g* Phonogram *-it*	**Fluency** Accuracy: Words Connected in Text **High-Frequency Words** *for, have, he, look, too, what*	**Read Aloud** Susie and the Bandits Listening/Speaking: Listening Comprehension **Speaking and Listening Skill** Ask and Answer Questions	**Selection Vocabulary** *storm, Pop, come, wet, bed* **Oral Vocabulary** *bandits, brave, chattered, ears, steady, still* **Domain-Specific Vocabulary** *precipitation, thermometer, lightning* **Vocabulary Strategies** Context Clues	**Spelling Principle** Words with Short *i* **Spelling Words** **Basic:** *if, is, him, rip, fit, pin*	**Grammar Skill** Possessives **How English Works** Noun Phrases	**Langua Strat** **Collabo** Answ **Interpr** Answ **Produc** **How En** Use I **Vocabu** Word

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
ext-Based prehension	**Phonemic Awareness/Phonics**	**Fluency and High-Frequency Words**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill e of Events **rategy** Clarify **ing Skills** Word Choice	**Phonemic Awareness** Beginning Sound Blend Phonemes **Phonics** Short *o* Consonants *l, x* Inflection *-s*	**Fluency** Phrasing: Punctuation **High-Frequency Words** *do, find, funny, sing, no, they*	**Read Aloud** Stone Stew Listening/Speaking: Listening Comprehension **Speaking and Listening Skill** Using Visuals	**Selection Vocabulary** *curious, school, this, George, kids, mess, paints, job* **Oral Vocabulary** *apart, crept, proud, sneaked, snout, worried* **Domain-Specific Vocabulary** *mascot, educator, principal* **Vocabulary Strategies** Multiple-Meaning Words	**Spelling Principle** Words with Short *o* **Spelling Words** **Basic:** *log, dot, top, hot, lot, ox*	**Grammar Skill** Action Verbs • Present Tense **How English Works** Verb Types	**Langua Strat** **Collabo** Disag Othe **Interpr** **Produc** **How En** Unde Word **Vocabu** Word
kill Graphic Features **rategy** **ing Skills** Word Choice	**Phonemic Awareness** Beginning Sound Blend Phonemes **Phonics** Short *e* Consonants *y, w* Consonants *k, v, j* Phonogram *-et*	**Fluency** Intonation **High-Frequency Words** *all, does, here, me, my, who*	**Read Aloud** Painting Word Pictures Listening/Speaking: Listening Comprehension	**Selection Vocabulary** *Lucia, book, car, firefighter's, goal, hi, home, librarian, neighborhood, pants, plant, street* **Oral Vocabulary** *canvas, combinations, ease, important, rhythm, row* **Domain-Specific Vocabulary** *urban, citizen, services* **Vocabulary Strategies** Alphabetical Order	**Spelling Principle** Words with Short *e* **Spelling Words** **Basic:** *yet, web, pen, wet, leg, hen*	**Grammar Skill** Adjectives • Size and Shape **How English Works** Verb Types	**Langua Strat** **Collabo** Instru Answ **Interpr** Used **Produc** Prese **How En** Unde Conn **Vocabu** Word Neigh
kill cture **rategy** Evaluate **ing Skills** ntasy	**Phonemic Awareness** Final Sound Segment Phonemes **Phonics** Short *u* Consonants *qu, z*	**Fluency** Accuracy: Self-Correct **High-Frequency Words** *friend, full, good, hold, many, pull*	**Read Aloud** Training Around the Town Listening/Speaking: Listening Comprehension	**Selection Vocabulary** *takes, conductor, train, window* **Oral Vocabulary** *alleys, dash, ferry, space, subways, sealed* **Domain-Specific Vocabulary** *habitat, diet, conservation* **Vocabulary Strategies** Synonyms	**Spelling Principle** Words with Short *u* **Spelling Words** **Basic:** *up, bug, mud, nut, hug, tub*	**Grammar Skill** Adjectives • Color and Number **How English Works** Text Cohesion	**Langua Strat** **Collabo** Opini Using **Interpr** Effec **Produc** **How En** Use I **Vocabu** Word
						Grammar Review Action Verbs, Adjectives, Sentences	

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING	LANGUAGE			
ext-Based nprehension	**Phonemic Awareness/Phonics**	**Fluency and High-Frequency Words**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill nding Characters **trategy** ze **ing Skills** ssage	**Phonemic Awareness** Final Sound Segment Phonemes **Phonics** Review Short *a* Double Final Consonants and *ck* Phonogram *-ack*	**Fluency** Expression **High-Frequency Words** *away, call, come, every, hear, said*	**Read Aloud** Night of the Wolf Listening/Speaking: Listening Comprehension **Speaking and Listening Skill** Ask and Answer Questions About Stories	**Selection Vocabulary** *sheep, trick, wolf, once upon a time* **Oral Vocabulary** *clang, fault, figure, jumbled, plenty, tossed* **Domain-Specific Vocabulary** *moral, consequence, tradition* **Vocabulary Strategies** Shades of Meaning	**Spelling Principle** Words with Short *a* **Spelling Words** **Basic:** *an, bad, can, had, cat, ran* **Challenge:** *add, pass*	**Grammar Skill** Complete Sentences **How English Works** Noun Phrases	**Langua** **Strat** **Collabo** Hold **Interpr** Effec **Produc** **How E** Conn **Vocabu** Word
kill and Details **trategy** dict **ing Skills** Graphic Features	**Phonemic Awareness** Segment Phonemes Blend Phonemes **Phonics** Review Short *i* Blends with *r* Phonogram *-ip*	**Fluency** Rate **High-Frequency Words** *animal, how, make, of, some, why*	**Read Aloud** Prairie Dogs Listening/Speaking: Listening Comprehension **Speaking and Listening Skill** Discuss Informational Text: Compare and Contrast	**Selection Vocabulary** *baby, bees, bird, dance, down, elephants, food, smell* **Oral Vocabulary** *agreement, crowd, discussed, warn, creek, bills* **Domain-Specific Vocabulary** *behavior, instinct, senses* **Vocabulary Strategies** Using a Glossary	**Spelling Principle** Words with Short *i* **Spelling Words** **Basic:** *in, will, did, sit, six, big* **Challenge:** *trip, grin*	**Grammar Skill** Commas in a Series **How English Works** Condensing Ideas	**Langua** **Strat** **Collabo** Opini **Interpr** Phen **Produc** Expla **How E** Use **Vocabu** Word Comi
kill of Events **trategy** Evaluate **ing Skills**	**Phonemic Awareness** Segment Phonemes Middle Sound **Phonics** Review Short *o* Blends with *l* Phonogram *-ock*	**Fluency** Phrasing: Natural Pauses **High-Frequency Words** *her, now, our, she, today, would*	**Read Aloud** The Neighbors Listening/Speaking: Listening Comprehension	**Selection Vocabulary** *aunt, band, guitars, music* **Oral Vocabulary** *crisp, edges, faraway, peeked, smudge, village* **Domain-Specific Vocabulary** *percussion, composer, rehearse* **Vocabulary Strategies** Define Words	**Spelling Principle** Words with Short *o* **Spelling Words** **Basic:** *on, got, fox, pop, not, hop* **Challenge:** *block, clock*	**Grammar Skill** Statements **How English Works** Text Cohesion	**Langua** **Strat** **Collabo** Expre Dislik Coun **Interpr** Answ **Produc** Prese **How E** Expar **Vocabu** Word Comi

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
ext-Based prehension	**Phonemic Awareness/Phonics**	**Fluency and High-Frequency Words**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill Graphic Features **rategy** **ing Skills** ography	**Phonemic Awareness** Segment Phonemes Middle Sound **Phonics** Review Short *e* Blends with *s*	**Fluency** Accuracy: Word Recognition **High-Frequency Words** *after, draw, pictures, read, was, write*	**Read Aloud** The Little Red Hen Listening/Speaking: Listening Comprehension	**Selection Vocabulary** *books, Dr., hit, rhymes, wrote* **Oral Vocabulary** *trip, yanking, twice, awake, wonder, try* **Domain-Specific Vocabulary** *literature, verse, paragraph* **Vocabulary Strategies** Antonyms	**Spelling Principle** Words with Short *e* **Spelling Words** **Basic:** *yes, let, red, ten, bed, get* **Challenge:** *sled, step*	**Grammar Skill** Singular and Plural Nouns **How English Works** Verb Tenses	**Langua Strat** **Collabo** Opini **Interpr** **Produc** Colla **How E** Use Verb **Vocabu** Word Comi
kill cture **rategy** **ing Skills**	**Phonemic Awareness** Segment Phonemes Middle Sound **Phonics** Review Short *u* Final Blends Phonogram *-ump*	**Fluency** Stress **High-Frequency Words** *eat, give, one, put, small, take*	**Read Aloud** Chipper Chips In Listening/Speaking: Listening Comprehension **Speaking and Listening Skill** Discuss Sensory Words and Words About Feelings	**Selection Vocabulary** *baked, cupcakes, party, tree* **Oral Vocabulary** *enemies, forest, hibernate, must, pouches, predators* **Domain-Specific Vocabulary** *emotion, esteem, zeal* **Vocabulary Strategies** Synonyms	**Spelling Principle** Words with Short *u* **Spelling Words** **Basic:** *us, sun, but, fun, bus, run* **Challenge:** *jump, must*	**Grammar Skill** Using *a, an,* and *the* **How English Works** Verb Types	**Langua Strat** **Collabo** Opini Using **Interpr** Word Prese **Produc** Prese **How E** Use Phras **Vocabu** Word Comi
						Grammar Review Adjectives, Verbs, Commas in a Series, Sentences	
rategies ze Clarify		**Fluency** Accuracy, Self-Correction	**Read Aloud** Trucks on the Move **Collaborative Project** From Farm to Table Big Book: Present, Reflect	**Content Vocabulary Words** *moist, travels, reach, energy, prickly, tends, attract, wither, bare, remain* **Domain-Specific Vocabulary** *agriculture, gardens, crops, harvest*	**Integrated Language Arts Review** Spelling Principles Review	**Integrated Language Arts Review** Complete Sentences, Action Verbs, Nouns, Adjectives, Commas in a Series	

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
ext-Based nprehension	**Phonemic Awareness/Phonics**	**Fluency and High-Frequency Words**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill Purpose **rategy** Evaluate **ing Skills**	**Phonemic Awareness** Blend Phonemes Segment Phonemes **Phonics** Digraph *th* Base Words and *-s, -es, -ed, -ing* Endings	**Fluency** Phrasing: Punctuation **High-Frequency Words** ***blue, cold, far, little, live, their, water, where***	**Read Aloud** The Piano Lessons Listening/Speaking: Listening Comprehension	**Selection Vocabulary** ***biggest, feet, grow, manatees, ocean, penguins, sea otters, turtle, warm, whales*** **Oral Vocabulary** ***companions, exchange, gracefully, portions, practice, strict*** **Domain-Specific Vocabulary** ***arctic, current, tidal*** **Vocabulary Strategies** Classify and Categorize Color Words	**Spelling Principle** Words with *th* **Spelling Words** **Basic:** *that, then, this, them, with, bath* **Challenge:** *thick, tenth*	**Grammar Skill** Proper Nouns **How English Works** Connecting Ideas	**Langua Strat** **Collabo** Using and V Atten **Interpr** Effec **Produc** Expo **How E** Creat Com **Vocabu** Word
kill e of Events **ing Skills** son	**Phonemic Awareness** Blend and Segment Phonemes Substitute Initial Phonemes **Phonics** Digraphs ***ch, tch*** Possessives with ***'s*** Phonogram ***-atch***	**Fluency** Rate **High-Frequency Words** ***been, brown, know, never, off, out, own, very***	**Read Aloud** Turtle, Frog, and Rat Listening/Speaking: Listening Comprehension **Speaking and Listening Skill** Giving Clear Descriptions	**Selection Vocabulary** ***danced, flowers, giraffe, hyena, leopard, paint, zebra*** **Oral Vocabulary** ***adventure, frisky, shivered, spied, tumbled, view*** **Domain-Specific Vocabulary** ***predator, primate, jungle*** **Vocabulary Strategies** Homophones	**Spelling Principle** Words with ***ch, tch*** **Spelling Words** **Basic:** ***chin, chop, much, chip, rich, chick*** **Challenge:** ***match, pitch***	**Grammar Skill** Commands **How English Works** Text Cohesion	**Langua Strat** **Collabo** for A Perm Rules **Interpr** Effec **Produc** **How E** Cond Simp Embe **Vocabu** Word Anim
kill d Effect **rategy** **ing Skills** ords	**Phonemic Awareness** Blend and Segment Phonemes Substitute Initial Phonemes **Phonics** Digraphs ***sh, wh, ph*** Contractions with ***'s, n't***	**Fluency** Accuracy: Word Recognition **High-Frequency Words** ***down, fall, goes, green, grow, new, open, yellow***	**Read Aloud** The Prickly Pride of Texas Listening/Speaking: Listening Comprehension **Speaking and Listening Skill** Discuss Informational Text: Compare and Contrast	**Selection Vocabulary** ***blow, day, leaves, school, seeds, snow, snowman, spring, summer, fall, winter*** **Oral Vocabulary** ***bouquet, burst, glows, plow, shrivel, vines*** **Domain-Specific Vocabulary** ***weather, cycle, sunlight*** **Vocabulary Strategies** Word Endings ***-ed, -ing,*** or ***-s***	**Spelling Principle** Words with ***sh, wh, ph*** **Spelling Words** **Basic:** ***ship, shop, which, when, whip, fish*** **Challenge:** ***shell, graph***	**Grammar Skill** Subjects and Verbs • Subject-Verb Agreement **How English Works** Condensing Ideas	**Langua Strat** **Collabo** Using and F Atten **Interpr** Phen **Produc** Retel **How E** Unde Word **Vocabu** Word

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
ext-Based prehension	**Phonemic Awareness/Phonics**	**Fluency and High-Frequency Words**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill ons **rategy** dict **ng Skills** d Effect	**Phonemic Awareness** Middle Sound Substitute Medial Phonemes **Phonics** Long *a* (CVCe) Phonogram *–ake* Soft *c, g, dge* Phonogram *-ace*	**Fluency** Expression **High-Frequency Words** *four, five, into, over, starts, three, two, watch*	**Read Aloud** The Tortoise and the Hare Listening/Speaking: Listening Comprehension **Speaking and Listening Skill** Speaking About a Topic	**Selection Vocabulary** *cottontail, hay, hooray, lizard, race, roadrunner* **Oral Vocabulary** *cactus, habitat, mainly, search, stems, howl* **Domain-Specific Vocabulary** *legal, rule, duty* **Vocabulary Strategies** Shades of Meaning	**Spelling Principle** Words with Long *a* **Spelling Words** **Basic:** *came, make, brave, late, gave, shape* **Challenge:** *waves, chases*	**Grammar Skill** Verbs and Time • Present and Past Tense **How English Works** Condensing Ideas	**Langua Strat** **Collabo** Feelir **Interpr** Answ **Produc** Prese **How E** Reco Prese **Vocabu** Word Citize
kill and Contrast **rategy** Clarify **ng Skills** Graphic Features	**Phonemic Awareness** Middle Sound Substitute Medial Phonemes **Phonics** Long *i* (CVCe) Digraphs *kn, wr, gn, mb* Phonograms *-ine, -ite*	**Fluency** Intonation **High-Frequency Words** *bird, both, eyes, fly, long, or, those, walk*	**Read Aloud** The Dancing Wolves Listening/Speaking: Listening Comprehension	**Selection Vocabulary** *amphibians, body, breathe, feathers, group, hair, mammals, reptiles, tadpoles, tails, wings* **Oral Vocabulary** *alert, directions, scale, sensitive, swivel, threatened* **Domain-Specific Vocabulary** *trait, adapt, survive* **Vocabulary Strategies** Suffixes *-er, -est*	**Spelling Principle** Words with Long *i* **Spelling Words** **Basic:** *time, like, kite, bike, white, drive* **Challenge:** *stripe, mice*	**Grammar Skill** The Verb *be* • Using *is, are, was* and *were* **How English Works** Prepositional Phrases	**Langua Strat** **Collabo** Answ **Interpr** Elem **Produc** Proce **How E** Use / **Vocabu** Word Comp Conti
						Grammar Review Sentences, Subject-Verb Agreement	

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING	LANGUAGE			
ext-Based prehension	**Phonemic Awareness/Phonics**	**Fluency and High-Frequency Words**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill and Details **trategy** **ing Skills** Purpose	**Phonemic Awareness** Substitute Phonemes: Medial Substitute Phonemes: Final Distinguish Vowel Sounds **Phonics** Long ***o*** (CV, CVC***e***) Long ***u*** (CVC***e***)	**Fluency** Stress **High-Frequency Words** ***around, because, before, bring, carry, light, show, think***	**Read Aloud** One Giant Leap Listening/Speaking: Listening Comprehension	**Selection Vocabulary** ***crater, footprints, gravity, lunar, rocket, rover*** **Oral Vocabulary** ***atmosphere, decision, landscape, miniature, surface, vast*** **Domain-Specific Vocabulary** ***star, orbit, planet*** **Vocabulary Strategies** Suffixes ***-y, -ful***	**Spelling Principle** Words with Long ***o*** **Spelling Words** **Basic:** ***so, go, home, hole, no, rope, joke, bone, stove, poke*** **Challenge:** ***chose, wrote***	**Grammar Skill** Questions • What Is a Question? • Writing Questions **How English Works** Verb Tenses	**Langua** **Strat** **Collabo** **Interpr** Langu Prese **Produc** Prese **How En** Use I Phras **Vocabu** Word
kill and Contrast **trategy** **ing Skills**	**Phonemic Awareness** Substitute Phonemes: Medial Substitute Phonemes: Final Blend Phonemes Identify Final Phonemes **Phonics** Long ***e*** (CV, CVC***e***) Vowel Pairs ***ee, ea*** Final ***ng, nk*** Phonogram ***-ink***	**Fluency** Phrasing: Attention to Punctuation (Question Mark) **High-Frequency Words** ***about, by, car, could, don't, maybe, sure, there***	**Read Aloud** The Rainy Trip Listening/Speaking: Listening Comprehension **Speaking and Listening Skill** Speaking to Persuade	**Selection Vocabulary** ***desert, engine, exclaimed, island, jumpy, parachute, stubborn, travel, troubles, tunnel*** **Oral Vocabulary** ***complain, delighted, horizon, lonely, pleaded, shelter*** **Domain-Specific Vocabulary** ***railroad, pilot, motion*** **Vocabulary Strategies** Define Words	**Spelling Principle** Words with Long ***e*** **Spelling Words** **Basic:** ***me, be, read, feet, tree, keep, eat, mean, sea, these*** **Challenge:** ***street, please***	**Grammar Skill** Compound Sentences • Produce and Expand Compound Sentences **How English Works** Text Cohesion	**Langua** **Strat** **Collabo** Answ and L **Interpr** Effec **Produc** **How En** Creat Sente **Vocabu** Word
kill Purpose **trategy** ze **ing Skills** ns	**Phonemic Awareness** Substitute Phonemes: Medial Substitute Phonemes: Final **Phonics** Vowel Pairs ***ai, ay*** Contractions ***'ll, 'd*** Phonograms ***-ay, -ain***	**Fluency** Expression **High-Frequency Words** ***first, food, ground, right, sometimes, these, under, your***	**Read Aloud** The Three Wishes Listening/Speaking: Listening Comprehension **Speaking and Listening Skill** Using Visuals	**Selection Vocabulary** ***chocolate, favorite, paddies, vegetables*** **Oral Vocabulary** ***disappointed, eagerly, fancy, scampered, slippery, spotted*** **Domain-Specific Vocabulary** ***crop, livestock, orchard*** **Vocabulary Strategies** Multiple-Meaning Words	**Spelling Principle** Vowel Pairs ***ai, ay*** **Spelling Words** **Basic:** ***play, grain, sail, mail, may, rain, way, day, stay, pain*** **Challenge:** ***paint, spray***	**Grammar Skill** Names of Months, Days, and Holidays • Commas in Dates **How English Works** Verb Tenses	**Langua** **Strat** **Collabo** Opini Learr **Interpr** Effec **Produc** **How En** Cond Simp **Vocabu** Word

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING	LANGUAGE			
ext-Based prehension	**Phonemic Awareness/Phonics**	**Fluency and High-Frequency Words**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill e of Events **rategy** Clarify **ng Skills** ntext	**Phonemic Awareness** Substitute Phonemes: Medial Distinguish Vowel Sounds Combine, Segment Syllables **Phonics** Vowel Pairs ***oa, ow*** Contractions ***'ve, 're*** Phonograms ***-ow, -oat***	**Fluency** Intonation **High-Frequency Words** ***done, great, laugh, paper, soon, talk, were, work***	**Read Aloud** Christina's Work Listening/Speaking: Listening Comprehension	**Selection Vocabulary** ***Tomás Rivera, Texas, born, library, people, stories, family, teacher*** **Oral Vocabulary** ***author, exactly, incomplete, permission, signature, welcomed*** **Domain-Specific Vocabulary** ***invention, artifact, country*** **Vocabulary Strategies** Synonyms	**Spelling Principle** Vowel Pairs ***oa, ow*** **Spelling Words:** **Basic:** ***show, row, grow, low, blow, snow, boat, coat, road, toad*** **Challenge:** ***flown, toast***	**Grammar Skill** Future Tense • Future Tense Using ***will*** • Future Tense Using ***going to*** **How English Works** Noun Phrases	**Langua Strat** **Collabo** Hold **Interpr** Chara **Produc** Desc **How E** Unde Orga **Vocabu** Word
kill d Effect **rategy** dict **ng Skills** son	**Phonemic Awareness** Combine, Segment Syllables Recognize Syllables Identify Phonemes: Medial **Phonics** Compound Words Short Vowel /e/***ea***	**Fluency** Rate **High-Frequency Words** ***door, more, mother, old, try, use, want, wash***	**Read Aloud** Chicken Little Listening/Speaking: Listening Comprehension **Speaking and Listening Skill** Use Sensory Words and Words About Feelings	**Selection Vocabulary** ***apple, Beaver, Goose, happily ever after, oh, says, sky, told*** **Oral Vocabulary** ***calf, flooded, meadow, rippled, swarm, wade*** **Domain-Specific Vocabulary** ***respect, opinion, kindness*** **Vocabulary Strategies** Compound Words	**Spelling Principle:** Compound Words **Spelling Words:** **Basic:** ***bedtime, sunset, bathtub, sailboat, flagpole, backpack, playpen, raincoat, inside, himself*** **Challenge:** ***rowboat, homemade***	**Grammar Skill** Prepositions and Prepositional Phrases • Prepositional Phrases for ***where*** • Prepositional Phrases for ***when*** **How English Works** Text Structure	**Langua Strat** **Collabo** Opini Resp on ar Nego **Interpr** Answ **Produc** Prese **How E** Unde Word **Vocabu** Word a Frie
						Grammar Review Sentences, Compound Sentences, End Marks	
rategies Clarify Evaluate		**Fluency** Expression, Accuracy	**Read Aloud** Amazing Animals! **Collaborative Project** Amazing Animals Class Chapter Book: Discuss, Present, Reflect	**Content Vocabulary Words** ***blue whale, basketball court, softballs, mammal, sperm whale, mile, giant squid, baleen, humpback whale, right whale, destroy, scientists*** **Domain-Specific Vocabulary** ***habitat, migration, trapped, wildlife***	**Integrated Language Arts Review** Spelling Principles Review	**Integrated Language Arts Review** Compound Sentences, Prepositions, Verb Tenses, Subjects and Verbs, Proper Nouns	

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING	LANGUAGE			
ext-Based prehension	Phonemic Awareness/Phonics	Fluency and High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Spelling	Language	Langu
kill cture **rategy** Evaluate **ing Skills** n	**Phonemic Awareness** Substitute Vowel Sounds Segment Syllables Blend Syllables Add Phonemes **Phonics** *r*-Controlled Vowel *ar* *r*-Controlled Vowels *or, ore* Phonograms *-ar, -ore*	**Fluency** Phrasing: Natural Pauses **High-Frequency Words** *few, night, loudly, window, noise, story, shall, world*	**Read Aloud** Grandpa's Tree Listening/Speaking: Listening Comprehension **Speaking and Listening Skill** Giving Clear Explanations	**Selection Vocabulary** *candles, frightened, poems, shouted, of course* **Oral Vocabulary** *clever, clues, detectives, poked, sneaky, whispered* **Domain-Specific Vocabulary** *prune, flower, pollen* **Vocabulary Strategies** Prefix *re-*	**Spelling Principle** *r*-Controlled Vowel *ar* **Spelling Words** **Basic:** *far, arm, yard, art, jar, bar, barn, bark, card, yarn* **Challenge:** *smart, chart*	**Grammar Skill** Subject Pronouns • Pronouns That Name One • Pronouns That Name More Than One **How English Works** Prepositional Phrases	**Langua** **Strat** **Collabo** Hold **Interpr** Elem Solut **Produc** **How E** Use **Vocabu** Word
kill ons **rategy** **ing Skills** ntext	**Phonemic Awareness** Substitute Vowel Sounds Segment Syllables Blend Syllables **Phonics** *r*-Controlled Vowels *er, ir, ur*	**Fluency** Accuracy: Connected Text **High-Frequency Words** *baby, begins, eight, follow, learning, until, years, young*	**Read Aloud** How Bat Learned to Fly Listening/Speaking: Listening Comprehension	**Selection Vocabulary** *amazing, camel, color, dolphin, polar bear, porcupine, toes* **Oral Vocabulary** *misty, promised, receive, roamed, slender, sparkling* **Domain-Specific Vocabulary** *gills, skeleton, organ* **Vocabulary Strategies** Using a Dictionary Entry	**Spelling Principle** *r*-Controlled Vowels *er, ir, ur* **Spelling Words** **Basic:** *her, fern, girl, sir, stir, bird, fur, hurt, turn, third* **Challenge:** *curl, first*	**Grammar Skill** The Pronouns *I* and *me* **How English Works** Verb Tenses	**Langua** **Strat** **Collabo** Othe Coun **Interpr** Word Prese **Produc** **How E** Expa Use Nour **Vocabu** Word Char
kill d Effect **rategy** Clarify **ing Skills** Language	**Phonemic Awareness** Substitute Vowel Sounds Segment Syllables **Phonics** Vowel Digraph /o͝o/ *oo* Syllable Pattern CVC	**Fluency** Stress **High-Frequency Words** *again, along, began, boy, father, house, nothing, together*	**Read Aloud** Around the World in a Day Listening/Speaking: Listening Comprehension **Speaking and Listening Skill** Speaking to Express Opinions	**Selection Vocabulary** *carton, empty, errand, grocery, happened, pocket, shadow, whirled* **Oral Vocabulary** *accent, behave, gooey, siesta, sizzling, translated* **Domain-Specific Vocabulary** *shelter, caregiver, exercise* **Vocabulary Strategies** Define Words	**Spelling Principle** Vowel Digraph *oo* **Spelling Words** **Basic:** *look, book, good, hook, brook, took, foot, shook, wood, hood* **Challenge:** *crook, hoof*	**Grammar Skill** Possessive Pronouns • Using *my, your, his,* and *her* • Using *mine, yours, his,* and *hers* **How English Works** Prepositional Phrases	**Langua** **Strat** **Collabo** and Ques for Ta **Interpr** Effec **Produc** Resp **How E** Use Phras **Vocabu** Word

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
ext-Based nprehension	**Phonemic Awareness/Phonics**	**Fluency and High-Frequency Words**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill e of Events **rategy** **ing Skills** Language	**Phonemic Awareness** Substitute Vowel Sounds Segment Syllables **Phonics** Vowel Digraphs/Spelling Patterns: ***oo, ou, ew*** More Spellings for /oo/: ***ue, u, u_e***	**Fluency** Expression **High-Frequency Words** ***ready, country, soil, kinds, earth, almost, covers, warms***	**Read Aloud** Visiting Butterflies Listening/Speaking: Listening Comprehension	**Selection Vocabulary** ***adult, blossoms, center, hundreds*** **Oral Vocabulary** ***completely, gentle, lonely, recognize, reflection, settle*** **Domain-Specific Vocabulary** ***oxygen, nutrients, reproduce*** **Vocabulary Strategies** Multiple-Meaning Words	**Spelling Principle** Vowel Digraphs ***oo, ou, ew*** **Spelling Words** **Basic:** ***soon, new, noon, zoo, boot, too, moon, blew, soup, you*** **Challenge:** ***grew, scoop***	**Grammar Skill** Indefinite Pronouns **How English Works** Text Structure	**Langua Strat** **Collabo** Hold **Interpr** Effec **Produc** Prese **How En** Creat Sente Claus and E **Vocabu** Word
kill nding Characters **rategy** ze **ng Skills**	**Phonemic Awareness** Substitute Vowel Sounds Identify Syllables Segment Syllables Add Phonemes **Phonics** Vowel Combinations ***ou, ow*** Vowel Combinations ***oi, oy, au, aw***	**Fluency** Phrasing: Attention to Punctuation **High-Frequency Words** ***buy, city, family, myself, party, please, school, seven***	**Read Aloud** Señor Coyote, the Judge Listening/Speaking: Listening Comprehension **Speaking and Listening Skill** Speaking About a Topic	**Selection Vocabulary** ***brushes, crates, crew, pails, rejoined, repaid, seventh, soccer, unloaded, unpack*** **Oral Vocabulary** ***blossom, ledge, lugging, shady, shallow, cavern*** **Domain-Specific Vocabulary** ***diversity, culture, society*** **Vocabulary Strategies** Synonyms with Introduction to Thesaurus	**Spelling Principle** Vowel Combinations ***ou, ow*** **Spelling Words** **Basic:** ***how, now, cow, owl, ouch, house, found, out, gown, town*** **Challenge:** ***shout, power***	**Grammar Skill** Contractions • Contractions with ***not*** • Contractions with Pronouns **How English Works** Condensing Ideas	**Langua Strat** **Collabo** Answ **Interpr** Elem **Produc** Retel **How En** Conc Simp Embe **Vocabu** Word Coun
						Grammar Review Sentences, Pronouns, Quotation Marks	

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
ext-Based nprehension	**Phonemic Awareness/Phonics**	**Fluency and High-Frequency Words**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill and Contrast **trategy** Clarify **ing Skills** Language	**Phonemic Awareness** Substitute Vowel Sounds Identify Syllables Segment Syllables **Phonics** Base Words (CVCe, CVC) with Endings *-ed, -ing* Long *e* Spelling Patterns *y, ie*	**Fluency** Accuracy: Self-Correct **High-Frequency Words** *above, bear, even, pushed, studied, surprised, teacher, toward*	**Read Aloud** The Art Contest Listening/Speaking: Listening Comprehension	**Selection Vocabulary** *blank, gazing, noticed, squiggle, straight, swirly* **Oral Vocabulary** *field, magical, shrubbery, softly, universe, wondrous* **Domain-Specific Vocabulary** *canvas, pottery, watercolor* **Vocabulary Strategies** Figurative Language (Idioms)	**Spelling Principle** Base Words ending in *-ed, -ing* **Spelling Words** **Basic:** *mix, mixed, hop, hopped, hope, hoping, run, running, use, used* **Challenge:** *writing, grabbed*	**Grammar Skill** Exclamations • What Is an Exclamation? • Writing Exclamations • Using Determiners in Exclamations **How English Works** Connecting Ideas	**Langua Strat** **Collabo** Using and F Rules **Interpr** Answ **Produc** Prese **How En** Unde Struc **Vocabu** Word
kill Purpose **trategy** Evaluate **ing Skills** ntext	**Phonemic Awareness** Segment Syllables Identify Syllables **Phonics** Base Words/Inflections *-er, -est* (change *y* to *i*) Syllable *-le*	**Fluency** Intonation **High-Frequency Words** *always, different, enough, happy, high, near, once, stories*	**Read Aloud** The Shoemaker and the Elves Listening/Speaking: Listening Comprehension	**Selection Vocabulary** *binoculars, captain, computers, float, something* **Oral Vocabulary** *cobweb, demanded, dreadful, grumbled, panted, terrified* **Domain-Specific Vocabulary** *motivation, explore, leader* **Vocabulary Strategies** Classify and Categorize: Emotion Words	**Spelling Principle** Base Words ending in *-er, -est* **Spelling Words** **Basic:** *hard, harder, hardest, fast, faster, fastest, slow, slower, slowest, sooner* **Challenge:** *shorter, shortest*	**Grammar Skill** Kinds of Sentences • Statement, Question, Exclamation, or Command? • Four Kinds of Sentences • Produce and Expand Sentences **How English Works** Condensing Ideas	**Langua Strat** **Collabo** Answ and L **Interpr** **Produc** Expo: **How En** Use (**Vocabu** Word Your
kill cture **trategy** dict **ing Skills** ntasy	**Phonemic Awareness** Segment Syllables Delete Phonemes **Phonics** Long *i* Spelling Patterns *igh, y, ie* Base Words/Inflections *-ed, -ing, -er, -est, -es* Phonograms *-ight, -y*	**Fluency** Phrasing: Natural Pauses **High-Frequency Words** *across, ball, cried, head, heard, large, second, should*	**Read Aloud** A Hopeful Song Listening/Speaking: Listening Comprehension **Speaking and Listening Skill** Compare and Contrast Stories	**Selection Vocabulary** *junk, laughter, perhaps* **Oral Vocabulary** *assures, audience, chorus, determined, enthusiasm, stomped* **Domain-Specific Vocabulary** *degrees, temperature, climate* **Vocabulary Strategies** Homographs	**Spelling Principle** Spelling Patterns *igh, y, ie* (long *i*) **Spelling Words** **Basic:** *my, try, sky, fly, by, dry, pie, cried, night, light* **Challenge:** *myself, brighter*	**Grammar Skill** Kinds of Adjectives • Adjectives for Taste and Smell • Adjectives for Sound and Texture **How English Works** Verb Tenses	**Langua Strat** **Collabo** Opini Resp **Interpr** Langu Prese **Produc** **How En** Use V Types Use I **Vocabu** Word Chan

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
ext-Based prehension	**Phonemic Awareness/Phonics**	**Fluency and High-Frequency Words**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill nding Characters **rategy** **ng Skills** Word Choice	**Phonemic Awareness** Segment Syllables Delete Phonemes Distinguish Vowel Sounds **Phonics** Suffixes *-ful, -ly, -y* Long Vowel Spelling Patterns: *a, e, i, o, u*	**Fluency** Expression **High-Frequency Words** *caught, took, listen, thought, minute, beautiful, idea, friendship*	**Read Aloud** A Stone Goes to Court Listening/Speaking: Listening Comprehension **Speaking and Listening Skill** Using Visuals	**Selection Vocabulary** *award, chapter, fancy, guy, rescue* **Oral Vocabulary** *corner, disguised, mystery, seriously, signs, solve* **Domain-Specific Vocabulary** *larva, antennae, thorax* **Vocabulary Strategies** Prefix *un-*	**Spelling Principle** Suffixes *-ly, -y, -ful* **Spelling Words** **Basic:** *sad, sadly, slow, slowly, dust, dusty, trick, tricky, help, helpful* **Challenge:** *quickly, hopeful*	**Grammar Skill** Adverbs • Adverbs for *How* and *Where* • Adverbs for *When* and *How Much* **How English Works** Text Structure	**Langua Strat** **Collabo** Hold **Interpr** Effec **Produc** **How E** Expa Reco Posse **Vocabu** Word
kill and Details **rategy** ze **ng Skills** arrative Nonfiction	**Phonemic Awareness** Segment Syllables **Phonics** Syllable Pattern CV Prefixes *un-, re-*	**Fluency** Rate: Adjust Reading Rate to Purpose **High-Frequency Words** *brothers, everyone, field, loved, most, only, people, sorry*	**Read Aloud** The Parts of the House Have a Fight Listening/Speaking: Listening Comprehension **Speaking and Listening Skill** Ask and Answer Questions: Informational Texts	**Selection Vocabulary** *already, dribbled, goalie, rather* **Oral Vocabulary** *mightiest, show-off, waste, wild, wobble, careful* **Domain-Specific Vocabulary** *cooperation, teamwork, success* **Vocabulary Strategies** Suffix *-ly*	**Spelling Principle** Syllable Pattern CV **Spelling Words** **Basic:** *even, open, begin, baby, tiger, music, paper, zero, table, below* **Challenge:** *because, silent*	**Grammar Skill** Adjectives That Compare • Adjectives with *er* and *est* • Using the Right Adjective **How English Works** Connecting Ideas	**Langua Strat** **Collabo** Opin Learr Elabo and Othe **Interpr** Effec **Produc** **How E** Use Phra **Vocabu** Word
						Grammar Review Kinds of Sentences, Exclamations, End Marks	
rategies dict Clarify		**Fluency** Phrasing, Self-Correction	**Read Aloud** The Strange Shape **Collaborative Project** Studying Things in Nature: Discuss, Present, Reflect	**Content Vocabulary Words** *winter, whirled, whooshed, guest, pleasant, kettle, tear, tea, sobbed, following, sailed, shining* **Domain-Specific Vocabulary** *nocturnal, prey, beak, claws, swivel*	**Integrated Language Arts Review** Spelling Principles Review	**Integrated Language Arts Review** Adjectives, Adverbs, Kinds of Sentences, Adjectives That Compare	

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING	LANGUAGE			
ext-Based nprehension	**Phonemic Awareness/Phonics**	**Fluency and High-Frequency Words**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill e of Events **rategy** dict **Read Skill** Word Choice	**Phonemic Awareness** Identify Phonemes Syllables in Spoken Words **Phonics** Short Vowels *a, i* CVC Syllable Pattern	**Fluency** Accuracy: Word Recognition **High-Frequency Words** *around, be, five, help, next, or, pull, take, until, walked*	**Read Aloud** The Perfect Pet Listening/Speaking: Recount Key Details **Speaking and Listening Skill** Holding a Conversation	**Target/Academic Vocabulary** *curly, straight, floppy, drooled, weighed, stood, collars, row* **Domain-Specific Vocabulary** *traits, offspring, inherit* **Apply Vocabulary Knowledge** Use a Dictionary **Vocabulary Strategies** Alphabetical Order	**Spelling Principle** Short Vowels *a, i* **Spelling Words** **Basic:** *sad, dig, jam, glad, list, win, flat, if, fix, rip, kit, mask* **Review:** *as, his* **Challenge:** *sandwich, picnic*	**Grammar Skill** Subjects and Predicates **How English Works** Text Structure	**Langua Strat** **Collabo** Answ **Interpr** Chara **Produc** Exper **How En** Ident Comi **Vocabu** Word
kill and Contrast **rategy** **Read Skill** onal Text	**Phonemic Awareness** Identify Phonemes Syllables in Spoken Words **Phonics** Short Vowels *o, u, e* CVC Syllable Pattern	**Fluency** Accuracy: Words in Connected Text **High-Frequency Words** *bring, children, comes, do, family, like, make, those, use, with*	**Read Aloud** More Than a Best Friend Listening/Speaking: Ask Questions to Clarify Comprehension **Speaking and Listening Skill** Answering Questions	**Target/Academic Vocabulary** *remembered, porch, crown, spend, stuck, visit, cousin, piano* **Domain-Specific Vocabulary** *conflict, related, siblings, unity, interact* **Apply Vocabulary Knowledge** Guide Words **Vocabulary Strategies** Using a Glossary	**Spelling Principle** Short Vowels *o, u, e* **Spelling Words** **Basic:** *wet, job, hug, rest, spot, mud, left, help, plum, nut, net, hot* **Review:** *get, not* **Challenge:** *lunch, spend*	**Grammar Skill** Simple Sentences **How English Works** Text Cohesion	**Langua Strat** **Collabo** Answ **Interpr** Answ **Produc** **How En** Ident Noun **Vocabu** Word
kill Purpose **rategy** Evaluate **Read Skill** and Contrast	**Phonemic Awareness** Blend Phonemes Sort Phonemes **Phonics** Long Vowels *a, i* Sounds for *c*	**Fluency** Accuracy: Self-Correct **High-Frequency Words** *city, full, no, think, other, places, put, school, sing, think, this*	**Read Aloud** Choosing a Pet Listening/Speaking: Main Idea and Details, Supporting Details **Speaking and Listening Skill** Share an Experience	**Target/Academic Vocabulary** *hairy, litter, canned, clipped, stayed, coat, chews, mammals* **Domain-Specific Vocabulary** reproduce, characteristic, canine, adapt **Apply Vocabulary Knowledge** Use a Glossary **Vocabulary Strategies** Multiple-Meaning Words	**Spelling Principle** Long Vowels *a, i* **Spelling Words** **Basic:** *cake, mine, plate, size, ate, grape, prize, wipe, race, line, pile, rake* **Review:** *gave, bike* **Challenge:** *mistake, while*	**Grammar Skill** Kinds of Sentences **How English Works** Text Structure	**Langua Strat** **Collabo** Disag **Interpr** **Produc** **How En** Link I **Vocabu** Word Dogs

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
ext-Based nprehension	**Phonemic Awareness/Phonics**	**Fluency and High-Frequency Words**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill d Effect **rategy** ze **Read Skill** Language	**Phonemic Awareness** Segment, Substitute Phonemes Sort Phonemes **Phonics** Long Vowels *o, u, e* Sounds for *g*	**Fluency** Intonation **High-Frequency Words** *mind, could, today, play, cheer, hello, read, see, by, hundred*	**Read Aloud** Bats: Beastly or Beautiful? Speaking/Listening: Recount Key Ideas	**Target/Academic Vocabulary** *rotten, sticky, insects, scare, judge, screaming, dangerous, breeze* **Domain-Specific Vocabulary** *appreciate, compliment, cooperate, peer* **Apply Vocabulary Knowledge** Multiple Entries **Vocabulary Strategies** Context Clues	**Spelling Principle** Long Vowels *o, u* **Spelling Words** **Basic:** *doze, nose, use, rose, pole, close, cute, woke, mule, rode, role, tune* **Review:** *home, joke* **Challenge:** *wrote, ice cube*	**Grammar Skill** What Is a Noun? **How English Works** Text Structure	**Langua Strat** **Collabo** Instru Relev **Interpr** Langu **Produc** Spee **How En** Conn **Vocabu** Word
kill cture **rategy** **Read Skill** Word Choice	**Phonemic Awareness** Segment Phonemes **Phonics** Consonant Blends with *r, l, s*	**Fluency** Phrasing: Punctuation **High-Frequency Words** *table, says, little, find, both, cold, long, green, we, eat*	**Read Aloud** Lester Speaking/Listening: Recount Beginning, Middle, Ending	**Target/Academic Vocabulary** *share, noticed, suddenly, bursting, noises, wonderful, quiet, sprinkled* **Domain-Specific Vocabulary** *community, diagram, suburb* **Apply Vocabulary Knowledge** Use A Digital Dictionary **Vocabulary Strategies** Base Words and Endings *-ed, -ing*	**Spelling Principle** Consonant Blends with *r, l, s* **Spelling Words** **Basic:** *spin, clap, grade, swim, place, last, test, skin, drag, glide, just, stage* **Review:** *slip, drive* **Challenge:** *climb, price*	**Grammar Skill** Singular and Plural Nouns **How English Works** Noun Phrases	**Langua Strat** **Collabo** Opini **Interpr** Effec **Produc** Play **How En** Expar Using **Vocabu** Word Comi
						Grammar Review What Is a Noun?, Types of Sentences	

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING	LANGUAGE			
ext-Based prehension	**Phonemic Awareness/Phonics**	**Fluency and High-Frequency Words**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill Graphic Features **trategy** **Read Skill** ntext	**Phonemic Awareness** Identify Phonemes **Phonics** Common Final Blends *nd, ng, nk, nt, ft, xt, mp*	**Fluency** Expression **High-Frequency Words** *bear, work, animals, know, most, myself, sleep, second, three, she*	**Read Aloud** City Life Is for the Birds Speaking/Listening: Ask and Answer Questions	**Target/Academic Vocabulary** *beaks, break, deepest, hang, pond, shaped, winding, branches* **Domain-Specific Vocabulary** *habitat, shelter, pasture* **Apply Vocabulary Knowledge** Use a Dictionary **Vocabulary Strategies** Base Words and Prefixes *un-, re-*	**Spelling Principle** Common Final Blends *nd, ng, nk, nt, ft, xt, mp* **Spelling Words** **Basic:** *next, end, camp, sank, sing, drink, hunt, stand, long, stamp, pond, bring* **Review:** *jump, left* **Challenge:** *young, friend*	**Grammar Skill** More Plural Nouns **How English Works** Prepositional Phrases	**Langua** **Strat** **Collabo** Opini **Interpr** Effec Choic **Produc** Prese **How En** Conn **Vocabu** Word Hom
kill ns **trategy** Evaluate **Read Skill** cture	**Phonemic Awareness** Sort Phonemes Identify Medial Phonemes **Phonics** Double Consonants and *ck* Double Consonants (CVC)	**Fluency** Accuracy: Connected Text **High-Frequency Words** *pictures, air, pretty, told, window, funny, try, he, cried, car*	**Read Aloud** Trouble in the Lily Garden Speaking/Listening: Answer Using Complete Sentences **Speaking and Listening Skill** Communication Game	**Target/Academic Vocabulary** *blooming, muscles, nodded, plain, scent, shovels, tough, wrinkled* **Domain-Specific Vocabulary** *nutrients, seedling, solar energy* **Apply Vocabulary Knowledge** Dictionary Skills: Discuss Example Sentences (punctuation and style of sentences) **Vocabulary Strategies** Homophones	**Spelling Principle** Double Consonants and *ck* **Spelling Words** **Basic:** *dress, spell, class, full, add, neck, stuck, kick, rock, black, trick, doll* **Review:** *will, off* **Challenge:** *across, pocket*	**Grammar Skill** Proper Nouns **How English Works** Text Cohesion	**Langua** **Strat** **Collabo** Opini **Interpr** Desc **Produc** Expla **How En** Unde Pron **Vocabu** Word
kill s and Details **trategy** **Read Skill** d Effect	**Phonemic Awareness** Substitute Phonemes Syllables in Spoken Words **Phonics** Consonant Digraphs *th, sh, wh, ch, tch, ph* Base Words and Endings *-s, -ed, -ing*	**Fluency** Rate **High-Frequency Words** *few, people, eye, high, my, open, yellow, happy, starts, before*	**Read Aloud** Floods: Dangerous Waters Speaking/Listening: Describe Key Details	**Target/Academic Vocabulary** *flash, equal, damage, reach, pounding, prevent, beware, bend* **Domain-Specific Vocabulary** *lightning, precipitation, water vapor* **Apply Vocabulary Knowledge** Use a Glossary **Vocabulary Strategies** Compound Words	**Spelling Principle** Consonant Digraphs *th, sh, wh, ch, tch* **Spelling Words** **Basic:** *dish, than, chest, such, thin, push, shine, chase, white, while, these, flash* **Review:** *which, then* **Challenge:** *catch, thumb*	**Grammar Skill** What Is a Verb? **How English Works** Text Structure	**Langua** **Strat** **Collabo** Expre Dislik Coun **Interpr** **Produc** Prese **How En** Reco Adjec **Vocabu** Word

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
ext-Based prehension	**Phonemic Awareness/Phonics**	**Fluency and High-Frequency Words**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill ading Characters **rategy** ze **Read Skill** Word Choice	**Phonemic Awareness** Add Phonemes Syllables in Spoken Words **Phonics** Base Words and Endings *-ed, -ing* CV Syllable Pattern	**Fluency** Phrasing: Punctuation **High-Frequency Words** *kept, would, afraid, own, show, might, why, many, for, dark*	**Read Aloud** On Thin Ice Speaking/Listening: Recount Key Details **Speaking and Listening Skill** Listen to Compare and Contrast	**Target/Academic Vocabulary** *curled, direction, healed, height, toward, tunnel, tease, brag* **Domain-Specific Vocabulary** *tradition, culture, literature* **Apply Vocabulary Knowledge** Use a Digital Dictionary **Vocabulary Strategies** Synonyms	**Spelling Principle** Base Words with Endings *-ed* and *-ing* **Spelling Words** **Basic:** *liked, using, riding, chased, spilled, making, closed, hoping, baked, hiding, standing, asked* **Review:** *mixed, sleeping* **Challenge:** *teasing, knocking*	**Grammar Skill** Verbs in the Present **How English Works** Verb Types	**Langua Strat** **Collabo** Opini **Interpr** Elem **Produc** Retel **How E** Use V *Were* **Vocabu** Word
kill Opinion **rategy** Clarify **Read Skill** Purpose	**Phonemic Awareness** Add and Delete Phonemes **Phonics** Contractions	**Fluency** Stress **High-Frequency Words** *really, you, because, right, go, they, was, me, old, better*	**Read Aloud** Sharks on the Run! Speaking/Listening: Ask for Clarification; Ask and Answer Questions **Speaking and Listening Skill** Have a Conversation	**Target/Academic Vocabulary** *decide, disgusting, drift, millions, simple, wrapped, choices, weaker* **Domain-Specific Vocabulary** oceanography, gulf, current **Apply Vocabulary Knowledge** Use a Thesaurus **Vocabulary Strategies** Base Words and Suffixes *-er, -est*	**Spelling Principle** Contractions **Spelling Words** **Basic:** *I'm, don't, isn't, can't, we'll, it's, I've, didn't, you're, that's, wasn't, you've* **Review:** *us, them* **Challenge:** *they're, wouldn't*	**Grammar Skill** Verbs in the Present, Past, and Future **How English Works** Connecting Ideas	**Langua Strat** **Collabo** Langu **Interpr** Desc **Produc** Expla **How E** Expar Prepo **Vocabu** Word Anim
						Grammar Review More Plural Nouns, Types of Sentences	
rategies dict		**Fluency** Accuracy, Self-Correction	**Read Aloud** Our Sleigh **Collaborative Project** Winter Weather Museum Display: Group Discussion	**Content Vocabulary Words** *icicle, proud, picket, certainly, melted, bust, clay, molding, sleigh, midnight* **Domain-Specific Vocabulary** snowdrift, fleece, scarf, footprints	**Integrated Language Arts Review** Spelling Principles Review	**Integrated Language Arts Review** Simple Sentences, Nouns, Types of Sentences, Subjects and Predicates, Verbs	**Langua Strat** **Collabo** Langu **Interpr** Elem Langu **Produc** Plan **How E** Use V with Expar to Ad

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
ext-Based nprehension	**Phonemic Awareness/Phonics**	**Fluency and High-Frequency Words**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill ons **trategy** dict **Read Skill** Word Choice	**Phonemic Awareness** Syllables in Spoken Words **Phonics** Base Words and Endings *-s, -es*	**Fluency** Expression **High-Frequency Words** *another, heard, some, kind, light, hard, more, grow, far, to*	**Read Aloud** Don't Play Cards with a Dog in the Room! Speaking/Listening: Answer questions to deepen understanding **Speaking and Listening Skill** A Class Discussion	**Target/Academic Vocabulary** *problem, impossible, understand, impatient, furious, demand, gathered, believe* **Domain-Specific Vocabulary** *notify, announce, companion* **Apply Vocabulary Knowledge** Guide Words **Vocabulary Strategies** Prefixes *pre-* and *mis-*	**Spelling Principle** Base Words with Endings *-s, -es* **Spelling Words** **Basic:** *hens, eggs, ducks, bikes, boxes, wishes, dresses, names, bells, stamps, dishes, grapes* **Review:** *jets, frogs* **Challenge:** *stitches, fences*	**Grammar Skill** Compound Sentences **How English Works** Condensing Ideas	**Langua Strat** **Collabo** Langu **Interpr** Langu **Produc** Expo **How En** Conn **Vocabu** Word and
kill Graphic Features **trategy** **Read Skill** Opinion	**Phonemic Awareness** Substitute Phonemes **Phonics** Vowel Digraphs *ai, ay*	**Fluency** Rate: Adjust Rate to Purpose **High-Frequency Words** *along, against, someone, night, part, morning, hold, bird, different, girl*	**Read Aloud** Music in the Snow Speaking and Listening: Identify Setting; Understand Characters	**Target/Academic Vocabulary** *vibration, concentrate, relieved, creative, performance, tune, expression, volume* **Domain-Specific Vocabulary** *pitch, percussion, creativity* **Apply Vocabulary Knowledge** Use a Digital Dictionary **Vocabulary Strategies** Idioms	**Spelling Principle** Words with *ai, ay* **Spelling Words** **Basic:** *pay, wait, paint, train, pail, clay, tray, plain, stain, hay, gray, away* **Review:** *stay, day* **Challenge:** *raisin, birthday*	**Grammar Skill** Expanding/Rearranging Compound Sentences **How English Works** Text Cohesion	**Langua Strat** **Collabo** for A Perm Turn- **Interpr** Langu **Produc** Prese **How En** Cond **Vocabu** Word
kill and Details **trategy** Evaluate **Read Skill** Graphic Features	**Phonemic Awareness** Match Phonemes **Phonics** Vowel Digraphs *ee, ea*	**Fluency** Accuracy: Self-Correct **High-Frequency Words** *story, world, about, everything, first, store, her, two, slowly, of*	**Read Aloud** One-Room Schoolhouse Speaking/Listening: Answer in Complete Sentences **Speaking and Listening Skill** Retelling Main Ideas	**Target/Academic Vocabulary** *culture, community, languages, transportation, subjects, lessons, special, wear* **Domain-Specific Vocabulary** *education, public, schedule, tutor* **Apply Vocabulary Knowledge** Use a Glossary **Vocabulary Strategies** Using a Dictionary	**Spelling Principle** Words with *ee, ea* **Spelling Words** **Basic:** *free, teach, teeth, please, beach, wheel, team, speak, sneeze, sheep, meaning, weave* **Review:** *eat, read* **Challenge:** *between, reason*	**Grammar Skill** Quotation Marks **How English Works** Prepositional Phrases	**Langua Strat** **Collabo** Using Phras Ques **Interpr** Elem and **Produc** Retel **How En** Use **Vocabu** Word

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
ext-Based prehension	**Phonemic Awareness/Phonics**	**Fluency and High-Frequency Words**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill Purpose **rategy** ze **Read Skill** ography	**Phonemic Awareness** Segment Phonemes **Phonics** Long *o* (*o, oa, ow*)	**Fluency** Natural Pauses **High-Frequency Words** *front, hair, warm, started, stories, never, all, food, sky, party*	**Read Aloud** Whale of a Lesson Speaking/Listening: Describe Key Ideas	**Target/Academic Vocabulary** *curious, imitated, knowledge, motion, silence, illness, darkness, behavior* **Domain-Specific Vocabulary** *nonverbal, communicate, visual* **Apply Vocabulary Knowledge** Use a Dictionary **Vocabulary Strategy** Suffix *-ly*	**Spelling Principle** Long *o (o, oa, ow)* **Spelling Words** **Basic:** *own, most, soap, float, both, know, loan, goat, flow, loaf, throw, coach* **Review:** *so, grow* **Challenge:** *swallow, ocean*	**Grammar Skill** Using Proper Nouns **How English Works** Noun Phrases	**Langua Strat** **Collabo** Feelir Ask F **Interpr** **Produc** Prese **How E** Use \ Conv **Vocabu** Word Com
kill d Effect **rategy** Clarify **Read Skill**	**Phonemic Awareness** Syllables in Spoken Words **Phonics** Compound Words Schwa Vowel Sound	**Fluency** Accuracy: Connected Text **High-Frequency Words** *ever, care, thought, over, off, small, new, book, live, after*	**Read Aloud** Adventures at Scout Camp Speaking/Listening: Ask Questions to Clarify Comprehension **Speaking and Listening Skill** Summarize	**Target/Academic Vocabulary** *attention, buddy, obeys, speech, enormous, safety, shocked, station* **Domain-Specific Vocabulary** *risk, protection, hazard, inform* **Apply Vocabulary Knowledge** Determine Pronunciation **Vocabulary Strategy** Root Words	**Spelling Principle** Compound Words **Spelling Words** **Basic:** *cannot, pancake, maybe, baseball, playground, someone, myself, classroom, sunshine, outside, upon, nothing* **Review:** *into, inside* **Challenge:** *nobody, everywhere*	**Grammar Skill** Abbreviations **How English Works** Text Structure	**Langua Strat** **Collabo** Answ Relev **Interpr** Phen Elem **Produc** Expla **How E** Expar with **Vocabu** Word
						Grammar Review Compound Sentences, Using Proper Nouns	

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING	LANGUAGE			
ext-Based prehension	**Phonemic Awareness/Phonics**	**Fluency and High-Frequency Words**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill cture **trategy** dict **Read Skill** nding Characters	**Phonemic Awareness** Syllables in Spoken Words **Phonics** Base Words and Endings *-ed, -ing*	**Fluency** Rate **High-Frequency Words** *gone, said, something, fly, also, saw, look, horse, river, have*	**Read Aloud** A Better Way to Save Speaking/Listening: Recount Characters and Plot Details	**Target/Academic Vocabulary** *received, account, budget, disappointed, chuckled, staring, repeated, fund* **Domain-Specific Vocabulary** *duties, citizen, responsibility* **Apply Vocabulary Knowledge** *Use a Digital Dictionary* **Vocabulary Strategies** Homographs	**Spelling Principle** Base Words with Endings *-ed, -ing* **Spelling Words** **Basic:** *running, clapped, stopped, hopping, batted, selling, pinned, cutting, sitting, rubbed, missed, grabbed* **Review:** *mixed, going* **Challenge:** *wrapped, swelling*	**Grammar Skill** Pronouns **How English Works** Verb Tenses	**Langua Strat** **Collabo** Add I Inforr Resp **Interpr** Langu **Produc** **How E** Modi Provi **Vocabu** Word Frien
kill e of Events **trategy** **Read Skill** nd Informal nge	**Phonemic Awareness** Segment Phonemes **Phonics** Long *i (i, igh, y)*	**Fluency** Stress **High-Frequency Words** *doing, sure, else, turned, blue, room, teacher, any, studied, carry*	**Read Aloud** The Crowd Roared! Speaking/Listening: Answer Using Complete Sentences	**Target/Academic Vocabulary** *practice, hurried, position, roared, extra, curb, cheered, final* **Domain-Specific Vocabulary** *determined, morals, respect* **Apply Vocabulary Knowledge** *Multiple Entries* **Vocabulary Strategies** Antonyms	**Spelling Principle** Long *i (i, igh, y)* **Spelling Words** **Basic:** *night, kind, spy, child, light, find, right, high, wild, July, fry, sigh* **Review:** *by, why* **Challenge:** *behind, lightning*	**Grammar Skill** Subject-Verb Agreement **How English Works** Prepositional Phrases	**Langua Strat** **Collabo** Answ Liste **Interpr** Langu **Produc** Inforr **How E** Use (Conn **Vocabu** Word Over
kill nding Characters **trategy** Evaluate **Read Skill** Word Choice	**Phonemic Awareness** Blending Phonemes Identify Sound Placement **Phonics** Long *e* Sound for *y* Changing *y* to *i*	**Fluency** Expression **High-Frequency Words** *words, mother, friends, under, draw, watch, always, soon, anything, been*	**Read Aloud** Doctor Salk's Treasure Speaking/Listening: Describe Key Details **Speaking and Listening Skill** Recount an Experience	**Target/Academic Vocabulary** *accepted, express, fluttering, grand, pretend, prize, wonder, taught* **Domain-Specific Vocabulary** *print, journalist, exchange, publish* **Apply Vocabulary Knowledge** *Use a Dictionary* **Vocabulary Strategies** Suffixes *-y* and *–ful*	**Spelling Principle** Long *e* Spelled *y* **Spelling Words** **Basic:** *happy, pretty, baby, very, puppy, funny, carry, lucky, only, sunny, penny, city* **Review:** *tiny, many* **Challenge:** *sorry, noisy*	**Grammar Skill** The Verb *Be* **How English Works** Verb Types	**Langua Strat** **Collabo** Opini **Interpr** Effec Choic **Produc** Prese **How E** Use (Cond **Vocabu** Word and \

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
ext-Based prehension	**Phonemic Awareness/Phonics**	**Fluency and High-Frequency Words**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill Graphic Features **rategy** **Read Skill** iew	**Phonemic Awareness** Substitute Phonemes **Phonics** Words with *ar*	**Fluency** Phrasing: Punctuation **High-Frequency Words** *didn't, I'll, please, talk, good, is, are, baby, too, sound*	**Read Aloud** Wild Friends, Wow! Speaking/Listening: Ask Questions to Clarify Comprehension **Speaking and Listening Skill** Matching Game: Synonyms	**Target/Academic Vocabulary** *assistant, agreed, polite, failed, tearing, wisdom, trouble, cleared* **Domain-Specific Vocabulary** *advertise, announcement, post, beacon* **Apply Vocabulary Knowledge** Use a Glossary **Vocabulary Strategies** Shades of Meaning	**Spelling Principle** Words with *ar* **Spelling Words** **Basic:** *car, dark, arm, star, park, yard, party, hard, farm, start, part, spark* **Review:** *art, jar* **Challenge:** *carpet, apartment*	**Grammar Skill** Commas in Dates and Places **How English Works** Condensing Ideas	**Langua Strat** **Collabo** Opini **Interpr** Text E **Produc** Desc **How En** Unde Struc **Vocabu** Word
kill and Contrast **rategy** Clarify **Read Skill** Language	**Phonemic Awareness** Substitute Phonemes **Phonics** Words with *or, ore*	**Fluency** Intonation **High-Frequency Words** *being, ready, I've, tall, stood, very, ground, laugh, begins, flower*	**Read Aloud** Ordinary Heroes Speaking/Listening: Answer Questions to Clarify Comprehension **Speaking and Listening Skill** Compare and Contrast	**Target/Academic Vocabulary** *depended, overlooked, sprang, studied, gazing, hero, exercise, sore* **Domain-Specific Vocabulary** *charity, grant, improve, figure* **Apply Vocabulary Knowledge** Dictionary Skills: Discuss Example Sentences (punctuation and style of sentences) **Vocabulary Strategies** Prefix *over-*	**Spelling Principle** Words with *or, ore* **Spelling Words** **Basic:** *horn, story, fork, score, store, corn, morning, shore, short, born, tore, forget* **Review:** *for, more* **Challenge:** *report, force*	**Grammar Skill** Commas in a Series **How English Works** Connecting Ideas	**Langua Strat** **Collabo** Opini **Interpr** Answ **Produc** Prese **How En** Use F Pron **Vocabu** Word
						Grammar Review Pronouns	
rategies Clarify Evaluate		**Fluency** Expression	**Read Aloud** Dakota's Polar Adventure **Collaborative Project** Polar Bear Photo Gallery: Present	**Content Vocabulary Words** *den, cub, Arctic, survive, tundra, lemming, seaweed, fierce, extinct* **Domain-Specific Vocabulary** *adapt, insulate, region*	**Integrated Language Arts Review** Spelling Principles Review	**Integrated Language Arts Review** Nouns, Subject-Verb Agreement, The Verb *be*	**Langua Strat** **Collabo** Answ Build Negc in Co **Interpr** Langu **Produc** Inforr Plan **How En** Expar with Expar

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING	LANGUAGE			
ext-Based nprehension	**Phonemic Awareness/Phonics**	**Fluency and High-Frequency Words**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill ı and Details dict **Read Skill** d Effect	**Phonemic Awareness** Substitute Phonemes **Phonics** Words with *er* Words with *ir, ur*	**Fluency** Phrasing: Natural Pauses **High-Frequency Words** *nothing, move, across, took, house, voice, behind, one, how, out*	**Read Aloud** From Duckling to Duck Speaking/Listening: Describe Key Ideas and Details	**Target/Academic Vocabulary** *finally, junior, otherwise, slippery, steer, waterproof, webbed, whistle* **Domain-Specific Vocabulary** *development, life cycle, climate* **Apply Vocabulary Knowledge** Use a Thesaurus **Vocabulary Strategies** Dictionary Entry	**Spelling Principle** Words with *er* **Spelling Words** **Basic:** *father, over, under, herd, water, verb, paper, cracker, offer, cover, germ, master* **Review:** *fern, ever* **Challenge:** *remember, feather*	**Grammar Skill** What Is an Adjective? **How English Works** Verb Tenses	**Langua Strat** **Collabo** Opini **Interpr** **Produc** **How E** Reco Verbs **Vocabu** Word Famil
kill ıding Characters **Read Skill** Language	**Phonemic Awareness** Rhyme and Meaning Syllables in Spoken Words **Phonics** Homophones Base Words and Endings *-er, -est*	**Fluency** Accuracy: Self-Correct **High-Frequency Words** *floor, toward, what's, found, boy, everyone, field, does, their, into*	**Read Aloud** The Middle Seat Speaking/Listening: Ask Questions to Clarify Comprehension **Speaking and Listening Skill** Explain the Steps of a Procedure	**Target/Academic Vocabulary** *lonely, seriously, copy, heavily, planning, answered, guessed, knot* **Domain-Specific Vocabulary** *force, flight, pressure* **Apply Vocabulary Knowledge** *Use a Print Dictionary* **Vocabulary Strategies** Idioms	**Spelling Principle** Homophones **Spelling Words** **Basic:** *meet, meat, week, weak, mane, main, tail, tale, be, bee, too, two* **Review:** *sea, see* **Challenge:** *threw, through*	**Grammar Skill** Using Adjectives **How English Works** Noun Phrases	**Langua Strat** **Collabo** Gree Coun **Interpr** Langu **Produc** **How E** Reco Irregu **Vocabu** Word Frien
kill ıns ze **Read Skill** e of Events	**Phonemic Awareness** Syllables in Spoken Words **Phonics** Suffixes *-y, -ly, -ful* Final Stable Syllables *-tion, -ture*	**Fluency** Rate: Adjust Rate to Purpose **High-Frequency Words** *knew, idea, though, down, four, give, great, large, write, coming*	**Read Aloud** Nothing But a Quilt Speaking/Listening: Recount Most Important Details	**Target/Academic Vocabulary** *sharpening, spinning, strands, weave, yarn, dye, duplicated, delicious* **Domain-Specific Vocabulary** craft, fiber, loom, textile **Apply Vocabulary Knowledge** Use a Glossary **Vocabulary Strategies** Compound Words	**Spelling Principle** Suffixes *-ly, -ful* **Spelling Words** **Basic:** *helpful, sadly, hopeful, thankful, slowly, wishful, kindly, useful, safely, painful, mouthful, weakly* **Review:** *jumped, saying* **Challenge:** *quickly, wonderful*	**Grammar Skill** Irregular Verbs **How English Works** Text Structure	**Langua Strat** **Collabo** Langu **Interpr** Langu **Produc** Resp **How E** Expa Provi **Vocabu** Word

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
ext-Based prehension	**Phonemic Awareness/Phonics**	**Fluency and High-Frequency Words**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill d Effect **trategy** **Read Skill** iew	**Phonemic Awareness** Syllables in Spoken Words Segment Phonemes **Phonics** Prefixes *re-, un-, over-, pre-, mis-* Silent Consonants	**Fluency** Expression **High-Frequency Words** *earth, away, brothers, brown, without, here, learning, began, surprised, there*	**Read Aloud** Tiger in the Water: A Folktale from Malaysia Speaking/Listening: Answer Questions to Clarify Comprehension **Speaking and Listening Skill** Compare Two Stories	**Target/Academic Vocabulary** *tumbling, flung, tangled, empty, peacefully, stream, blazed, swift* **Domain-Specific Vocabulary** *customs, classic, honor* **Apply Vocabulary Knowledge** Determine Part of Speech **Vocabulary Strategies** Antonyms	**Spelling Principle** Prefixes *re-, un-* **Spelling Words** **Basic:** *unhappy, retell, untangle, unkind, repaint, refill, unlike, remake, unpack, reread, unlock, replay* **Review:** *read, happy* **Challenge:** *rewrite, overheard*	**Grammar Skill** Irregular Action Verbs **How English Works** Condensing Ideas	**Langua Strat** **Collabo** Langu **Interpr** Effec Choic **Produc** Prese **How E** Creat Sente **Vocabu** Word Wind
kill Graphic Features **trategy** Clarify **Read Skill** d Effect	**Phonemic Awareness** Substitute Phonemes **Phonics** Words with *au, aw, al, o, a*	**Fluency** Phrasing: Punctuation **High-Frequency Words** *through, young, leaves, ball, our, done, hear, learn, were, only*	**Read Aloud** Johnny Appleseed and His Apples Speaking/Listening: Ask and Answer Questions About What a Speaker Says **Speaking and Listening Skill** Steps in a Process	**Target/Academic Vocabulary** *pod, soak, shoot, root, nutrition, tasty, soften, grain* **Domain-Specific Vocabulary** *process, bud, sprout* **Apply Vocabulary Knowledge** Use a Digital Dictionary **Vocabulary Strategies** Using Context	**Spelling Principle** Words with *aw, al, o* **Spelling Words** **Basic:** *tall, saw, dog, draw, call, fall, soft, paw, ball, yawn, log, small* **Review:** *all, walk* **Challenge:** *awful, wallpaper*	**Grammar Skill** More Irregular Action Verbs **How English Works** Verb Types	**Langua Strat** **Collabo** Answ **Interpr** Sequ **Produc** Sumr **How E** Conc **Vocabu** Word Cycle
						Grammar Review Using Adjectives	

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING	LANGUAGE			
ext-Based prehension	**Phonemic Awareness/Phonics**	**Fluency and High-Frequency Words**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill cture **rategy** dict **Read Skill** ns	**Phonemic Awareness** Segment Phonemes **Phonics** Words with *oo, ew, ue, ou*	**Fluency** Accuracy: Connected Text **High-Frequency Words** *every, ago, won't, now, follow, head, don't, goes, again, alone*	**Read Aloud** Diego's Double Surprise Speaking/Listening: Recount Key Details **Speaking and Listening Skill** Cooperative Storytelling	**Target/Academic Vocabulary** *confused, ordinary, control, sensible, suspiciously, training, cage, upset* **Domain-Specific Vocabulary** *larva, biology, organism* **Apply Vocabulary Knowledge** Pronunciation **Vocabulary Strategies** Multiple-Meaning Words	**Spelling Principle** Words with *ew, oo, ou* **Spelling Words** **Basic:** *root, crew, spoon, few, bloom, grew, room, you, stew, boost, scoop, flew* **Review:** *zoo, noon* **Challenge:** *shampoo, balloon*	**Grammar Skill** Contractions **How English Works** Prepositional Phrases	**Langua Strat** **Collabo** with and F Turn- **Interpr** **Produc** Prese **How En** Unde and S Struc **Vocabu** Word Anim
kill Opinion **rategy** **Read Skill** Purpose	**Phonemic Awareness** Match Phonemes Add a Phoneme **Phonics** Words with oo (*book*)	**Fluency** Intonation **High-Frequency Words** *buy, father, called, town, even, maybe, where, water, outside, tomorrow*	**Read Aloud** Epperson's Icicle Speaking/Listening: Ask and Answer Questions to Clarify Comprehension	**Target/Academic Vocabulary** *discovered, guard, remove, souvenirs, amazed, explained, exact, growled* **Domain-Specific Vocabulary** *impression, remains, organic, material* **Apply Vocabulary Knowledge** Use a Dictionary **Vocabulary Strategies** Shades of Meaning	**Spelling Principle** Words with *oo (book)* **Spelling Words** **Basic:** *took, books, foot, hoof, cook, nook, hood, wood, stood, shook, crook, cookbook* **Review:** *look, good* **Challenge:** *crooked, bookcase*	**Grammar Skill** What Is an Adverb? **How English Works** Text Cohesion	**Langua Strat** **Collabo** Answ Liste **Interpr** and T **Produc** Expo **How En** Unde Pron **Vocabu** Word from
kill e of Events **rategy** Evaluate **Read Skill** and Contrast	**Phonemic Awareness** Blend Phonemes **Phonics** Vowel Diphthongs *ow, ou*	**Fluency** Phrasing: Natural Pauses **High-Frequency Words** *want, while, falling, enough, lived, loved, should, happened, sorry, above*	**Read Aloud** Cinderella Stories Speaking/Listening: Ask and Answer Questions About What a Speaker Says **Speaking and Listening Skill** Comparing Versions of a Story	**Target/Academic Vocabulary** *served, overjoyed, valuable, worn, concealed, glimmering, content, task* **Domain-Specific Vocabulary** *oral tradition, multicultural, generation* **Apply Vocabulary Knowledge** Part of Speech **Vocabulary Strategies** Classify/Categorize	**Spelling Principle** Words with *ow, ou* **Spelling Words** **Basic:** *cow, house, town, shout, down, mouse, found, loud, brown, ground, pound, flower* **Review:** *out, now* **Challenge:** *towel, pounce*	**Grammar Skill** Possessive Nouns **How English Works** Verb Tenses	**Langua Strat** **Collabo** Opini **Interpr** Langu **Produc** **How En** Reco Futur **Vocabu** Word

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
ext-Based prehension	**Phonemic Awareness/Phonics**	**Fluency and High-Frequency Words**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill nding Characters **rategy** ze **Read Skill** iew	**Phonemic Awareness** Syllables in Spoken Words Substitute Phonemes **Phonics** Reading Longer Words with Long Vowels *a* and *i* Vowel Diphthongs *oi, oy*	**Fluency** Expression **High-Frequency Words** *once, woman, upon, eight, seven, near, wash, paper, who, your*	**Read Aloud** A Lesson in Happiness Speaking/Listening: Recount Key Details	**Target/Academic Vocabulary** *contained, grateful, startled, odd, search, leaned, tossed, village* **Domain-Specific Vocabulary** *tale, values, beliefs* **Apply Vocabulary Knowledge** Use a Glossary **Vocabulary Strategies** Antonyms	**Spelling Principle** Words with *ai, ay, igh, -y* **Spelling Words** **Basic:** *aim, snail, bay, braid, ray, always, gain, sly, chain, shy, bright, fright* **Review:** *tray, try* **Challenge:** *contain, thigh*	**Grammar Skill** Possessive Pronouns **How English Works** Connecting Ideas	**Langua** **Strateg** **Collabo** Hold **Interpr** Effec **Produc** **How E** Use **Vocabu** Word Toge
kill and Contrast **rategy** **Read Skill** ntext	**Phonemic Awareness** Syllables in Spoken Words **Phonics** Reading Longer Words with Long Vowels *o* and *e* Final Stable Syllable *-le*	**Fluency** Rate: Adjust Rate to Purpose **High-Frequency Words** *almost, from, money, door, years, together, sometimes, pushed, remember, dear*	**Read Aloud** Steve Jobs: Inventor Speaking/Listening: Retell Key Ideas and Details; Ask and Answer Questions About What a Speaker Says **Speaking and Listening Skill** Reviewing Stories	**Target/Academic Vocabulary** *accomplishments, inventions, result, designed, achieve, composed, remarkable, amounts* **Domain-Specific Vocabulary** patriot, pioneer, symbol, historical **Apply Vocabulary Knowledge** Use a Digital Dictionary **Vocabulary Strategies** Root Words	**Spelling Principle** Words with *oa, ow, ee, ea* **Spelling Words** **Basic:** *seated, keeps, speed, seen, means, clean, groan, roast, bowls, crow, owe, grown* **Review:** *green, snow* **Challenge:** *peace, below*	**Grammar Skill** Choose Between Adjectives and Adverbs **How English Works** Noun Phrases	**Langua** **Strateg** **Collabo** Elabo **Interpr** Effec **Produc** **How E** Use Add **Vocabu** Word
						Grammar Review Possessive Nouns	
rategies Clarify Evaluate		**Fluency** Phrasing, Accuracy	**Read Aloud** A Champion Named Sally **Collaborative Project** Space Mission Log: Group Discussion	**Content Vocabulary Words** *control panel, rockets, launch, takeoff, landing, speed, friction, gear, inner, layer, outer,* **Domain-Specific Vocabulary** *data, engineer, satellite, solar, transmissions*	**Integrated Language Arts Review** Spelling Principles Review	**Integrated Language Arts Review** Adjectives, Subject-Verb Agreement, Adverbs	**Langua** **Strateg** **Collabo** indent **Interpr** Closely; **Produc** Informa Plan a **How E** Connec Reflexiv **Vocabu**

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
ext-Based prehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill cture **trategy** ze **ing Skill** lustrations	Short vowels *a, e, i, o, u* Words with the VCCV Pattern	Accuracy	**Read Aloud** Such a Deal! Speaking/Listening: Use Adverbs to Add Details **Speaking and Listening Skill** Hold a Discussion or Conversation	**Target/Academic Vocabulary** *principal, strolled, proud, worried, soared, announced, fine, certainly* **Domain-Specific Vocabulary** *educator, administrator, classroom, schoolhouse, subject, curriculum* **Apply Vocabulary Knowledge** Shades of Meaning **Vocabulary Strategies** Context Clues	**Spelling Principle** Short Vowels **Spelling Words** **Basic:** *crop, plan, thing, smell, shut, sticky, spent, lunch, pumpkin, clock, gift, class, skip, swing* **Review:** *next, hug* **Challenge:** *hospital, fantastic*	**Grammar Skill** Simple Sentences **How English Works** Modifying to Add Details	**Langua Strat** **Collabo** Answ **Interpr** Chara **Produc** Exper **How Er** Use (**Vocabu** Word
kill ns **trategy** dict **ing Skill** Word Choice	Long Vowels *a, e, i, o, u* Words with the *VCe* Pattern	Phrasing	**Read Aloud** Sequoyah Speaking/Listening: Determine Main Ideas and Supporting Details **Speaking and Listening Skill** Ask and Answer Questions	**Target/Academic Vocabulary** *convinced, trial, jury, guilty, pointed, honest, murmur, stand* **Domain-Specific Vocabulary** *prosecution, verdict, judge, courtroom, lawyer* **Apply Vocabulary Knowledge** Use a Dictionary **Vocabulary Strategies** Dictionary/Glossary	**Spelling Principle** VCe Spellings **Spelling Words** **Basic:** *spoke, mile, save, excuse, cone, invite, cube, price, erase, ripe, broke, flame, life, rule* **Review:** *these, those* **Challenge:** *surprise, decide*	**Grammar Skill** Kinds of Sentences **How English Works** Connecting Ideas	**Langua Strat** **Collabo** Inforr **Interpr** to As Ques **Produc** Prese **How Er** Use F **Vocabu** Word
kill nding Characters **trategy** Evaluate **ing Skill** ssage	Common Vowel Pairs *ai, ay, ee, ea*	Reading Rate	**Read Aloud** Open Your Eyes! Speaking/Listening: Ask and Answer Questions	**Target/Academic Vocabulary** *raise, spreading, earn, figure, contacted, block, afford, customers* **Domain-Specific Vocabulary** *volunteer, business, charity, community service* **Apply Vocabulary Knowledge** Use a Glossary **Vocabulary Strategies** Antonyms	**Spelling Principle** Long *a* and Long *e* Spellings **Spelling Words** **Basic:** *lay, real, trail, sweet, today, dream, seem, tea, treat, afraid, leave, bait, screen, speed* **Review:** *paint, please* **Challenge:** *yesterday, explain*	**Grammar Skill** Compound Sentences **How English Works** Condensing Ideas	**Langua Strat** **Collabo** Othe **Interpr** Elem **Produc** Fictio **How Er** Use (**Vocabu** Word Volur

ATIONAL TEXT	FOUNDATIONAL SKILLS	SPEAKING & LISTENING	LANGUAGE			
ext-Based prehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
ill and Contrast **ategy** dict **ng Skill** cture	Long *o* Spelled *oa, ow*	Expression	**Read Aloud** The Bixby Bridge Speaking/Listening: Answer Questions with Appropriate Elaboration and Detail	**Target/Academic Vocabulary** *balancing, tide, crew disappears, foggy, stretch, excitement, cling* **Domain-Specific Vocabulary** *foreman, construction, suspension, arches, harness* **Apply Vocabulary Knowledge** Use Guidewords **Vocabulary Strategies** Word Families	**Spelling Principle** Long *o* Spellings **Spelling Words** **Basic:** *load, open, told, yellow, soak, shadow, foam, follow, glow, sold, window, coach, almost, throat* **Review:** *cold, most* **Challenge:** *tomorrow, sailboats*	**Grammar Skill** Common and Proper Nouns **How English Works** Using Noun Phrases	**Langua Strat** **Collabo** Inforr **Interpr** Langu **Produc** Prese **How En** Use (**Vocabu** Word
ill d Effect **ategy** **ng Skill** d Nonliteral ngs	Long *i* spelled *i, ie, igh*	Intonation	**Read Aloud** The Tennessee Tornado Speaking/Listening: Speak in Complete Sentences	**Target/Academic Vocabulary** *stands, score, fans, league, slammed, pronounced, style, polish,* **Domain-Specific Vocabulary** *amateur, professional, outfield, spectators, sportsmanship* **Apply Vocabulary Knowledge** Use a Digital Dictionary **Vocabulary Strategies** Prefix *mis-*	**Spelling Principle** Long *i* Spellings **Spelling Words** **Basic:** *slight, mild, sight, pie, mind, tie, pilot, might, lie, tight, blind, fight, die, midnight* **Review:** *find, night* **Challenge:** *silent, frightening*	**Grammar Skill** Plural Nouns with *-s* and *-es* **How English Works** Text Structure	**Langua Strat** **Collabo** Opini **Interpr** Effec **Produc** **How En** Use I **Vocabu** Word
						Grammar Review Simple Sentences, Kinds of Sentences	

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
ext-Based prehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill e of Events **rategy** **ing Skill** Specific Vocabulary	Words with the VCV Pattern	Reading Rate	**Read Aloud** Bats Are the Best Beasts Speaking/Listening: Ask and Answer Questions **Speaking and Listening Skill** Recount an Experience	**Target/Academic Vocabulary** *twitch, detail, swoops, slithers, squeak, dozes, echoes, snuggles* **Domain Specific Vocabulary** *mammal, echolocation, nocturnal, environment* **Apply Vocabulary Knowledge** Use a Digital Glossary **Vocabulary Strategies** Suffixes *-able, -ible*	**Spelling Principle** More Short and Long Vowels **Spelling Words** **Basic Words:** *math, toast, easy, socks, Friday, stuff, paid, cheese, June, elbow, program, shiny, piles, sticky* **Review Words:** *each, both* **Challenge Words:** *comb, holiday*	**Grammar Skill** What Is a Verb? **How English Works** Modifying to Add Details	**Langua Strat** **Collabo** Opini Hold **Interpr** Effec **Produc** Prese **How E** Conn **Vocabu** Word
kill Graphic Features **rategy** Evaluate **ing Skill** e of Events	Three-Letter Clusters (*scr, spr, str, thr*)	Expression	**Read Aloud** Louis Braille: Boy Inventor Speaking/Listening: Determine Main Idea and Supporting Details **Speaking and Listening Skill** Create an Audio Recording	**Target/Academic Vocabulary** *tracing, imagine, illustrate, scribbles, sketches, research, textures, tools* **Domain-Specific Vocabulary** *foreground, typeface, watercolors, composition, publisher* **Apply Vocabulary Knowledge** Context Sentences **Vocabulary Strategies** Synonyms	**Spelling Principle** Three-Letter Clusters **Spelling Words** **Basic Words:** *three, scrap, street, spring, thrill, scream, strange, throw, string, scrape, spray, threw, strong, scratch* **Review Words:** *think, they* **Challenge Words:** *straight, scramble*	**Grammar Skill** Verb Tenses **How English Works** Text Structure	**Langua Strat** **Collabo** with Conv **Interpr** and **Produc** Expla **How E** Unde **Vocabu** Word Arts
kill ons **rategy** dict **ing Skill** d Nonliteral ngs	Silent Letters *kn, wr*	Stress	**Read Aloud** Sweet Berries Speaking/Listening: Retell Steps **Speaking and Listening Skill** Tell a Story	**Target/Academic Vocabulary** *harvest, separate, ashamed, borders, advice, borrow, patch, serious* **Domain-Specific Vocabulary** *pilgrimage, perceptions, perspective* **Apply Vocabulary Knowledge** Parts of a Dictionary Entry **Vocabulary Strategies** Context Clues	**Spelling Principle** Unexpected Consonant Spellings **Spelling Words** **Basic Words:** *itch, wreck, knee, patch, wrap, knot, watch, knife, stretch, write, knew, knock, match, wrong* **Review Words:** *know, catch* **Challenge Words:** *wrinkle, knuckle*	**Grammar Skill** Using Commas **How English Works** Text Cohesion	**Langua Strat** **Collabo** Coun **Interpr** Answ Dem Liste **Produc** Prese **How E** Expa **Vocabu** Word

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
ext-Based prehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill d Effect **rategy** Clarify **ng Skill** lustrations	Vowel Diphthongs *ow* and *ou*	Intonation	**Read Aloud** The Magical Art of Mime Speaking/Listening: Use Complete Sentences	**Target/Academic Vocabulary** *familiar, jerky, vacant, rickety, blurry, rude, blasted, applause* **Domain-Specific Vocabulary** *mime, atmosphere, storyteller, improvisation* **Apply Vocabulary Knowledge** Multiple-Meaning Words **Vocabulary Strategies** Dictionary/Glossary	**Spelling Principle** Vowel Sound in *town* **Spelling Words** **Basic Words:** *clown, round, bow, cloud, power, crown, thousand, crowd, sound, count, powder, blouse, frown, pound* **Review Words:** *house, found* **Challenge Words:** *mountain, coward*	**Grammar Skill** Abstract Nouns **How English Works** Text Structure	**Langua Strat** **Collabo** Opini Learr **Interpr** Elem **Produc** **How En** Use \ Phras **Vocabu** Word Perfo
kill ıs and Details **rategy** ze **ng Skill** e of Events	Words with *au, aw, al,* and *o*	Accuracy	**Read Aloud** Ryan Hreljac,* Saving Lives at Six Speaking/Listening: Recount Details	**Target/Academic Vocabulary** *signal, genius, gadget, invention, laboratory, experiment, occasional, electric* **Domain-Specific Vocabulary** *patent, phonograph, sound waves, kinetoscope* **Apply Vocabulary Knowledge** Use a Dictionary **Vocabulary Strategies** Shades of Meaning	**Spelling Principle** Vowel Sound in *talk* **Spelling Words** **Basic Words:** *talk, cross, awful, law, cloth, cost, crawl, chalk, also, raw, salt, wall, lawn, always* **Review Words:** *soft, small* **Challenge Words:** *often, strawberry*	**Grammar Skill** Pronouns and Antecedents **How English Works** Text Cohesion	**Langua Strat** **Collabo** Langu **Interpr** Langu **Produc** Prese **How En** Use F Add I **Vocabu** Word
						Grammar Review What Is a Verb?, Verb Tenses	

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING	LANGUAGE			
ext-Based nprehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
rategies Clarify		Accuracy and Self-Correction	**Read Aloud** A Glow of Hope Speaking/Listening: Describe Characters	**Content Vocabulary Words** *backwashes, navigation, enterprise, phosphorescent, luminous, vast, mammal, sounded, ambitions, spout, tidal wave, desperately, mote, rumbled* **Domain-Specific Vocabulary** *volunteer, donate, charity, altruistic*	**Integrated Language Arts Review** Spelling Skills Review	**Integrated Language Arts Review** Grammar Skills Review	**Langua Strat** **Collabo** Langu **Interpr** Elem Langu **Produc** Prepa Theat **How En** Use I Use (**Vocabu**

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
ext-Based prehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill e of Events **rategy** **ing Skill** Graphic Features	Vowel Diphthongs *oi, oy*	Phrasing	**Read Aloud** J-Block Speaking/Listening: Answer Questions with Appropriate Elaboration and Detail	**Target/Academic Vocabulary** *contribute, athletes, improve, power, flexible, process, compete, fraction* **Domain-Specific Vocabulary** *force, energy, sensor, sports engineer* **Apply Vocabulary Knowledge** Use a Digital Dictionary **Vocabulary Strategies** Suffixes *-less, -ful, -ous*	**Spelling Principle** Vowel Sound in *joy* **Spelling Words** **Basic Words**: *joy, point, voice, join, oil, coin, noise, spoil, toy, joint, boy, soil, choice, boil* **Review Words:** *come, are* **Challenge Words:** *poison, destroy*	**Grammar Skill** Plural Nouns **How English Works** Text Structure	**Langua Strat** **Collabo** Langu **Interpr** Effec **Produc** Expo **How E** Conn **Vocabu** Word
kill **rategy** **ing Skill** iew	Homophones Words Ending in *-er* and *-le*	Stress	**Read Aloud** Growing Up Speaking/Listening: Retell Story Events **Speaking and Listening Skill** Interpret Information Presented Orally	**Target/Academic Vocabulary** *risky, grunted, crops, profit, scowled, plucked, tugged, hollered* **Domain-Specific Vocabulary** *cultivate, depletion, rotation, sustainable* **Apply Vocabulary Knowledge** Use a Glossary **Vocabulary Strategies** Idioms	**Spelling Principle** Homophones **Spelling Words** **Basic Words:** *hole, whole, its, it's, hear, here, won, one, our, hour, their, there, fur, fir* **Review Words:** *road, rode* **Challenge Words:** *peace, piece*	**Grammar Skill** Writing Quotations **How English Works** Modifying to Add Details	**Langua Strat** **Collabo** Takin **Interpr** Effec Choic **Produc** Prese **How E** Conc **Vocabu** Word
kill and Contrast **rategy** valuate **ng Skill** sage	Contractions with *n't, 'd, 've*	Reading Rate	**Read Aloud** The Best Worst Day Speaking/Listening: Ask Questions	**Target/Academic Vocabulary** *peak, examined, fondly, steep, rugged, pausing, mist, pleaded* **Domain-Specific Vocabulary** *tribe, chief, treaty, territory, oral tradition* **Apply Vocabulary Knowledge** Use a Digital Glossary **Vocabulary Strategies** Homophones and Homographs	**Spelling Principle** Contractions **Spelling Words** **Basic:** *I'd, he's, haven't, doesn't, let's, there's wouldn't, what's, she's, aren't, hasn't, couldn't, he'd, they're* **Review:** *can't, isn't* **Challenge:** *we're, weren't*	**Grammar Skill** Subject-Verb Agreement **How English Works** Text Structure	**Langua Strat** **Collabo** Inforr **Interpr** Elem **Produc** **How E** Persc **Vocabu** Word Amer

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING	LANGUAGE			
ext-Based nprehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
cill Purpose **rategy** ze **ing Skill** iew	Words with *ar, or, ore*	Accuracy	**Read Aloud** More Than a Pet Speaking/Listening: Determine Main Ideas and Supporting Details	**Target/Academic Vocabulary** *lying, loyal, partners, shift, quiver, patrol, ability, snap* **Domain-Specific Vocabulary** *guide dog, husbandry, colleague, companion, veterinarian* **Apply Vocabulary Knowledge** Multiple-Meaning Words **Vocabulary Strategies** Prefixes *in-, im-*	**Spelling Principle** Vowel + /r/ Sounds **Spelling Words** **Basic Words:** *horse, mark, storm, market, acorn, artist, March, north, barking, stork, thorn, forest, chore, restore* **Review Words:** *dark, story* **Challenge Words:** *partner, fortune*	**Grammar Skill** Pronoun-Verb Agreement **How English Works** Using Verb Teases	**Langua Strat** **Collabo** Relev **Interpr** Active **Produc** Prese **How En** Use I Verbs **Vocabu** Word Dogs
cill nding Characters **rategy** dict **ing Skill** nd Informal age	Words with *er, ir, ur, or*	Expression	**Read Aloud** Give Yourself a Gift Speaking/Listening: Retell the Main Plot Events **Speaking and Listening Skill** Hold a Group Discussion	**Target/Academic Vocabulary** *anxiously, degrees, tense, ingredients, recommended, remarked, festive, cross* **Domain-Specific Vocabulary** *recipe, chef, teaspoon, tablespoon, measurements* **Apply Vocabulary Knowledge** Parts of a Dictionary Entry **Vocabulary Strategies** Using a Thesaurus	**Spelling Principle** Vowel + /r/ Sound in *nurse* **Spelling Words** **Basic Words:** *nurse, work, shirt, hurt, first, word, serve, curly, dirt, third, worry, turn, stir, firm* **Review Words:** *her, girl* **Challenge Words:** *perfect, hamburger*	**Grammar Skill** Verb Tenses **How English Works** Connecting Ideas	**Langua Strat** **Collabo** Ques Relev **Interpr** and T **Produc** Proce **How En** Reco Adjec **Vocabu** Word
						Grammar Review Kinds of Sentences, Subject-Verb Agreement	

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
ext-Based prehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill cture **rategy** Clarify **ng Skill**	Words with *air, ear, are*	Intonation	**Read Aloud** Counting Cans Speaking/Listening: Ask and Answer Questions **Speaking and Listening Skill** Report on a Text	**Target/Academic Vocabulary** *recycle, project, dripping, carton, complicated, global, rubbish, hardly, shade, pollution* **Domain-Specific Vocabulary** *compost, landfill, conserve* **Apply Vocabulary Knowledge** Use a Dictionary **Vocabulary Strategies** Context Clues	**Spelling Principle** Vowel + /r/ Sounds in *air* and *fear* **Spelling Words** **Basic Words:** *air, wear, chair, stairs, bare, bear, hair, care, pear, pair, share, near, ear, beard* **Review Words:** *buy, year* **Challenge Words:** *earring, compare*	**Grammar Skill** What Are Adjectives and Articles? **How English Works** Prepositional Phrases	**Langua Strat** **Collabo** Relev **Interpr** Langı **Produc** Prese **How Ei** Ident Adve **Vocabu** Word Cons
kill ons **rategy** **ng Skill** View	Words with /j/ and /s/ Words with the VCCCV Pattern	Stress	**Read Aloud** Otzi's Story Speaking/Listening: Answer Questions in Complete Sentences **Speaking and Listening Skill** Ask and Answer Questions	**Target/Academic Vocabulary** *clues, remains, evidence, prove, fossils, skeletons, uncovering, buried, fierce, location* **Domain-Specific Vocabulary** *paleontology, badlands, field notes, sediment* **Apply Vocabulary Knowledge** Use a Digital Dictionary **Vocabulary Strategies** Suffix *-ly*	**Spelling Principle** Words with /j/ and /s/ **Spelling Words** **Basic Words:** *age, space, change, jawbone, jacket, giant, pencil, circle, once, large, dance, jeans, bounce, huge* **Review Words:** *nice, place* **Challenge Words:** *excited, gigantic*	**Grammar Skill** Adjectives That Compare **How English Works** Modifying to Add Details	**Langua Strat** **Collabo** Usefu **Interpr** Effec **Produc** Inforr **How Ei** Conr **Vocabu** Word
kill Graphic Features **rategy** **ng Skill** Specific Vocabulary	Words with /k/ and /kw/	Expression	**Read Aloud** The World Tree Speaking/Listening: Ask and Answer Questions in Complete Sentences **Speaking and Listening Skill** Create an Audio Recording	**Target/Academic Vocabulary** *pollen, store, clumps, passages, absorb, throughout, coverings, spines, tropical, dissolve* **Domain-Specific Vocabulary** *roots, growth rings, leaves, precipitation, decay* **Apply Vocabulary Knowledge** Use a Glossary **Vocabulary Strategies** Word Roots	**Spelling Principle** Spelling the /k/ and /kw/ Sounds **Spelling Words** **Basic Words:** *shark, check, queen, circus, flake, crack, second, squeeze, quart, squeak, quick, coldest, Africa, Mexico* **Review Words:** *black, thank* **Challenge Words:** *correct, question*	**Grammar Skill** Using the Verb *be* and Helping Verbs **How English Works** Using Noun Phrases	**Langua Strat** **Collabo** Opini Learr **Interpr** Effec Choic **Produc** Prese **How Ei** Cond **Vocabu** Word

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING	LANGUAGE			
ext-Based nprehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill cture **rategy** ze **ing Skill** sage	Vowel Sounds in *spoon* and *wood*	Reading Rate	**Read Aloud** Bear Scare Speaking/Listening: Retell the Story	**Target/Academic Vocabulary** *scolding, greedily, hesitation, ignores, burden, glancing, console, base, drowsy, heroic* **Related Vocabulary** *dilemma, embraced, hinder, commended* **Apply Vocabulary Knowledge** Use a Digital Glossary **Vocabulary Strategies** Prefixes *pre-, re-, bi-*	**Spelling Principle** Vowel Sounds in *spoon* and *wood* **Spelling Words** **Basic Words:** *mood, wooden, drew, smooth, blue, balloon, true, crooked, chew, tooth, hooves, cool, food, pooch* **Review Words:** *blew, foot* **Challenge Words:** *loose, jewel*	**Grammar Skill** More Irregular Verbs **How English Works** Using Verb Types	**Langua Strat** **Collabo** Opini Hold **Interpr** Phen Elem **Produc** Desc **How E** Unde Struc **Vocabu** Word Comi
kill ıs and Details **rategy** dict **ing Skill** d Nonliteral ıgs	Compound Words	Accuracy	**Read Aloud** Clever Colonies Speaking/Listening: Ask and Answer Questions	**Target/Academic Vocabulary** *shelter, layer, constant, climate, wilderness, region, unexpected, gliding, overheated, colony* **Domain-Specific Vocabulary** *equator, Fahrenheit, Celsius, precipitation* **Apply Vocabulary Knowledge** Context Sentences **Vocabulary Strategies** Dictionary/Glossary	**Spelling Principle** Compound Words **Spelling Words** **Basic Words:** *birthday, anyone, sometimes, everything, homework, afternoon, airplane, grandmother, something, without, himself, faraway, sunburned, daylight* **Review Words:** *someone, cannot* **Challenge Words:** *scorekeeper, everybody*	**Grammar Skill** What Is an Adverb? **How English Works** Text Cohesion	**Langua Strat** **Collabo** with **Interpr** **Produc** Prese **How E** Unde Pron **Vocabu** Word Clima
						Grammar Review Kinds of Sentences	

ATIONAL TEXT		FOUNDATIONAL SKILLS	SPEAKING & LISTENING		LANGUAGE		
ext-Based prehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
rategies Clarify ze		Expression	**Read Aloud** At the Dinosaur Museum Speaking/Listening: Paraphrase a Text	**Content Vocabulary Words** *fossil, waddle, tendons, bask, microscope, blood vessels, scaly, x-rays, herd, comet, asteroid, acid rain, paleontologist* **Domain-Specific Vocabulary** *extinct, Mesozoic, predator, prehistoric*	**Integrated Language Arts Review** Spelling Skills Review	**Integrated Language Arts Review** Grammar Skills Review	**Langua Strat** **Collabo** and A Ques Resp in Co Offer **Interpr** Effec **Produc** Reco Prese **How Ei** Use I Phras Com Supe **Vocabu**

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING	LANGUAGE			
ext-Based prehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
cill cture **rategy** Clarify **ing Skill** iew	Base Words and *-ed, -ing*	Intonation	**Read Aloud** Seal's Story Speaking/Listening: Retell the Story **Speaking and Listening Skill** Hold a Group Discussion	**Target/Academic Vocabulary** *prairie, slick, fetch, clattered, sniff, rough, batted, thumped, buzzing, rustle* **Domain-Specific Vocabulary** *pioneer, expansion, prairie, bonnet* **Apply Vocabulary Knowledge** Parts of a Dictionary Entry **Vocabulary Strategies** Prefix *non-*	**Spelling Principle** Words with *-ed* and *-ing* **Spelling Words** **Basic Words:** *coming, swimming, dropping, tapping, taping, invited, saving, stared, planned, changing, joking, loved, gripped, tasted* **Review Words**: *making, stopped* **Challenge Words:** *freezing, scared*	**Grammar Skill** Adverbs That Compare **How English Works** Condensing Ideas	**Langua Strat** **Collabo** Opini Hold **Interpr** and T **Produc** **How E** Ident Tense **Vocabu** Word New
cill and Contrast **rategy** **ing Skill** Word Choice	Spelling Changes: *-s, -es, -ed, -ing* Less Common Plurals	Phrasing	**Read Aloud** The Taste of Hope Speaking/Listening: Determine Main Ideas and Supporting Details **Speaking and Listening Skill** Create an Audio Recording	**Target/Academic Vocabulary** *survival, migrate, plenty, frightening, accidents, solid, chilly, landscape, thunderous, dramatic* **Domain-Specific Vocabulary** *adaptation, basic needs, insect, migration* **Apply Vocabulary Knowledge** Shades of Meaning **Vocabulary Strategies** Word Roots	**Spelling Principle** Changing Final *y* to *i* **Spelling Words** **Basic Words:** *cities, cried, puppies, hurried, stories, flies, parties, tried, pennies, fried, carried, babies, spied, ponies* **Review Words:** *pretty, very* **Challenge Words:** *countries, libraries*	**Grammar Skill** Making Comparisons **How English Works** Using Noun Phrases	**Langua Strat** **Collabo** Coun **Interpr** Langu **Produc** Prese **How E** Use I Nour **Vocabu** Word
cill e of Events **rategy** Evaluate **ing Skill** ıd Informal ıge	Suffixes *-ful, -y, -ous, -ly, -er*	Reading Rate	**Read Aloud** Piggy Goes to Town Speaking/Listening: Answer Questions **Speaking and Listening Skill** Recount an Experience	**Target/Academic Vocabulary** *sincere, conversations, managed, inspired, loaded, reunion, loveliest, currently, terror, pleasure* **Domain-Specific Vocabulary** *postage stamp, correspondent, e-mail, return address* **Apply Vocabulary Knowledge** Use a Glossary **Vocabulary Strategies** Suffixes *-er, -est*	**Spelling Principle** Suffixes *-ful, -ly,* and *-er* **Spelling Words** **Basic Words:** *singer, loudly, joyful, teacher, fighter, closely, powerful, farmer, quickly, careful, friendly, speaker, wonderful, truly* **Review Words:** *hopeful, safely* **Challenge Words:** *listener, calmly*	**Grammar Skill** Possessive Nouns and Pronouns **How English Works** Modifying to Add Details	**Langua Strat** **Collabo** Langu **Interpr** Effec **Produc** Resp **How E** Use A Wher **Vocabu** Word Mess

ATIONAL TEXT	FOUNDATIONAL SKILLS	SPEAKING & LISTENING	LANGUAGE			
ext-Based prehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
ill Purpose **rategy** **ing Skill** lustrations	Prefixes *un-, pre-, re-, bi-*	Accuracy	**Read Aloud** Mapping the World Speaking/Listening: Ask and Answer Questions	**Target/Academic Vocabulary** *guided, rippled, arrival, voyage, twisted, aboard, anchor, spotted, bay, lava* **Domain-Specific Vocabulary** *eruption, magma, mountain, island* **Apply Vocabulary Knowledge** Use Guidewords **Vocabulary Strategies** Shades of Meaning	**Spelling Principle** Prefixes *re-* and *un-* **Spelling Words** **Basic Words:** *unfold, rejoin, untie, reheat, unfair, unclear, repaid, rewrite, unhurt, recheck, unlucky, unwrap, reuse, unsure* **Review Words:** *reread, unsafe* **Challenge Words:** *unbuckle, unknown*	**Grammar Skill** Complex Sentences **How English Works** Using Verb Tenses	**Langua Strat** **Collabo** Langu **Interpr** Effec **Produc** Prese **How E** Conn **Vocabu** Word
ill Graphic Features **rategy** dict **ing Skill** s and Details	Suffixes *-less, -ness, -able*	Expression	**Read Aloud** Extreme Skiing, Extreme Danger Speaking/Listening: Determine Main Ideas and Supporting Details **Speaking and Listening Skill** Present a Research Report	**Target/Academic Vocabulary** *approached, section, avalanches, increases, equipment, tanks, slopes, altitude, succeed, halt* **Domain-Specific Vocabulary** *peak, summit, range, ridge, landform* **Apply Vocabulary Knowledge** Use a Digital Dictionary **Vocabulary Strategies** Analogies	**Spelling Principle** Suffixes *-less* and *-ness* **Spelling Words** **Basic Words:** *painless, sickness, sadness, helpless, thankless, kindness, hopeless, darkness, fearless, thickness, careless, goodness, spotless, softness* **Review Words:** *useful, weakly* **Challenge Words:** *breathless, eagerness*	**Grammar Skill** More, Most, *-er, -est* **How English Works** Text Structure	**Langua Strat** **Collabo** Answ **Interpr** **Produc** Sumr **How E** Conc **Vocabu** Word Mour
						Grammar Review Kinds of Sentences, Using Adjectives and Adverbs to Compare	

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING	LANGUAGE			
ext-Based nprehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill as and Details **trategy** Evaluate	Common Final Syllables *-tion, -sion, -ture*	Accuracy	**Read Aloud** Outrunning Polio Speaking/Listening: Ask Questions **Speaking and Listening Skill** Brainstorming Problems and Solutions	**Review Vocabulary** *principal, proud, announced, advice, loyal, ability, absorb, loveliest, compete, approached* **Vocabulary Strategies** Suffix *-ion* **Domain-Specific Vocabulary** *competition, motivation, victorious, willpower*	**Spelling Principle** Words with VCCV Pattern **Spelling Words** **Basic Words:** *person, helmet, until, carpet, Monday, enjoy, forget, problem, Sunday, garden, order, mistake, umpire, herself* **Review Words:** *after, under* **Challenge Words:** *expect, wisdom*	**Grammar Skill** Abbreviations **How English Works** Connecting Ideas	**Langua Strat** **Collabo** Takin **Interpr** Answ Dem Learr **Produc** **How En** Unde Struc **Vocabu** Word Dete
kill d Effect **trategy** ze	Double Consonants	Intonation	**Read Aloud** Maglev Trains Speaking/Listening: Explain Causes and Effects **Speaking and Listening Skill** Deliver a News Report	**Review Vocabulary** *research, tools, familiar, gadget, invention, experiment, electric, power, prove, improve* **Vocabulary Strategies** Homographs and Homophones **Domain-Specific Vocabulary** *attract, repel, poles, electromagnet*	**Spelling Principle** Words with Double Consonants **Spelling Words** **Basis Words:** *jelly, bottom, pillow, happen, butter, lesson, cherry, sudden, arrow, dollar, hello, rabbit, letter, button* **Review Words:** *funny, better* **Challenge Words:** *stubborn, mirror*	**Grammar Skill** Contractions **How English Works** Modifying to Add Details	**Langua Strat** **Collabo** Othe **Interpr** Phen **Produc** Expo **How En** Use I Pron **Vocabu** Word

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
ext-Based prehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill Opinion **rategy**	Words with *ough* and *augh*	Phrasing	**Read Aloud** Rising to the Challenge Speaking/Listening: Determine Main Ideas and Supporting Details **Speaking and Listening Skill** Give a Descriptive Presentation	**Review Vocabulary** *throughout, textures, peak, steep, tropical, landscape, slopes, altitude, survival, equipment* **Vocabulary Strategies** Word Roots **Domain-Specific Vocabulary** *overcome, agility, barriers, championship*	**Spelling Principle** Words with *ough* and *augh* **Spelling Words** **Basic Words:** *taught, thought, rough, laugh, bought, cough, ought, caught, fought, daughter, tough, through, enough, brought* **Review Words:** *was, draw* **Challenge Words:** *sought, naughty*	**Grammar Skill** Commas in Sentences **How English Works** Text Structure	**Langua Strat** **Collabo** Opini **Interpr** Langu **Produc** **How En** Use I Futur **Vocabu** Word Active
kill nding Characters **rategy** Clarify	Words Ending in *-er* or *-le*	Expression	**Read Aloud** Two Players Speaking/Listening: Hold a Discussion **Speaking and Listening Skill** Dramatize a Story	**Review Vocabulary** *excitement, score, athletes, tense, succeed, league, earn, partners, pleasure, contribute* **Vocabulary Strategies** Prefixes *un-* and *dis-* **Domain-Specific Vocabulary** *compete, pressure, defense, teammate*	**Spelling Principle** Words Ending with *-er* or *-le* **Spelling Words** **Basic Words:** *apple, river, little, October, ladder, summer, purple, later, November, giggle, uncle, winter, center, double* **Review Words:** *flower, people* **Challenge Words:** *whistle, character*	**Grammar Skill** What Is a Preposition? **How English Works** Text Structure	**Langua Strat** **Collabo** Opini Hold **Interpr** Effec **Produc** **How En** Use I **Vocabu** Word Chan

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING	LANGUAGE			
ext-Based prehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill ns **trategy**	Schwa Sound	Reading Rate	**Read Aloud** Service Dogs Speaking/Listening: Determine Main Ideas and Supporting Details **Speaking and Listening Skill** Present a Visual	**Review Vocabulary** *worried, certainly, raise, afford, applause, anxiously, dramatic, guided, ingredients, fetch* **Vocabulary Strategies** Compound Words **Domain-Specific Vocabulary** *donate, city council, theater group, senior center*	**Spelling Principle** Words Beginning with *a-* or *be-* **Spelling Words** **Basic Words:** *below, about, belong, around, again, alone, because, above, between, alive, behind, begin, along, before* **Review Words:** *away, want* **Challenge Words:** *awhile, beyond*	**Grammar Skill** Correct Pronouns **How English Works** Modifying to Add Details	**Langua Strat** **Collabo** with **Interpr** Effec **Produc** Prese **How En** Use / Comp **Vocabu** Word Toget
rategies Evaluate ze Clarify		Phrasing and Puncuation	**Read Aloud** Come to a Capoeira Academy Speaking/Listening: Identify Main Ideas and Supporting Details	**Content Vocabulary** *drenched, sweat, sparked, curiosity, popular, challenging, academy, legends, identities, attack, defense, impressive, arching, sequences, aware, rhythm, chorus, aggressive, notches, instructors, crouch, tips, cartwheel, trickery, match, skill, cunning, improve, basic, permanent, fled, resisted, diseases, source, cultures, traditional, disguised, recognized, existed, afternoons, events, strike, train, strength, discipline, respect, elders, braided, martial* **Domain-Specific Vocabulary** *competitive, graceful, strategy, coordination, flexible*	**Integrated Language Arts Review** Spelling Skills Review	**Integrated Language Arts Review** Grammar Skills Review	**Langua Strat** **Collabo** Opini Negc Coun **Interpr** Ideas Text E Activ **Produc** Plan **How En** Conn Unde Pron **Vocabu**

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
ext-Based prehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill icture **trategy** ze **Read Skills** iew :	The VCV Syllable Pattern	Accuracy and Self-Correction	**Read Aloud** Sideline Support Speaking/Listening: Paraphrase Text **Speaking and Listening Skill** How to Have a Literature Discussion	**Target/Academic Vocabulary** *comfort, mention, mood, properly, intends, consisted, positive, advanced, peculiar, talent* **Domain-Specific Vocabulary** *citizen, resident, volunteer, public servant* **Vocabulary Strategies** Prefixes *re-, un-, dis-*	**Spelling Principle** Short *a* and Long *a* **Spelling Words** **Basic Words:** *blade, gray, past, afraid, magic, delay, amaze, drain, maybe, break, sale, hang, stain, glass, raft, jail, crayon, fact, stale, steak* **Review Words:** *skate, plan, chain, today, erase* **Challenge Words:** *fraction, trait, champion, activity, graceful*	**Grammar Skill** What Is a Sentence? **How English Works** Noun Phrases	**Langua Strat** **Collabo** Answ **Interpr** Chara **Produc** Exper **How En** Ident Noun **Vocabu** Word
kill Purpose **trategy** Clarify **Read Skills** istorical Events	Open and Closed Syllables	Phrasing: Pauses	**Read Aloud** The Troublemaker Who Healed a Nation Speaking/Listening: Contribute to Group Discussions	**Target/Academic Vocabulary** *injustice, numerous, segregation, nourishing, captured, dream, encounters, preferred, recall, example* **Domain-Specific Vocabulary** abolish, disobedience, slavery, reform **Vocabulary Strategies** Prefixes *in-, im- il-, ir-*	**Spelling Principle** Short *e* and Long *e* **Spelling Words** **Basic Words:** *west, steep, member, gleam, fresh, freedom, speed, steam, beast, believe, speck, kept, cheap, pretend, greed, shelf, least, eager, reason, chief* **Review Words:** *sweet, smell, spent, treat, leave* **Challenge Words:** *echo, menu, creature, reveal, restaurant*	**Grammar Skill** Kinds of Sentences **How English Works** Modifying to Add Details	**Langua Strat** **Collabo** Takin **Interpr** to As Ques **Produc** Prese **How En** Ident Word **Vocabu** Word the W
kill d Effect **trategy** **Read Skills** Visuals Specific Vocabulary	The VCCV Syllable Pattern	Accuracy	**Read Aloud** Bridging the Gap Speaking/Listening: Evaluate Language Choices	**Target/Academic Vocabulary** *isolated, virtual, devour, remote, impassable, access, obtain, preserve, extremes, avid* **Domain-Specific Vocabulary** *demographics, censorship, public domain, public opinion* **Vocabulary Strategies** Using Context	**Spelling Principle** Short *i* and Long *i* **Spelling Words** **Basic Words:** *skill, crime, grind, tonight, brick, flight, live, chill, delight, build, ditch, decide, witness, wind, district, inch, sigh, fright, remind, split* **Review Words:** *gift, tight, sight, blind, shiny* **Challenge Words:** *ignorant, recognize, advice, twilight, rigid*	**Grammar Skill** Quotations **How English Works** Text Structure	**Langua Strat** **Collabo** Othe **Interpr** Mear Word **Produc** **How En** Use (**Vocabu** Word Volur

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
ext-Based prehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill **trategy** Evaluate **Read Skills** of Drama	VCV and VCCV Syllable Patterns	Intonation	**Read Aloud** Bookmobile Rescue Speaking/Listening: Demonstrate Active Listening **Speaking and Listening Skill** Recount an Experience	**Target/Academic Vocabulary** *assist, burglaries, innocent, scheme, regretfully, misjudged, suspect, favor, speculated, prior* **Domain-Specific Vocabulary** *charity, coalition, involvement, community service* **Vocabulary Strategies** Prefixes *non-, mis-*	**Spelling Principle** Short *o* and Long *oo* **Spelling Words** **Basic Words:** *block, shown, oatmeal, wrote, fellow, scold, coast, odd, locate, slope, throat, host, online, shock, solve, known, remote, stock, boast, globe* **Review Words:** *foam, shadow, clock, glow, coach* **Challenge Words:** *bonus, approach, motion, continent, accomplish*	**Grammar Skill** Fragments and Run-On Sentences **How English Works** Verb Phrases	**Langua Strat** **Collabo** Relev **Interpr** Langu **Produc** Prese **How En** Use (to Lir **Vocabu** Word
kill nding Characters **trategy** dict **Read Skills** e /iew	Homophones	Expression	**Read Aloud** Mighty Joe Magarac Speaking/Listening: Analyze Language Choices **Speaking and Listening Skill** Literature Discussion	**Target/Academic Vocabulary** *yearning, memorable, betrayed, condition, seafaring, shortage, tidal, outcast, foaming, horrified* **Domain-Specific Vocabulary** *lifestyle, tolerance, values, social rules* **Vocabulary Strategies** Reference Materials	**Spelling Principle** Homophones **Spelling Words** **Basic Words:** *wait, weight, heard, herd, days, daze, heel, heal, peak, peek, sent, cent, scent, feet, feat, vain, vane, vein, miner, minor* **Review Words:** *it's, its, their, there, they're* **Challenge Words:** *raise, raze, rays, principal, principle*	**Grammar Skill** Proper Nouns **How English Works** Text Cohesion	**Langua Strat** **Collabo** Opini **Interpr** Effect **Produc** **How En** Use F Add I **Vocabu** Word Story
						Grammar Review Kinds of Sentences, Quotation Marks	

ATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
ext-Based prehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill cture **rategy** lict **Read Skills** of Drama ıd Informal ıge	Common Consonant Patterns: Digraphs	Expression	**Read Aloud** The Tunguska Event Speaking/Listening: Join Ideas in a Sentence **Speaking and Listening Skill** Listen to a Recording	**Target/Academic Vocabulary** *alarmed, reacted, convey, daring, awe, luminous, indescribable, extraordinary, fade, conferring* **Domain-Specific Vocabulary** *broadcast, correspondent, journalism, public relations* **Vocabulary Strategies** Suffixes *-y, -ous*	**Spelling Principle** Vowel Sounds: Short *u* and Long *u*, /yo͞o/, /o͞o/ **Spelling Words** **Basic Words:** *bunch, fruit, argue, crumb, crew, tune, juice, refuse, truth, young, clue, trunk, amuse, suit, rude, trust, dew, stuck, rescue, brush* **Review Words:** *drew, true, cube, Sunday, stuff* **Challenge Words:** *computer, mustard, tissue, customer, attitude*	**Grammar Skill** Verbs **How English Works** Using Verb Tenses	**Langua Strat** **Collabo** Hold **Interpr** Effec Shad **Produc** Prese **How En** Use Conn **Vocabu** Word Perfo
kill Opinion **rategy** ze **Read Skills** oncepts and Ideas Specific Vocabulary	Common Consonant Patterns: Clusters	Phrasing: Punctuation	**Read Aloud** Steven Spielberg: A Filmmaker's Journey Speaking/Listening: Identify Sequence	**Target/Academic Vocabulary** *entertaining, promote, focus, advertise, jolts, critics, target, thrilling, angles, generated* **Domain-Specific Vocabulary** *studio, producer, release, manipulate* **Vocabulary Strategies** Greek and Latin Word Parts *phon, photo, graph, auto, tele*	**Spelling Principle** Vowel Sounds: /o͞o/, /o͝o/ **Spelling Words** **Basic Words:** *bloom, cookbook, tool, shampoo, put, wool, stool, proof, prove, group, brook, foolish, bush, crooked, booth, raccoon, hook, groom, roof, soup* **Review Words:** *stood, spoon, shook, balloon, tooth* **Challenge Words:** *bulletin, cocoon, cushion, proofread, marooned*	**Grammar Skill** Verb Tenses **How English Works** Text Structure	**Langua Strat** **Collabo** with Conv Add **Interpr** Elem **Produc** Proce **How En** Unde Refer **Vocabu** Word Comi

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
ext-Based nprehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill nding Characters **rategy** **Read Skills** iew	Stressed and Unstressed Syllables	Stress	**Read Aloud** Jazzy Jasmine Speaking/Listening: Organize and Express Ideas **Speaking and Listening Skill** Hold a Literature Discussion	**Target/Academic Vocabulary** *glorious, studio, concerned, model, smeared, ruined, yanked, streak, schedule, feast* **Domain-Specific Vocabulary** *craftsmanship, aesthetics, exhibition, representation* **Vocabulary Strategies** Figurative Language	**Spelling Principle** Vowel Sounds: /ou/, /ô/ **Spelling Words** **Basic Words:** *aloud, bald, hawk, south, faucet, proud, claw, tower, stalk, couple, howl, false, dawn, allow, drown, pause, fault, cause, amount, cloudier* **Review Words:** *awful, power, sound, almost, thousand* **Challenge Words:** *applaud, foul, browse, gnaw, doubt*	**Grammar Skill** Progressive Verb Tenses **How English Works** Connecting Ideas	**Langua Strat** **Collabo** Likes a Cou **Interpr** **Produc** Prese **How E** Expa **Vocabu** Word
kill ns and alizations **rategy** **Read Skills** nding Characters	Common Beginning Syllables	Accuracy	**Read Aloud** Is Sasquatch Out There? Speaking/Listening: Contribute to Group Discussions	**Target/Academic Vocabulary** *fault, borrow, reference, fainted, genuine, local, apologize, proof, slimy, insisted* **Domain-Specific Vocabulary** *reference material, database, retrieval, bibliography* **Vocabulary Strategies** Antonyms	**Spelling Principle** Vowel +/r/ Sounds **Spelling Words** **Basic Words:** *spark, prepare, cheer, tear, scarf, scare, repair, earring, scarce, weird, sharp, rear, spare, gear, hairy, compare, alarm, harsh, upstairs, square* **Review Words:** *air, clear, large, pair, chair* **Challenge Words:** *weary, startle, appear, barnacle, awareness*	**Grammar Skill** Compound and Complex Sentences **How English Works** Using Noun Phrases	**Langua Strat** **Collabo** Opini **Interpr** Mear Word **Produc** Langu **How E** Use Phras **Vocabu** Word Rese
kill Purpose **rategy** Evaluate **Read Skills** d Metaphor iography	Vowel + *r* in Multi-Syllable Words	Intonation	**Read Aloud** Mexican Dove Speaking/Listening: Demonstrate Active Listening **Speaking and Listening Skill** Recount an Experience	**Target/Academic Vocabulary** *debut, stubborn, permission, hauling, mournful, towered, triumph, discouraged, toured, border* **Domain-Specific Vocabulary** *choreography, dynamic, intermission, troupe* **Vocabulary Strategies** Shades of Meaning	**Spelling Principle** More Vowel + /r/ Sounds **Spelling Words** **Basic Words:** *learn, dirty, worn, sore, thirst, burn, record, cure, board, course, worth, early, return, pure, world, search, worse, thirteen, sport, current* **Review Words:** *first, hurt, work, third, storm* **Challenge Words:** *curious, thorough, earnest, portion, foreign*	**Grammar Skill** Pronouns **How English Works** Using Verb Types	**Langua Strat** **Collabo** Langu **Interpr** Langu **Produc** Prese **How E** Modi **Vocabu** Word

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
ext-Based prehension	Decoding	Fluency	Speaking and Listening	Target/Academic Vocabulary	Spelling	Language	Langu
						Grammar Review Compound Sentences, Verb Tenses	
rategies ze :valuate Clarify		Accuracy and Self-Correction	**Read Aloud** Over the Moon Speaking/Listening: Use Transition Words	**Content Vocabulary Words** *sphere, astronomers, telescope, poles, ange, conquest, diameter, craters, mammoth, solar system, basin, base, colossal, advanced, cosmic, rays, ultraviolet, microbes, roving, shuttles, gravity, cargo, mass, scheme, permafrost, sustain, ozone, atmosphere* **Domain-Specific Vocabulary** *orbit, constellation, asteroid, space probe*	**Integrated Language Arts Review** Spelling Skills Review	**Integrated Language Arts Review** Grammar Skills Review	**Langua Strat** **Collabo** Langı Langı Task, **Interpr** Mear Word Langı **Produc** Expla Spee **How E** Regu Past Ident Phras **Vocabu**

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
ext-Based nprehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill Graphic Features **trategy** dict **Read Skills** cientific Ideas Text ire	Compound Words	Phrasing: Punctuation	**Read Aloud** The Big Storm Speaking/Listening: Use Transition Words	**Target/Academic Vocabulary** *whirling, rapidly, condense, source, rotating, rage, experience, ancient, predict, registered* **Domain-Specific Vocabulary** *barometer, humidity, pressure, condensation* **Vocabulary Strategies** Suffixes *-ful, -less, -ness, -ment*	**Spelling Principle** Compound Words **Spelling Words** **Basic Words:** *somebody, fireplace, nearby, toothbrush, homesick, make-believe, anything, all right, goodbye, forehead, classmate, flashlight, haircut, twenty-two, driveway, alarm clock, baby-sit, airport, forever, mailbox* **Review Words:** *birthday, anyone, everything, without, sometimes* **Challenge Words:** *field trip, absent-minded, life jacket, skyscraper, nevertheless*	**Grammar Skill** Frequently Confused Words **How English Works** Text Cohesion	**Langua Strat** **Collabo** Langu Purp Audie **Interpr** Langu **Produc** Expo **How En** Use Com **Vocabu** Word
kill e of Events **trategy** **Read Skills** ons and alizations Word Choice	Base Words and Endings	Rate	**Read Aloud** Safe from Harm Speaking/Listening: Paraphrase Text **Speaking and Listening Skill** Paraphrase Information in Diverse Media	**Target/Academic Vocabulary** *trembles, wreckage, slab, possessions, tenement, crushing, rubble, debris, timbers, constructed* **Domain-Specific Vocabulary** *core, crust, epicenter, landform, rock* **Vocabulary Strategies** Synonyms	**Spelling Principle** Words with *-ed* or *-ing* **Spelling Words** **Basic Words:** *rising, traced, stripped, slammed, dancing, striped, winning, snapping, bragging, handled, dripped, begged, dared, skipped, hitting, spotted, raced, dimmed, spinning, escaped* **Review Words:** *changing, joking, swimming, wrapped, tapping* **Challenge Words:** *urged, striving, whipped, breathing, quizzed*	**Grammar Skill** Possessive Nouns **How English Works** Text Cohesion	**Langua Strat** **Collabo** Takin **Interpr** Langu **Produc** Prese **How En** Cond **Vocabu** Word Disas

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
ext-Based prehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill e of Events **trategy** ze **Read Skills** d Metaphor n-Specific ulary	Recognizing Common Word Parts	Phrasing: Pauses	**Read Aloud** On My Way to Meet the Khan: Excerpts from Marco Polo's Adventures Speaking/Listening: Review Key Ideas **Speaking and Listening Skill** Discuss to Compare and Contrast Accounts	**Target/Academic Vocabulary** *display, alert, weariness, fractured, standards, vision, huddle, graceful, stranded, concluded* **Domain-Specific Vocabulary** *ecosystem, food web, energy, resource* **Vocabulary Strategies** Greek and Latin Word Parts *spect, struct, tele, vis*	**Spelling Principle** More Words with *-ed* or *-ing* **Spelling Words** **Basic Words:** *wiped, covered, mapped, pleasing, slipped, putting, traveled, seeking, visiting, mixed, shipped, phoning, offered, smelling, hiking, checking, fainted, landed, becoming, wandering* **Review Words:** *fixing, saving, stared, dropped, grinning* **Challenge Words:** *amusing, entertained, admitted, stunning, starving*	**Grammar Skill** Modal Auxiliaries **How English Works** Using Verb Tenses	**Langua Strat** **Collabo** Using Word **Interpr** Phen Elem **Produc** Retel **How En** Unde Pron **Vocabu** Word Interc
kill Graphic Features **trategy** **Read Skills** cientific Concepts eas Purpose	Recognizing Suffixes	Stress	**Read Aloud** Wicked Wind Speaking/Listening: Adapt Language Choices	**Target/Academic Vocabulary** *social, exchanges, excess, reinforce, storage, transport, chamber, scarce, obstacles, transfers* **Domain-Specific Vocabulary** *arthropod, exoskeleton, larva, invertebrate* **Vocabulary Strategies** Suffixes *-able, -ible*	**Spelling Principle** Final Long e **Spelling Words** **Basic Words:** *turkey, lonely, colony, steady, hungry, valley, hockey, starry, melody, movie, duty, drowsy, chimney, plenty, daily, alley, fifty, empty, injury, prairie* **Review Words:** *cherry, jelly, sticky, worry, curly* **Challenge Words:** *envy, fiery, mercy, discovery, mystery*	**Grammar Skill** Participles **How English Works** Modifying to Add Details	**Langua Strat** **Collabo** Relev **Interpr** **Produc** Prese **How En** Use I Verbs **Vocabu** Word Thing

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING	LANGUAGE			
ext-Based nprehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill as and Details **trategy** Clarify **Read Skills** Word Choice in Argument	Three-Syllable Words	Expression	**Read Aloud** Forests Are Forever Speaking/Listening: Use Precise Vocabulary	**Target/Academic Vocabulary** *organisms, directly, affect, traces, vast, habitats, variety, species, banned, radiation* **Domain-Specific Vocabulary** *conversation, extinction, endangered, erosion, climate* **Vocabulary Strategies** Using Context	**Spelling Principle** Changing Final *y* to *i* **Spelling Words** **Basic Words:** *tiniest, hobbies, copied, countries, pitied, easier, laziest, families, spied, happiest, ladies, friendlier, studied, busier, breezier, prettiest, noisier, healthier, butterflies funniest* **Review Words:** *hurried, stories, carried, pennies, babies* **Challenge Words:** *heaviest, categories, communities, multiplied, qualities*	**Grammar Skill** Irregular Verbs **How English Works** Condensing Ideas	**Langua Strat** **Collabo** Relev **Interpr** Mear Word **Produc** Proce **How E** Reco and **Vocabu** Word
						Grammar Review Types of Sentences, Punctuation	

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING	LANGUAGE			
ext-Based prehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill and Contrast **trategy** Clarify **Read Skills** ation istorical Fiction	Sound/Spelling Changes	Rate	**Read Aloud** Getting the Story Speaking/Listening: Support Opinions with Text Evidence **Speaking and Listening Skill** Report on a Text	**Target/Academic Vocabulary** *escorted, swelled, relied, reputation, worthy, churning, situation, deserve, defended, satisfied* **Domain-Specific Vocabulary** *frontier, pioneer, expansion, territory* **Vocabulary Strategies** Figurative Language	**Spelling Principle** Spelling /k/, /ng/, and /kw/ **Spelling Words** **Basic Words:** *risky, track, topic, blank, question, pocket, monkey, junk, equal, ache, public, attack, struck, earthquake, picnic, banker, electric, blanket, mistake, stomach* **Review Words:** *quick, squeeze, shark, second, circus* **Challenge Words:** *request, skeleton, peculiar, attic, reckless*	**Grammar Skill** Adjectives **How English Works** Connecting Ideas	**Langua Strat** **Collabo** Resp **Interpr** Langu **Produc** Prese **How En** Expar Adve **Vocabu** Word
kill e of Events **trategy** ze **Read Skills** s and Details Specific Vocabulary	More Sound/Spelling Changes	Intonation	**Read Aloud** Let Me Be Brave Speaking/Listening: Use Connecting Words **Speaking and Listening Skill** Literature Discussion	**Target/Academic Vocabulary** *reward, graduate, symbol, foster, disobey, confidence, patiently, confesses, ceremony, performs* **Domain-Specific Vocabulary** *safety, well-being, lifestyle, precaution* **Vocabulary Strategies** Suffixes *-ion, -ation, -ition*	**Spelling Principle** Words with Final /j/ and /s/ **Spelling Words** **Basic Words:** *glance, judge, damage, package, twice, stage, carriage, since, practice, marriage, baggage, office, message, bridge, chance, notice, ridge, manage, palace, bandage* **Review Words:** *once, dance, change, age, bounce* **Challenge Words:** *fringe, average, fleece, fragrance, excellence*	**Grammar Skill** Adverbs **How English Works** Text Cohesion	**Langua Strat** **Collabo** Answ Provi **Interpr** Langu **Produc** Inforr **How En** Conn **Vocabu** Word Traini

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
ext-Based nprehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill icture **trategy** **Read Skills**	Recognizing Prefixes *re-, un-, dis-*	Accuracy and Self-Correction	**Read Aloud** Theseus and the Minotaur Speaking/Listening: Paraphrase **Speaking and Listening Skill** Tell a Story	**Target/Academic Vocabulary** *acquire, unfortunate, coerce, boasted, beamed, glared, ceased, declared, devised, resourceful* **Domain-Specific Vocabulary** *legacy, mythology, tradition, quest* **Vocabulary Strategies** Adages and Proverbs	**Spelling Principle** Prefixes: *re-, un-, dis-* **Spelling Words** **Basic Words:** *unused, refresh, dislike, replace, unpaid, redo, disorder, unplanned, distrust, rewind, untrue, unload, recall, displease, uneven, rebuild, restart, uncover, untidy, discolor* **Review Words:** *reuse, unfair, rewrite, unclear, untie* **Challenge Words:** *disband, rearrange, discontinue, refund, unusual*	**Grammar Skill** Prepositions and Prepositional Phrases **How English Works** Using Verb Tenses	**Langua Strat** **Collabo** Opini **Interpr** Langu **Produc** **How En** Cond **Vocabu** Word Chara
kill ons and alizations dict **Read Skills** and Solution	More Common Suffixes	Stress	**Read Aloud** The Father of India Speaking/Listening: Offer Opinions	**Target/Academic Vocabulary** *overcome, association, capitol, drought, dedicate, publicity, violence, conflicts, horizon, brilliant* **Domain-Specific Vocabulary** *agronomy, commerce, cultivate subsistence* **Vocabulary Strategies** Reference Materials	**Spelling Principle** Suffixes: *-ful, -less, -ness, -ment* **Spelling Words** **Basic Words:** *colorful, weakness, movement, endless, truthful, illness, cheerful, useless, beautiful, restless, clumsiness, pavement, peaceful, fondness, neatness, speechless, statement, wasteful, penniless, treatment* **Review Words:** *kindness, careful, sickness, helpless, fearful* **Challenge Words:** *numbness, ailment, resourceful, cleanliness, appointment*	**Grammar Skill** Relative Pronouns and Adverbs **How English Works** Condensing Ideas	**Langua Strat** **Collabo** Hold **Interpr** **Produc** Desc **How En** Unde Struc **Vocabu** Word Agric

ATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
ext-Based nprehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill as and Details **Read Skills** poeia ture	VCCV Pattern and Word Parts	Phrasing: Punctuation	**Read Aloud** Race Against Death Speaking/Listening: Use Complete Sentences **Speaking and Listening Skill** Paraphrase Text Read Aloud	**Target/Academic Vocabulary** *territory, accompany, proposed, interpreter, duty, supplies, route, corps, clumsy, landmark* **Domain-Specific Vocabulary** *cultural identity, language, celebration, indigenous* **Vocabulary Strategies** Shades of Meaning	**Spelling Principle** Words with VCCV Pattern **Spelling Words** **Basic Words:** *million, collect, lumber, pepper, plastic, borrow, support, thirty, perfect, attend, canyon, traffic, fortune, danger, soccer, engine, picture, survive, seldom, effort* **Review Words:** *until, invite, happen, forget, letter* **Challenge Words:** *occur, venture, challenge, rascal, splendid*	**Grammar Skill** Abbreviations **How English Works** Using Noun Phrases	**Langua Strat** **Collabo** Hold **Interpr** **Produc** Desc **How En** Introc Pron **Vocabu** Word Expe
						Grammar Review Types of Sentences, Punctuation	
rategies Clarify dict		Expression	**Read Aloud** The Horse in Mongolian Culture Speaking/Listening: Explain Historical Events	**Content Vocabulary Words** *ancestor, grazing, faint, sensitive, sense, nuzzling, dominant, gaits, stride, markings, bays, roans, duns, offspring, feral, moors, mounted, bareback, shod* **Domain-Specific Vocabulary** *tame, animal husbandry, feral, breeding, herd*	**Integrated Language Arts Review** Spelling Skills Review	**Integrated Language Arts Review** Grammar Skills Review	**Langua Strat** **Collabo** Answ Offer Nego **Interpr** Langu **Produc** Reco Prese **How En** Modi Use I Phras **Vocabu**

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING	LANGUAGE			
ext-Based nprehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill **trategy** ze **Read Skills** /iew	VCV Pattern and Word Parts	Accuracy	**Read Aloud** Fun and Games on the Range Speaking/Listening: Paraphrase **Speaking and Listening Skill** Literature Discussion	**Target/Academic Vocabulary** *appreciate, blaring, combination, promptly, introduce, nocturnal, feats, effort, suggest, racket* **Vocabulary Strategies** Using Context	**Spelling Principle** Words with VCV Pattern **Spelling Words** **Basic Words:** *event, humor, rapid, music, relief, planet, detail, unite, frozen, figure, siren, polite, hotel, protest, punish, defend, relay, habit, student, moment* **Review Words:** *alive, open, orange, begin, forest* **Challenge Words:** *rumor, jealous, license, image, rival*	**Grammar Skill** Comparative and Superlative Adjectives and Adverbs **How English Works** Connecting Ideas	**Langua Strat** **Collabc** Othe **Interpr** Mear Word **Produc** **How E** Use Phras **Vocabu** Word Techr
kill d Effect **trategy** :dict **Read Skills** ons and alizations Specific Vocabulary	Syllable Patterns and Word Parts	Phrasing: Pauses	**Read Aloud** Jane's Big Ideas Speaking/Listening: Use Connecting Words	**Target/Academic Vocabulary** *politics, intelligent, disorderly, approve, polls, legislature, amendment, candidates, informed, denied* **Domain-Specific Vocabulary** *suffrage, legislation, assembly, judicial* **Vocabulary Strategies** Adages and Proverbs	**Spelling Principle** Words with VCCV and VCV Patterns **Spelling Words** **Basic Words:** *dentist, final, finish, narrow, shelter, ahead, corner, hollow, divide, famous, recent, silver, capture, cabin, dinner, minus, minute, value, reward, broken* **Review Words:** *again, enough, market, pencil, powder* **Challenge Words:** *decent, secure, standard, frontier, stampede*	**Grammar Skill** Negatives **How English Works** Modifying to Add Details	**Langua Strat** **Collabc** Coun **Interpr** Langu **Produc** Prese **How E** Use Irregu **Vocabu** Word

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
ext-Based prehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill Graphic Features **trategy** Clarify **Read Skills** ture	Difficult VCCV Patterns	Stress	**Read Aloud** Deserts on the Move? Speaking/Listening: Demonstrate Active Listening **Speaking and Listening Skill** Recount an Experience	**Target/Academic Vocabulary** *resources, dense, evaporate, shallow, moisture, civilized, continent, opportunities, customs, independent* **Domain-Specific Vocabulary:** *seedling, pollination, maturity, life cycle, germinate* **Vocabulary Strategies** Prefixes *pre-, inter-, ex-*	**Spelling Principle** Words with VCCV Pattern **Spelling Words** **Basic Words:** *poster, secret, whether, author, rocket, bushel, agree, bucket, ticket, declare, chicken, clothing, apron, whiskers, degree, gather, achieve, rather, bracket, machine* **Review Words:** *person, basket, between, artist, jacket* **Challenge Words:** *regret, nephew, method, decline, vibrate*	**Grammar Skill** Punctuation **How English Works** Text Structure	**Langua Strat** **Collabo** Langu **Interpr** Effec **Produc** Resp **How En** Modi **Vocabu** Word
kill and Contrast **rategy** Evaluate **Read Skills** Opinion Word Choice	VCCCV Pattern	Intonation	**Read Aloud** New Friends in the Newsroom Speaking/Listening: Recount an Experience	**Target/Academic Vocabulary** *bond, suffered, intruder, companion, enclosure, inseparable, charged, chief, exhausted, affection* **Domain-Specific Vocabulary:** *adaptation, community, learned behavior, survive, shelter* **Vocabulary Strategies** Suffixes *-ed, -ly*	**Spelling Principle** Words with VCCCV Pattern **Spelling Words** **Basic Words:** *hundred, supply, single, middle, explain, surprise, pilgrim, sandwich, instead, complete, monster, settle, address, farther, sample, although, turtle, athlete, orchard, kingdom* **Review Words:** *daughter, neighbor, children, pumpkin, uncle* **Challenge Words:** *fortress, instant, exclaim, mattress, sculptor*	**Grammar Skill** Commas **How English Works** Using Verb Types	**Langua Strat** **Collabo** Langu Task, **Interpr** Effec **Produc** Prese **How En** Conn **Vocabu** Word

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
ext-Based nprehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill Purpose **trategy** **Read Skills** cience Fiction nd Informal age	VV Pattern	Adjust Rate to Purpose	**Read Aloud** The Future of Flight Speaking/Listening: Identify Reasons and Text Evidence **Speaking and Listening Skill** Tell a Story	**Target/Academic Vocabulary** *progress, calculated, dispute, centuries, superior, insert, waste, inspector, mechanical, average* **Domain-Specific Vocabulary:** *storage device, scanner, disc, records* **Vocabulary Strategies** Greek and Latin Word Parts *meter, therm, aud, fac*	**Spelling Principle** Words with VV Pattern **Spelling Words** **Basic Words:** *idea, lion, usual, radio, liar, poem, India, piano, January, quiet, poet, science, diary, violin, period, February, cereal, video, meteor, rodeo* **Review Words:** *giant, lesson, program, quart, problem* **Challenge Words:** *variety, gradual, geography, diagram, punctuate*	**Grammar Skill** Proper Mechanics **How English Works** Condensing Ideas	**Langua Strat** **Collabo** Answ **Interpr** and F **Produc** Retel **How E** Cond **Vocabu** Word
						Grammar Review Proper Mechanics, Quotations	

ATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
ext-Based prehension	Decoding	Fluency	Speaking and Listening	Target/Academic Vocabulary	Spelling	Language	Langu	
cill cture **rategy** **Read Skills** iew	Common Final Syllables	Expression	**Read Aloud** The Importance of Spiders Speaking/Listening: Paraphrase Text **Speaking and Listening Skill** Presenting/Viewing a Dramatic Performance	**Target/Academic Vocabulary** *peculiar, intends, captured, nourishing, isolated, obtain, assist, favor, condition, memorable* **Vocabulary Strategies** Greek and Latin Word Parts	**Spelling Principle** Final Schwa + /r/ Sound **Spelling Words** **Basic Words:** *enter, banner, sugar, shower, motor, collar, labor, finger, mirror, beggar, favor, bother, fever, doctor, temper, actor, polar, sweater, traitor, whenever* **Review Words:** *river, summer, dollar, center, number* **Challenge Words:** *calendar, error, popular, barrier, director*	**Grammar Skill** Making Comparisons **How English Works** Connecting Ideas	**Langua Strat** **Collabo** and F Rules **Interpr** **Produc** **How E** Unde Struc **Vocabu** Word Natu	
cill is/Details **rategy** **Read Skills** oice	More Final Syllables	Phrasing: Punctuation	**Read Aloud** Nowhere Else on Earth Speaking/Listening: Use Connecting Words **Speaking and Listening Skill** Make an Informational Presentation	**Target/Academic Vocabulary** *betrayed, shortage, species, continent, scarce, focus, convey, alert, introduce, opportunities* **Vocabulary Strategies** Analogies	**Spelling Principle** Final Schwa + /l/ Sound **Spelling Words** **Basic Words:** *title, towel, battle, pedal, metal, simple, eagle, special, total, trouble, nickel, gentle, barrel, model, tangle, ankle, marvel, juggle, squirrel, riddle* **Review Words:** *circle, travel, apple, little, purple* **Challenge Words:** *cancel, decimal, material, pretzel, triangle*	**Grammar Skill** More Comparisons **How English Works** Modifying to Add Details	**Langua Strat** **Collabo** Answ Add I **Interpr** Mear Word **Produc** Expo **How E** Use I Pron **Vocabu** Word Wildli	

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING	LANGUAGE			
ext-Based nprehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
cill Opinion **rategy** Clarify **Read Skills**	Stress in Multisyllable Words	Rate	**Read Aloud** Digging Up the Past Speaking/Listening: Pose and Respond to Questions **Speaking and Listening Skill** Make an Informal Presentation	**Target/Academic Vocabulary** *apologize, genuine, triumph, source, registered, display, concluded, obstacles, affect, vast* **Vocabulary Strategies** Prefixes *con-, com-, in-, im-*	**Spelling Principle** Three-Syllable Words **Spelling Words** **Basic Words:** *library, another, hospital, example, deliver, history, however, several, vacation, important, victory, imagine, camera, potato, remember, together, memory, favorite, continue, president* **Review Words:** *unlucky, powerful, grandmother, November* **Challenge Words:** *internal, ornament, interview, universe, article*	**Grammar Skill** Possessive Pronouns **How English Works** Using Verb Types	**Langua Strat** **Collabo** Opini **Interpr** Langu **Produc** Prese **How En** Use \ Phras **Vocabu** Word
cill nding Characters **rategy** dict **Read Skills**	Words with Silent Consonants	Phrasing: Pauses	**Read Aloud** Creatures of the Bog Speaking/Listening: Review Key Ideas **Speaking and Listening Skill** Discuss Symbols and Images in Media	**Target/Academic Vocabulary** *defended, satisfied, confidence, symbol, boasted, resourceful, brilliant, publicity, territory, proposed* **Vocabulary Strategies** Word Origins	**Spelling Principle** Words with Silent Consonants **Spelling Words** **Basic Words:** *half, comb, mortgage, honor, fasten, kneel, wreath, calm, answer, handsome, wrinkle, listen, fetch, yolk, climb, honest, knuckle, plumber, limb, folktale* **Review Words:** *talk, knife, wrong, knock, hour* **Challenge Words:** *tomb, glisten, design, hasten, wrestle*	**Grammar Skill** Text Structure **How English Works** Text Structure	**Langua Strat** **Collabo** Hold **Interpr** Effect **Produc** **How En** Use t Phras **Vocabu** Word Cons

ATIONAL TEXT	FOUNDATIONAL SKILLS	SPEAKING & LISTENING	LANGUAGE			
ext-Based prehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill ıns/ Generalizations **rategy** ze **Read Skills** ɔice	Unusual Spellings	Accuracy and Self-Correction	**Read Aloud** Saving Sea Turtles Speaking/Listening: Identify Reasons and Text Evidence **Speaking and Listening Skill** Dramatize a Story	**Target/Academic Vocabulary** *appreciate, effort, denied, informed, shallow, resources, average, suffered, inspector, progress* **Vocabulary Strategies** Suffixes *-er, -or, -ist*	**Spelling Principle** Unusual Spellings **Spelling Words** **Basic Words:** *meant, routine, style, flood, month, pleasant, guess, women, either, against, disguise, sweat, magazine, guard, receive, wonder, league, type, ceiling, money* **Review Words:** *front, head, elbow, shoe, mind* **Challenge Words:** *plaid, onion, guarantee, rhyme, submarine*	**Grammar Skill** Pronoun Contractions **How English Works** Text Cohesion	**Langua Strat** **Collabo** and E **Interpr** Effec **Produc** Spee **How E** Reco Com Supe **Vocabu** Word
rategies dict ze		Phrasing: Punctuation	**Read Aloud** Giant Turtles at Sea Speaking/Listening: Paraphrase	**Content Vocabulary** *reef, coincidentally, extinct, strewn, dwellers, thrive, submerged, countless, perils, entangled, reptiles, external, comments, exceptionally, frequencies, streamlined, divert, vital, devour, intervals, knob, emerge, apparently, repelled, dunes, determines, percentage, significantly, depression, deposits, vague, internal, biologists, estimates, reproduce, satellite, pinpoint, navigational, cues, lagoon, regarded, delicacy, eroding, discards, ensure, cooperation, comply, refuges, havens, obstructions* **Domain-Specific Vocabulary** *aquarium, hibernate, tropics, vertebrate*	**Integrated Language Arts Review** Spelling Skills Review	**Integrated Language Arts Review** Grammar Skills Review	**Langua Strat** **Collabo** with Coun Offer **Interpr** Liste **Produc** Plan **How E** Conn Refle **Vocabu**

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
ext-Based prehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill cture **rategy** ze **Read Skills** iew	VCV Syllable Pattern	Expression	**Read Aloud** Ode to Lunch Speaking/Listening: Listen for Story Structure in a Narrative Poem	**Target/Academic Vocabulary** *disturbing, interrupted, squashing, specialty, struggled, staggered, wobbled, collapsed, numb, shifted* **Domain-Specific Words** *acceleration, inertia, momentum, physical property* **Vocabulary Strategies** Using Context	**Spelling Principle** Short Vowels **Spelling Words** **Basic Words:** *breath, wobble, blister, crush, direct, promise, grasp, numb, hymn, shovel, gravity, frantic, swift, feather, comic, bundle, solid, weather, energy, stingy* **Review Words:** *bunch, district, track, pleasant, odd* **Challenge Words:** *instruct, distress, summit, massive, physical*	**Grammar Skill** Complete Sentences **How English Works** Text Structure	**Langua Strate** **Collabo** Answe **Interpre** Chara **Produce** Prese **How En** Identif Noun **Vocabul** Word
kill **rategy** **Read Skills** of Drama ization	Vowel Sounds in VCV Syllable Patterns	Accuracy	**Read Aloud** The Iron Princess Speaking/Listening: Summarize by Condensing Ideas **Speaking and Listening Skill** Present a Multimedia Story Adaptation	**Target/Academic Vocabulary** *discomfort, primitive, interior, honored, secretive, immersed, bungled, contagious, brandishing, imprinted* **Domain-Specific Words** *alternative medium, dimension, mood, performance, technique* **Vocabulary Strategies** Prefixes *non-, un-, dis-, mis-*	**Spelling Principle** Long *a* and Long *e* **Spelling Words** **Basic Words:** *awake, feast, stray, greet, praise, disease, repeat, display, braces, thief, ashamed, sleeve, waist, beneath, sheepish, release, remain, sway, training, niece* **Review Words:** *stale, afraid, freedom, eager, explain* **Challenge Words:** *terrain, succeed, betray, motivate, upheaval*	**Grammar Skill** Kinds of Sentences **How English Works** Modifying to Add Details	**Langua Strate** **Collabo** Answe Rules **Interpre** **Produce** **How En** Identif Noun **Vocabul** Words Perfor
kill and Contrast **rategy** dict **Read Skills** nd Informal Language	VCCV Pattern	Intonation	**Read Aloud** Should We Let Politics Become Personal? Speaking/Listening: Identify Evidence to Support a Point **Speaking and Listening Skill** Participate in a Debate	**Target/Academic Vocabulary** *debate, inflated, shaken, decorated, gradually, hesitated, scanned, stalled, beckoned, prodded* **Domain-Specific Words** *ballot, campaign, debate, election, slogan* **Vocabulary Strategies** Using Context	**Spelling Principle** Long *i* and Long *o* **Spelling Words** **Basic Words:** *sign, groan, reply, thrown, strike, mighty, stroll, compose, dough, height, excite, apply, slight, define, odor, spider, control, silent, brighten, approach* **Review Words:** *sigh, twice, shown, tonight, remote* **Challenge Words:** *require, reproach, defy, plight, opponent*	**Grammar Skill** Compound Sentences **How English Works** Using Noun Phrases	**Langua Strate** **Collabo** Respc **Interpre** Meani Words **Produce** **How En** Verb T Time **Vocabul** Words

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
ext-Based prehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
cill e of Events **rategy** Clarify **Read Skills** Pacing	Digraphs in Multisyllable Words	Phrasing: Pauses	**Read Aloud** Learning the Ropes Speaking/Listening: Understand Relationships by Identifying Sequence Words	**Target/Academic Vocabulary** *unison, uniform, mastered, competition, identical, element, routine, intimidated, recite, qualifying* **Domain-Specific Words** *athletics, cardiovascular, physical exam, sportsmanship* **Vocabulary Strategies** Suffixes *-ion, -tion*	**Spelling Principle** Vowel Sounds: /o͞o/, /yo͞o/ **Spelling Words** **Basic Words:** *glue, flute, youth, accuse, bruise, stew, choose, loose, lose, view, confuse, cruise, jewel, execute, route, cartoon, avenue, include, assume, souvenir* **Review Words:** *fruit, group, refuse, argue, foolish* **Challenge Words:** *conclude, pursuit, intrude, subdue, presume*	**Grammar Skill** Common and Proper Nouns **How English Works** Using Verb Tenses	**Langua Strat** **Collabo** Instru **Interpre** Choic **Produce** Prese **How En** Identi Conn **Vocabul** Words Comp
cill **rategy** **Read Skills** e of Events	Stressed and Unstressed Syllables	Stress	**Read Aloud** Fair or Foul? Speaking/Listening: Listen for Details that Suggest Theme/ Message **Speaking and Listening Skill** Participate in a Group Discussion	**Target/Academic Vocabulary** *officially, preliminary, opponents, brutal, embarrassed, typically, gorgeous, supposedly, sweeping, obvious* **Domain-Specific Words** *cultural identity, language barrier, perspective, non-verbal communication, translation* **Vocabulary Strategies** Suffixes *-ly, -ful*	**Spelling Principle** Vowel Sounds: /ou/, /ô/, /oi/ **Spelling Words** **Basic Words:** *ounce, sprawl, launch, loyal, avoid, basketball, moist, haunt, scowl, naughty, destroy, saucer, pounce, poison, August, auction, royal, coward, awkward, encounter* **Review Words:** *cause, faucet, tower, false, amount* **Challenge Words:** *poise, loiter, exhaust, assault, alternate*	**Grammar Skill** Singular and Plural Nouns **How English Works** Modifying to Add Details	**Langua Strat** **Collabo** Opinic **Interpre** Effect and Sl **Produce** **How En** Prepo **Vocabul** Words
						Grammar Review Complete Sentences, Kinds of Sentences	

ATIONAL TEXT	FOUNDATIONAL SKILLS	SPEAKING & LISTENING		LANGUAGE		
ext-Based prehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill d Effect **trategy** **Read Skills** nd Description Specific Vocabulary	Common Beginning Syllables	Expression	**Read Aloud** America's Eagle Speaking/Listening: Summarize a Text Read Aloud	**Target/Academic Vocabulary** *dwarfed, presence, procedure, outfitted, transferred, calculate, snug, perch, enthusiastic, beaming* **Domain-Specific Words** *adaptive, endangered species, habitat, preservation, satellite tracking* **Vocabulary Strategies** Synonyms and Antonyms	**Spelling Principle** Vowel + /r/ Sounds **Spelling Words** **Basic Words:** *glory, aware, carton, adore, aboard, dairy, ordeal, pardon, warn, vary, barely, torch, barge, soar, beware, absorb, armor, stairway, perform, former* **Review Words:** *board, repair, sharp, square, compare* **Challenge Words:** *discard, forfeit, orchestra, rarity, hoard*	**Grammar Skill** Verbs **How English Works** Connecting Ideas	**Langua Strat** **Collabo** Hold t **Interpre** Effects and Sl **Produce** Prese **How En** Conne **Vocabul** Words Resea
kill nding Characters **trategy** **Read Skills** Word Choice	Vowel + /r/ Sounds	Intonation	**Read Aloud** Annie's Pride Speaking/Listening: Summarize by Using Compare-and-Contrast Sentence Frames	**Target/Academic Vocabulary** *frantic, lunging, stride, checking, wheeled, bounding, shouldered, strained, romp, picturing* **Domain-Specific Words** *decisiveness, devotion, maturity, obligation, self-sacrificing* **Vocabulary Strategies** Adages and Proverbs	**Spelling Principle** More Vowel + /r/ Sounds **Spelling Words** **Basic Words:** *earth, peer, twirl, burnt, smear, further, appear, worthwhile, nerve, pier, squirm, weary, alert, murmur, one-third, reverse, worship, career, research, volunteer* **Review Words:** *early, world, rear, current, cheer* **Challenge Words:** *yearn, engineer, interpret, dreary, external*	**Grammar Skill** Direct and Indirect Objects **How English Works** Condensing Ideas	**Langua Strat** **Collabo** with C Conve **Interpre** Phenc Eleme **Produce** Explar **How En** Under Cohes **Vocabul** Words Relatic Situati

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
ext-Based prehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill Purpose **trategy** Evaluate **Read Skills** cientific Ideas pecific Vocabulary	Homophones	Adjust Rate to Purpose	**Read Aloud** Attack of the Alien Species Speaking/Listening: Respond to Read-Aloud Using Domain-Specific Words **Speaking and Listening Skill** Explain an Author's Argument	**Target/Academic Vocabulary** *endangered, unique, adapted, vegetation, conserving, restore, guardians, attracted, regulate, responsibility* **Domain-Specific Words** *carbon footprint, ecosystem, natural resource, wilderness* **Vocabulary Strategies** Prefixes *en-, re-, pre-*, pro-	**Spelling Principle** Homophones **Spelling Words** **Basic Words:** *steel, steal, aloud, allowed, ring, wring, lesson, lessen, who's, whose, manor, manner, pedal, peddle, berry, bury, hanger, hangar, overdo, overdue* **Review Words:** *wait, weight, vain, vane, vein* **Challenge Words:** *canvass, canvas, site, sight, cite*	**Grammar Skill** Conjunctions **How English Works** Text Cohesion	**Langua Strat** **Collabo** Opinic Count **Interpre** Active **Produce** **How En** Expan **Vocabul** Words Conse
kill ns and alizations **trategy** dict **Read Skills** iew ization	Compound Words	Phrasing: Punctuation	**Read Aloud** A Watery Grave Speaking/Listening: Listen to Fluent Reading and Group Words into Phrases **Speaking and Listening Skill** Hold a Literature Discussion	**Target/Academic Vocabulary** *critical, secured, realization, annoyance, bundle, clammy, squalling, commotion, demolished, elite* **Domain-Specific Words** *bold, competent, humility, purpose, unflappable* **Vocabulary Strategies** Greek and Latin Roots	**Spelling Principle** Compound Words **Spelling Words** **Basic Words:** *wildlife, uproar, home run, headache, top-secret, teammate, wheelchair, light bulb, well-known, throughout, life preserver, barefoot, part-time, warehouse, overboard, post office, outspoken, up-to-date, awestruck, newscast* **Review Words:** *goodbye, all right, forever, twenty-two, somebody* **Challenge Words:** *motorcycle, overseas, quick-witted, stomachache, bulletin board*	**Grammar Skill** Complex Sentences **How English Works** Using Noun Phrases	**Langua Strat** **Collabo** Opinic Other **Interpre** Meani Words **Produce** **How En** Linkin **Vocabul** Words

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
ext-Based prehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill s and Details **rategy** Clarify **Read Skills** cientific Ideas pecific Vocabulary	Recognizing Schwa + /r/ Sounds	Stress	**Read Aloud** Who Tamed the Cat? Speaking/Listening: Summarize by Condensing Ideas	**Target/Academic Vocabulary** *unobserved, available, detecting, mature, ferocious, resemble, particular, vary, contentment, keen* **Domain-Specific Words** *adaptation, development, instinctive, observation, trait* **Vocabulary Strategies** Shades of Meaning	**Spelling Principle** Final Schwa + /r/ Sounds **Spelling Words** **Basic Words:** *cellar, flavor, cougar, chapter, mayor, anger, senator, passenger, major, popular, tractor, thunder, pillar, border, calendar, quarter, lunar, proper, elevator, bitter* **Review Words:** *collar, honor, doctor, enter, answer* **Challenge Words:** *stellar, clamor, tremor, circular, adviser*	**Grammar Skill** Direct Quotations and Interjections **How English Works** Using Verb Types	**Languag Strate** **Collabo** Langu Purpo Audie **Interpre** Langu **Produce** Preser **How En** Prepo Add D **Vocabul** Words Behav
						Grammar Review Complex Sentences, Direct Quotations	
rategies Clarify lict e valuate		Accuracy and Self-Correction	**Read Aloud** Assignment: Notebook Friends Speaking/Listening: Paraphrase Portions of Text Read Aloud	**Content Vocabulary Words** *potluck, custodial, traitorous, apprentice, disposition, posterity, solitary, pursuit, matter-of-fact, pouty, postpone, scrutiny, instincts, deterioration, impeccable, visage, propriety, expertise, consequences, versus, lunge, nickname, taut, mum, potential, retrieve, ponder, prognostication, prone* **Domain-Specific Vocabulary** *touchstone, ambassador, diplomacy, promote*	**Integrated Language Arts Review** Spelling Skills Review	**Integrated Language Arts Review** Grammar Skills Review	

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
ext-Based nprehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill d Effect **rategy** **Read Skills** ments ources	Vowel Sounds in Stressed Syllables	Accuracy and Self-Correction	**Read Aloud** Mother and Son Speaking/Listening: Listen for Cause and Effect to Gain Understanding	**Target/Academic Vocabulary** *cramped, distracted, viewpoint, shattered, surveyed, pressing, representatives, embark, bracing, conduct* **Domain-Specific Words** *checks and balances, congress, declaration, individual rights, representation* **Vocabulary Strategies** Reference Materials	**Spelling Principle** VCCV Pattern **Spelling Words** **Basic Words:** *bargain, journey, pattern, arrive, object, suppose, shoulder, permit, sorrow, tunnel, subject, custom, suggest, perhaps, lawyer, timber, common, publish, burden, scissors* **Review Words:** *perfect, danger, narrow, survive, valley* **Challenge Words:** *narrate, mentor, attempt, collide, ignore*	**Grammar Skill** Subject and Object Pronouns **How English Works** Text Cohesion	**Langua Strat** **Collabo** Langu **Interpre** Choic Task, a **Produce** Expos **How En** Conne **Vocabul** Words Gover
kill Opinion **rategy** **Read Skills**	Open and Closed Syllables: VCV Pattern	Rate	**Read Aloud** A Taxing Poem Speaking/Listening: Listen for Facts and Opinions and Cite Key Details **Speaking and Listening Skill** Summarize and Paraphrase Information	**Target/Academic Vocabulary** *benefit, repeal, advantages, temporary, contrary, prohibit, previously, midst, objected, rebellious* **Domain-Specific Words** *colonies, freedom, protest, patriots, revolution* **Vocabulary Strategies** Figurative Language	**Spelling Principle** VCV Pattern **Spelling Words** **Basic Words:** *human, exact, award, behave, credit, basic, vivid, evil, modern, nation, robot, panic, select, cousin, item, police, prefer, menu, novel, deserve* **Review Words:** *figure, total, model, equal, amaze* **Challenge Words:** *autumn, nuisance, logic, column, laser*	**Grammar Skill** Verb Tenses **How English Works** Connecting Ideas	**Langua Strat** **Collabo** Assist Turn-T **Interpre** Effect **Produce** **How En** Conde **Vocabul** Words Indep

ATIONAL TEXT	FOUNDATIONAL SKILLS	SPEAKING & LISTENING	LANGUAGE			
ext-Based prehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill ons and alizations **rategy** Evaluate **Read Skills** ture Specific Vocabulary	Recognizing Initial and Medial Digraphs	Phrasing: Pauses	**Read Aloud** Lydia's Journey Speaking/Listening: Listen for Details to Draw Conclusions About Informational Text **Speaking and Listening Skill** Dramatize a Story Event	**Target/Academic Vocabulary** *legendary, formal, gushed, strategy, retreat, foes, shimmering, magnificent, revolution, plunged* **Domain-Specific Words** *commendation, duty, general, officer, regiment* **Vocabulary Strategies** Reference Materials	**Spelling Principle** VCCCV Pattern **Spelling Words** **Basic Words:** *conflict, orphan, instant, complex, simply, burglar, laundry, laughter, employ, anchor, merchant, improve, arctic, mischief, childhood, purchase, dolphin, partner, complain, tremble* **Review Words:** *hundred, example, although, supply, empty* **Challenge Words:** *anthem, illustrate, function, conscience, apostrophe*	**Grammar Skill** Regular and Irregular Verbs **How English Works** Text Structure	**Langua Strat** **Collabo** Ask Q **Interpre** Phenc Eleme **Produce** **How En** Under Cohes **Vocabul** Words
kill e of Events **rategy** ze **Read Skills** istorical Events as and Details	VV Syllable Pattern	Expression	**Read Aloud** Freedom for Chatham Freeman Speaking/Listening: Summarize Using Sequence Words **Speaking and Listening Skill** Create and Present a Timeline	**Target/Academic Vocabulary** *persuade, apprentice, contributions, influential, aspects, authorities, bondage, provisions, dexterity, tentative* **Domain-Specific Words** *abolitionist, emancipate, ethics, humanity, slavery* **Vocabulary Strategies** Greek and Latin Roots *graph, meter; port, ject*	**Spelling Principle** VV pattern **Spelling Words** **Basic Words:** *actual, cruel, influence, diet, museum, casual, ruin, pioneer, trial, visual, realize, create, riot, genuine, area, annual, audio, dial, theater, patriot* **Review Words:** *video, science, February, period, usual* **Challenge Words:** *diagnose, media, appreciate, society, prior*	**Grammar Skill** Commas and Semicolons **How English Works** Condensing Ideas	**Langua Strat** **Collabo** Feelin Quest **Interpre** **Produce** Prese **How En** Prese Verbs **Vocabul** Words Freed

ATIONAL TEXT		FOUNDATIONAL SKILLS	SPEAKING & LISTENING		LANGUAGE		
ext-Based prehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill and Contrast **rategy** Clarify **Read Skills** Graphic Features ture	Vowel + /l/ Sounds in Unstressed Final Syllable	Intonation	**Read Aloud** Citizen Spies Speaking/Listening: Listen for Comparing and Contrasting Information **Speaking and Listening Skill** Discuss Poetic Elements	**Target/Academic Vocabulary** *mimic, mocking, efficient, personally, lacked, rural, tedious, organize, summons, peal* **Domain-Specific Words** *defense, democracy, nationalism, pride, union* **Vocabulary Strategies** Prefixes *in-, im-, il-, ir-*	**Spelling Principle** Final Schwa + /l/ Sounds **Spelling Words** **Basic Words:** *formal, whistle, label, puzzle, legal, angle, normal, needle, angel, pupil, struggle, level, local, bicycle, channel, global, stumble, quarrel, article, fossil* **Review Words:** *title, nickel, special trouble, simple* **Challenge Words:** *identical, vehicle, mineral, colonel, artificial*	**Grammar Skill** Transitions **How English Works** Using Verb Types and Tenses	**Langua Strat** **Collabo** Answe Releva **Interpre** Meani Words **Produce** Proce **How En** Identi Noun **Vocabul** Words
						Grammar Review Direct Quotations, Kinds of Sentences	

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
ext-Based nprehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill Purpose **rategy** Clarify **Read Skills** ments	Word Parts and Inflectional Endings	Rate	**Read Aloud** Japanese Cartoons Are Manga-nificent Speaking/Listening: Listen for Author's Purpose **Speaking and Listening Skill** Share and Summarize a Story	**Target/Academic Vocabulary** *record, mental, launch, assuming, episodes, developed, feature, incredibly, villains, thumbed* **Domain-Specific Words** *continuity, frame, movement, storyline* **Vocabulary Strategies** Word Origins	**Spelling Principle** Words with *-ed* or *-ing* **Spelling Words** **Basic Words:** *scrubbed, listening, stunned, knitting, carpeting, wandered, gathering, beginning, skimmed, chatting, shrugged, bothering, whipped, quizzed, suffering, scanned, ordered, totaled, answered, upsetting* **Review Words:** *wandering, dimmed, stripped, ordered, snapping* **Challenge Words:** *compelling, deposited, occurred, threatening, canceled*	**Grammar Skill** Adjectives **How English Works** Condensing Ideas	**Langua Strat** **Collabo** **Interpre** Autho Choic **Produce** Prese **How En** Adverl Detail **Vocabul** Words
kill cture **rategy** dict **Read Skills** evices iew: First-Person	Recognizing Common Word Parts	Intonation	**Read Aloud** The Visitor Speaking/Listening: Summarize by Condensing Ideas	**Target/Academic Vocabulary** *impressed, admitted, produced, destination, original, concentrate, collected, rumor, suspense, compliment* **Domain-Specific Words** *experimentation, futuristic, ingenuity, patent, revolutionize* **Vocabulary Strategies** Reference Materials	**Spelling Principle** More Words with *-ed* or *-ing* **Spelling Words** **Basic Words:** *tiring, borrowed, freezing, delivered, whispered, losing, decided, amazing, performing, resulting, related, attending, damaged, remarked, practicing, supported, united, expected, amusing, repeated* **Review Words:** *pleasing, dared, traveled, checking, landed* **Challenge Words:** *assigned, entertaining, operated, rehearsing, donated*	**Grammar Skill** Adverbs **How English Works** Modifying to Add Details	**Langua Strat** **Collabo** Comn **Interpre** Choic Shade **Produce** **How En** Conne **Vocabul** Words Invent

ATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
ext-Based nprehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill Opinion **rategy** Evaluate **Read Skills** ıs and Details Pacing	Recognizing Suffixes	Phrasing: Punctuation	**Read Aloud** Hundreds Rally at Fullerton High Speaking/Listening: Listen for Facts and Opinions to Gain Understanding **Speaking and Listening Skill** Use Formal and Informal English	**Target/Academic Vocabulary** *career, publication, household, edition, required, formula, background, insights, uneventful, destruction* **Domain-Specific Words** *brainstorm, creative license, manuscript, publication, target audience* **Vocabulary Strategies** Homophones and Homographs	**Spelling Principle** Changing Final *y* to *i* **Spelling Words** **Basic Words:** *duties, earlier, loveliest, denied, ferries, sunnier, terrified, abilities, dirtier, scariest, trophies, cozier, enemies, iciest, greediest, drowsier, victories, horrified, memories, strategies* **Review Words:** *easier, families, studied, countries, happiest* **Challenge Words:** *unified, dictionaries, boundaries, satisfied, tragedies*	**Grammar Skill** Prepositions and Prepositional Phrases **How English Works** Text Cohesion	**Langua Strate** **Collabo** Opinic **Interpre** of Me **Produce** Prese **How En** Conde **Vocabul** Words Writin
kill Purpose **rategy** ze **Read Skills** ization	More Common Suffixes	Stress	**Read Aloud** The Power of Spirit Lake Speaking/Listening: Summarize by Connecting Ideas **Speaking and Listening Skill** Give and Evaluate a Persuasive Speech	**Target/Academic Vocabulary** *issue, deteriorating, dependent, exception, granted, effective, urge, violations, ordinance, minimum* **Domain-Specific Words** *charity, coalition, generosity, neighborhood, volunteer* **Vocabulary Strategies** Greek and Latin Suffixes *-ism, -ist, -able, -ible*	**Spelling Principle** Suffixes: *-ful, -ly, -ness, -less, -ment* **Spelling Words** **Basic Words:** *lately, settlement, watchful, countless, steadily, closeness, calmly, government, agreement, cloudiness, delightful, noisily, tardiness, forgetful, forgiveness, harmless, enjoyment, appointment, effortless, plentiful* **Review Words:** *clumsiness, movement, pavement, lonely, penniless* **Challenge Words:** *suspenseful, merciless, seriousness, contentment, suspiciously*	**Grammar Skill** More Kinds of Pronouns **How English Works** Using Noun Phrases	**Langua Strate** **Collabo** Opinic Hold t **Interpre** Phenc Eleme **Produce** Descri **How En** Under Structi **Vocabul** Words Comn

ATIONAL TEXT	FOUNDATIONAL SKILLS	SPEAKING & LISTENING		LANGUAGE		
ext-Based nprehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill cture **rategy** **Read Skills** ization	Stress in Three-Syllable Words	Accuracy	**Read Aloud** The Huntress Speaking/Listening: Summarize a Text Read Aloud **Speaking and Listening Skill** Hold a Literature Discussion	**Target/Academic Vocabulary** *piercing, descended, quivered, savage, delicacy, fitful, heave, diminishing, rhythmic, marveling* **Domain-Specific Words** *behaviors, cooperation, patience, relationship, training* **Vocabulary Strategies** Figurative Language	**Spelling Principle** Words from Other Languages **Spelling Words** **Basic Words:** *salsa, mattress, tycoon, burrito, bandanna, tomato, poncho, dungarees, lasso, patio, siesta, cargo, vanilla, tsunami, iguana, plaza, caravan, hammock, pajamas, gallant* **Review Words:** *canyon, mirror, magazine, rodeo, monkey* **Challenge Words:** *mosquito, cathedral, alligator, tambourine, sombrero*	**Grammar Skill** Proper Mechanics and Writing Titles **How English Works** Text Structure	**Langua Strat** **Collabo** Conve **Interpre** Active **Produce** Prese **How En** Posse **Vocabul** Words Relati
						Grammar Review Simple Sentences, Kinds of Sentences	
rategies Clarify Evaluate		Expression	**Read Aloud** Look What I Found! Speaking/Listening: Draw Conclusions Based on Details in Story Read Aloud	**Content Vocabulary Words** *principle, interval, revolution, coincided, aligned, consistent, cylinder, corrosion, medieval, mechanical, rudimentary, gears, coil, precision, regulate, adjacent, theory* **Domain-Specific Words** *equator, orbits, face, grandfather clock*	**Integrated Language Arts Review** Spelling Skills Review	**Integrated Language Arts Review** Grammar Skills Review	

ATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
ext-Based prehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill e of Events **rategy** **Read Skills** Language Word Choice	Common Final Syllables	Phrasing: Pauses	**Read Aloud** Land Rush! Speaking/Listening: Listen for Sequence of Events to Gain Understanding **Speaking and Listening Skill** Present Quantitative Information	**Target/Academic Vocabulary** *undoubtedly, salvation, shuffled, stunted, evident, pace, seep, vain, mirages, factor* **Domain-Specific Words** *atmosphere, barometer, climate, drought, thunderstorm* **Vocabulary Strategies** Shades of Meaning	**Spelling Principle** Final /n/ or /ə n/, /ch ə r/, /zh ə r/ **Spelling Words** **Basic Words:** *nature, certain, future, villain, mountain, mixture, pleasure, captain, departure, surgeon, texture, curtain, creature, treasure, gesture, fountain, furniture, measure, feature, adventure* **Review Words:** *picture, capture, surprise, receive, idea* **Challenge Words:** *leisure, sculpture, architecture, chieftain, enclosure*	**Grammar Skill** The Verbs *be* and *have* **How English Works** Connecting Ideas	**Langua Strat** **Collabo** Other **Interpre** Meani Words **Produce** **How En** Past T **Vocabul** Words Instinc
kill **rategy** dict **Read Skills** Word Choice ments	More Final Syllables	Rate	**Read Aloud** Tales and Truths of the Ojibwe Speaking/Listening: Listen to Fluent, Appropriately-Paced Reading **Speaking and Listening Skill** Give an Informative Speech	**Target/Academic Vocabulary** *reasoned, margins, envy, upright, bared, spared, nerve, banish, astonished, deserted* **Domain-Specific Words** *customs, indigenous, language, mythology, values* **Vocabulary Strategies** Reference Materials	**Spelling Principle** Final /ĭj/, /iv/, /ĭs/ **Spelling Words** **Basic Words:** *storage, olive, service, relative, cabbage, courage, native, passage, voyage, knowledge, image, creative, average, justice, detective, postage, cowardice, adjective, village, language* **Review Words:** *notice, marriage, package, office, manage* **Challenge Words:** *prejudice, cooperative, beverage, heritage, apprentice*	**Grammar Skill** Perfect Tenses **How English Works** Using Noun Phrases	**Langua Strat** **Collabo** Greet; Count **Interpre** Langu **Produce** **How En** Regul Plural **Vocabul** Words

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING	LANGUAGE			
ext-Based prehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
ill Graphic Features **rategy** ze **Read Skills** s and Details	Unstressed Syllables	Expression	**Read Aloud** The Turbulent History of Texas Speaking/Listening: Listen and Read Orally	**Target/Academic Vocabulary** *extending, dominated, residents, flourished, acquainted, prospered, hostile, acknowledged, sprawling, decline* **Domain-Specific Words** *gold rush, pioneer, prospector, rancher, westward expansion* **Vocabulary Strategies** Adages and Proverbs	**Spelling Principle** Unstressed Syllables **Spelling Words** **Basic Words:** *entry, limit, talent, disturb, entire, wisdom, dozen, impress, respond, fortress, neglect, patrol, kitchen, forbid, pirate, spinach, adopt, frighten, surround, challenge* **Review Words:** *honest, instead, whether, event, attend* **Challenge Words:** *adapt, refuge, distribute, industry, somber*	**Grammar Skill** Easily Confused Verbs **How English Works** Condensing Ideas	**Langua Strate** **Collabo** Langu for Pu Audie **Interpre** Effects Shade **Produce** **How En** Expan Adver **Vocabul** Words
ill d Effect **rategy** Evaluate **Read Skills** Language iew	Simple Prefixes	Accuracy and Self-Correction	**Read Aloud** Tales of the Trail Speaking/Listening: Listen for Context to Recognize and Understand Words **Speaking and Listening Skill** Compare and Contrast Varieties of English	**Target/Academic Vocabulary** *rustling, balked, lectured, disadvantage, quaking, beacon, mishap, surged, torment, fared* **Domain-Specific Words** *frontier, trailblazers, prairie, settlement, wagon train* **Vocabulary Strategies** Using Context	**Spelling Principle** Prefixes: *in-, un-, dis-, mis-* **Spelling Words** **Basic Words:** *mislead, dismiss, insincere, unable, indirect, mistreat, disaster, dishonest, insecure, unknown, incomplete, unequal, unstable, misspell, disagree, informal, discover, unwise, mislaid, disgrace* **Review Words:** *untidy, disorder, mistake, uneven, dislike* **Challenge Words:** *invisible, mishap, unfortunate, discourage, unnecessary*	**Grammar Skill** Making Comparisons **How English Works** Text Structure	**Langua Strate** **Collabo** Langu for Pu Audie **Interpre** Differe **Produce** Prese **How En** Comb Conne **Vocabul** Words

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING	LANGUAGE			
ext-Based nprehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill ıs and Details **rategy** Clarify **Read Skills** ources istorical Events	Consonant Alternations	Phrasing: Punctuation	**Read Aloud** The True Story of Sacagawea Speaking/Listening: Listen for Main Ideas and Details	**Target/Academic Vocabulary** *expedition, barrier, despite, fulfilled, range, techniques, resumed, edible, tributaries, trek* **Domain-Specific Words** *discovery, expedition, route, supplies, traveler* **Vocabulary Strategies** Analogies	**Spelling Principle** Sufffix: *-ion* **Spelling Words** **Basic Words:** *elect, election, tense, tension, react, reaction, confess, confession, decorate, decoration, contribute, contribution, express, expression, imitate, imitation, connect, connection, admire, admiration* **Review Words:** *camera, famous, question, movie, minute* **Challenge Words:** *fascinate, fascination, construct, construction*	**Grammar Skill** Contractions **How English Works** Text Cohesion	**Langua Strat** **Collabo** Answe **Interpre** and P **Produce** **How En** Conde **Vocabul** Words
						Grammar Review Writing Titles, Complete Sentences	

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING	LANGUAGE			
ext-Based nprehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill Graphic Features **rategy**	Prefixes and Word Roots	Phrasing: Pauses	**Read Aloud** Moving from Place to Place Speaking/Listening: Listen for Words that Help with Visualization **Speaking and Listening Skill** Presenting a Dramatization	**Review Vocabulary** *disturbing, struggled, gradually, scanned, identical, routine, gorgeous, sweeping, primitive, brandishing* **Vocabulary Strategies** Multiple-Meaning Words	**Spelling Principle** Word Parts: *com-, con-, pre-, pro-* **Spelling Words** **Basic Words:** *produce, company, protect, preview, contain, combat, prejudge, commotion, contest, prefix, progress, computer, confide, convince, prospect, confirm, preflight, provide, propose, promotion* **Review Words:** *continue, protest, pretend, prepare* **Challenge Words:** *concurrent, conscious, commercial, complete, conversation*	**Grammar Skill** Possessive Nouns **How English Works** Noun Phrases	**Langua Strat** **Collabo** Follow **Interpre** **Produce** **How En** Under Structu **Vocabul** Words Adapt
kill **rategy** Evaluate	More Familiar Suffixes	Adjust Rate to Purpose	**Read Aloud** The Paleo Indians: Changing with the Times Speaking/Listening: Summarize Using Compare-and-Contrast Sentence Frames **Speaking and Listening Skill** Give a Persuasive Speech	**Review Vocabulary** *dwarfed, procedure, transferred, enthusiastic, adapted, conserving, critical, realization, available, resemble* **Vocabulary Strategies** Suffixes *-ness, -less, -ment*	**Spelling Principle** Suffixes *-ant, -ent, -able, -ible, -ism, -ist* **Spelling Words** **Basic Words:** *vacant, insistent, reversible, patriotism, finalist, honorable, contestant, observant, urgent, pessimist, comfortable, absorbent, optimism, journalism, novelist, terrible, frequent, laughable, radiant, collectible* **Review Words:** *president, important, becoming, cheerful, illness* **Challenge Words:** *evident, triumphant, occupant, digestible, curable*	**Grammar Skill** Titles and Abbreviations **How English Works** Using Verb Types and Tenses	**Langua Strat** **Collabo** Answe Inform **Interpre** Meani Words **Produce** Expos **How En** Indefi **Vocabul** Words

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
ext-Based prehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
cill Opinion **rategy**	Greek Word Roots	Expression	**Read Aloud** Sue Tells a Story Speaking/Listening: Listen to Identify Excitement Signaled by Exclamation Points **Speaking and Listening Skill** Participate in a Debate	**Review Vocabulary** *viewpoint, surveyed, advantages, previously, legendary, retreat, persuade, aspects, rural, organize* **Vocabulary Strategies** Idioms	**Spelling Principle** Greek Word Parts **Spelling Words** **Basic Words:** *telephone, autograph, microscope, photograph, televise, biology, microphone, paragraph, symphony, telegraph, megaphone, microwave, photocopy, biography, saxophone, telescope, calligraphy, xylophone, homophone, homograph* **Review Words:** *athlete, history, melody, type, topic* **Challenge Words:** *telecommute, bibliography, phonetic, microbe, autobiography*	**Grammar Skill** Commas in Sentences **How English Works** Condensing Ideas	**Langua Strate** **Collabo** Opinic Other **Interpre** Autho Choic **Produce** Prese **How En** Future **Vocabul** Words Archa
cill ns and alizations **rategy** dict	Latin Word Roots	Stress	**Read Aloud** Fossils Speaking/Listening: Listen for Conclusions and Generalizations **Speaking and Listening Skill** Oral Presentation	**Review Vocabulary** *record, incredibly, destination, suspense, required, insights, dependent, effective, diminishing, marveling* **Vocabulary Strategies** Greek and Latin Roots *tele, photo, graph, meter; scrib, rupt, port, ject*	**Spelling Principle** Latin Word Parts **Spelling Words** **Basic Words:** *inspect, export, erupt, predict, respect, bankrupt, dictate, porter, report, spectacle, deport, interrupt, dictator, import, disrupt, portable, transport, spectator, verdict, dictionary* **Review Words:** *support, hospital, polite, recent, memory* **Challenge Words:** *spectacular, contradict, corrupt, retrospect, rupture*	**Grammar Skill** More Commas **How English Works** Text Structure	**Langua Strate** **Collabo** Hold t **Interpre** Differe Shade **Produce** **How En** Use N Posse **Vocabul** Words

ATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
ext-Based nprehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Langu**
kill ıs and Details **rategy** ze	Identifying VCV, VCCV, and VCCCV Syllable Patterns	Accuracy	**Read Aloud** Finding Their Way Speaking/Listening: Listen for Main Ideas and Supporting Details **Speaking and Listening Skill** Using Multimedia in an Oral Report	**Review Vocabulary** *undoubtedly, pace, reasoned, nerve, underestimated, disadvantage, extending, residents, balked, techniques, barrier* **Vocabulary Strategies** Word Origins	**Spelling Principle** Words from Other Languages **Spelling Words** **Basic Words:** *ballet, echo, bouquet, cassette, coupon, safari, portrait, barrette, depot, courtesy, petite, denim, brunette, buffet, garage, khaki, crochet, chorus, essay, alphabet* **Review Words:** *routine, rescue, crayon, amuse, reason* **Challenge Words:** *encore, collage, matinee, premiere, embarrass*	**Grammar Skill** Other Punctuation **How English Works** Modifying to Add Details	**Langua Strate** **Collabo** with C Conve **Interpre** Word Shade **Produce** **How En** Use C Super **Vocabul** Words
rategies Evaluate dict ze		Phrasing: Punctuation	**Read Aloud** Journey to the Mummy Sites Speaking/Listening: Identify Main Ideas and Details	**Content Vocabulary Words** *notable, artifacts, incorporated, tolerated, chronicles, fermented, sanctuary, distinctive, compacted, treacherous, reverence, international, textiles, prominent, criticized, consistencies, negotiated, dignity, persistent, disruption, primitive, mortality, modified, evicted, expertise, adjacent, era, devoted, theory, guaranteeing* **Domain-Specific Vocabulary** *theocracy, withered, trinkets, nourishment, animism, meticulous*	**Integrated Language Arts Review** Spelling Principles Review	**Integrated Language Arts Review** Grammar Skills Review	**Langua Strategi** **Collabo** Others **Interpre** **Produce** Presenta **How En** Understa Pronoun **Vocabul**

MATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING	LANGUAGE			
Text-Based Comprehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Wo**
Target Skill Understanding Characters **Target Strategy** Question **Supporting Skills** Dialogue Simile	VCCV Syllable Pattern	Accuracy	**Read Aloud** Kids in Print Speaking /Listening: Reflecting on the story Inferring and drawing conclusions **Speaking and Listening Skill** Literature Discussion	**Target/Academic Vocabulary** *literary, revisions, manuscript, wry, editorial, muted, maze, publishing, pressuring, disclose* **Domain-Specific Vocabulary** *agent, copyright, plagiarism, press release, self-publish* **Vocabulary Strategies** Prefixes *dis-, ex-, inter-, non-*	**Spelling Principle** Short Vowels **Spelling Words** **Basic Words:** *batch, reject, vanish, sloppy, rhythm, blunder, strict, meadow, recover, cleanse, text, mystery, expand, bluff, promptly, initials, statue, polish, somehow, dreadful* **Review Words:** *swift, tense, modern, grasp, bundle* **Challenge Words:** *salary, quintet, magnetic, tepid, intact*	**Grammar Skill** Complete Sentences **How English Works** Text Structure	**Lan** **St** **Colla** Ar **Inte** ar **Proc** In Cc **How** Ex **Voca** W Re
Target Skill Author's Purpose **Target Strategy** Infer/Predict **Supporting Skills** Point of View Figurative Language	VCV Syllable Pattern	Phrasing: Pauses	**Read Aloud** The Assignment Speaking/Listening: Evaluating whether the author's claim is supported and how it affects readers' reaction to the story **Speaking and Listening Skill** Give a Speech	**Target/Academic Vocabulary** *contested, pursuit, scholastic, grimly, employed, tumult, mentor, culprit, deprived, miraculous* **Domain-Specific Vocabulary** *aerobic, agility, endurance, flexibility, physical fitness* **Vocabulary Strategies** Suffixes *-er, -or, -ar, -ist, -ian, -ent*	**Spelling Principle** Long Vowels **Spelling Words** **Basic Words:** *scene, bracelet, mute, strive, faithful, devote, rhyme, succeed, coax, rely, conceal, forgave, lonesome, delete, confine, exceed, terrain, reproach, abuse, defeat* **Review Words:** *disagree, compose, awake, unwise, release* **Challenge Words:** *ratify, serene, refute, appraise, humane*	**Grammar Skill** Kinds of Sentences **How English Works** Using Noun Phrases	**Lan** **St** **Colla** In **Inte** Ar **Proc** ar Pr **How** Re Pr **Voca** W
Target Skill Sequence of Events **Target Strategy** Analyze/Evaluate **Supporting Skills** Domain-Specific Vocabulary Diagrams	Stressed and Unstressed Syllables	Intonation	**Read Aloud** To E-Book or Not to E-Book? Speaking/Listening: Evaluating whether the author's claim is supported and citing text evidence	**Target/Academic Vocabulary** *painstaking, exploded, submitted, negotiations, collaborate, repetitive, appealing, complement, appropriate, impaired* **Domain-Specific Vocabulary** *best-seller, copyedit, marketing, public domain, publicize* **Vocabulary Strategies** Multiple-Meaning Words	**Spelling Principle** Vowel Sounds: /ou/, /oo/, /ô/, /oi/ **Spelling Words** **Basic Words:** *mound, gloomy, caution, annoy, dawdle, counter, haughty, rejoice, devour, thoughtful, flawless, maroon, droop, doubt, bamboo, hoist, oyster, exhausted, scoundrel, boundary* **Review Words:** *royal, naughty, avoid, announce, cartoon* **Challenge Words:** *bountiful, aloof, adjoin, taut, turquoise*	**Grammar Skill** Subjects and Predicates **How English Works** Connecting Ideas	**Lan** **St** **Colla** O **Inte** M W **Proc** Te **How** Ui Cc **Voca** W

MATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
Text-Based Comprehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Wo**
Target Skill Story Structure **Target Strategy** Monitor/Clarify **Supporting Skills** Alliteration Style and Tone	VCCCV Syllable Pattern	Rate	**Read Aloud** An Acorn's Worth Speaking/Listening: Asking questions and considering different perspectives **Speaking and Listening Skill** Compare and Contrast Experiences	**Target/Academic Vocabulary** *clamor, torrent, clustered, doleful, swiveled, coaxed, transmissions, accustomed, urgent, void* **Domain-Specific Vocabulary** *body language, frequencies, linguistics, pitch, sonar* **Vocabulary Strategies** Prefixes *de-, trans-*	**Spelling Principle** Vowel + /r/ Sounds **Spelling Words** **Basic Words:** *source, flirt, hurdle, parka, frontier, forward, radar, earnest, afford, urban, discard, smirk, rehearse, mourn, surface, parcel, yearn, fierce, starch, formula* **Review Words:** *earth, further, squirm, pardon, perform* **Challenge Words:** *horizontal, circuit, reimburse, formidable, monarchy*	**Grammar Skill** Common and Proper Nouns **How English Works** Productive	**Lan** **St** **Coll** Re **Inte** La **Proc** Vc **How** Ur Cc **Voca** W
Target Skill Fact and Opinion **Target Strategy** Summarize **Supporting Skills** Author's Purpose Analyze Events	Homophones	Expression	**Read Aloud** Book...Camera...Action! Speaking/Listening: Evaluating whether the author's claim is supported and providing details	**Target/Academic Vocabulary** *predominantly, tendency, welfare, credit, aspect, aptly, tension, parallel, innovation, genuinely* **Domain-Specific Vocabulary** *aesthetics, abstract, composition, craftsmanship, montage* **Vocabulary Strategies** Reference Sources	**Spelling Principle** Homophones **Spelling Words** **Basic Words:** *waist, waste, patience, patients, rite, right, write, muscle, mussel, principal, principle, summary, summery, sight, cite, site, stationary, stationery, coward, cowered* **Review Words:** *berry, bury, hangar, hanger* **Challenge Words:** *barren, baron, burrow, burro, borough*	**Grammar Skill** Other Kinds of Nouns **How English Works** Using Verbs	**Lan** **St** **Coll** O O **Inte** Ph **Proc** Te **How** Ex Ac **Voca** W
						Grammar Review Complete Sentences; Quotation Marks	

MATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING	LANGUAGE			
Text-Based Comprehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Wo**
Target Skill Theme **Target Strategy** Analyze/Evaluate **Supporting Skills** Metaphor Understanding Characters	Silent Consonants in Multisyllable Words	Adjust Rate to Purpose	**Read Aloud** The Power of Print Speaking/Listening: Paraphrasing the different perspectives set forth in the text	**Target/Academic Vocabulary** *phenomenal, showdown, fundamental, flair, lingered, savor, gloat, berate, reserve, brainwashed* **Domain-Specific Vocabulary** *accountability, broadcasting, ethics, media bias, reliability* **Vocabulary Strategies** Using Context	**Spelling Principle** Words with *ie* or *ei* **Spelling Words** **Basic Words:** *brief, field, reign, review, fiery, receipt, relieve, conceited, neither, foreign, grief, veil, freight, belief, deceive, yield, beige, perceive, seize, leisure* **Review Words:** *thief, view, niece, pier, height* **Challenge Words:** *reprieve, wield, feign, conceive, retrieve*	**Grammar Skill** Kinds of Verbs **How English Works** Modifying to Add Details	**Lan** **S** **Coll** w Le **Inte** D Si Pr El M **Proc** ar Pr **How** C M Id **Voca** W
Target Skill Text and Graphic Features **Target Strategy** Summarize **Supporting Skills** Text Structure Figurative Language	*Schwa* in Unstressed Syllables	Stress	**Read Aloud** Math All Around Us Speaking/Listening: Evaluating whether the author's claim is supported and providing details **Speaking and Listening Skill** Literature Discussion	**Target/Academic Vocabulary** *observe, raucous, looms, zany, gigantic, impressive, phony, distinguish, intriguing, correspond* **Domain-Specific Vocabulary** *classify, dimensional, complexity, quantitative, tabulate* **Vocabulary Strategies** Word Relationships	**Spelling Principle** Final /ər/ **Spelling Words** **Basic Words:** *fiber, similar, regular, barrier, superior, grammar, rumor, character, director, acre, consider, junior, senior, solar, scholar, razor, surrender, particular, familiar, laser* **Review Words:** *calendar, weather, mayor, laughter, popular* **Challenge Words:** *escalator, cursor, geyser, perpendicular, maneuver*	**Grammar Skill** Verbs and Objects **How English Works** Nouns and Noun Phrases	**Lan** **S** **Coll** O **Inte** In C Cl **Proc** In In **How** U R **Voca** W M
Target Skill Conclusions and Generalizations **Target Strategy** Infer/Predict **Supporting Skills** Connotation/Denotation Character's Motivations	Common Final Syllables	Phrasing: Punctuation	**Read Aloud** The Family Fridge Speaking/Listening: Posing questions about the story	**Target/Academic Vocabulary** *detached, principle, decomposition, specimens, reluctant, elegant, equations, complex, compromise, shriveled* **Domain-Specific Vocabulary** *bacteria, elements, organic, pressure, spore* **Vocabulary Strategies** Latin Roots and Affixes	**Spelling Principle** Final /ən/, /əl/, and /ər/ **Spelling Words** **Basic Words:** *triangle, mental, error, panel, litter, pollen, gallon, cancel, abandon, rival, soldier, recycle, salmon, counsel, rural, vehicle, citizen, monitor, physical, oxygen* **Review Words:** *common, dozen, quarrel, proper, loyal* **Challenge Words:** *punctual, endeavor, abdomen, kilometer, dandelion*	**Grammar Skill** Coordinating Conjunctions **How English Works** Using Noun Phrases	**Lan** **S** **Coll** w C **Inte** A D Li Pr **Proc** ar Pr **How** Eb tc A

MATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
Text-Based Comprehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Wo**
Target Skill Cause and Effect **Target Strategy** Visualize **Supporting Skills** Style and Tone Point of View	Base Words and Inflectional Endings	Accuracy	**Read Aloud** Finding North Speaking/Listening: Using story details to elaborate **Speaking and Listening Skill** Persuasive Speech	**Target/Academic Vocabulary** *venture, defy, consequences, permeated, poised, rigid, rudimentary, sparsely, array, immaculately* **Domain-Specific Vocabulary** *biosphere, cones, observation, ecosystem, predator, restoration* **Vocabulary Strategies** Denotation and Connotation	**Spelling Principle** Words with *-ed or -ing* **Spelling Words** **Basic Words:** *happening, limited, forgetting, equaled, fitting, reasoning, labored, permitting, scrapped, tutoring, admitted, honored, skidding, pardoned, modeling, preferred, scarred, favored, glistening, shuddered* **Review Words:** *delivered, scanned, bothering, listening, upsetting* **Challenge Words:** *omitted, merited, tapered, equipped, recurring*	**Grammar Skill** Subordinating Conjunctions **How English Works** Text Structure	**Lan** **St** **Colla** O **Inte** M W **Prod** Te Us Ac Sp **How** Ve Ap **Voca** W Fe
Target Skill Compare and Contrast **Target Strategy** Question **Supporting Skills** Arguments and Claims Author's Purpose	Recognizing Common Suffixes	Intonation	**Read Aloud** Climate Change Comes to Alaska Speaking/Listening: Evaluating whether the author's claim is supported, citing details **Speaking and Listening Skill** Compare Poetry	**Target/Academic Vocabulary** *lore, abundance, lush, teeming, altered, sophisticated, retains, concept, cultural, heritage* **Domain-Specific Vocabulary** *ceremony, generation, indigenous, traditional, tribal* **Vocabulary Strategies** Synonyms	**Spelling Principle** Endings and Suffixes **Spelling Words** **Basic Words:** *reserved, unlikely, purposeful, adorable, amazement, gentleness, sparkling, homeless, excitement, mileage, graceful, sincerely, advanced, usable, amusement, entirely, wireless, excluding, scarcely, changeable* **Review Words:** *freezing, lately, forgiveness, settlement, damaged* **Challenge Words:** *inspiring, idleness, achievement*	**Grammar Skill** Longer Sentences **How English Works** Connecting Ideas	**Lan** **St** **Colla** La Pu **Inte** Au La ar Op **Prod** Or Ju Te Ba **How** Ex Ac **Voca** W
						Grammar Review Complete Sentences; Direct Quotations	
Target Strategies Monitor/Clarify Summarize Infer/Predict Visualize Analyze/Evaluate		Accuracy and Self-Correction	**Read Aloud** Emmett Till Speaking/Listening: Paraphrase Portions of a Text Read Aloud	**Content Vocabulary Words** *segregation, grievances, boycott, submission, galvanized, violating, momentous, eminent, oppression, advocating, compromise, commitment, perpetuate,*	**Integrated Language Arts Review** Spelling Skills Review	**Integrated Language Arts Review** Grammar Skills Review	

MATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING	LANGUAGE			
Text-Based Comprehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Wo**
Target Skill Sequence of Events **Target Strategy** Summarize **Supporting Skills** Figurative Language Arguments and Claims	Recognizing Common Word Parts	Phrasing: Pauses	**Read Aloud** A Firefighting Uncle Speaking/Listening: Citing details to support an evaluation of the main character	**Target/Academic Vocabulary** *stifling, ambled, intense, smolder, ornately, proclaimed, hazards, unrelenting, flared, alleviate* **Domain-Specific Vocabulary** *combustible, flammable, ignite, precaution, volatile* **Vocabulary Strategies** Suffixes *-ion, -ation, -ism*	**Spelling Principle** Suffixes: *-ion or -ation* **Spelling Words** **Basic Words:** *correct, correction, explore, exploration, admire, admiration, subtract, subtraction, examine, examination, separate, separation, alter, alteration, preserve, preservation, reflect, reflection, substitute, substitution* **Review Words:** *confess, confession, contribute, contribution* **Challenge Words:** *irritate, irritation, coordinate, coordination*	**Grammar Skill** Subject and Object Pronouns **How English Works** Text Cohesion	**Lan** **St** **Colla** La **Inte** Ar Ef **Proc** St **How** Cc **Voca** W
Target Skill Story Structure **Target Strategy** Infer/Predict **Supporting Skills** Personification Point of View	Recognizing Common Prefixes	Expression	**Read Aloud** An Unexpected Adventure Speaking/Listening: Sharing thoughts about the theme and reflecting on different opinions	**Target/Academic Vocabulary** *jostled, careening, relishing, falter, supple, taut, frail, engulf, frayed, undulating* **Domain-Specific Vocabulary** *acceleration, altitude, navigation, velocity, wind currents* **Vocabulary Strategies** Prefixes *en-, ad-*	**Spelling Principle** Prefix: *in-, im-, ir-, il-* **Spelling Words** **Basic Words:** *illegal, indent, imperfect, irregular, inability, immobile, inaudible, impatient, individual, insecure, impolite, illegible, irresistible, impartial, illogical, inappropriate, improper, ineffective, immovable, irrational* **Review Words:** *informal, indirect, improve, incomplete, impress* **Challenge Words:** *immerse, impartial, illustrious, infer, irrelevant*	**Grammar Skill** Using Pronouns Correctly **How English Works** Using Noun Phrases	**Lan** **St** **Colla** Tu **Inte** Di **Proc** Ac **How** Cc **Voca** W Er
Target Skill Main Idea and Details **Target Strategy** Monitor/Clarify **Supporting Skills** Connotation Domain-Specific Vocabulary	Consonant Alternations	Stress	**Read Aloud** Discovering the Northwest Passage Speaking/Listening: Paraphrasing a key aspect of the story and reflecting on its significance **Speaking and Listening Skill** Give a Speech	**Target/Academic Vocabulary** *sacrificed, frigid, equivalent, participants, durable, expanse, deduced, affirmed, culmination, prime* **Domain-Specific Vocabulary** *cartography, compass, frontier, sextant, territories* **Vocabulary Strategies** Figures of Speech	**Spelling Principle** More Words with *-ion* **Spelling Words** **Basic Words:** *circulate, circulation, conclude, conclusion, instruct, instruction, possess, possession, introduce, introduction, except, exception, discuss, discussion, collide, collision, oppose, opposition, estimate, estimation* **Review Words:** *educate, education, elect, election*	**Grammar Skill** Simple and Perfect Verb Tenses **How English Works** Modifying to Add Details	**Lan** **St** **Colla** Ke **Inte** ar **Proc** Vc **How** Ur Ar **Voca** W

MATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
Text-Based Comprehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Wo**
Target Skill Theme **Target Strategy** Visualize **Supporting Skills** Hyperbole Author's Word Choice	Prefixes and Word Roots	Accuracy	**Read Aloud** Coach Dad Speaking/Listening: Ask and answer questions **Speaking and Listening Skill** Participate in a Debate	**Target/Academic Vocabulary** *veered, anonymous, bland, motive, skeptical, reception, understatement, emulate, aim, fanatic* **Domain-Specific Vocabulary** *volunteerism, civic pride, citizen, patriot, social work* **Vocabulary Strategies** Word Relationships	**Spelling Principle** Word Parts: *com-, con-* **Spelling Words** **Basic Words:** *contrast, contact, compound, concentrate, combine, comment, conference, compete, community, convert, conversation, commute, constitution, conduct, consumer, continent, composition, communicate, compliment, condition* **Review Words:** *combat, commotion, complex, contain, connect* **Challenge Words:** *confidential, commission, compatible, combustion, comprehension*	**Grammar Skill** Subject-Verb Agreement **How English Works** Using Verb Tenses	**Lan** **St** **Coll** Ar **Inte** Ar **Proc** Ex **How** Us Te **Voca** W Co
Target Skill Text and Graphic Features **Target Strategy** Analyze/Evaluate **Supporting Skills** Domain-Specific Vocabulary Style and Tone	Common Final Syllables *-ise, -ize, -ive, -age*	Intonation	**Read Aloud** Moon Machines Speaking/Listening: Paraphrasing key details **Speaking and Listening Skill** Compare Presentations	**Target/Academic Vocabulary** *lunar, hovering, ascent, likelihood, impending, perilous, option, presumably, unpredictability, random* **Domain-Specific Vocabulary** *atmosphere, booster rocket, orbit, payload, satellite* **Vocabulary Strategies** Reference Sources	**Spelling Principle** Final /iz/, /iv/, /ij/ **Spelling Words** **Basic Words:** *revise, advantage, memorize, active, organize, criticize, shortage, advertise, attractive, college, explosive, exercise, encourage, summarize, wreckage, recognize, positive, percentage, sensitive, heritage* **Review Words:** *storage, relative, average, language, televise* **Challenge Words:** *utilize, mortgage, merchandise, aggressive, compromise*	**Grammar Skill** Regular and Irregular Verbs **How English Works** Text Structure	**Lan** **St** **Coll** O **Inte** W **Proc** In In **How** Ex **Voca** W Te
						Grammar Review Complete Sentences; Direct Quotations	

MATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING	LANGUAGE			
Text-Based Comprehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Wo**
Target Skill Compare and Contrast **Target Strategy** Summarize **Supporting Skills** Author's Purpose Main Ideas and Details	Comparing Related Words	Phrasing: Punctuation	**Read Aloud** Viking Goddess: The Legend of Freya Speaking/Listening: Citing text evidence to support an evaluation of the main idea **Speaking and Listening Skill** Compare Stories	**Target/Academic Vocabulary** *majestic, ruthless, ancestral, saga, destiny, recreational, artistry, unearthed, forge, embodied* **Domain-Specific Vocabulary** *colonies, foragers, invasion, navigation, tale* **Vocabulary Strategies** Greek Roots	**Spelling Principle** Suffixes: *-ent, -ant* **Spelling Words** **Basic Words:** *confident, confidence, fragrant, fragrance, excellent, excellence, decent, decency, truant, truancy, brilliant, brilliance, resident, residence, evident, evidence, occupant, occupancy, reluctant, reluctance* **Review Words:** *distant, distance, frequent, frequency* **Challenge Words:** *inconvenient, inconvenience, buoyant, buoyancy*	**Grammar Skill** Principal Parts of Verbs **How English Works** Condensing Ideas	**Lan** **St** **Coll** Re **Inte** Au Ch **Proc** Op **How** Ex Ac **Voca** W
Target Skill Fact and Opinion **Target Strategy** Question **Supporting Skills** Figurative Language Text Structure	More Common Suffixes	Accuracy	**Read Aloud** Qin's Brain: The Man Behind the Emperor Speaking/Listening: Discussing the relationships between the characters; cite text evidence	**Target/Academic Vocabulary** *archaeologists, dignified, mythical, precede, elaborate, replicas, temperaments, distinct, lustrous, excavate* **Domain-Specific Vocabulary** *afterlife, artifact, dynasty, unearth, legacy* **Vocabulary Strategies** Word Families (includes Greek and Latin Roots)	**Spelling Principle** Suffixes: *-able/-ible, -ate* **Spelling Words** **Basic Words:** *visible, enjoyable, celebrate, incredible, horrible, desperate, cooperate, valuable, appreciate, considerate, audible, delicate, washable, graduate, capable, miserable, sensible, fortunate, noticeable, responsible* **Review Words:** *terrible, portable, possible, dictate, honorable* **Challenge Words:** *evacuate, irritable, exaggerate, improbable, elaborate*	**Grammar Skill** More Kinds of Pronouns **How English Works** Modify to Add Details	**Lan** **St** **Coll** O Ar **Inte** Pr Au **Proc** In In **How** Cc Se **Voca** W Ar
Target Skill Story Structure **Target Strategy** Infer/Predict **Supporting Skills** Analyze Setting Author's Word Choice	The /sh/ and /zh/ in Final Syllables	Expression	**Read Aloud** The Flight of Icarus Speaking/Listening: Discuss main characters' traits **Speaking and Listening Skill** Tell a Pourquoi Tale	**Target/Academic Vocabulary** *steadfast, somber, labyrinth, rash, unravels, fury, bitterly, massive, embrace, abandon* **Domain-Specific Vocabulary** *hero, mythology, odyssey, oral tradition, ritual* **Vocabulary Strategies** Suffixes *-ful, -less, -ly, -ness, -ment, -ship*	**Spelling Principle** Spelling /sh/ **Spelling Words** **Basic Words:** *section, shallow, direction, musician, rash, position, astonish, pressure, attention, impression, crucial, official, emotion, bashful, delicious, establish, ancient, situation, suspicion, permission* **Review Words:** *nation, expression, connection, ashamed, imitation* **Challenge Words:** *diminish, beneficial, efficient, potential*	**Grammar Skill** Adjectives and Adverbs **How English Works** Connecting Ideas	**Lan** **St** **Coll** O **Inte** Di Si Pr Ef **Proc** Oi **How** Cc to Se **Voca**

MATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
Text-Based Comprehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Wo**
Target Skill Cause and Effect **Target Strategy** Monitor/Clarify **Supporting Skills** Analyze Historical Characters Conclusions and Generalizations	VV Syllable Pattern	Adjust Rate to Purpose	**Read Aloud** The Scribes of Ancient Egypt Speaking/Listening: Discuss main idea **Speaking and Listening Skill** Literature Discussion	**Target/Academic Vocabulary** *fragments, pondered, ceremonial, divine, supportive, erected, mission, prosperity, emerge, depicted* **Domain-Specific Vocabulary** *delta, hieroglyphics, monarchy, papyrus, sarcophagus* **Vocabulary Strategies** Greek Roots and Affixes	**Spelling Principle** Plurals **Spelling Words** **Basic Words:** *echoes, halves, solos, leaves, heroes, cliffs, scarves, potatoes, pianos, volcanoes, sheriffs, calves, tomatoes, cellos, wolves, ratios, stereos, yourselves, studios, bookshelves* **Review Words:** *abilities, duties, scissors, memories, strategies* **Challenge Words:** *vetoes, mosquitoes, avocados, wharves, sopranos*	**Grammar Skill** Punctuation **How English Works** Text Cohesion	**Lan Sl Colla Op Pe Inte Vi Proc In Co How Un St Voca W Cu**
Target Skill Main Idea and Details **Target Strategy** Visualize **Supporting Skills** Style and Tone Analyze Events	More Common Prefixes	Intonation	**Read Aloud** Vesuvius: Tales from an Eyewitness Speaking/Listening: Ask and answer questions	**Target/Academic Vocabulary** *tremors, subjected, dormant, outlying, salvage, unaffected, opulent, meager, luxurious, imprints* **Domain-Specific Vocabulary** *crust, igneous rock, landslide, sediment, seismic* **Vocabulary Strategies** Prefixes *un-, re-, in-, im-, ir-, il-*	**Spelling Principle** Prefixes: *dis-, ex-, inter-* **Spelling Words** **Basic Words:** *disobey, explosion, dislike, interview, disapprove, interoffice, Internet, disallow, disappear, international, disrespect, exchange, exclaim, dissolve, disconnect, interact, distaste, export, disappoint, interstate* **Review Words:** *disrupt, excite, dishonest, disturb, expected* **Challenge Words:** *exterminate, interrupt, intermediate, intercept, disproportion*	**Grammar Skill** Prepositions; Prepositional Phrases **How English Works** Using Noun Phrases	**Lan Sl Colla La Au Inte ar Qu Prod Or How Ap of W Voca W**
						Grammar Review Complete Sentences; Direct Quotations	
Target Strategies Monitor/Clarify Summarize Infer/Predict Visualize Analyze/Evaluate Question		Expression	**Read Aloud** Where Are We? Speaking/Listening: Paraphrase Portions of a Text Read Aloud	**Content Vocabulary Words** *uncanny, vulnerable, resentment, moderation, tractable, essence, tangible, corporeal, incomprehensible, nondescript, apprehension, malignant, arrogance, obliquely, tenacity, primitive, sadist, emanate, dais, omnipotent, pungent, despondency, dwindled, prevail, permeating*	**Integrated Language Arts Review** Spelling Skills Review	**Integrated Language Arts Review** Grammar Skills Review	

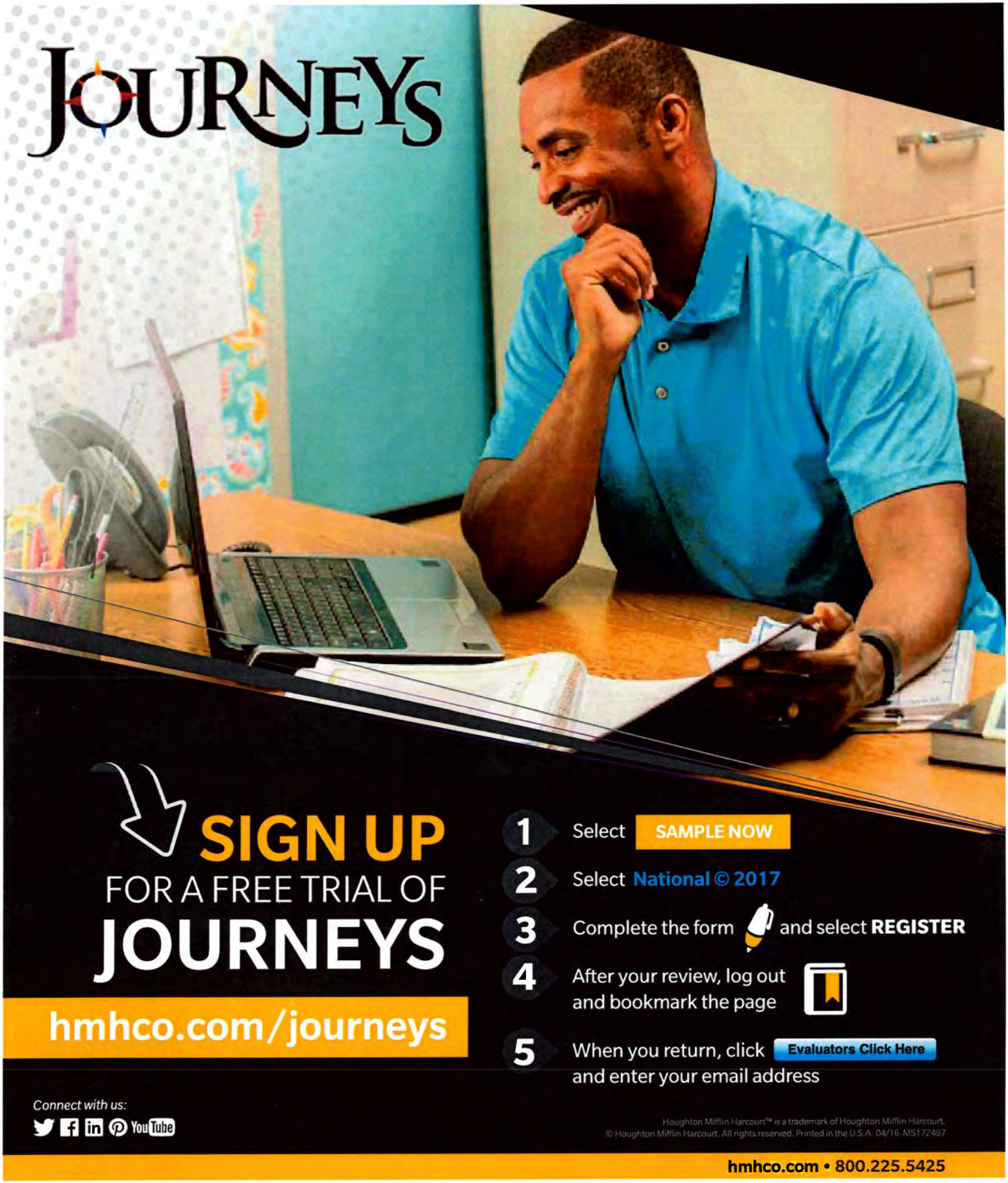
MATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
Text-Based Comprehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Wo**
Target Skill Compare and Contrast **Target Strategy** Infer/Predict **Supporting Skills** Character's Motivations Point of View	The Prefixes *per-, pre-, pro-*	Phrasing: Punctuation	**Read Aloud** Ninth-Grade Rules Speaking/Listening: Paraphrasing the main idea **Speaking and Listening Skill** Present an Argument	**Target/Academic Vocabulary** *blurted, spiteful, scrounged, eventually, comprehension, abrupt, exhilaration, oracle, stable, jeopardy* **Domain-Specific Vocabulary** *advocate, clique, confidante, empathy, networking* **Vocabulary Strategies** Word Relationships	**Spelling Principle** Prefixes: *pre-, pro-* **Spelling Words** **Basic Words:** *prediction, project, prevent, prepaid, prevail, proclaim, prehistoric, prejudge, preapprove, pregame, precaution, preorder, prescreen, preshow, pretreat, prolong, process, protrude, provision, production* **Review Words:** *prefer, prospect, preview, performing, protect* **Challenge Words:** *prologue, proportion, prorate, preseason, prearrange*	**Grammar Skill** Progressive Forms **How English Works** Condensing Ideas	**Lan** **St** **Coll** O **Inte** W **Proc** Te **How** U Te **Voca** W Fr
Target Skill Conclusions and Generalizations **Target Strategy** Monitor/Clarify **Supporting Skills** Personification Text Structure	The Prefixes *ad-, ob-, af-, ap-, as-*	Stress	**Read Aloud** Flying Through Time Speaking/Listening: Discuss key idea and support claims with evidence	**Target/Academic Vocabulary** *decrepit, instinct, lurched, frustration, vertical, barren, arose, harsh, conditions, elusive* **Domain-Specific Vocabulary** *aerodynamic, altitude, entrepreneur, patent, wind currents* **Vocabulary Strategies** Denotation and Connotation	**Spelling Principle** Words with Silent Letters **Spelling Words** **Basic Words:** *aisle, align, island, crumbs, gnaw, design, knotty, bustle, shepherd, soften, sword, thistle, knock, wrestle, column, autumn, knowledge, debt, numb, raspberry* **Review Words:** *half, answer, wreath, comb, wrinkle* **Challenge Words:** *campaign, coup, solemn, yacht, pneumonia*	**Grammar Skill** Punctuation and Quotations **How English Works** Connecting Ideas	**Lan** **St** **Coll** O O **Inte** La **Proc** wi **How** Ex **Voca** W
Target Skill Cause and Effect **Target Strategy** Analyze/Evaluate **Supporting Skills** Figurative Language Understanding Characters	Recognizing More Suffixes	Phrasing: Pauses	**Read Aloud** Denmark: A Nation of Heroes Speaking/Listening: Discuss main idea **Speaking and Listening Skill** Give a Speech	**Target/Academic Vocabulary** *subsided, strident, intently, implored, scornfully, warily, confronting, exasperated, contempt, occupying* **Domain-Specific Vocabulary** *dictator, nationalism, political party, occupation, propaganda* **Vocabulary Strategies** Using Context	**Spelling Principle** Suffixes: *-ic, -ure, -ous* **Spelling Words** **Basic Words:** *fantastic, culture, curious, nervous, posture, jealous, scientific, generous, signature, dangerous, tragic, gigantic, sculpture, precious, lecture, serious, specific, fracture, romantic, ambitious* **Review Words:** *panic, future, comic, furniture, frantic* **Challenge Words:** *symbolic, unanimous, authentic, nutritious, legislature*	**Grammar Skill** Contractions **How English Works** Modifying to Add Details	**Lan** **St** **Coll** La **Inte** Di **Proc** Su **How** Ex Ac **Voca** W

MATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
Text-Based Comprehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Wo**
Target Skill Author's Purpose **Target Strategy** Question **Supporting Skills** Variations of English Analyze Events	Recognizing Common Prefixes	Expression	**Read Aloud** An Important March Speaking/Listening: Ask and answer questions	**Target/Academic Vocabulary** *intention, retorted, motioned, inexplicable, legitimate, hoarding, gnarled, destination, inconsolable, guttural* **Domain-Specific Vocabulary** *abolitionist, Confederacy, emancipate, fugitive, segregation* **Vocabulary Strategies** Prefixes *con-, com-, pre-, pro-*	**Spelling Principle** Prefixes: *de-, trans-* **Spelling Words** **Basic Words:** *transform, deject, destruct, detour, transmit, default, describe, defend, transplant, descend, derail, defrost, transcript, deploy, dethrone, deodorize, transatlantic, decompose, decrease, transaction* **Review Words:** *deserve, detective, transport, define, departure* **Challenge Words:** *degenerate, transition, dehydrate, transfusion, translucent*	**Grammar Skill** Making Comparisons **How English Works** Text Structure	**Lan** **Coll** **Inte** **Proc** **How** **Voca**
Target Skill Sequence of Events **Target Strategy** Visualize **Supporting Skills** Domain-Specific Vocabulary Main Ideas and Details	Common Word Parts	Accuracy	**Read Aloud** Robo Dream Speaking/Listening: Discuss author's purpose **Speaking and Listening Skill** Compare and Contrast Media	**Target/Academic Vocabulary** *inaccessible, literally, interaction, stimulus, uncanny, ultimate, data, sensors, domestic, artificial* **Domain-Specific Vocabulary** *database, diagnostics, encryption, mass production, microchip, reboot* **Vocabulary Strategies** Suffixes *-able, -ible*	**Spelling Principle** Word Parts **Spelling Words** **Basic Words:** *existence, refreshment, convention, intermission, uneventful, perfectly, completion, improvement, information, attendance, reversible, invention, development, respectful, unhappiness, preparation, irrigate, disagreement, unbelievable, concentration* **Review Words:** *decoration, promotion, comfortable, appointment, reaction* **Challenge Words:** *acquaintance, prosecution, precision, immeasurable, reputation*	**Grammar Skill** Proper Mechanics **How English Works** Text Cohesion	**Lan** **Coll** **Inte** **Proc** **How** **Voca**
						Grammar Review Complete Sentences; Direct Quotations	

MATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
Text-Based Comprehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Wo**
Target Skill Main Idea and Details **Target Strategy** Question **Supporting Skills** Word Choice	Spelling Patterns in Words from Other Languages	Stress	**Read Aloud** Why Explore Space? Speaking/Listening: Expressing an opinion about the author's claim **Speaking and Listening Skill** Compare Two Folktales	**Review Vocabulary** *pressuring, employed, miraculous, urgent, void, tendency, tension, innovation, submitted, impaired* **Vocabulary Strategies** Analogies	**Spelling Principle** Words from Other Languages **Spelling Words** **Basic Words:** *opera, vague, antique, drama, tornado, debut, stampede, gourmet, unique, academy, sonnet, brochure, cocoon, fatigue, mosquito, diploma, fiesta, debris, cafeteria, quartet* **Review Words:** *ballet, echo, essay, petite, bouquet* **Challenge Words:** *bonanza, rendezvous, et cetera, battalion, engage*	**Grammar Skill** Titles and Abbreviations **How English Works** Text Cohesion	**Lan St Colla ar Ru Inter Ar Di Lis Proc ar Pr How Ap of to Co Voca W**
Target Skill Conclusions and Generalizations **Target Strategy** Summarize **Supporting Skills** Simile	Recognizing Word Parts	Rate	**Read Aloud** Living in the Far North: Alaska's Athabaskans Speaking/Listening: Discuss key concept **Speaking and Listening Skill** Analyze and Evaluate Presentations	**Review Vocabulary** *frigid, savor, reflect, impressive,venture, consequences, sparsely,lore, retains, heritage* **Vocabulary Strategies** Homophones, Homographs, and Homonyms	**Spelling Principle** Greek Word Parts **Spelling Words** **Basic Words:** *geography democracy, microbiology, technology, thermos, automatic, mythology, democratic, thermometer, chronology, automobile, aristocrat, thermal, geology, aristocracy, geometry, anthology, apology, thermostat, psychology* **Review Words:** *biology, telephone, photograph, biography, autograph* **Challenge Words:** *archaeology, geographic, bureaucracy, etymology, autocrat*	**Grammar Skill** More Quotations **How English Works** Text Structure	**Lan St Colla Ar Inter M W Proc Su Co ar How Us Re Re in Voca W Cl**

MATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
Text-Based Comprehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Wo**
Target Skill Understanding Characters **Target Strategy** Analyze/Evaluate **Supporting Skills** Point of View	Recognizing Word Roots	Accuracy	**Read Aloud** Working and Surviving Together Speaking/Listening: Discuss key concept **Speaking and Listening Skill** Hold a Debate	**Review Vocabulary** *distinguish, unrelenting, taut, frayed, deduced, affirmed, motive, perilous, unpredictability, random* **Vocabulary Strategies** Words Often Confused	**Spelling Principle** Latin Word Roots **Spelling Words** **Basic Words:** *prescribe, contract, manufacture, progression, vocal, manual, audience, eject, impose, management, Congress, expose, inject, audition, manuscript, vocabulary, objection, manicure, proposal, extract* **Review Words:** *subject, audio, tractor, object, suppose* **Challenge Words:** *manipulate, protractor, inscription, auditory, advocate*	**Grammar Skill** Commas in Sentences **How English Works** Using Noun Phrases	**Lan** **St** **Coll** O **Inte** W U St **Proc** ar Pr **How** U Te **Voca** W
Target Skill Persuasion **Target Strategy** Monitor/Clarify **Supporting Skills** Mood	Recognizing Prefix Forms	Expression	**Read Aloud** Animal Sports Stars Speaking/Listening: Reviewing a statement from the text using details **Speaking and Listening Skill** Prepare a Storyboard	**Review Vocabulary** *majestic, destiny, temperaments, fury, massive, embrace, supportive, prosperity, outlying, unaffected* **Vocabulary Strategies** Greek and Latin Word Roots	**Spelling Principle** Greek and Latin Word Parts **Spelling Words** **Basic Words:** *pedal, peddler, pedestrian, pedestal, centipede, dental, dentist, dentures, vocalize, vocalist, vocation, memoir, memorial, tripod, podium, memorable, manager, manifest, mortal, mortified* **Review Words:** *democracy, geology, thermostat, automatic, technology* **Challenge Words:** *impede, pediatrician, pedometer, mannequin, memorabilia*	**Grammar Skill** More Commas **How English Works** Modifying to Add Details	**Lan** **St** **Coll** ar Pe **Inte** H to Ef **Proc** Te **How** Ex to D **Voca** W Ar

MATIONAL TEXT	FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		
Text-Based Comprehension	**Decoding**	**Fluency**	**Speaking and Listening**	**Target/Academic Vocabulary**	**Spelling**	**Language**	**Wo**
Target Skill Text and Graphic Features **Target Strategy** Visualize **Supporting Skills** Flashback	Confusing Words	Phrasing: Pauses	**Read Aloud** The Force of a Hurricane Speaking/Listening: Literature discussion; paraphrase main points **Speaking and Listening Skill** Give an Oral Multimedia Presentation	**Review Vocabulary** *eventually, jeopardy, vertical, conditions, subsided, intently, warily, stimulus, data, sensors* **Vocabulary Strategies** Suffixes *-ize, -ify, -ive, -ity*	**Spelling Principle** Words Often Confused **Spelling Words** **Basic Words:** *desert, dessert, hardy, hearty, moral, morale, laying, lying, personal, personnel, formally, formerly, healthy, healthful, precede, proceed, conscious, conscience, immigrate, emigrate* **Review Words:** *loose, lose, homophone, homograph* **Challenge Words:** *sympathy, empathy, imminent, eminent*	**Grammar Skill** Other Punctuation **How English Works** Using Verb Types	**Lan** **Sk** **Colla** wi Co **Inte** Hc Pr Ef M **Proc** ar Pr Ap **How** Ex Ac **Voca** W
Target Strategies Monitor/Clarify Summarize Infer/Predict Visualize Analyze/Evaluate Question		Expression	**Read Aloud** That's a Lot of Water! Speaking/Listening: Paraphrase Portions of a Text Read Aloud	**Content Vocabulary Words** *virtual, livelihood, impact, oceanographers, hinder, dictate, depleted, disperse, intensity, undertaken, limitations, precise, means, input, verified, variability, highlight, nutrients, vigorous, density, discrepancy, substantial, hemisphere, elated, intervening, scouring, scrutiny, correlate, distribution, hypothetical, coincided, convergence, precursor, indestructible, colleagues, aptness, decades, exposure, uninhabited, buoyant, destructive, status, collaboration, equipped, intercept, deployed, indebted, motivation, consultant* **Domain-Specific Vocabulary** *climate, debris, latitude, longitude, tide*	**Integrated Language Arts Review** Spelling Skills Review	**Integrated Language Arts Review** Grammar Skills Review	



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MICHIGAN
Department of Education

Table of Contents

Page

Introduction.....3

What is Not Included.....7

Assessment in PE.....9

Career and College Ready.....11

Grades K, 1, and 2.....12

Grades 3, 4, and 5.....19

Grades 6, 7, and 8.....28

Grades 9 – 12.....38

K-12 Physical Education Standards

INTRODUCTION

In early 2016, the Michigan Department of Education (MDE), the State Board of Education, students, parents, educators, administrators, local districts, intermediate school districts, and other education stakeholders worked on creating a set of goals and strategies to make Michigan a Top 10 education state in the next 10 years. The purpose of this work was to design an educational system that engages our children in a meaningful way by finding, through research and evidence-based approaches, what works best and implementing a plan consistently over time. Michigan's vision for education is that every learner in Michigan's public schools will have an inspiring, engaging, and caring learning environment that fosters creative and critical thinkers who believe in their ability to positively influence Michigan and the world beyond.

Physical education is an integral component of a student's education. Researchers have shown that students who participate in regular fitness-based physical education (PE) will enjoy enhanced memory and learning, better concentration, and increased problem-solving abilities. Movement is critical to all aspects of a child's growth and development. Regular PE encourages a positive attitude towards self and others, which is an important factor in creating a safe and healthy learning environment and fits perfectly with Michigan's vision for education.

In recognition of the importance of PE and physical activity (PA) to a student's education, Every Student Succeeds Act, which was passed in December 2015, has recognized physical education as part of a well-rounded education. For Michigan K-12 physical education requirements go to the MDE Physical Education web page.

PE and PA are one component of the Whole School, Whole Community, Whole Child model from the ASCD. PE supports a holistic approach to the development of students by addressing all domains; psychomotor (motor skills), cognitive (facts and concepts), and affective (social and emotional learning). Physical Education for all students is a Tier 1 intervention when utilizing the Multi-Tiered Systems of Supports (MTSS) model as well as a Tier 2 intervention for struggling students.

Quality physical education programs are research-based and rigorous. It provides the foundation for healthy, active lifestyles that supports all learning and helps ensure success in future pursuits. Statistics related to chronic disease, disability and death, health care costs, and quality of life issues clearly illustrate that there are severe problems associated with attending to the intellectual but not the physical being.

Physical education has been making a move in recent years from a competitive sports focus to a cooperative learning, physical fitness focus that allows for personalized learning of the student based on where they are and where they would like to be.

Physical education is defined as an academic subject that provides students with a planned, sequential, K-12 standard-based program of curricula and instruction designed to develop motor skills, knowledge, and behaviors for healthy active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. The essential components of a physical education program include policies and environment, curriculum, appropriate instruction, and student assessment. Physical education provides unique learning opportunities that also contributes to and assures that students become physically literate and engage in a physically active lifestyle. (SHAPE America)" Physical literacy is defined as the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person." (Mandigo, Francis, Lodewyk & Lopez, 2012)

Mandigo, Francis, Lodewyk and Lopez define a physically literate individual as someone who:

- Has learned the skills necessary to participate in a variety of physical activities
- Knows the implications and the benefits of involvement in various types of physical activities
- Participates regularly in physical activity
- Is physically fit
- Values physical activity and its contributions to a healthful lifestyle

It is critical to acknowledge the difference between physical activity and physical education. Physical activity is defined as bodily movement of any type and may include recreational, fitness, and sport activities, such as jumping rope, playing soccer, or lifting weights, as well as daily activities, such as walking to the store, taking the stairs, or raking the leaves. The Physical Activity Guidelines for Americans recommends that children age 6 to 17 should participate in at least 60 minutes of physical activity a day. For some students, physical education class may be the only opportunity they have to be physically active.

DESIGN CONSIDERATIONS

In late 2016, a stakeholder group reviewed the State of Michigan K-12 Physical Education (PE) standards for the purpose of revising standards that had not been updated since 2007. This stakeholder group consisted of current, practicing PE teachers at all levels, Educational Preparation Program representatives, and state PE organizations. The group reviewed the national standards and decided to adopt those standards at the state level.

As specified by the Council of Chief State School Officers (CCSSO) and the National Governor's Association (NGA), the Standards are (1) research and evidence-based, (2) aligned with college and work expectations with the expectation of lifelong fitness, (3) rigorous, and (4) internationally benchmarked. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first century, globally competitive society. The Standards are intended to be a living work: as new and better evidence emerges, the Standards will be revised accordingly.

The Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the Standards use two LEVELS in grades 9–12 to allow schools and/or districts the flexibility in high school course design. The two LEVELS can allow, for example, a basic PE course in high school (LEVEL 1) and then allow a second, more advanced, LEVEL (LEVEL 2) as an elective without students having to repeat the previous, basic PE course.

The new PE standards focus on results rather than means. They offer a variety of instructional methods and are based on context. Local level PE instructors and curriculum developers determine how those goals should be reached and what additional topics should be addressed. Thus, the Standards do not mandate things such as a particular sport or game, or the full range of skills and strategies that students may need to monitor and direct their learning and direction. These are minimum standards. Teachers are thus free to provide students with whatever tools, skills, and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.

Water safety is also covered in the Standards. Not all schools have the ability or resources to address these standards. However, as the state of Michigan has more than 11,000 inland lakes as well as being surrounded by the Great Lakes, it is strongly recommended that water safety and swimming skills be included in a quality PE program whenever possible. If your school chooses to instruct in this skill please review the guidance document "MICHIGAN PUBLIC POOL SAFETY GUIDELINES FOR SCHOOLS".

Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too, must the Standards specify the motor skills and understandings required for college and career readiness. The PE standards are meant to help students meet the particular challenges of fundamental motor skills and competency and prepare for a lifetime of fitness. Past and current brain research on the link between physical activity and academic achievement consistently show fitness based physical education is a critical component to a student's ability to be successful.

As a natural outgrowth of meeting the charge to define college and career readiness, the Standards also lay out a vision of what it means to be a physically literate person. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Individuals who are physically literate and fit show increased attendance, a decreased risk of depression and stress, reduced risk of chronic conditions, and improved ability to focus. In short, students who meet the Standards develop the skills in that will assist them in being successful in their futures.

WHAT IS NOT INCLUDED IN THE STANDARDS:

1. The Standards define what all students are expected to know and be able to do, not how teachers should teach. For instance, the use of play with young children is not specified by the Standards, but it is welcome as a valuable activity in its own right and as a way to help students meet the expectations in this document. Furthermore, while the Standards make references to some particular forms of content, including invasion games, target games, strength and endurance, they do not—indeed, cannot—enumerate all or even most of the content and skills that students should learn. The Standards must therefore be complemented by a well-developed, skills and content-rich curriculum and program consistent with the expectations laid out in this document.

2. While the Standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of teachers and curriculum developers. The aim of the Standards is to articulate the fundamentals, not to set out an exhaustive list or a set of restrictions that limits what can be taught beyond what is specified herein. As previously noted, specific team sports, etc. are not intentionally covered. In turn, although it could be a benefit to a sports program, the standards are not analogous with a competitive sports program or other activities. They do not provide a substitute for a quality PE program.

3. The Standards do not define the nature of advanced work for students who meet the Standards prior to the end of high school. For those students, advanced work in such areas as personal fitness, strength training, etc. should be available. This work should provide the next logical step up from the college and career readiness baseline established here.

4. The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students.

5. It is also beyond the scope of the Standards to define the full range of supports appropriate for PE and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post high school lives. The Standards should also be read as allowing for the widest possible range of students to participate fully from the outset and as permitting appropriate accommodations to ensure maximum participation of students with special education needs. The Adapted Physical Education National Standards (APENS) can be found at the APENS website.

6. While the PE components described herein are critical to college and career readiness, they do not define the whole of such readiness. Students require a wide ranging, rigorous preparation and, particularly in the early grades, attention to such matters as skill development, social, emotional, and physical development and approaches to learning. Although it should be expected within a quality PE program, this guide does not include cross-curricular opportunities.

7. Cardiopulmonary Resuscitation (CPR), Automatic External Defibrillator (AED) use, and first aid for students are not covered in the Standards for PE. They are described in the health education standards.

8. Although it is not specifically covered in the Standards, the mind-body connection is a core concept in everything taught in PE and contributes greatly to a well-rounded education. Growing research continues to show increased academic success with increased fitness levels. This is a concept that needs to be taught to students in a quality PE program.

ASSESSMENT IN PHYSICAL EDUCATION (PE)

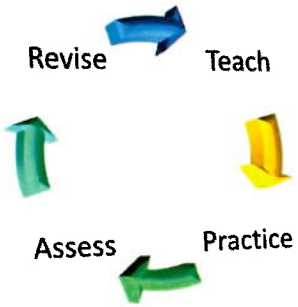
Assessment in PE may not resemble that of other content areas and this presents its own unique challenges. Seeing potentially hundreds of students every day, some only once or twice a week, makes collecting and analyzing data particularly difficult but technology, such as heart rate monitors and pedometers, has started to make it a bit less so.

The biggest change with the advance of technology and move toward fitness-based PE is that observation can no longer be used as a primary assessment method or a valid measure of a student's progress. Participation and dressing for class doesn't necessarily equate to skill development. Assessment is an objective process that is continuous and occurs throughout a student's learning.

Pre-assessments are utilized to formulate a picture of where students are and therefore allows them to personalize their learning to meet their goals and the Standards. They measure their progress of self- not progress based on others.

In PE, a variety of assessments based on the activity are necessary to get a complete understanding of a student's learning and progress towards goals. Appropriate assessments for PE include:

- Formative Assessments- ongoing during instruction and can include checks for understanding, heart rate monitors, checklists, rubrics, exit slips
- Summative Assessments – occur at the close of a unit or instructional sequence and are meant to determine a student's level of achievement. These can include personal fitness plans and logs, skills test, written tests, video or skills demonstration to peers or the class
- Fitness Gram Student Self- Assessments
- Peer Assessments
- Performance-Based Assessments

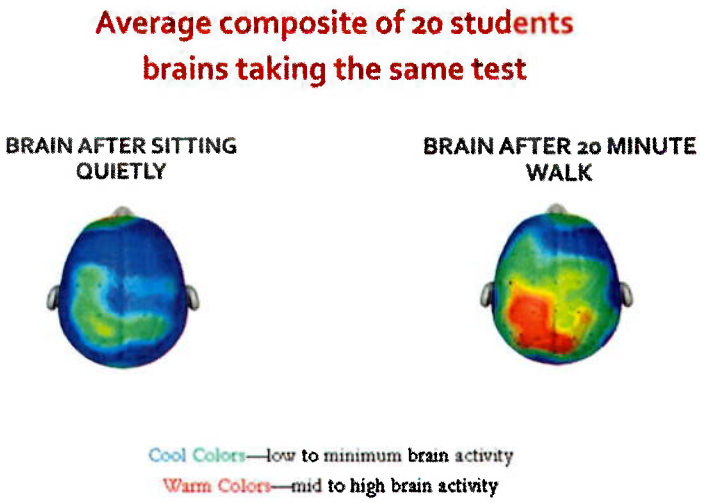


Instruction assessment should lead to a revision in how teaching is taking place if the student is struggling to meet the Standards. This then allows for re-teaching and practice.

CAREER AND COLLEGE READY

Skills taught in PE go far beyond motor skills. Interpersonal skills, such as respect for self and others, goal setting, resiliency, confidence, stress management, and strategizing are all part of a quality PE program. Soft skills such teamwork, working in groups, problem solving, stress management, time management, appropriate sporting behavior, leadership, cooperation, respect for others, and managing competition are all critical in today's world. The changing nature of the work environment makes skills such as receiving constructive criticism/feedback, managing self-directed activities, assessing progress and modification of goals, motivation, and taking initiative -all skills that are taught in PE- are critical to ensure success in college and careers.

Research continues to show that students with higher fitness levels perform better in school. A study by Dr. Charles Hillman showed that one brisk 20-minute walk on a treadmill before taking a cognitive test increased brain activity and test scores. (See image below). Research continues to show that improvements are only seen with an increase in heart rate for a sustained amount of time. If one 20-minute brisk walk on a treadmill can improve attention and achievement, just think what fitness-based physical education and physical activity can do if students receive it daily.



Hillman, C.H. The Effect of Acute Treadmill Walking on Cognitive Control and Academic Achievement in Preadolescent Children. 2009

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.		
Kindergarten	**Grade 1**	**Grade 2**
Locomotor		
1. Hopping, galloping, running, sliding, skipping, leaping: Performs locomotor skills while maintaining balance. (S1.1.K)	Hops, gallops, jogs, and slides using a mature pattern. (S1.1.1)	Skips using a mature pattern. (S1.1.2)
2. Jogging, running: *Developmentally appropriate/emerging outcomes first appear in Grade 2.*	*Developmentally appropriate/emerging outcomes first appear in Grade 2.*	a. Runs with a mature pattern. (S1.2.2a) b. Travels showing differentiation between jogging and sprinting. (S1.2.2b)
3. Jumping and landing, horizontal: Performs jumping and landing actions with balance. (S1.3.K)	Demonstrates 2 of the 5 critical elements for jumping and landing in a horizontal plane using 2-foot take-offs and landings. (S1.3.1)	Demonstrates 4 of the 5 critical elements for jumping and landing in a horizontal plane using a variety of 1- and 2-foot take-offs and landings. (S1.3.2)
4. Jumping and Landing, vertical: Performs jumping and landing actions with balance. (S1.4.K)	Demonstrates 2 of the 5 critical elements for jumping and landing in a vertical plane. (S1.4.1)	Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane. (S1.4.2)
5. Dance: Performs locomotor skills in response to teacher-led creative dance. (S1.5.K)	Combines locomotor and nonlocomotor skills in teacher-designed dance. (S1.5.1)	Performs a teacher and/or student-designed rhythmic activity with correct response to simple rhythms. (S1.5.2)
6. Combinations: *Developmentally appropriate/emerging outcomes first appear in Grade 3.*	*Developmentally appropriate/emerging outcomes first appear in Grade 3.*	*Developmentally appropriate/emerging outcomes first appear in Grade 3.*

Kindergarten	Grade 1	Grade 2
Nonlocomotor (stability)		
7. Balance: **a.** Maintains momentary stillness on different bases of support. (S1.7.Ka) b. Forms wide, narrow, curled, and twisted body shapes. (S1.7.Kb)	Maintains stillness on different bases of support with different body shapes. (S1.7.1)	a. Balances on different bases of support, combining levels and shapes. (S1.7.2a) b. Balances in an inverted position with stillness and supportive base. (S1.7.2b)
8. Weight Transfer: *Developmentally appropriate/emerging outcomes first appear in Grade 1.*	Transfers weight from one body part to another in self-space in dance and gymnastics environments. (S1.8.1)	Transfers weight from feet to different body parts/bases of support for balance and/or travel. (S1.8.2)
9. Weight Transfer, rolling: Rolls sideways in a narrow body shape. (S1.9.K)	Roll with either a narrow or curled body shape. (S1.9.1)	Rolls in different directions with either a narrow or curled body shape. (S1.9.2)
10. Curling and Stretching; twisting and bending: Contrasts the actions of curling and stretching. (S1.10.K)	Demonstrates twisting, curling, bending, and stretching actions. (S1.10.1)	Differentiates among twisting, curling, bending, and stretching actions. (S1.10.2)
11. Combinations: *Developmentally appropriate/emerging outcome first appear in Grade 2.*	*Developmentally appropriate/emerging outcome first appear in Grade 2.*	Combines balances and transfers into a 3-part sequence. (S1.11.2.)
12. Balance and Weight Transfers: *Developmentally appropriate/emerging outcomes first appear in Grade 3.*	*Developmentally appropriate/emerging outcomes first appear in Grade 3.*	*Developmentally appropriate/emerging outcomes first appear in Grade 3.*
Manipulative		
13. Throwing Underhand: Throws underhand with opposite foot forward. (S1.13.K)	Throws underhand, demonstrating 2 of the 5 critical elements of a mature patterns. (S1.13.1)	Throws underhand using a mature pattern. (S1.13.2)

14. Throwing Overhand: *Developmentally appropriate/emerging outcomes first appear in Grade 2.*	*Developmentally appropriate/emerging outcomes first appear in Grade 2.*	Throws overhand demonstrating 2 of the 5 critical elements of a mature pattern. (S1.14.2)
15. Passing with Hands: *Developmentally appropriate/emerging outcomes first appear in Grade 4.*	*Developmentally appropriate/emerging outcomes first appear in Grade 4.*	*Developmentally appropriate/emerging outcomes first appear in Grade 4.*
16. Catching: a. Drops a ball and catches it before it bounces twice. (S1.16.Ka) b. Catches a large ball tossed by a skilled thrower. (S1.16.Kb)	a. Catches a soft object from a self-toss before it bounces. (S1.16.1a) b. Catches various sizes of balls self-tossed or tossed by a skilled thrower. (S1.16.1b)	Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body. (S1.16.2)
17. Dribbling/ball control with hands: Dribbles a ball with one hand, attempting the second contact. (S1.17.K)	Dribbles continuously in self-space using the preferred hand. (S1.17.1)	a. Dribbles in self-space with preferred hand demonstrating a mature pattern. (S1.17.2a) b. Dribbles using the preferred hand while walking in general space. (S1.17.2b)
18. Dribbling/ball control with feet: Taps a ball using the inside of the foot, sending it forward. (S1.18.K)	Taps or dribbles a ball using the inside of the foot while walking in general space. (S1.18.1)	Dribbles with the feet in general space with control of ball and body. (S1.18.2)
19. Passing and Receiving with feet: *Developmentally appropriate/emerging outcomes first appear in Grade 3.*	*Developmentally appropriate/emerging outcomes first appear in Grade 3.*	*Developmentally appropriate/emerging outcomes first appear in Grade 3.*
20. Dribbling in Combination: *Developmentally appropriate/emerging outcomes first appear in Grade 4.*	*Developmentally appropriate/emerging outcomes first appear in Grade 4.*	*Developmentally appropriate/emerging outcomes first appear in Grade 4.*
21. Kicking: Kicks a stationary ball from a stationary position, demonstrating 2 of the 5 elements of a mature kicking pattern. (S1.21.K)	Approaches a stationary ball and kicks it forward, demonstrating 2 of 5 critical elements of a mature pattern. (S1.21.1)	Uses a continuous running approach and kicks a moving ball, demonstrating 3 of 5 critical elements of a mature pattern. (S1.21.2)
22. Volleying Underhand:	Volleys an object with an open palm, sending it upward. (S1.22.1)	Volleys an object upward with consecutive hits. (S1.22.2)

Volleys a light weight object (balloon), sending it upward. (S1.22.K)		
23. Volleying Overhead: *Developmentally appropriate/emerging outcomes first appear in Grade 4.*	*Developmentally appropriate/emerging outcomes first appear in Grade 4.*	*Developmentally appropriate/emerging outcomes first appear in Grade 4.*
24. Striking, short implement: Strikes a light-weight object with a paddle or short-handled racket. (S1.24.K)	Strikes a ball with a short-handled implement, sending it upward. (S1.24.1)	Strikes an object upward with a short-handled implement, using consecutive hits. (S1.24.2)
25. Striking, long implement: *Developmentally appropriate/emerging outcomes first appear in Grade 2.*	*Developmentally appropriate/emerging outcomes first appear in Grade 2.*	Strikes a ball off a tee or cone with a bat using correct grip and side orientation/proper body orientation. (S1.25.2)
26. In combination with locomotor: *Developmentally appropriate/emerging outcomes first appear in Grade 4.*	*Developmentally appropriate/emerging outcomes first appear in Grade 4.*	*Developmentally appropriate/emerging outcomes first appear in Grade 4.*
27. Jumping Rope: a. Executes a single jump with self-turned rope. (S1.27.Ka) b. Jumps a long rope with teacher-assisted turning. (S1.27.Kb)	a. Jumps forward or backward consecutively using a self-turned rope. (S1.27.1a) b. Jumps a long rope up to 5 times consecutively with teacher-assisted turning. (S1.27.1b)	a. Jumps a self-turned rope consecutively forward and backward with a mature pattern. (S1.27.2a) b. Jumps a long rope 5 times consecutively with student turners. (S1.27.2b)
AQUATICS		
28. Demonstrate selected elements of basic aquatics skills of front float and back float with flotation and instructor support in isolated settings. (S1.28.K)	Demonstrate selected elements of basic aquatic skills of front float, back float, and recovery with floatation support is isolated settings. (S1.28.1)	Demonstrate selected elements of the basic aquatic skills of front float, back float, and recovery with support in isolated settings. (S1.28.2)
29. Demonstrate selected elements of safe water entry and exit with flotation and instructor support in isolated settings. (S1.29.K)	Demonstrate selected elements of safe water entry and exit with flotation support in isolated settings. (S1.29.1)	Demonstrate selected elements of safe water entry and exit with support in isolated settings. (S1.29.2)
30. *Developmentally appropriate/emerging outcomes first appear in Grade 1.*	Demonstrate a combination of arms and legs to locomote in the water with flotation support in isolated settings. (S1.30.1)	Demonstrate a combination of arms and legs to locomote in the water with support in isolated settings. (S1.30.2)

31. *Developmentally appropriate/emerging outcomes first appear in Grade 1.*	Demonstrate putting on a life jacket with teacher guidance in isolated settings. (S1.31.1)	Demonstrate putting on a life jacket with peer assistance in isolated settings. (S1.31.2)
32. *Developmentally appropriate/emerging outcomes first appear in Grade 2.*	*Developmentally appropriate/emerging outcomes first appear in Grade 2.*	Demonstrate moving in the water while wearing a life jackets with assistance.(S1.32.2)
Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.		
Kindergarten	**Grade 1**	**Grade 2**
Movement concepts, principles and knowledge		
1. **Space:** a. Differentiates between movement in personal (self-space) and general space. (S2.1.Ka) b. Moves in personal space to a rhythm. (S2.1.Kb)	Moves in self-space and general space in response to designated beats/rhythms. (S2.1.1)	Combines locomotor skills in general space to a rhythm. (S2.1.2)
2. Pathways, shapes, levels: Travels in 3 different pathways. (S2.2.K)	a. Travels demonstrating low, middle, and high levels. (S2.2.1a) b. Travels demonstrating a variety of relationships with objects (e.g. over, under, around, and through.) (S2.2.1b)	Combines shapes, levels, and pathways into simple travel, dance, and gymnastics sequences. (S2.2.2)
3. Speed, direction, force: Travels in general space with different speeds. (S2.3.K)	a. Differentiates between fast and slow speeds. (S2.3.1a) b. Differentiates between strong and light force. (S2.3.1b)	Varies time and force with gradual increases and decreases. (S2.3.2)
4. Alignment and muscular tension: *Developmentally appropriate/emerging outcomes first appear in Grade 3.*	*Developmentally appropriate/emerging outcomes first appear in Grade 3.*	*Developmentally appropriate/emerging outcomes first appear in Grade 3.*
5. Strategies and tactics:	*Developmentally appropriate/emerging outcomes first appear in Grade 3.*	*Developmentally appropriate/emerging outcomes first appear in Grade 3.*

Developmentally appropriate/emerging outcomes first appear in Grade 3.		
Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhanced level of physical activity and fitness.		
Kindergarten	**Grade 1**	**Grade 2**
Physical activity knowledge		
1. Identifies active-play opportunities outside physical education class. (S3.1.K)	Discusses the benefits of being active and exercising and/or playing. (S3.1.1)	Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g. before and after school, at home, at the park, with friends, with the family). (S3.1.2)
Engages in physical activity		
2. Actively participates in physical education class. (S3.2.K)	Actively engages in physical education class. (S3.2.1)	Actively engages in physical education class in response to instruction and practice. (S3.2.2)
Fitness Knowledge		
3. Recognizes that when you move fast, your heart beats faster and you breathe faster. (S3.3.K)	Identifies the heart as a muscle that grows stronger with exercise, play, and physical activity. (S3.3.1)	a. Recognizes the use of the body as resistance (e.g. holds body in plank position, animal walks) for developing strength. (S3.3.2a) b. Identifies physical activities that contribute to fitness. (S3.3.2b)
4. Developmentally appropriate/emerging outcomes first appear in Grade 3.	*Developmentally appropriate/emerging outcomes first appear in Grade 3.*	*Developmentally appropriate/emerging outcomes first appear in Grade 3.*
Assessment and program planning		
5. Developmentally appropriate/emerging outcomes first appear in Grade 3.	*Developmentally appropriate/emerging outcomes first appear in Grade 3.*	*Developmentally appropriate/emerging outcomes first appear in Grade 3.*

6. Nutrition: Recognizes that food provides energy for physical activity. (S3.6.K)	Differentiates between healthy and unhealthy foods. (S3.6.1)	Recognizes the "good health balance" of nutrition and physical activity. (S3.6.2)
Standard 4: Exhibits responsible personal and social behavior that respects self and others.		
Kindergarten	**Grade 1**	**Grade 2**
Personal Responsibility		
1. Follows directions in group settings (e.g. safe behaviors, following rules, taking turns). (S4.1.K)	Accepts personal responsibility by using equipment and space appropriately. (S4.1.1)	Practices skills with minimal teacher prompting. (S4.1.2)
2. Acknowledges responsibility for behavior when prompted. (S4.2.K)	Follows the rules and parameters of the learning environment. (S4.2.1)	Accepts responsibility for class protocols with behavior and performance actions. (S4.2.2)
Accepting Feedback		
3. Follows instruction/directions when prompted. (S4.3.K)	Responds appropriately to general feedback from the teacher. (S4.3.1)	Accepts specific corrective feedback from the teacher. (S4.3.2)
Working with Others		
4. Shares equipment and space with others. (S4.4.K)	Works independently with others in a variety of class environments (e.g. small and large groups). (S4.4.1)	Works independently with others in partner environments. (S4.4.2)
Rules and Etiquette		
5. Recognizes the established protocols for class activities. (S4.5.K)	Exhibits the established protocols for class activity. (S4.5.1)	Recognizes the role of rules and etiquette in teacher-designed physical activities. (S4.5.2)
Safety		
6. Follows teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.6.K)	Follows teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.6.1)	a. Works independently and safely in physical education. (S4.6.2a)

		b. Works safely with physical education equipment. (S4.6.2b)
Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.		
Kindergarten	**Grade 1**	**Grade 2**
Health		
1. Recognizes that physical activity is important for good health. (S5.1.K)	Identifies physical activity as a component of good health. (S5.1.1)	Recognizes the value of "good health balance." (S5.1.2)
Challenge		
2. Acknowledges that some physical activities are challenging/difficult. (S5.2.K)	Recognizes that challenge in physical activities can lead to success. (S5.2.1)	Compares physical activities that bring confidence and challenge. (S5.2.2)
Self-Expression and Enjoyment		
3. a. Identifies physical activities that are enjoyable. (S5.3.Ka) b. Discusses the enjoyment of playing with friends. (S5.3.Kb)	a. Describes positive feelings that result from participating in physical activities. (S5.3.1a) b. Discuss personal reasons (i.e., the "why") for enjoying physical activities. (S5.3.1b)	Identifies physical activities that provide self-expression (e.g. dance, gymnastics routines, practice task in game environments). (S5.3.2)
4. Social Interaction: *Developmentally appropriate/emerging outcomes first appear in Grade 3.*	*Developmentally appropriate/emerging outcomes first appear in Grade 3.*	*Developmentally appropriate/emerging outcomes first appear in Grade 3.*
Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.		
Grade 3	**Grade 4**	**Grade 5**
Locomotor		

1. **Hopping, galloping, running, sliding, skipping, leaping:** Leaps using a mature pattern. (S1.1.3)	Uses various locomotor skills in a variety of small-sided practice tasks, dance, and educational gymnastics experiences. (S1.1.4)	a. Demonstrate mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics, and dance. (S1.1.5a) b. Combines locomotor and manipulative skills in a variety of small-sided practice tasks in game environments. (S1.1.5b) c. Combines traveling with manipulative skills for execution to a target (e.g. scoring in soccer, hockey and basketball). (S1.1.5c)
2. Jogging, running: Travels showing differentiation between sprinting and running. (S1.2.3)	Runs for distance using a mature pattern. (S1.2.4)	Uses appropriate pacing for a variety of running distances. (S1.2.5)
3. Jumping and landing, horizontal: Jumps and lands in the horizontal plane using a mature pattern. (S1.3.3)	Uses spring-and-step takeoffs and landings specific to gymnastics. (S1.3.4)	Combines jumping and landing patterns with locomotor and manipulative skills in dance, gymnastics, and small-sided practice tasks in game environments. (S1.3.5)
4. Jumping and Landing, vertical: Jumps and lands in the vertical plane using a mature pattern. (S1.4.3)	Uses spring-and-step takeoffs and landings specific to gymnastics. (S1.4.4)	Combines jumping and landing patterns with locomotor and manipulative skills in dance, gymnastics, and small-sided practice tasks in game environments. (S1.4.5)
5. Dance: Performs teacher-selected and developmentally appropriate dance steps and movement patterns. (S1.5.3)	Combines locomotor movement patterns and dance steps to create and perform an original dance. (S1.5.4)	Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern. (S1.5.5)
6. **Combinations:** Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. (S1.6.3)	Combines traveling with manipulative skills of dribbling, throwing, catching, and striking in teacher-and/or student designed small-sided practice tasks. (S1.6.4)	Applies skill. (S1.6.5)
Nonlocomotor (stability)		

7. Balance: Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. (S1.7.3)	Balances on different bases of support on apparatus, demonstrating levels and shapes. (S1.7.4)	Combines balance and transferring weight in a gymnastics sequence or dance with a partner. (S1.7.5)
8. Weight Transfer: Transfers weight from feet to hands for momentary weight support. (S1.8.3)	Transfers weight from feet to hands, varying speed and using large extensions (e.g. mule kick handstand, cartwheel). (S1.8.4)	Transfers weight in gymnastics and dance environments. (S1.8.5)
9. Weight Transfer, rolling: Applies skill. (S1.9.3)	Applies skill. (S1.9.4)	Applies skill. (S1.9.5)
10. Curling and stretching; twisting and bending: Moves into and out of gymnastics balances with curling, twisting, and stretching actions. (S1.10.3)	Moves into and out of balances with curling, twisting, and stretching actions. (S1.10.4)	Performs curling, twisting, and stretching actions with correct application in dance, gymnastics and small-sided practice tasks in game environments. (S1.10.5)
11. Combinations: Combines locomotors skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance. (S1.11.3)	Combines locomotors skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner. (S1.11.4)	Combines locomotors skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group. (S1.11.5)
12. Balance and weight transfers: Combines balance and weight transfers with movement concepts to create and perform a dance. (S1.12.3)	Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus. (S1.12.4)	Combines actions, balances, and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus. (S1.12.5)
Manipulative		
13. Throwing underhand: Throws underhand to a partner or target with reasonable accuracy. (S1.13.3)	Applies skill. (S1.13.4)	a. Throws underhand using a mature pattern in nondynamic environments (closed skills), with different sizes and types of objects. (S1.13.5a) b. Throws underhand to large target with accuracy. (S1.13.5b)

14. Throwing overhand: Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in nondynamic environments (closed skills), for distance and/or force. (S1.14.3)	a. Throws overhand using a mature pattern in a nondynamic environment (closed skills). (S1.14.4a) b. Throws overhand to a partner or at a target with accuracy at a reasonable distance. (S1.14.4b)	a. Throws overhand using a mature pattern in nondynamic environments (closed skills), with different sizes and types of balls. (S1.14.5a) b. Throws overhand to large target with accuracy. (S1.14.5b)
15. Passing with hands: *Developmentally appropriate/emerging outcomes first appear in grade 4.*	Throws to a moving partner with reasonable accuracy in a nondynamic environment (closed skills). (S1.15.4)	a. Throws with accuracy, both partners moving. (S1.15.5a) b. Throws with reasonable accuracy in dynamic, small-sided practice tasks. (S1.15.5b)
16. Catching: Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern. (S1.16.3)	Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a nondynamic environment (closed environment). (S1.16.4)	a. Catches a batted ball above the head, at chest or waist level, and along the ground using a mature pattern in a nondynamic environment (closed skills). (S1.16.5a) b. Catches with accuracy, both partners moving. (S1.16.5b) c. Catches with reasonable accuracy in dynamic small-sided practice tasks. (S1.16.5c)
17. Dribbling/ball control with hands: Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body. (S1.17.3)	a. Dribbles in self-space with both the preferred and the non-preferred hands using a mature pattern. (S1.17.4a) b. Dribbles in general space with control of ball and body while increasing and decreasing speed. (S1.17.4b)	Combines hand dribbling with other skills during 1v1 practice tasks. (S1.17.5)
18. Dribbling/ball control with feet: Dribbles with the feet in general space at slow to moderate jogging speed with control of the ball and body. (S1.18.3)	Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed. (S1.18.4)	Combines foot dribbling with other skills in 1v1 practice tasks. (S1.18.5)
19. Passing and receiving with feet:	a. Passes and receives ball with the insides of the feet to a moving partner in a nondynamic environment (closed skills).	a. Passes with the feet using a mature pattern as both partners travel.

Passes and receives the ball with the insides of the feet to a stationary partner, "giving" on reception before returning the pass. (S1.19.3)	b. Receives and passes a ball with the outsides and insides of the feet to a stationary partner, "giving" on reception before returning the pass. (S1.19.4)	b. Receives a pass with the feet using a mature pattern as both partners travel. (S1.19.5)
20. Dribbling in Combination: *Developmentally appropriate/emerging outcomes first appear in Grade 4.*	Dribbles with hands or feet in combination with other skills (e.g. passing, receiving, shooting). (S1.20.4)	Dribbles with hands or feet with mature patterns in a variety of small-sided game forms. (S1.20.5)
21. Kicking: a. Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each. (S1.21.3a) b. Uses a continuous running approach and kicks a stationary ball for accuracy. (S1.21.3b)	Kicks along the ground and in the air, and punts using mature patterns. (S1.21.4)	Demonstrates mature patterns of kicking and punting in small-sided practice task environments. (S1.21.5)
22. Volleying underhand: Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 elements of a mature pattern. (S1.22.3)	Volleys underhand using a mature pattern in a dynamic environment (e.g. 2 square, 4 square, handball). (S1.22.4)	Applies skill. (S1.22.5)
23. Volleying overhead: *Developmentally appropriate/emerging outcomes first appear in Grade 4.*	Volleys a ball with a two-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern. (S1.23.4)	Volleys a ball using a two-hand pattern, sending it upward to a target. (S1.23.5)
24. Striking, short implement: a. Strikes an object with a short-handled implement, sending it forward over a low net or to a wall. (S1.24.3a) b. Strikes an object with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern. (S1.24.3b)	a. Strikes an object with a short-handled implement while demonstrating a mature pattern. (S1.24.4a) b. Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall. (S1.24.4b)	Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment. (S1.24.5)

25. Striking, long implement: Strikes a ball with a long-handled implement (e.g. hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. Note: Use batting tee or ball tossed by teacher for batting. (S1.25.3)	Strikes an object with a long-handled implement (e.g. hockey stick, golf club, bat, tennis or badminton racket) while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane, and follow-through). (S1.25.4)	a. Strikes a pitched ball with a bat using a mature pattern. (S1.25.5a) b. Combines striking with a long implement (e.g. bat, hockey stick) with receiving and traveling skills in a small-sided game. (S1.25.5b)
26. In combination with locomotor: *Developmentally appropriate/emerging outcomes first appear in Grade 4.*	Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice-task environments. (S1.26.4)	Combines manipulative skills and traveling for execution to a target (e.g. scoring in soccer, hockey, and basketball). (S1.26.5)
27. Jumping rope: Performs intermediate jump-rope skills (e.g. a variety of tricks, running in and out of long rope) for both long and short ropes. (S1.27.3)	Creates a jump-rope routine with either a short or long rope. (S1.27.4)	Creates a jump-rope routine with a partner using either a short or long rope. (S1.27.5)
AQUATICS		
28. Demonstrate selected elements of the basic aquatic skills of front float, back float, and recovery in isolated settings. (S1.28.3)	Demonstrate selected elements of the basic aquatic skills of front float, back float, glide and recovery in isolated settings. (S1.28.4)	Demonstrate mature form for the basic aquatic skills of front float, back float, glide, and recovery in isolated settings. (S1.28.4)
29. Demonstrate selected elements of safe water entry and exit in isolated settings. (S1.29.3)	Demonstrated selected elements of safe water entry and exit, independently, by jumping or stepping from the side safely in isolated settings. (S1.29.4)	Demonstrate safe water entry and exit, independently, by jumping or stepping from the side safely in isolated settings. (S1.29.5)
30. Demonstrate locomotion using a combination of arms and alternating kicking motion with face in the water in isolated settings. (S1.30.3)	Demonstrate above water arm recovery and rudimentary kick with face in the water, breathing to the side to swim 15 feet/5 yards in the water in isolated settings. (S1.30.4)	Demonstrate above water arm recovery and continuous kick with face in the water, breathing consistently to the side to swim 15 yards in the water in isolated settings. (S1.30.5)
31. Demonstrate locomotion, in a supine position, using alternative propulsive arm action with hand moving downward and alternating kick in the water in isolated settings. (S1.31.3)	Demonstrate locomotion, in a supine position, using above water arm recovery, with arms entering at or above shoulder level with continuous kick 15 feet/5 yards in the water in isolated settings. (S1.31.4)	Demonstrate locomotion, in a supine position, using rudimentary body roll, above water arm recovery, arms enter at or above shoulder level with continuous kick 15 yards in the water in isolated settings. (S1.31.5)
31. Demonstrate putting on a life jacket in isolated settings. (S1.31.3)	Demonstrate jumping or stepping from the side while wearing a life jacket and locomote to a position safety in isolated settings. (S1.31.4)	Demonstrate jumping or stepping from the side while wearing a life jacket, demonstrate help and huddle positions for one minute, and

		locomote to a position of safety in controlled settings. (S1.31.5)
32. Demonstrate moving in the water while wearing a life jacket. (S1.32.3)		

Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.		
Grade 3	**Grade 4**	**Grade 5**
1. Space: Recognizes the concept of open spaces in a movement context. (S2.1.3)	a. Applies the concept of open spaces to combination skills involving traveling (e.g. dribbling and traveling) (S2.1.4a) b. Applies the concept of closing spaces in small-sided practice tasks. (S2.1.4b) c. Dribbling in general space with changes in direction and speed. (S2.1.4c)	Combines spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics, dance, and games environments. (S2.1.5)
2. Pathways, shapes, levels: Recognizes locomotor skills specific to a wide variety of physical activities. (S2.2.3)	Combines movement concepts with skills in small-sided practice tasks, gymnastics, and dance environments. (S2.2.4)	Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics, and dance with self-direction. (S2.2.5)
3. Speed, direction, force: Combines movement concepts (directions, levels, force, time) with skills as directed by the teacher. (S2.3.3)	a. Applies the movement concepts of speed, endurance, and pacing for running. (S2.3.4a) b. Applies the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target. (S2.3.4b)	a. Applies movement concepts to strategy in game situations. (S2.3.5a) b. Applies the concepts of direction and force to strike an object with a long-handled implement. (S2.3.5b) c. Analyzes movement situations and applies movement concepts (e.g. force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, dance, and gymnastics. (S2.3.5c)

4. Alignment and muscular tension: a. Employs the concept of alignment in gymnastics and dance. (S2.4.3a) b. Employs the concept of muscular tension with balance in gymnastics and dance. (S2.4.3b)	Applies skill. (S2.4.4)	Applies skill. (S2.4.5)
5. Strategies and tactics: a. Applies simple strategies and tactics in chasing activities. (S2.5.3a) b. Applies simple strategies in fleeing activities. (S2.5.3b)	a. Applies simple offensive strategies and tactics in chasing and fleeing activities. (S2.5.4a) b. Applies simple defensive strategies and tactics in chasing and fleeing activities. (S2.5.4b) c. Recognizes the types of kicks needed for different games and sports situations. (S2.5.4c)	a. Applies basic offensive and defensive strategies and tactics in invasion small-sided practice tasks. (S2.5.5a) b. Applies basic offensive and defensive strategies and tactics in net/wall small-sided practice tasks. (S2.5.5b) c. Recognizes the type of throw, volley, or striking action needed for different games and sports situations. (S2.5.5c)

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Grade 3	Grade 4	Grade 5
1. **Physical Activity knowledge:** a. Charts participation in physical activities outside physical education class. (S3.1.3a) b. Identifies physical activity benefits as a way to become healthier. (S3.1.3b)	Analyzes opportunities for participating in physical activity outside physical education class. (S3.1.4)	Charts and analyzes physical activity outside physical education class for fitness benefits of activities. (S3.1.5)
2. Engages in Physical Activity: Engages in the activities of physical education class without teacher prompting. (S3.2.3)	Actively engages in the activities on physical education class, both teacher-directed and independent. (S3.2.4)	Actively engages in all the activities of physical education. (S3.2.5)
3. Fitness Knowledge: Describes the concept of fitness and provides examples of physical activity to enhance fitness. (S3.3.3)	Identifies the components of health-related fitness. (S3.3.4)	Differentiates between skill-related and health-related fitness. (S3.3.5)

4. Fitness Knowledge: Recognizes the importance of warm-up and cool-down relative to vigorous physical activity. (S3.4.3)	Demonstrates warm-up and cool-down relative to the cardiorespiratory fitness assessment. (S3.4.4)	Identifies the need for warm-up and cool-down relative to various physical activities. (S3.4.5)
5. Assessment and Program Planning: Demonstrates, with teacher direction, the health-related fitness components. (S3.5.3)	a. Completes fitness assessments (pre- and post-). (S3.5.4a) b. Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas. (S3.5.4b)	a. Analyzes results of fitness assessment (pre-and post-) comparing results with fitness components for food health. (S3.5.5a) b. Designs a fitness plan to address ways to use physical activity to enhance fitness. (S3.5.5b)
6. Nutrition: Identifies foods that are beneficial for before and after physical activity. (S3.6.3)	Discusses the importance of hydration and hydration choices relative to physical activities. (S3.6.4)	Analyzes the impact of food choices relative to physical activity, youth sports and personal health. (S3.6.5)

Standard 4: Exhibits responsible personal and social behavior that respects self and others.

Grade 3	Grade 4	Grade 5
1. **Personal responsibility:** Exhibits personal responsibility in teacher-directed activities. (S4.1.3)	Exhibits responsible behavior in independent group situations. (S4.1.4)	Engages in physical activity with responsible interpersonal behavior (e.g. peer-to-peer, student to teacher, student to referee). (S4.1.5)
2. Personal responsibility: Works independently for extended periods of time. (S4.2.3)	Reflects on personal social behavior in physical activity. (S4.2.4)	a. Participates with responsible personal behavior in a variety of physical contexts, environments and facilities. (S4.2.5a) b. Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.2.5b)
3. Accepting feedback: Accepts and implements specific corrective feedback from the teacher. (S4.3.3)	Listens respectfully to corrective feedback from others (e.g. peers, adults). (S4.3.4)	Gives corrective feedback respectfully to peers. (S4.3.5)
4. Working with others: a. Works cooperatively with others. (S4.4.3a)	a. Praises the movement performance of others both more- and less- skilled. (S4.4.4a)	Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.4.5)

b. Praises others for their success in movement performance. (S4.4.3b)	b. Accepts players of all levels into the physical activity. (S4.4.4b)	
5. Rules and Etiquette: Recognizes the role of rules and etiquette in physical activity with peers. (S4.5.3)	Exhibits etiquette and adherence to rules in a variety of physical activities. (S4.5.4)	Critiques the etiquette involved in rules of various game activities. (S4.5.5)
6. Safety: Works independently and safely in physical activity settings. (S4.6.3)	Works safely with peers and equipment in physical activity settings. (S4.6.4)	Applies safety principals with age-appropriate physical activities. (S4.6.5)
Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.		
Grade 3	**Grade 4**	**Grade 5**
1. **Health:** Discusses the relationship between physical activity and good health. (S5.1.3)	Examines the health benefits of participating in physical activity. (S5.1.4)	Compares the health benefits of participating in selected physical activities. (S5.1.5)
2. Challenge: Discusses the challenge that comes from learning a new physical activity. (S5.2.3)	Rates the enjoyment of participating in challenging and mastered physical activities. (S5.2.4)	Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity. (S5.2.5)
3. Self-expression and enjoyment: Reflects on the reasons for enjoying selected physical activities. (S5.3.3)	Ranks the enjoyment of participating in different physical activities. (S5.3.4)	Analyzes different physical activities for enjoyment, challenge, identifying reasons for a positive or negative response. (S5.3.5)
4. Social interaction: Describes the positive social interactions that come when engaged with others in physical activity. (S5.4.3)	Describes and compares the positive social interactions when engaged in partner, small-group and large-group physical activity. (S5.4.4)	Describes the social benefits gained from participating in physical activity (e.g. recess, youth sport). (S5.4.5)
Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.		
Grade 6	**Grade 7**	**Grade 8**

1. **Dance and rhythms:** Demonstrates correct rhythm and pattern for 1 of the following dance forms: folk, social, creative, line, or world dance. (S1.1.6)	Demonstrate correct rhythm and pattern for a different dance form from among folk, social, creative, line, or world dance. (S1.1.7)	Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group. (S1.1.8)
2. Games & sports. Invasion and field games – Throwing: Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = 2nd base to 1st base). (S1.2.6)	Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment. (S1.2.7)	Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play. (S1.2.8)
3. Catching: Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks. (S1.3.6)	Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play. (S1.3.7)	Catches using an implement in a dynamic environment or modified game play. (S1.3.8)
4. Games & sports. Invasion games – Passing and Receiving: Passes and receives with hands in combination with locomotor patterns of running and changing direction and speed with competency in modified invasion games such as basketball, flag football, speedball, or team handball. (S1.4.6)	Passes and receives with feet in combination with locomotor patterns of running and change of direction and speed with competency in modified invasion games such as soccer or speedball. (S1.4.7)	Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in modified invasion games such as lacrosse or hockey (floor, field, ice). (S1.4.8)
5. Passing and Receiving: Throws while stationary, a leading pass to a moving receiver. (S1.5.6)	Throws, while moving, a leading pass to a moving receiver. (S1.5.7)	Throws a lead pass to a moving partner off a dribble or pass. (S1.5.8)
6. Offensive skills: Performs pivots, fakes, and jab steps designed to create open space during practice tasks. (S1.6.6)	Executes at least 1 of the following designed to create open space during small-sided game play: pivots, fakes, jab steps. (S1.6.7)	Executes at least 2 of the following to create open space during modified game play: pivots, fakes, jab steps, screens. (S1.6.8)
7. Offensive skills: Performs the following offensive skills without defensive pressure: pivot, give and go, and fakes. (S1.7.6)	Performs the following offensive skills with defensive pressure: pivot, give and go, and fakes. (S1.7.7)	Executes the following offensive skills during small-sided game play: pivot, give and go, and fakes. (S1.7.8)

8. Dribbling/Ball Control: Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks. (S1.8.6)	Dribbles with dominant and non-dominant hands using a change of speed and direction in a variety of practice tasks. (S1.8.7)	Dribbles with dominant and non-dominant hands using a change of speed and direction in small-sided game play. (S1.8.8)
9. Dribbling/Ball Control: Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks. (S1.9.6)	Foot-dribbles or dribbles with an implement combined with passing in a variety of practice tasks. (S1.9.7)	Foot-dribbles or dribbles with an implement with control, changing speed and direction during small-sided game play. (S1.9.8)
10. Shooting on goal: Shoots on goal with power in a dynamic environment as appropriate to the activity. (S1.10.6)	Shoots on goal with power and accuracy in small-sided game-play. (S1.10.7)	Shoots on goal with a long-handled implement for power and accuracy in modified invasion games such as hockey (floor, field, or ice) or lacrosse. (S1.10.8)
11. Defensive Skills: Maintains defensive ready position with weight on balls of feet, arms extended, and eyes on midsection of the offensive player. (S1.11.6)	Slides in all directions while on defense without crossing feet. (S1.11.7)	Drop-steps in the direction of the pass during player-to-player defense. (S1.11.8)
12. Games and sports. Net/Wall Games Serving: Performs a legal underhand serve with control for net/wall games such as badminton, volleyball, or pickleball. (S1.12.6)	Executes consistently (at least 70% of the time) a legal underhand serve to a predetermined target for net/wall games such as badminton, volleyball, or pickleball. (S1.12.7)	Executes consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball, or pickleball. (S1.12.8)
13. Striking: Strikes with a mature overhand pattern in a nondynamic environment (closed skills) for net/wall games such as volleyball, handball, badminton, or tennis. (S1.13.6)	Strikes with a mature overhand pattern in a dynamic environment for net/wall games such as volleyball, handball, badminton, or tennis. (S1.13.7)	Strikes with a mature overhand pattern in a modified game for net/wall games such as volleyball, handball, badminton, or tennis. (S1.13.8)
14. Forehand and backhand: Demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net games such as	Demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games such as badminton or tennis. (S1.14.7)	Demonstrates the mature form of forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games, such as pickleball, tennis, badminton, or paddleball. (S1.14.8)

paddleball, pickleball, or short-handled racket tennis. (S1.14.6)		
15. Weight Transfer: Transfers weight with correct timing for the striking pattern. (S1.15.6)	Transfers weight with correct timing using low-to-high striking pattern with a short-handled implement on the forehand side. (S1.15.7)	Transfers weight with correct timing using low-to-high striking pattern with a long-handled implement on the backhand side. (S1.15.8)
16. Volley: Forehand volleys with a mature form and control using a short-handled implement. (S1.16.6)	Forehand and backhand volleys with a mature form and control using a short-handled implement. (S1.16.7)	Forehand and backhand volleys with a mature form and control using a short-handled implement during modified game play. (S1.16.8)
17. Two handed volley: Two-handed volleys with control in a variety of practice tasks. (S1.17.6)	Two-hand-volleys with control in a dynamic environment. (S1.17.7)	Two-hand-volleys with control in a small-sided game. (S1.17.8)
18. Games and sports. Target Games: Demonstrates a mature underhand pattern for a modified target game such as bowling, bocce, or horseshoes. (S1.18.6)	Executes consistently (70% of the time) a mature underhand pattern for target games such as bowling, bocce, or horseshoes. (S1.18.7)	Performs consistently (70% of the time) a mature underhand pattern with accuracy and control for 1 target game such as bowling or bocce. (S1.18.8)
19. Striking: Strikes, with an implement, a stationary object for accuracy in activities such as croquet, shuffleboard, or golf. (S1.19.6)	Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffleboard, or golf. (S1.19.7)	Strikes with an implement, a stationary object for accuracy and power in such activities as croquet, shuffleboard, or golf. (S1.19.8)
20. Games and Sports. Fielding/striking games –Striking: Strikes a pitched ball with an implement with force in a variety of practice tasks. (S1.20.6)	Strikes a pitched ball with an implement to open space in a variety of practice tasks. (S1.20.7)	Strikes a pitched ball with an implement for power to open space in a variety of small-sided games. (S1.20.8)
21. Catching: Catches, with a mature pattern, from different trajectories using a variety of objects in varying practice tasks. (S1.21.6)	Catches, with a mature pattern, from different trajectories using a variety of objects in small-sided game play. (S1.21.7)	Catches, using an implement, from different trajectories and speeds in a dynamic environment or modified game play. (S1.21.8)
22. Outdoor pursuits:	Demonstrates correct technique for a variety of skills in 1 self-selected outdoor activity. (S1.22.7)	Demonstrates correct technique for basic skills in 2 self-selected outdoor activities. (S1.22.8)

Demonstrates correct technique for basic skills in 1 self-selected outdoor activity. (S1.22.6)		
24. Individual-performance activities: Demonstrates correct technique for basic skills in 1 self-directed individual-performance activity. (S1.24.6)	Demonstrates correct technique for a variety of skills in 1 self-selected individual-performance activity. (S1.24.7)	Demonstrates correct technique for basic skills in at least 2 self-selected individual-performance activities. (S1.24.8)
AQUATICS		
25. Demonstrate selected elements of mature form for the basic aquatic skill of front crawl and breaststroke in controlled settings. (S1.25.6)	Apply knowledge of limited critical elements of safe water entry and exit in controlled settings. (S1.25.7)	Apply knowledge of critical elements of safe water entry and exit in controlled settings. (S1.25.8)
26. Demonstrate selected elements of mature form for the basic aquatic skill of backstroke in controlled settings. (S1.26.6)	Apply knowledge of limited critical elements of aquatic skills: front crawl, backstroke, breaststroke, and treading in controlled settings. (S1.26.7)	Apply knowledge of critical elements of aquatic skills: front crawl, backstroke, breaststroke, and treading in controlled settings. (S1.26.8)
27. Demonstrate selected elements of assisting a distressed swimmer in isolated settings. (S1.27.6)	Apply knowledge of limited critical elements of assisting a distressed swimmer in controlled settings. (S1.27.7)	Apply knowledge of critical elements of assisting a distressed swimmer in controlled settings. (S1.27.8)
Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.		
Grade 6	**Grade 7**	**Grade 8**
1. **Games and Sports. Invasion Games Creating space with movement:** Creates open space by using locomotor movements (e.g. walking, running, jumping, and landing) in combination with movement (e.g. varying pathways; change of speed; direction or pace). (S2.1.6)	Reduces open space by using locomotor movements (e.g. walking, running, jumping, and landing, changing size and shape of the body) in combination with movement concepts (e.g. reducing the angle in space, reducing distance between player and goal). (S2.1.7)	Opens and closes space during small-sided game play by combining locomotor movements with movement concepts. (S2.1.8)

2. Creating space with offensive tactics: Executes at least 1 of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots, and fakes; give and go. (S2.2.6)	Executes at least 2 of the following offensive tactics to create open space: uses a variety of passes, pivots, and fakes; give and go. (S2.2.7)	Executes at least 3 of the following offensive tactics to create an open space: moves to create open space on and off the ball; uses a variety of passes, fakes, and pathways; give and go. (S2.2.8)
3. Creating space using width and length: Creates open space by using the width and length of the field/court on offense. (S2.3.6)	Creates open space by staying spread on offense and cutting and passing quickly. (S2.3.7)	Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball. (S2.3.8)
4. Games and Sports. Invasion Games- Reducing space by changing size and shape: Reduces open space on defense by making the body larger or reducing passing angles. (S2.4.6)	Reduces open space on defense by staying close to the opponent as he/she nears the goal. (S2.4.7)	Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/her (third-party perspective). (S2.5.8)
5. Reducing space using denial: Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass. (S2.5.6)	Reduces open space by not allowing the catch (denial) or anticipating the speed of the object or person for the purpose of interception or deflection. (S2.5.7)	Reduces open space by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection. (S2.5.8)
6. Transitions: Transitions from offense to defense or defense to offense by recovering quickly. (S2.6.6)	Transitions from offense to defense or defense to offense by recovering quickly and communicating with team-mates. (S2.6.7)	Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates, and capitalizing on an advantage. (S2.6.8)
7. Games and Sports. Net/Wall games - Creating Space through variation: Creates open space in net/wall games with a short-handled implement by varying force and direction. (S2.7.6)	Creates open space in net/wall games with a long-handled implement by varying force and direction, and moving opponent from side to side. (S2.7.7)	Creates open space in net/wall games with either a long- or short-handled implement by varying force or direction or by moving opponent side to side and/or forward and back. (S2.7.8)
8. Using tactics and shots: Reduces offensive options for opponents by returning to midcourt position. (S2.8.6)	Selects offensive shot based on opponent's location (hit where opponent is not). (S2.8.7)	Varies placement, force, and timing of return to prevent anticipation by opponent. (S2.8.8)

9. Games and Sports. Target games -Shot selection: Selects appropriate shot and/or club based on location of the object in relation to the target. (S2.9.6)	Varies the speed and/or trajectory of the shot based on location of the object in relation to the target. (S2.9.7)	Varies the speed, force, and trajectory of the shot based on location of the object in relation to the target. (S2.9.8)
10. Games and sports. Fielding and Striking games- Offensive strategies: Identifies open spaces and attempts to strike object into that space. (S2.10.6)	Uses a variety of shots (e.g. slap & run, bunt, line drive, high arc) to hit to open space. (S2.10.7)	Identifies sacrifice situations and attempt to advance a teammate. (S2.10.8)
11. Reducing space: Identifies the correct defensive play based on the situation (e.g. number of outs). (S2.11.6)	Selects the correct defensive play based on the situation (e.g. number of outs). (S2.11.7)	Reduces open spaces in the field by working with teammates to maximize coverage. (S2.11.8)
12. Individual-performance activities, dance and rhythms- Movement concepts: Varies application of force during dance or gymnastic activities. (S2.12.6)	Identifies and applies Newton's law of motion to various dance or movement activities. (S2.12.7)	Describes and applies mechanical advantage(s) for a variety of movement patterns. (S2.12.8)
13. Outdoor Pursuits -Movement concepts: Makes appropriate decisions based on the weather, level of difficulty due to conditions, or ability to ensure safety of self and others. (S2.13.6)	Analyzes the situation and makes adjustments to ensure the safety of self and others. (S2.13.7)	Implements safe protocols in self-selected outdoor activities. (S2.13.8)
Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.		
Grade 6	**Grade 7**	**Grade 8**
1. **Physical activity knowledge:** Describes how being physically active leads to a healthy body. (S3.1.6)	Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers. (S3.1.7)	Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiorespiratory endurance, body composition) and explains the connections between fitness and overall physical and mental health. (S3.1.8)
2. Engages in physical activity:	Participates in a physical activity twice a week outside of physical education class. (S3.2.7)	Participates in a physical activity 3 times a week outside of physical education class. (S3.2.8)

Participates in self-selected physical activity outside of physical education class. (S3.2.6)		
3. Engages in physical activity: Participates in a variety of aerobic-fitness activities such as cardio-kick, step aerobics, and aerobic dance. (S3.3.6)	Participates in a variety of strength- and endurance-fitness activities such as Pilates, resistance training, body-weight training, and light free-weight training. (S3.3.7)	Participates in a variety of self-selected aerobic-fitness activities outside of school such as walking, jogging, biking, skating, dancing, and swimming. (S3.3.8)
4. Engages in physical activity: Participates in a variety of aerobic-fitness activities using technology such as Dance Dance Revolution or Wii Fit. (S3.4.6)	Participates in a variety of strength- and endurance-fitness activities such as weight or resistance training. (S3.4.7)	Plans and implements a program of cross-training to include aerobic, strength and endurance, and flexibility training. (S3.4.8)
5. Engages in physical activity: Participates in a variety of lifetime recreational team sports, outdoor pursuits, or dance activities. (S3.5.6)	Participates in a variety of lifetime dual and individual sports, martial arts, or aquatic activities. (S3.5.7)	Participates in a self-selected lifetime sport, dance, aquatic, or outdoor activities outside of the school day. (S3.5.8)
6. Fitness knowledge: Participates in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day. (S3.6.6)	Participates in moderate to vigorous muscle- and bone-strengthening physical activity at least 3 times per week. (S3.6.7)	Participates in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity for at least 60 minutes per day at least 5 times per week. (S3.6.8)
7. Fitness knowledge: Identifies the components of skill-related fitness. (S3.7.6)	Distinguishes between health-related and skill-related fitness. (S3.7.7)	Compares and contrasts health-related fitness components. (S3.7.8)
8. Fitness knowledge: Sets and monitors a self-selected physical activity goal for aerobic and/or muscle- and bone-strengthening activity based on current fitness level. (S3.8.6)	Adjusts physical activity based on quantity of exercise needed for minimal health standards and/or optimal functioning based on current fitness level. (S3.8.7)	Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level. (S3.8.8)
9. Fitness knowledge: Employs correct techniques and methods of stretching. (S3.9.6)	Describes and demonstrates the difference between dynamic and static stretches. (S3.9.7)	Employs a variety of appropriate static-stretching techniques for all major muscle groups. (S3.9.8)

10. Fitness knowledge: Differentiates between aerobic and anaerobic capacity and between muscular strength and endurance. (S3.10.6)	Describes the role of exercise and nutrition in weight management. (S3.10.7)	Describe the role of flexibility in injury prevention. (S3.10.8)
11. Fitness knowledge: Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time, and type) for different types of physical activity (aerobic, muscular fitness, and flexibility). (S3.11.6)	Describes the overload principle (FITT formula) for different types of physical activity, the training principles on which the formula is based and how the formula and principles affect fitness. (S3.11.7)	Uses the overload principle (FITT formula) in preparing a personal workout. (S3.11.8)
12. Fitness knowledge: Describes the role of warm-ups and cool-downs before and after physical activity. (S3.12.6)	Designs a warm-up and cool-down regimen for a self-selected physical activity. (S3.12.7)	Designs and implements a warm-up/cool-down regimen for a self-selected physical activity. (S3.12.8)
13. Fitness knowledge: Defines resting heart rate and describes its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) scale. (S3.13.6)	Defines how the RPE Scale can be used to determine the perception of the work effort or intensity of exercise. (S3.13.7)	Defines how RPE Scale can be used to adjust workout intensity during physical activity. (S3.13.8)
14. Fitness knowledge: Identifies major muscles used in selective physical activities. (S3.14.6)	Describes how muscles pull on bones to create movement in pairs by relaxing and contracting. (S3.14.7)	Explains how body systems interact with one another (e.g. blood transports nutrients from the digestive system, oxygen from the respiratory system) during physical activity. (S3.14.8)
15. Assessment and program planning: Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment. (S3.15.6)	Designs and implements a program of remediation for 2 areas of weakness based on the results of health-related fitness assessment. (S3.15.7)	Designs and implements a program of remediation for 3 areas of weakness based on the results of health-related fitness assessment. (S3.15.8)
16. Assessment and program planning: Maintains a physical activity log for at least 2 weeks and reflects on activity levels as documented in the log. (S3.16.6)	Maintains a physical activity and nutrition log for at least 2 weeks and reflects on activity levels and nutrition as documented in the log. (S3.16.7)	Designs and implements a program to improve levels of health-related fitness and nutrition. (S3.16.8)

17. Nutrition: Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/her age and physical activity levels. (S3.17.6)	Develops strategies for balancing healthy food, snacks and water intake, along with daily physical activity. (S3.17.7)	Describes the relationship between poor nutrition and health risk factors. (S3.17.8)
18. Stress Management: Identifies positive and negative results of stress and appropriate ways of dealing with it. (S3.18.6)	Practices strategies for dealing with stress, such as deep breathing, guided visualization, and aerobic exercise. (S3.18.7)	Demonstrates basic movements used in other stress-reducing activities, such as yoga and tai chi. (S3.18.8)

Standard 4: Exhibits responsible personal and social behavior that respects self and others.

Grade 6	Grade 7	Grade 8
1. Personal responsibility: Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors. (S4.1.6)	Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates. (S4.1.7)	Accepts responsibility for improving one's own levels of physical activity and fitness. (S4.1.8)
2. Personal responsibility: Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk. (S4.2.6)	Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class. (S4.2.7)	Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school. (S4.2.8)
3. Accepting feedback: Demonstrates self-responsibility by implementing specific corrective feedback to improve performance. (S4.3.6)	Provides corrective feedback to a peer using teacher-generated guidelines and incorporating appropriate tone and other communication skills. (S4.3.7)	Provides encouragement and feedback to peers without prompting from the teacher. (S4.3.8)
4. Working with others: Accepts differences among classmates in physical development, maturation, and varying skills levels by providing encouragement and positive feedback. (S4.4.6)	Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts. (S4.4.7)	Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts. (S4.4.8)

5. Working with others: Cooperates with a small group of classmates during adventure activities, game play, or team-building activities. (S4.5.6)	Problem solves with a small group of classmates during adventure activities, small-group initiatives, or game play. (S4.5.7)	Cooperates with multiple classmates on problem-solving initiatives, including adventure activities, large-group initiatives, and game-play. (S4.5.8)
6. Rules and etiquette: Identifies the rules and etiquette for physical activities, games and dance activities. (S4.6.6)	Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or following parameters to create or modify a dance. (S4.6.7)	Applies rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters. (S4.6.8)
7. Safety: Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance. (S4.7.6)	Independently uses physical activity and exercise equipment appropriately and safely. (S4.7.7)	Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity. (S4.7.8)
Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.		
Grade 6	**Grade 7**	**Grade 8**
1. **Health:** Describes how being physically active leads to a healthy body. (S5.1.6)	Identifies different types of physical activities and describes how each exerts a positive impact on health. (S5.1.7)	Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiorespiratory endurance, and body composition) and explains the connections between fitness and overall physical and mental health. (S5.1.8)
2. Health: Identifies components of physical activity that provide opportunities for reducing stress and for social interaction. (S5.2.6)	Identifies positive mental and emotional aspects of participating in a variety of physical activities. (S5.2.7)	Analyzes the empowering consequences of being physically active. (S5.2.8)
3. Challenge: Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback, or modifying the tasks. (S5.3.6)	Generates positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge. (S5.3.7)	Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge. (S5.3.8)
4. Self-expression and enjoyment:	Identifies why self-selected physical activities create enjoyment. (S5.4.7)	Discusses how enjoyment could be increased in self-selected physical activities. (S5.4.8)

Describes how moving competently in a physical activity setting creates enjoyment. (S5.4.6)		
5. Self-expression and enjoyment: Identifies how self-expression and physical activity are related. (S5.5.6)	Explains the relationship between self-expression and lifelong enjoyment through physical activity. (S5.5.7)	Identifies and participates in an enjoyable activity that prompts individual self-expression. (S5.5.8)
6. Social interaction: Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing in the spirit of the game or activity. (S5.6.6)	Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates. (S5.6.7)	Demonstrates respect for self by asking for help and helping others in various physical activities. (S5.6.8)

Grades 9-12

High School Outcomes have been organized into two levels. Level 1 indicates the minimal knowledge and skills necessary for students to be career and college ready. Level 2 builds on Level 1 skills and competencies.

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

Level 1	Level 2
1. **Lifetime activities:** Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games). (S1.1.L1)	Refines activity-specific movement skills in 1 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games). (S1.1.L2)
2. Dance and rhythms: Demonstrates competency in dance forms used in cultural and social occasions (e.g. weddings, parties) or demonstrates competency in 1 form of dance (e.g. ballet, modern, hip hop, tap). (S1.2.L1)	Demonstrates competency in a form of dance by choreographing a dance or by giving a performance. (S1.2.L2)

3. Fitness activities: Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.3.L1)	Demonstrates competency in 2 or more specialized skills in health-related fitness activities. (S1.3.L2)
Standard 2: Applies knowledge of concepts, principals, strategies and tactics related to movement and performance.	
Level 1	**Level 2**
1. **Movement concepts, principles and knowledge:** Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits appropriately. (S2.1.L1)	Identifies and discusses the historical and cultural roles of games, sports, and dance in a society. (S2.1.L2)
2. Movement concepts, principles and knowledge: Uses movement concepts and principles (e.g. force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.2.L1)	Describes the speed/accuracy trade-off in throwing and striking skills. (S2.2.L2)
3. Movement concepts, principles and knowledge: Creates a practice plan to improve performance for a self-selected skill. (S2.3.L1)	Identifies the stages of learning a motor skill. (S2.3.L2)
4. Movement concepts, principles and knowledge: Identifies examples of social and technical dance forms. (S2.4.L1)	Compares similarities and difference in various dance forms. (S2.4.L2)
Standard 3: Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.	
1. Physical activity knowledge: Discusses the benefits of a physical activity active lifestyle as it relates to college or career productivity. (S3.1.L1)	Investigates the relationships among physical activity, nutrition, and body composition. (S3.1.L2)
2. Physical activity knowledge: Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle. (S3.2.L1)	Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle. (S3.2.L2)

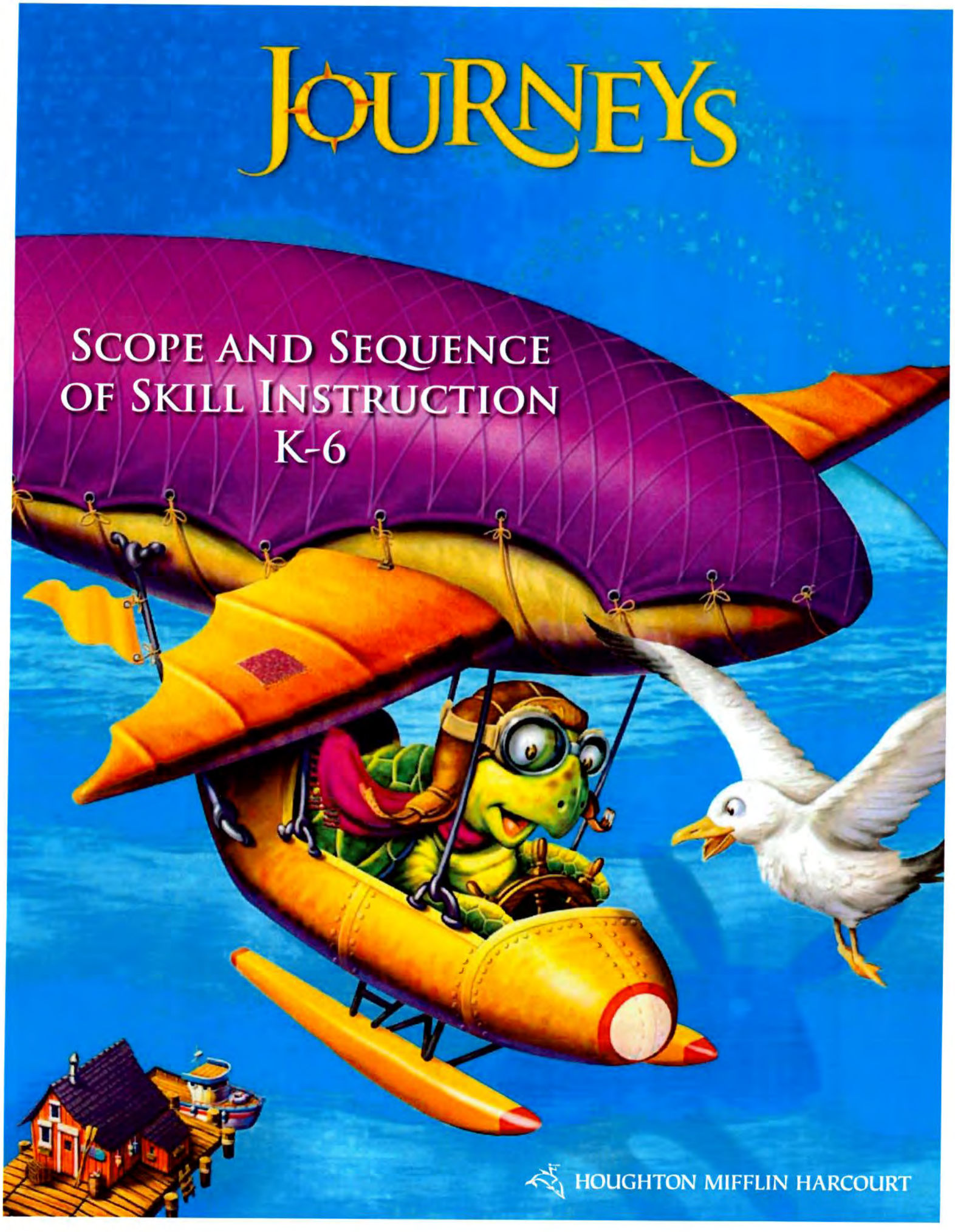
3. Physical activity knowledge: Identifies issues associated with exercising in heat, humidity, and cold. (S3.3.L1)	Applies rates of perceived exertion and pacing. (S3.3.L2)
4. Physical activity knowledge: Evaluates – according to their benefits, social support network, and participation requirements – activities that can be pursued in the local environment. (S3.4.L1)	*If the outcome was not achieved in Level 1, it should be a focus in Level 2. (S3.4.L2)*
5. Physical activity knowledge: Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle. (S3.5.L1)	Analyzes the impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in physical activity in college or career settings. (S3.5.L2)
6. Engages in physical activity: Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.6.L1)	Creates a plan, trains for, and participates in a community event with a focus on physical activity (e.g. 5K, triathlon, tournament, dance performance, cycling event). (S3.6.L2)
7. Fitness knowledge: Demonstrates appropriate technique in resistance-training machines and free-weights. (S3.7.L1)	Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist-antagonist) and supports a healthy, active lifestyle. (S3.7.L2)
8. Fitness knowledge: Relates physiological responses to individual levels of fitness and nutritional balance. (S3.8.L1)	Identifies the different energy systems used in a selected physical activity (e.g. adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic). (S3.8.L2)
9. Fitness knowledge: Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g. strength, endurance, range of motion). (S3.9.L1)	Identifies the structure of skeletal muscle and fiber types as they relate to muscle development. (S3.9.L1)
10. Fitness knowledge: Calculates target heart rate and applies that information to personal fitness plan. (S3.10.L1)	Adjusts pacing to keep heart rate in the target zone, using available technology (e.g. pedometer, heart rate monitor), to self-monitor aerobic intensity. (S3.10.L2)
11. Assessment and program planning: Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings. (S3.11.L1)	Develops and maintains a fitness portfolio (e.g. assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement). (S3.11.L2)

12. Assessment and program planning: Designs a fitness program, including all components of health-related fitness, for a college student and an employee in the learner's chosen field of work. (S3.12.L1)	Analyzes the components of skill-related fitness in relation to life and career goals and designs an appropriate fitness program for those goals. (S3.12.L2)
13. Nutrition: Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle. (S3.13.L1)	Creates a snack plan for before, during, and after exercise that addresses nutrition needs for each phase. (S3.13.L2)
14. Stress Management: Identifies stress-management strategies (e.g. mental imagery, relaxation techniques, deep breathing, aerobic exercise, and meditation) to reduce stress. (S3.14.L1)	Applies stress-management strategies (e.g. mental imagery, relaxation techniques, deep breathing, aerobic exercise, and meditation) to reduce stress. (S3.14.L2)
Standard 4: Exhibits responsible personal and social behavior that respects self and others.	
1. Personal responsibility: Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately as needed. (S4.1.L1)	Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media. (S4.1.L2)
2. Rules and etiquette: Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance. (S4.2.L1)	Examines moral and ethical conduct in specific competitive situations (e.g. intentional fouls, performance-enhancing substances, gambling, current events in sport). (S4.2.L2)
3. Working with others: Uses communication skills and strategies that promote team or group dynamics. (S4.3.L1)	Assumes a leadership role (e.g. task or group leader, referee, coach) in a physical activity setting. (S4.3.L2)
4. Working with others: Solves problems and thinks critically in physical activity or dance settings, both as an individual and in groups. (S4.4.L1)	Accepts others' ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects. (S4.4.L2)
5. Safety: Applies best practices for participating safely in physical activity, exercise and dance (e.g. injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.5.L1)	*If the outcome was not achieved in Level 1, it should be a focus in Level 2. (S4.5.L2)*

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	
1. Health: Analyzes the health benefits of a self-selected physical activity. (S5.1.L1)	*If the outcome was not achieved in Level 1, it should be a focus in Level 2. (S5.1.L2)*
2. Challenge: *Challenge is a focus in Level 2.*	Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.2.L2)
3. Self-expression and enjoyment: Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment. (S5.3.L1)	Identifies the uniqueness of creative dance as a means of self-expression. (S5.3.L2)
4. Social Interaction: Identifies the opportunity for social support in a self-selected physical activity or dance. (S5.4.L1)	Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance. (S5.4.L2)

JOURNEYS

Scope and Sequence of Skill Instruction K-6



HOUGHTON MIFFLIN HARCOURT

Welcome to Kindergarten

Week	Selections	Concepts of Print	Phonemic Awareness	Letter Names
1	**Listen to Rhymes** • "Jack and Jill" • "One, Two, Three, Four, Five" • "Pease Porridge Hot" • "Colors" • "To Market, To Market"	**Concepts of Print** • Recognize Names • Distinguish Letters, Numbers • Book Handling • Environmental Print	**Phonemic Awareness** • Rhyming Words • Blend Syllables	**Letter Names** Letters: Aa, Bb, Cc, Dd, Ee
2	**Listen to Rhymes** • "I Went Upstairs" • "Mix a Pancake" • "Sing a Song of Sixpence" • "Little Arabella Stiller" **Listen to Songs** "Quack! Quack! Quack!"	**Concepts of Print** • Book Handling • Distinguish Letters, Numbers • Environmental Print • Recognize First and Last Names	**Phonemic Awareness** • Rhyming Words • Blend and Segment Syllables	**Letter Names** Letters: Ff, Gg, Hh, Ii, Jj

Kindergarten

Unit 1: Friendly Faces

Lesson	Main Selections	Paired Selections	Phonemic Awareness/ Phonics	Vocabulary
1	**Big Book:** *What Makes a Family?* Genre: Informational Text (Social Studies) **Read Aloud Book:** *Building with Dad* Genre: Realistic Fiction	**Paired Selections:** • "Frère Jacques" • "Everybody Says" • "Tortillas for Mommy" • "My Little Sister" Genre for "Frère Jacques": Poetry and Lullaby Genre for Remaining Paired Selections: Poetry **Text Focus Skill** • Repeating Words, Rhyming Words, Rhythm • Characteristic of a lullaby	**Phonemic Awareness:** • Rhyming Words • Single Sounds **Letter Names:** Letters: Kk, Ll, Mm, Nn, Oo **Words to Know (High- Frequency Words):** I **Fluency:** Read with Expression Retelling	**Selection Vocabulary:** celebrate (v), family (n), memories (n), include (v) **Oral Vocabulary:** cranes, crew, gleaming, mechanic, outlining, solid **Vocabulary Strategy:** Classify and Categorize: Family Words
2	**Big Book:** *How Do Dinosaurs Go to School?* Genre: Fantasy **Read Aloud Book:** *Friends at School* Genre: Informational Text (Social Studies)	**Paired Selection:** "My School Bus" Genre: Informational Text (Social Studies) **Text Focus Skill** Photographs/Map	**Phonemic Awareness:** Beginning Sounds **Letter Names:** Letters: Pp, Qq, Rr, Ss, Tt **Words to Know (High- Frequency Words):** like **Fluency:** Pause for Punctuation Retelling	**Selection Vocabulary:** bullying (v), tidies (v), fidget (v), interrupt (v) **Oral Vocabulary:** busy, company, container, job, scoop, tortoises **Vocabulary Strategy:** Rhyme

*Penmanship addressed with Phonics skill on Day 1 and/or Day 2.
**Formal lesson for Concepts of Print skill on Day 2.

	Comprehension	Listening and Speaking	Grammar/Writing	Decodable Readers
	Comprehension Skill: Main Ideas **Comprehension Strategy:** Summarize **Concepts of Print** • Directionality: Left to Right • Punctuation: Period **	**N/A**	**Grammar Skill:** Nouns for People **Writing Mode:** Writing About Us: Labels (Names) **Focus Trait:** Ideas	• *See What We Can Do* • *We Can Make It*
	Comprehension Skill: Understanding Characters **Comprehension Strategy:** Infer/Predict **Concepts of Print** • Directionality: Locate Print, Left to Right, Top to Bottom ** • Punctuation: Period	**N/A**	**Grammar Skill:** Nouns for Places **Writing Mode:** Writing About Us: Labels **Focus Trait:** Ideas	• *We Go to School* • *I Like*

UNIT 1: FRIENDLY FACES (CONTINUED)

LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY	
3	**Big Book:** *Please, Puppy, Please* Genre: Realistic Fiction **Read Aloud Book:** *I Have a Pet!* Genre: Realistic Fiction	**Paired Selection:** "Different Kinds of Dogs" Genre: Informational Text (Science) **Text Focus Skill** Diagram	**Phonemic Awareness:** • Beginning Sounds • Words in Oral Sentences **Letter Names:** Letters: Uu, Vv, Ww, Xx, Yy, Zz **Words to Know (HFW):** the **Fluency:** Reading Rate, Retelling	**Selection Vocabulary:** fetch (v), inside (n), outside (n), please (v) **Oral Vocabulary:** cooperate, curious, interesting, slimy, smooth, vet **Vocabulary Strategy:** Synonyms	
4	**Big Book:** *Everybody Works* Genre: Informational Text (Social Studies) **Read Aloud Book:** *Pizza at Sally's* Genre: Realistic Fiction	**Paired Selection:** • "The Elves and the Shoemaker" • "The Lion and the Mouse" Genre for *Elves*: Fairy Tale (Traditional Tale) Genre for *Lion*: Fable (Traditional Tale) **Text Focus Skill** • Storytelling Phrases • Characteristics of a Fairy Tale and of a Fable	**Phonemic Awareness:** • Beginning Sounds • Words in Oral Sentences **Phonics:** Letter Mm * **Words to Know (HFW):** and **Fluency:** Pause for Punctuation Retelling	**Selection Vocabulary:** creating (v), delivering (v), hobby (n), protecting (v) **Oral Vocabulary:** customers, dough, famous, perfect, sprinkled, stretchy **Vocabulary Strategy:** Environmental Print	
5	**Big Book:** *Kite Flying* Genre: Realistic Fiction **Read Aloud Book:** *The Little Red Hen* Genre: Folk Tale and Fable (Traditional Tale)	**Paired Selection:** "Kite Festival Today" Genre: Informational Text (Social Studies) **Text Focus Skill** Captions (left/right; back/front)	**Phonemic Awareness:** • Beginning Sounds • Words in Oral Sentences **Phonics:** • Letter Ss * • Review: m, s **Words to Know (HFW):** Review I, like, the, and **Fluency:** Read with Expression, Retelling	**Selection Vocabulary:** attach (v), blowing (v), noisemaker (n), whiskers (n) **Oral Vocabulary:** admired, delicious, delight, doubt, fable, sigh **Vocabulary Strategy:** Synonyms	

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**Formal lesson for Concepts of Print skill on Day 2.

Comprehension	Listening and Speaking	Grammar/Writing	Decodable Readers
Comprehension Skill: Story Structure **Comprehension Strategy:** Monitor/Clarify **Concepts of Print** • Compound Words** • Directionality: Left to Right, Spoken Words to Print • Letters and Words: First, Last Letters, Distinguish Letters from Words **	**N/A**	**Grammar Skill:** Nouns for Animals and Things **Writing Mode:** Writing About Us: Captions **Focus Trait:** Ideas	• *Baby Bear's Family* • *The Party*
Comprehension Skill: Text and Graphic Features **Comprehension Strategy:** Analyze/Evaluate **Concepts of Print** • Capitalization: First Word in a Sentence ** • Punctuation: Period, Question Mark	**Extend Through Research** Ask Questions **Listening and Speaking:** Share Ideas	**Grammar Skill:** Action Verbs in Present Tense **Writing Mode:** Writing About Us: Class Story (Telling Details) **Focus Trait:** Ideas	• *Mm* • *I Like Mm*
Comprehension Skill: Sequence of Events **Comprehension Strategy:** Question **Concepts of Print** • Capitalization: First Word in a Sentence • Punctuation: Period, Question Mark, Exclamation Point ** • Compound Words	**Extend Through Media Literacy** Identify Media Forms **Listening and Speaking:** Share Ideas	**Grammar Skill:** Action Verbs in Present Tense **Writing Mode:** Writing About Us: Class Story (Telling Details) **Focus Trait:** Ideas	• *Ss* • *I Like Ss*

UNIT 2: SHOW AND TELL

LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY	
6	**Big Book:** *My Five Senses* Genre: Informational Text (Science) **Read Aloud Book:** *Listen, Listen* Genre: Concept Book	**Paired Selections:** • "Poems About Senses" • "Picnic Day" • "Here Are My Eyes" • "The Storm" • "Five Wonderful Senses" Genre: Poetry **Text Focus Skill** Poetry: Rhyme	**Phonemic Awareness:** Blend Onset and Rime **Phonics:** Letter Aa* (Short a) **Words to Know (HFW):** see **Fluency:** Pause for Punctuation Retelling	**Selection Vocabulary:** aware (adj.), senses (n), sight (n), touch (n) **Oral Vocabulary:** drift, ripen, scurry, sizzle, whisper, whistle **Vocabulary Strategy:** Context Clues	
7	**Big Book:** *Mice Squeak, We Speak* Genre: Realistic Fiction **Read Aloud Book:** *Amelia's Show-and-Tell Fiesta* Genre: Realistic Fiction	**Paired Selection:** "The Fort Worth Zoo" Genre: Informational Text (Science) **Text Focus Skill** Headings and Labels	**Phonemic Awareness:** • Blend Onset and Rime • Segment Onset and Rime **Phonics:** Letter Tt * **Words to Know (HFW):** we **Fluency:** Pause for Punctuation Retelling	**Selection Vocabulary:** chatter (v), coo (v), snore (v), squawk (v) **Oral Vocabulary:** foolish, frowns, ruffled, special, treasures, tropical **Vocabulary Strategy:** Classify and Categorize: Sensory Words	
8	**Big Book:** *Move!* Genre: Informational Text (Science) **Read Aloud Book:** *Jonathan and His Mommy* Genre: Realistic Fiction	**Paired Selection:** "The Hare and the Tortoise" Genre: Folk Tale and Fable (Traditional Tale) **Text Focus Skill** Characteristic of a Folk Tale and a Fable (teaches a lesson)	**Phonemic Awareness:** • Blend Onset and Rime • Segment Onset and Rime **Phonics:** Letter Cc * (/k/) **Words to Know (HFW):** a **Fluency:** Read with Expression Retelling	**Selection Vocabulary:** colony (n), rustling (v), slithers (v), startled (v) **Oral Vocabulary:** backward, beat, leap, strange, wiggle, zigzag **Vocabulary Strategy:** Classify and Categorize: Action Words	

*Penmanship addressed with Phonics skill on Day 1 and/or Day 2.
**Formal lesson for Concepts of Print skill on Day 2.

Comprehension	Research/Listening and Speaking	Grammar/Writing	Decodable Readers
Comprehension Skill: Compare and Contrast **Comprehension Strategy:** Monitor/Clarify **Concepts of Print** • Capitalization: First Word in a Sentence • Punctuation: Period, Exclamation Point • Role of Author, Illustrator ** • Using a Chart	**Extend Through Research** Identify Sources **Listening and Speaking:** Share Ideas	**Grammar Skill:** Sensory Words **Writing Mode:** Write to Describe: Descriptive Sentences (Sensory Words) **Focus Trait:** Word Choice	• *Aa* • *I See*
Comprehension Skill: Understanding Characters **Comprehension Strategy:** Analyze/Evaluate **Concepts of Print** • Capitalization: First Word in a Sentence ** • Punctuation: Period, Exclamation Point	**Extend Through Research** Ask Questions **Listening and Speaking:** Share Information and Ideas	**Grammar Skill:** Sensory Words **Writing Mode:** Write to Describe: Descriptive Sentences (Sensory Words) **Focus Trait:** Word Choice	• *Tt* • *We Like Toys*
Comprehension Skill: Details **Comprehension Strategy:** Visualize **Concepts of Print** • Capitalization: First Word in a Sentence • Punctuation: Period, Question Mark, Exclamation Point, Ellipsis **	**Extend Through Research** Identify Sources **Listening and Speaking:** Share Information and Ideas	**Grammar Skill:** Adjectives for Colors **Writing Mode:** Write to Describe: Captions (Descriptive Sentences; Colors, Sensory Words) **Focus Trait:** Word Choice	• *Cc* • *I Can See*

UNIT 2: SHOW AND TELL (CONTINUED)

LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY	
9	**Big Book:** *What Do Wheels Do All Day?* Genre: Informational Text (Science) **Read Aloud Book:** *Good Morning, Digger* Genre: Realistic Fiction	**Paired Selection:** "Wheels Long Ago and Today" Genre: Informational Text (Social Studies) **Text Focus Skill** Photos	**Phonemic Awareness:** Blend Phonemes **Phonics:** Letter Pp * **Words to Know (HFW):** to **Fluency:** Reading Rate Retelling	**Selection Vocabulary:** sputter (v), travelers (n), twirl (v), patrol (v) **Oral Vocabulary:** early, weeds, community, cement, vacant, welding **Vocabulary Strategy:** Rhyme	
10	**Big Book:** *Mouse Shapes* Genre: Concept Book **Read Aloud Book:** *David's Drawings* Genre: Realistic Fiction	**Paired Selection:** "Signs and Shapes" Genre: Informational Text (Social Studies) **Text Focus Skill** Signs/Environmental Print	**Phonemic Awareness:** Blend Phonemes **Phonics:** Review Letters Aa* (Short a), Tt*, Cc* (/k/), Pp* **Words to Know (HFW):** Review see, we, a, to **Fluency:** Read with Expression	**Selection Vocabulary:** hurry (v), pounced (v), sneaky (adj.), tricky (adj.) **Oral Vocabulary:** add, fluffy, fresh, grinned, moment, shyly **Vocabulary Strategy:** Classify and Categorize: Shape Words	

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**Formal lesson for Concepts of Print skill on Day 2.

	Comprehension	Research/Listening and Speaking	Grammar/Writing	Decodable Readers
	Comprehension Skill: Text and Graphic Features **Comprehension Strategy:** Question **Concepts of Print** • Using Pictures and Text ** • Punctuation: Period, Exclamation Point	**Extend Through Research** Gather and Record Information **Listening and Speaking:** Share Information and Ideas	**Grammar Skill:** Adjectives for Numbers **Writing Mode:** Write to Describe: Description (Descriptive Words, Numbers) **Focus Trait:** Word Choice	• *Pp* • *I Like Animals*
	Comprehension Skill: Story Structure **Comprehension Strategy:** Summarize **Concepts of Print** • Capitalization: First Letter of a Sentence ** • Punctuation: Quotation Marks	**Extend Through Research** Gather and Record Information **Listening and Speaking:** Share Information and Ideas	**Grammar Skill:** Adjectives for Size and Shape **Writing Mode:** Write to Describe: Description (Descriptive Words, Size and Shape) **Focus Trait:** Word Choice	• *Mmmm, Good!* • *The Playground*

UNIT 3: OUTSIDE MY DOOR

LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY
11	**Big Book:** *Jump into January* Genre: Concept Book **Read Aloud Book:** *Every Season* Genre: Informational Text (Social Studies)	**Paired Selection:** "Holidays All Year Long" Genre: Informational Text (Social Studies) **Text Focus Skill** Calendar	**Phonemic Awareness:** • Blend Phonemes • Final Sound **Phonics:** • Review Letter Aa* (Short a) • Words with a (Short a) • Blending Words **Words to Know (HFW):** come, me **Fluency:** Pause for Punctuation	**Selection Vocabulary:** glistens (v), jive (v), local (adj.), orchard (n) **Oral Vocabulary:** bloom, peck, scatter, speckled, store, tracks **Vocabulary Strategy:** Figurative Language
12	**Big Book:** *Snow* Genre: Fantasy **Read Aloud Book:** *Storm Is Coming!* Genre: Fantasy	**Paired Selection:** "How Water Changes" Genre: Informational Text (Science) **Text Focus Skill** Photos and Captions	**Phonemic Awareness:** • Blend Phonemes • Final Sound **Phonics:** • Letter: Nn * • Words with n • Blending Words **Words to Know (HFW):** with, my **Fluency:** Read with Expression	**Selection Vocabulary:** drifted (v), gathering (v), swirled (v), wisely (adv.) **Oral Vocabulary:** guard, huddle, nodded, pasture, silent, stampede **Vocabulary Strategy:** Classify and Categorize: Sensory Words
13	**Big Book:** *What Color Is Nature?* Genre: Informational Text (Science) **Read Aloud Book:** *A Zebra's World* Genre: Informational Text (Science)	**Paired Selections:** • Poems About Colors • "I Love Colors" • "Zebra" • "Many Colors" • "Baa, Baa Black Sheep" • "What Do I Spy?" Genre: Poetry **Text Focus Skill** Poetry: Rhythm	**Phonemic Awareness:** • Blend Phonemes • Final Sound **Phonics:** • Letter: Ff * • Words with f • Blending Words **Words to Know (HFW):** you, what **Fluency:** Reading Rate	**Selection Vocabulary:** everywhere (adj.), nature (n), salamander (n), surrounded (adj.) **Oral Vocabulary:** daily, herd, muscles, pattern, several, usually **Vocabulary Strategy:** Classify and Categorize: Color Words

*Penmanship addressed with Phonics skill on Day 1 and/or Day 2.
**Formal lesson for Concepts of Print skill on Day 2.

Comprehension	Research/Listening and Speaking	Grammar/Writing	Decodable Readers
Comprehension Skill: Compare and Contrast **Comprehension Strategy:** Question **Concepts of Print** • Capitalization: First Letter of a Name ** • Phrases, Punctuation: Match Spoken Phrases to Print, Question Mark, Exclamation Point	**Extend Through Research** Record and Publish Research **Listening and Speaking:** Share Information	**Grammar Skill:** Sentence Parts: Subject **Writing Mode:** Write to Express (Fictional Narrative): Story Sentences (Exact Nouns) **Focus Trait:** Word Choice	• *Come and See Me* • *Pam and Me*
Comprehension Skill: Conclusions **Comprehension Strategy:** Monitor/Clarify **Concepts of Print** • Letters and Words • Punctuation: Quotation Marks **	**Extend Through Media Literacy** Identify Media Forms and Techniques **Listening and Speaking:** Share Ideas	**Grammar Skill:** Sentence Parts: Verb **Writing Mode:** Write to Express (Fictional Narrative): Story Sentences (Exact Verbs) **Focus Trait:** Word Choice	• *I Can Nap* • *Tap with Me*
Comprehension Skill: Author's Purpose **Comprehension Strategy:** Visualize **Concepts of Print** • Words and Sentences ** • Compound Words**	**Extend Through Research** Ask Questions **Listening and Speaking:** Share Information and Ideas	**Grammar Skill:** Complete Sentences: Capitalization and Punctuation **Writing Mode:** Write to Express (Fictional Narrative): Story Sentences (Details) **Focus Trait:** Ideas	• *What Can You See?* • *Fat Cat*

UNIT 3: OUTSIDE MY DOOR (CONTINUED)

LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY
14	**Big Book:** *Turtle Splash!* Genre: Concept Book **Essential Question:** What causes events in a story to happen? **Read Aloud Book:** *Home for a Tiger, Home for a Bear* Genre: Informational Text (Science)	**Paired Selection:** "Where Animals Live" Genre: Informational Text (Science) **Text Focus Skill** Labels	**Phonemic Awareness:** • Blend Phonemes • Isolate Middle Sound **Phonics:** • Letter Bb * • Words with b • Blending Words **Words to Know (HFW):** are, now **Fluency:** Read with Expression	**Selection Vocabulary:** idle (adj.), lounging (v), scampers (v), timid (adv.) **Oral Vocabulary:** burrow, desert, (beaver's) lodge, patient, shade, soaring **Vocabulary Strategy:** Classify and Categorize: Number Words
15	**Big Book:** *What a Beautiful Sky!* Genre: Informational Text (Science) **Essential Question:** Why is it important to know what happens first, next, and last in a selection? **Read Aloud Book:** *How Many Stars in the Sky?* Genre: Realistic Fiction	**Paired Selection:** "What Will the Weather Be Like?" Genre: Informational Text (Science) **Text Focus Skill** Symbols	**Phonemic Awareness:** • Blend Phonemes • Isolate Middle Sound **Phonics:** • Review Letters Aa* (Short a), Nn*, Ff*, Bb* • Words with a (Short a), n, f, b • Blending Review **Words to Know (HFW):** Review come, me, with, my, you, what, are, now **Fluency:** Pause for Punctuation	**Selection Vocabulary:** fireball (n), thinner (adj.), beautiful (adj.), misty (adj.) **Oral Vocabulary:** dazzling, distance, gazing, leaned, planet, tunnel **Vocabulary Strategy:** Figurative Language: Simile

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**Formal lesson for Concepts of Print skill on Day 2.

	Comprehension	Research/Listening and Speaking	Grammar/Writing	Decodable Readers
	Comprehension Skill: Cause and Effect **Comprehension Strategy:** Infer/Predict **Concepts of Print** Letters and Words **	**Extend Through Research** Identify Sources **Listening and Speaking:** Share Ideas	**Grammar Skill:** Verbs in Past Tense **Writing Mode:** Write to Express (Fictional Narrative): Story (Sequence; Beginning, Middle, Ending) **Focus Trait:** Organization	• *What Now?* • *At Bat*
	Comprehension Skill: Sequence of Events **Comprehension Strategy:** Analyze/Evaluate **Concepts of Print** • Letters, Words, and Sentences ** • Compund Words	**Extend Through Research** Gather and Record Information **Listening and Speaking:** Share Information and Ideas	**Grammar Skill:** Statements (Capitalization and Punctuation) **Writing Mode:** Write to Express (Fictional Narrative): Story (Sequence; Beginning, Middle, Ending) **Focus Trait:** Organization	• *Pam Cat* • *Come with Me*

UNIT 4: LET'S FIND OUT

LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY
16	**Big Book:** *What Is Science?* Genre: Informational Text (Science) **Read Aloud Book:** *Dear Mr. Blueberry* Genre: Fantasy	**Paired Selection:** "Benjamin Franklin, Inventor" Genre: Informational Text (Social Studies) **Text Focus Skill** Timeline	**Phonemic Awareness:** • Blend Phonemes • Isolate Middle Sound **Phonics:** • Letter Ii * • Words with: (Short i) • Blending Words **Words to Know (HFW):** is, how **Fluency:** Pause for Punctuation	**Selection Vocabulary:** fossils (n), geodes (n), geysers (n), glaciers (n) **Oral Vocabulary:** information, perhaps, pleased, pond, spurt, travel **Vocabulary Strategy:** Classify and Categorize: Science Words
17	**Big Book:** *I Love Bugs!* Genre: Realistic Fiction **Read Aloud Book:** *It Is the Wind* Genre: Realistic Fiction	**Paired Selection:** "Anansi and Grasshopper" Genre: Folk Tale and Trickster Tale (Traditional Tale) **Text Focus Skill** Characteristics of a Folk Tale and of a Trickster Tale	**Phonemic Awareness:** • Blend Phonemes • Segment Phonemes **Phonics:** • Letter Gg * • Words with g • Blending Words **Words to Know (HFW):** find, this **Fluency:** Read with Expression	**Selection Vocabulary:** swoop (v), creep (v), paddle (v), weaves (v) **Oral Vocabulary:** creaks, hare, hinge, howling (wind), path, sways **Vocabulary Strategy:** Multiple-Meaning Words
18	**Big Book:** *In the Big Blue Sea* Genre: Informational Text (Science) **Read Aloud Book:** *One-Dog Canoe* Genre: Fiction	**Paired Selections:** • Poems About the Sea • "If You Ever" • "A Sailor Went to Sea, Sea, Sea" • "Ten Little Fishes" • "Undersea" Genre: Poetry **Text Focus Skill** • Poetry • Repeating and Rhyming Words	**Phonemic Awareness:** • Blend Phonemes • Segment Phonemes **Phonics:** • Letter R r * • Words with r • Blending Words **Words to Know (HFW):** will, be **Fluency:** Read with Expression	**Selection Vocabulary:** dive (v), along (prep), glad (adj.), swim (v) **Oral Vocabulary:** canoe, dew, glided, paddle, peered, crew **Vocabulary Strategy:** Rhyme

*Penmanship addressed with Phonics skill on Day 1 and/or Day 2.
**Formal lesson for Concepts of Print skill on Day 2.

Comprehension	Research/Listening and Speaking/Study Skills	Grammar/Writing	Decodable Readers
Comprehension Skill: Details • GO: Web Map **Comprehension Strategy:** Summarize **Concepts of Print** • Parts of a Book ** • Role of Author, Illustrator • Directionality: Left to Right • Punctuation: Question Mark, Period	**Extend Through Media Literacy** Identify Media Forms **Listening and Speaking:** Share Ideas **Study Skills:** • Distinguish Fantasy from Realism • Form Questions: Use and Respond to Question Words • Parts of a Book: Front and Back Covers, Title Page • Parts of a Book: Table of Contents, Page Numbers	**Grammar Skill:** Proper Nouns for People and Pets **Writing Mode:** Write to Narrate (Personal Narrative): Message (Different Parts) **Focus Trait:** Organization	• *What Is It?* • *It Is My Cab*
Comprehension Skill: Conclusions • GO: Inference Map **Comprehension Strategy:** Infer/Predict **Concepts of Print** • Using Pictures and Text • Poetry **	**Extend Through Research** Identify Sources **Listening and Speaking:** Share Information and Ideas **Study Skills:** • Distinguish Fantasy from Realism • Form Questions: Use and Respond to Question Words • Parts of a Book: Front and Back Covers, Title Page • Parts of a Book: Table of Contents, Page Numbers	**Grammar Skill:** Proper Nouns for Places **Writing Mode:** Write to Narrate (Personal Narrative): Message (Different Parts) **Focus Trait:** Organization	• *Can You Find It?* • *Gig Pig*
Comprehension Skill: Author's Purpose • GO: Inference Map **Comprehension Strategy:** Analyze/Evaluate **Concepts of Print** • Letters and Words • Types, Functions of Print Materials: Inform **	**Extend Through Research** Record and Publish Research **Listening and Speaking:** Share Information **Study Skills:** • Distinguish Fantasy from Realism • Form Questions: Use and Respond to Question Words • Parts of a Book: Front and Back Covers, Title Page • Parts of a Book: Table of Contents, Page Numbers	**Grammar Skill:** Verbs in Future Tense **Writing Mode:** Write to Narrate (Personal Narrative): Letter (Different Parts) **Focus Trait:** Organization	• *What Will It Be?* • *Rac Is It*

UNIT 4: LET'S FIND OUT (CONTINUED)

LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY	
19	**Big Book:** *Sheep Take a Hike* Genre: Fantasy **Read Aloud Book:** *Nicky and the Rainy Day* Genre: Fantasy	**Paired Selections:** • "The Three Billy Goats Gruff" • "The Builder and the Oni" Genre: Fairy Tale (Traditional Tales) **Text Focus Skill** • Storytelling Phrases • Characteristics of a Fairy Tale	**Phonemic Awareness:** • Blend Phonemes • Segment Phonemes **Phonics:** • Letter Dd * • Words with d • Blending Words **Words to Know (HFW):** go, for **Fluency:** Pause for Punctuation	**Selection Vocabulary:** bicker (v), compass (n), hiking (adj.), tramp (v) **Oral Vocabulary:** blizzards, boring, cliffs, impossible, jungle, meadow **Vocabulary Strategy:** Antonyms	
20	**Big Book:** *Curious George's Dinosaur Discovery* Genre: Fantasy **Read Aloud Book:** *Duck & Goose* Genre: Fantasy	**Paired Selection:** "Exploring Land and Water" Genre: Informational Text (Science) **Text Focus Skill** Map and Map Key	**Phonemic Awareness:** • Blend Phonemes • Segment Phonemes **Phonics:** • Review Letters Ii* (Short i), Gg*, Dd*, Rr* • Review words with i (Short i), g, d, r • Blending Review **Words to Know (HFW):** Review is, how, find, this, will, be, go, for **Fluency:** Reading Rate	**Selection Vocabulary:** expected (v), display (n), museum (n), quarry (n) **Oral Vocabulary:** apologized, attention, confusion, notice, snooze, webbed **Vocabulary Strategy:** Synonyms	

*Penmanship addressed with Phonics skill on Day 1 and/or Day 2.
**Formal lesson for Concepts of Print skill on Day 2.

	Comprehension	Research/Listening and Speaking/Study Skills	Grammar/Writing	Decodable Readers
	Comprehension Skill: Cause and Effect • GO: T- Map **Comprehension Strategy:** Question **Concepts of Print** • Punctuation: Period, Question Mark, Exclamation Point • Directionality: Top to Bottom, Left to Right • Parts of a Book: Page Numbers **	**Extend Through Research** Ask Questions **Listening and Speaking:** Share Ideas **Study Skills:** • Distinguish Fantasy from Realism • Form Questions: Use and Respond to Question Words • Parts of a Book: Front and Back Covers, Title Page • Parts of a Book: Table of Contents, Page Numbers	**Grammar Skill:** Verbs in Past Tense **Writing Mode:** Write to Narrate (Personal Narrative): Story (Exact Nouns) **Focus Trait:** Word Choice	• *Go for It!* • *D Is for Dad*
	Comprehension Skill: Sequence of Events • GO: Flow Chart **Comprehension Strategy:** Visualize **Concepts of Print** • High-Frequency Words • Role of Author **	**Extend Through Media Literacy** Identify Media Forms and Techniques **Listening and Speaking:** Share Information and Ideas **Study Skills:** • Distinguish Fantasy from Realism • Form Questions: Use and Respond to Question Words • Parts of a Book: Front and Back Covers, Title Page • Parts of a Book: Table of Contents, Page Numbers	**Grammar Skill:** Verbs: Past, Present, Future **Writing Mode:** Write to Narrate (Personal Narrative): Story (Exact Nouns) **Focus Trait:** Word Choice	• *The Big Dig* • *We Fit*

UNIT 5: GROWING AND CHANGING

LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY
21	**Big Book:** *The Best of Friends* Genre: Realistic Fiction **Read Aloud Book:** *Simon and Molly plus Hester* Genre: Realistic Fiction	**Paired Selections:** • Poems About Friends • "My Friend" • "The More We Get Together" • "Make New Friends" Genre: Poetry **Text Focus Skill** Poetry: Rhyme	**Phonemic Awareness:** • Blend Phonemes • Segment Phonemes **Phonics:** • Letter: Oo* (Short o) • Words with o (Short o) • Adding –s (/s/, /z/) (no formal lesson) • Blending Words **Words to Know (HFW):** make, play **Fluency:** Read with Expression	**Selection Vocabulary:** especially (adv.), market (n), messy (adj.), sometimes (adv.) **Oral Vocabulary:** idea, just, plain, teach, together, until **Vocabulary Strategy:** Multiple-Meaning Words
22	**Big Book:** *Leo the Late Bloomer* Genre: Fantasy **Read Aloud Book:** *A Tiger Grows Up* Genre: Informational Text (Science)	**Paired Selection:** "What Can a Baby Animal Do?" Genre: Informational Text (Science) **Text Focus Skill** Labels	**Phonemic Awareness:** • Blend and Segment Phonemes • Substitute Phonemes **Phonics:** • Letters Xx *, Jj * • Words with x, j • Blending Words **Words to Know(HFW):** said, good **Fluency:** Reading Rate	**Selection Vocabulary:** bloomer (n), patience (n), signs (n), sloppy (adj.) **Oral Vocabulary:** blend, (tiger) cub, den, pounces, prey, scraps **Vocabulary Strategy:** Antonyms

*Penmanship addressed with Phonics skill on Day 1 and/or Day 2.
**Formal lesson for Concepts of Print skill on Day 2.

Comprehension	Research/Listening and Speaking/Study Skills	Grammar/Writing	Decodable Readers
Comprehension Skill: Understanding Characters • GO: T-Map **Comprehension Strategy:** Infer/Predict **Concepts of Print** • Directionality: Top to Bottom, Left to Right ** • Compund Words	**Extend Through Media Literacy** Identify Media Forms **Listening and Speaking:** Share Ideas **Study Skills:** • Different Types of Print Materials • Parts of a Library • Alphabetical Order • Use Newspapers	**Grammar Skill:** Pronouns: he, she, we **Writing Mode:** Write to Inform: Lists (Structure of Numbered Lists) **Focus Trait:** Organization	• *Make It Pop!* • *My Dog Tom*
Comprehension Skill: Story Structure • GO: Story Map **Comprehension Strategy:** Analyze/Evaluate **Concepts of Print** • Punctuation: Quotation Marks ** • Capitalization: First Letter in a Name	**Extend Through Research** Ask Questions **Listening and Speaking:** Share Ideas **Study Skills:** • Different Types of Print Materials • Parts of a Library • Alphabetical Order • Use Newspapers	**Grammar Skill:** Pronouns: they, it, I **Writing Mode:** Write to Inform: Lists (Structure of Numbered Lists) **Focus Trait:** Organization	• *A Good Job* • *Fix It!*

UNIT 5: GROWING AND CHANGING (CONTINUED)

LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY	
23	**Big Book:** *Zinnia's Flower Garden* Genre: Informational Text (Social Studies) **Read Aloud Book:** *Oscar and the Frog* Genre: Informational Text (Science)	**Paired Selection:** "Growing Sunflowers" Genre: Informational Text (Science) **Text Focus Skill** Directions	**Phonemic Awareness:** • Blend and Segment Phonemes • Substitute Phonemes **Phonics:** • Letter Ee * (Short e) • Words with e (Short e) • Blending Words **Words to Know (HFW):** she, all **Fluency:** Pause for Punctuation	**Selection Vocabulary:** fragrant (adj.), inspects (v), pesky (adj.), sprinkles (v) **Oral Vocabulary:** tadpole, stared, gills, hatch, shrink, (river) bank **Vocabulary Strategy:** Context Clues	
24	**Big Book:** *Chameleon, Chameleon* Genre: Informational Text (Science) **Read Aloud Book:** *Red Eyes or Blue Feathers* Genre: Informational Text (Science)	**Paired Selection:** "Amazing Animal Bodies" Genre: Informational Text (Science) **Text Focus Skill** • Photos • Magazine Article	**Phonemic Awareness:** • Blend and Segment Phonemes • Substitute Phonemes **Phonics:** • Letters Hh*, Kk * • Words with h, k • Blending Words **Words to Know (HFW):** he, no **Fluency:** Pause for Punctuation	**Selection Vocabulary:** danger (n), juicy (adj.), peaceful (adj.), poisonous (adj.) **Oral Vocabulary:** communicate, mood, scent, sly, survive, temperature **Vocabulary Strategy:** Classify and Categorize: Describing Words	
25	**Big Book:** *Pie in the Sky* Genre: Realistic Fiction **Read Aloud Book:** *Bread Comes to Life* Genre: Informational Text (Science)	**Paired Selection:** "From Apple Tree to Store" Genre: Informational Text (Social Studies) **Text Focus Skill** Chart	**Phonemic Awareness:** • Blend and Segment Phonemes • Substitute Phonemes **Phonics:** • Review Letters Oo* (Short o), Xx*, Jj*, Ee* (short e), Hh*, Kk* • Words with o (Short o), x, j, e (Short e), h, k • Blending Review **Words to Know (HFW):** Review make, play, said, good, she, all, he, no **Fluency:** Read with Expression	**Selection Vocabulary:** buds (n), damp (adj.), feast (n), finally (adv.) **Oral Vocabulary:** crop, golden, patch, sprout, sturdy, grind **Vocabulary Strategy:** Classify and Categorize: Seasons	

*Penmanship addressed with Phonics skill on Day 1 and/or Day 2.
**Formal lesson for Concepts of Print skill on Day 2.

	Comprehension	Research/Listening and Speaking/Study Skills	Grammar/Writing	Decodable Readers
	Comprehension Skill: Sequence of Events • GO: Flow Chart **Comprehension Strategy:** Visualize **Concepts of Print** Using Graphics **	**Extend Through Media Literacy** Identify Media Forms and Techniques **Listening and Speaking:** Share Information and Ideas **Study Skills:** • Different Types of Print Materials • Parts of a Library • Alphabetical Order • Use Newspapers	**Grammar Skill:** Proper Nouns for Days and Months **Writing Mode:** Write to Inform: Invitations (Lists, Sentence Fluency) **Focus Trait:** Organization	• *My Pet Dog* • *Ben and Jen*
	Comprehension Skill: Conclusions • GO: Inference Map **Comprehension Strategy:** Monitor/Clarify **Concepts of Print** • Sound Words • Types, Functions of Print Materials **	**Extend Through Media Literacy** Identify Media Forms and Techniques **Listening and Speaking:** Share Information and Ideas **Study Skills:** • Different Types of Print Materials • Parts of a Library • Alphabetical Order • Use Newspapers	**Grammar Skill:** Questions (Capitalization and Punctuation) **Writing Mode:** Write to Inform: Report (Dictate Facts) **Focus Trait:** Ideas	• *Hog in a Hat* • *Kid Hid*
	Comprehension Skill: Text and Graphic Features • GO: T-Map **Comprehension Strategy:** Summarize **Concepts of Print** • Using Pictures, Text • Types, Functions of Print Materials **	**Extend Through Research** Identify Sources **Listening and Speaking:** Share Ideas **Study Skills:** • Different Types of Print Materials • Parts of a Library • Alphabetical Order • Use Newspapers	**Grammar Skill:** Exclamations (Capitalization and Punctuation) **Writing Mode:** Write to Inform: Report (Dictate Facts) **Focus Trait:** Ideas	• *Six Pigs Hop* • *Play Kid, Play*

UNIT 6: LOOK AT US

LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY	
26	**Big Book:** *Something Special* Genre: Fantasy **Read Aloud Book:** *Curious George Makes Pancakes* Genre: Fantasy	**Paired Selection:** "Jobs People Do" Genre: Informational Text (Social Studies) **Text Focus Skill** Photos	**Phonemic Awareness:** Substitute Phonemes **Phonics:** • Letter Uu* (Short u) • Words with u (Short u) • Blending Words **Words to Know (HFW):** do, down **Fluency:** Pause for Punctuation	**Selection Vocabulary:** butterfingers (n), magician (n), trophy (n), whiz (n) **Oral Vocabulary:** assistant, enormous, generous, mayor, shocked, volunteers **Vocabulary Strategy:** Antonyms	
27	**Big Book:** *One of Three* Genre: Realistic Fiction **Read Aloud Book:** *Someone Bigger* Genre: Humorous Fiction	**Paired Selection:** "Cross-Country Trip" Genre: Informational Text (Social Studies) **Text Focus Skill** Map	**Phonemic Awareness:** Substitute Phonemes **Phonics:** • Letters Ll *, Ww* • Words with l, w • Blending Words **Words to Know (HFW):** have, help **Fluency:** Read with Expression	**Selection Vocabulary:** since (adv.), invited (v), remember (v), triplets (n) **Oral Vocabulary:** creatures, firmly, kite, launched (a kite), light, replied **Vocabulary Strategy:** Classify and Categorize: Places	
28	**Big Book:** *You Can Do It, Curious George!* Genre: Fantasy **Read Aloud Book:** *The Little Engine That Could* Genre: Fantasy	**Paired Selections:** • Poems About Things You Can Do • "Whistling" • "Time to Play" • "Look at the Way We Brush Our Teeth" Genre: Poetry **Text Focus Skill** Poetry: Rhythm	**Phonemic Awareness:** Substitute Phonemes **Phonics:** • Letters Vv*, Zz* • Words with v, z • Blending Words **Words to Know (HFW):** look, out **Fluency:** Pause for Punctuation	**Selection Vocabulary:** prize (n), different (adj.), chef (n), slope (n) **Oral Vocabulary:** bellowed, dingy, rumbled, valley, waiters, weary **Vocabulary Strategy:** Context Clues	

*Penmanship addressed with Phonics skill on Day 1 and/or Day 2.
**Formal lesson for Concepts of Print skill on Day 2.

Comprehension	Research/Listening and Speaking/Study Skills	Grammar/Writing	Decodable Readers
Comprehension Skill: Cause and Effect • GO: T-Map **Comprehension Strategy:** Visualize **Concepts of Print** Types, Functions of Print Materials **	**Extend Through Media Literacy** Identify Media Forms **Listening and Speaking:** Share Ideas **Study Skills:** • Give an Oral Report • Use Visuals and Props • Use a Map • Use a Calendar	**Grammar Skill:** Nouns: Singular and Plural **Writing Mode:** Write to Express: Response to Literature (Sentence Frames, Expressing an Opinion) **Focus Trait:** Voice	• *All In* • *Bug and Cat*
Comprehension Skill: Compare and Contrast • GO: Venn Diagram **Comprehension Strategy:** Monitor/Clarify **Concepts of Print** Parts of a Book: Front and Back Covers, Title Page, Dedication Page **	**Extend Through Media Literacy** Identify Media Forms and Techniques **Listening and Speaking:** Share Information and Ideas **Study Skills:** • Give an Oral Report • Use Visuals and Props • Use a Map • Use a Calendar	**Grammar Skill:** Subject-Verb Agreement (Past, Present, Future) **Writing Mode:** Write to Express: Response to Literature (Sentence Frames, Giving Reasons) **Focus Trait:** Ideas	• *Win a Cup!* • *Wes Can Help*
Comprehension Skill: Story Structure • GO: Story Map **Comprehension Strategy:** Infer/Predict **Concepts of Print** • Environmental Print **	**Extend Through Media Literacy** Identify Media Forms **Listening and Speaking:** Share Ideas **Study Skills:** • Give an Oral Report • Use Visuals and Props • Use a Map • Use a Calendar	**Grammar Skill:** Subject-Verb Agreement (Past, Present, Future) **Writing Mode:** Write to Express: Response to Literature (Sentence Frames, Giving Reasons) **Focus Trait:** Ideas	• *Vet on a Job!* • *Roz the Vet*

UNIT 6: LOOK AT US (CONTINUED)

LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY	
29	**Big Book:** *Look at Us* Genre: Informational Text (Social Studies) **Read Aloud Book:** *Baby Brains* Genre: Fiction	**Paired Selection:** "The Three Little Pigs" Genre: Fairy Tale (Traditional Tale) **Text Focus Skill** Characteristics of a Fairy Tale	**Phonemic Awareness:** Track Syllables **Phonics:** • Letters Yy*, Qq* (qu) • Words with y, q (qu) • Blending Words **Words to Know (HFW):** off, take **Fluency:** Reading Rate	**Selection Vocabulary:** projects (n), visitors (n), scared (adj.), proud (n) **Oral Vocabulary:** certainly, embarrassed, languages, mumbled, popular, study **Vocabulary Strategy:** Figurative Language	
30	**Big Book:** *Miss Bindergarten Celebrates the Last Day of Kindergarten* Genre: Fantasy **Read Aloud Book:** *Pet Show!* Genre: Realistic Fiction	**Paired Selection:** "Schools Then and Now" Genre: Informational Text (Social Studies) **Text Focus Skill** Photos and Captions	**Phonemic Awareness:** Track Syllables **Phonics:** • Review Letters Aa* (short a), Ee* (Short e), Ii* (Short i), Oo* (Short o), Uu* (Short u) • Blending Review • Words with -s, -ing **Words to Know (HFW):** Review do, down, have, help, look, out, off, take **Fluency:** Read with Expression	**Selection Vocabulary:** attendance (n), balance (v), perfume (n), success (n) **Oral Vocabulary:** announced, entrance, expect, favorite, independent, judge **Vocabulary Strategy:** Environmental Print	

*Penmanship addressed with Phonics skill on Day 1 and/or Day 2.
**Formal lesson for Concepts of Print skill on Day 2.

	Comprehension	Research/Listening and Speaking/Study Skills	Grammar/Writing	Decodable Readers
	Comprehension Skill: Main Idea and Details • GO: Web Map **Comprehension Strategy:** Question **Concepts of Print** Types, Functions of Print Materials **	**Extend Through Research** Gather and Record Information **Listening and Speaking:** Share Information and Ideas **Study Skills:** • Give an Oral Report • Use Visuals and Props • Use Maps • Use Calendars	**Grammar Skill:** Prepositions: for, to, with **Writing Mode:** Write to Express Poems **Focus Trait:** Organization	• *Not Yet* • *Can Not Quit Yet*
	Comprehension Skill: Understanding Characters • GO: T-Map **Comprehension Strategy:** Summarize **Concepts of Print** • Capitalization: First Letter in a Name • Environmental Print **	**Extend Through Research** Record and Publish Research **Listening and Speaking:** Share Information **Study Skills:** • Give an Oral Report • Use Visuals and Props • Use Maps • Use Calendars	**Grammar Skill:** Prepositions: in, on, up, out **Writing Mode:** Write to Express Poems **Focus Trait:** Organization	• *Max Is Down* • *A Fun Job*

E

SECTION E

METHODS OF PUPIL ASSESSMENT

Methods of Pupil Assessment 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 ("MOE") 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 MOE and any successor assessments required by the State of Michigan.

Academic Assessments to Be Administered:

Grade(s)	**Academic Assessment**
K-8th Grade	iReady Reading, Writing, Mathematics, Social Studies and Science
8th -9th Grade	PSAT 8/9 Reading and Writing, and Mathematics
9th Grade	MAP-NWEA Social Studies and Science
10th Grade	PSAT 10 Reading and Writing, Mathematics
11th Grade	SAT: Reading and Writing, Mathematics
12th Grade	SAT: Reading and Writing, Mathematics

F

SECTION F

APPLICATION AND ENROLLMENT OF STUDENTS

APPLICATION AND ENROLLMENT OF STUDENTS

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article VI, Section 6.6, the Academy shall comply with the application and enrollment requirements identified in this Schedule.

Enrollment Limits

The Academy will offer kindergarten through Eighth grade. The maximum enrollment shall be 350 students. The Academy will annually adopt maximum enrollment figures prior to its application and enrollment period.

Requirements

Section 504 of the Revised School 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.

- ☐ Academy enrollment shall be open to all individuals who reside in Michigan. Except for a foreign exchange student who is not a United States citizen, a public school academy shall not enroll a pupil who is not a Michigan resident.
- ☐ Academy admissions may be limited to pupils within a particular age range/grade-level or on any other basis that would be legal if used by a Michigan public school district.
- ☐ The Academy Board may establish a policy providing enrollment priority to siblings of currently enrolled pupils, or to a child of a person who is employed by or at the public school academy or who is on the board of directors of the public school academy.
- ☐ The Academy 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 Academy receives more applications for enrollment than there are spaces available, pupils shall be selected for enrollment through a random selection drawing.

Matriculation Agreement

- ☐ The Academy Board may enter into a matriculation agreement with another public school academy pursuant to section 504(4) of the Revised School Code.
- ☐ However, before the Academy Board approves a matriculation agreement, the Academy shall provide a draft copy of the agreement to the Eastern Michigan University Charter Schools Office ("CSO") for review.

- ☐ Any matriculation agreement entered into by the Academy shall be added to this schedule 7f through a contract amendment approved in accordance with this Contract.

- ☐ Until the matriculation agreement is incorporated into this Contract, the Academy is prohibited from granting an enrollment priority to any student pursuant to that matriculation agreement.

Application Process

- ☐ The application period shall be a minimum of two weeks in duration, with evening and/or weekend times available.

- ☐ The Academy shall accept applications all year. If openings occur during the academic year, students shall be enrolled. If openings do not exist, applicants shall be placed on the official waiting list. The waiting list shall cease to exist at the beginning of the next application period.

- ☐ In the event there are openings in the class for which students have applied, students will be admitted according to the official waiting list. The position on the waiting list shall be determined by the random selection drawing. If there is no waiting list, students shall be admitted on a first-come, first-served basis.

- ☐ The Academy may neither close the application period nor hold a random selection drawing for unauthorized grades prior to receipt of written approval from the CSO.

Legal Notice or Advertisement

- ☐ The Academy shall provide legal notice or advertisement of the application and enrollment process in a local newspaper of general circulation. A copy of the legal notice or advertisement must be forwarded to the CSO.

- ☐ At a minimum, the legal notice or advertisement 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 legal notice or advertisement of the application period shall be designed to inform individuals that are most likely to be interested in attending the Academy.

- ☐ The Academy, being an equal opportunity educational institution, shall be committed to good-faith affirmative action efforts to seek out, create and serve a diverse student body.

Re-enrolling Students

- ☐ The Academy shall notify parents or guardians of all enrolled students of the deadline for notifying the Academy that they wish to re-enroll their child.

- ☐ If the Academy Board has a sibling preference policy, the re-enrollment notice must also request that the parent or guardian indicate whether a sibling(s) seeks to enroll for the upcoming academic year.

- ☐ An enrolled student who does not re-enroll by the specified date can only apply to the Academy during the application period for new students.

- ☐ An applicant on the waiting list at the time a new application period begins must reapply as a new student.

- ☐ After collecting the parent or guardian responses, the Academy must determine the following:

A. The number of students who have re-enrolled per grade or grouping level.

B. The number of siblings seeking admission for the upcoming academic year per grade.

C. If space is unavailable, the Academy must develop a waiting list for siblings of reenrolled students.

D. The number of spaces remaining, per grade, after enrollment of current students and siblings.

Random Selection Drawing

A random selection drawing is required if the number of applications exceeds the number of available spaces.

Prior to the application period, the Academy shall:

- ☐ Establish written procedures for conducting a random selection drawing.
- ☐ Establish the maximum number of spaces available per grade or grouping level.
- ☐ Establish the date, time, place, and person to conduct the random selection drawing.
- ☐ Notify the CSO of both the application period and the date of the random selection drawing, if needed. The CSO may have a representative on-site to monitor the random selection drawing process.

The Academy shall use a credible, impartial individual who is not employed by, under contract with, a member of the Board of, or otherwise affiliated with the Academy to conduct the random selection drawing. Further, the Academy shall:

- ☐ Conduct the random selection drawing in a manner that is open to parents, community members, and members of the public who want to observe the process.

- ☐ Use numbers, letters, or another system that guarantees fairness and does not give an advantage to any applicant.

The Academy shall notify applicants not chosen in the random selection drawing that they were not selected and that their name has been placed on the Academy's official waiting list for openings that may occur during the academic year. Students shall appear on the official waiting list in the order they were selected in the random selection drawing.

G

SECTION G

SCHOOL CALENDAR AND SCHOOL DAY SCHEDULE

BARBER PREPARATORY ACADEMY

DRAFT 2024-2025 SCHOOL CALENDAR

DATES	EVENTS
August	Building Open for Staff*
August 19-28	***PROFESSIONAL DEVELOPMENT*** ***ALL STAFF***
August 29, 2024	Professional Development BPA Open House/Back to School Bash 12:00-3:00
August 30-September 2, 2024	**Labor Day Observance**
SEPTEMBER 2024	*Hispanic Heritage Month*
September 3, 2024	FIRST DAY OF SCHOOL First Quarter / Semester One Begins ***iReady Window***
September 6, 2024	Welcome Back Assemblies (PE held in classrooms) K-2 9:00 3-5 10:0 6-8 1:15
September 19, 2024	Drop off Doughnuts for Parents/ Guardians
OCTOBER 2024	***NWEA Window*** *Bullying Prevention Month*
October 2, 2024	*COUNT DAY- MANDATORY ATTENDANCE*
October 2, 2024	PTO Meeting 3:30 pm
October 4, 2024	September Eagle of the Month
October 7, 2024	**NO SCHOOL: Staff Professional Development** *Q1 Progress Report Grades due 5:00 p.m.*
October 11, 2024	**First Quarter Student Progress Reports Distributed**
October 17, 2024	**Title Family Night (Open House) 3:30-5:00**
October 21-22, 2024	Mobile Dentist
October 24, 2024	Drop Off Doughnuts for Parents and Guardians
November 2024	*Giving Thanks and Volunteering*
November 4, 2024	**October Eagle of the Month**
November 5, 2024	**ELECTION DAY PD**
November 6, 2024	PTO Meeting 3:30 pm
November 8, 2024	**Q1 Ends**
November 11, 2024	**Q2 Begins** ***Q1 Report Card Grades due.***
November 15, 2024	First Quarter Report Cards Distributed
November 21, 2024	**High School Fair (Gym) & K-3 Literacy Night (Library) 4:00-5:30**
November 27-29	**NO SCHOOL: Thanksgiving Break**
DECEMBER 2024	***Supporting Community Month*** ***i-Ready Window Opens***
December 2, 2024	***Eagle Student of the Month***
December 2, 2024	Parent Teacher Organization Meeting 3:30 pm

DRAFT

December 12, 2024	STEM Family Night 3:45-5:30 pm
December 13, 2024	***Q2 Progress Reports Distributed***
December 16, 2024	Science Fair Packets Distributed
December 19, 2024	Winter Concert
December 20, 2024	**Eagle Student of The Month**
December 23-January 3, 2025	**NO SCHOOL: Winter Break**
JANUARY	
January 6, 2025	Classes Resume ***iReady Window Continues***
January 8, 2025	PTO 3:30 pm
January 17, 2024	**NO SCHOOL: Staff Professional Development**
January 20, 2025	**NO SCHOOL: Martin Luther King Jr. Observance**
January 31, 2025	**End of Q2/ First Semester**
January 31, 2025	**Assemblies: Eagle Student of The Month**
February 2025	***NWEA Winter Window***
February 3, 2025	***3rd Quarter/ Second Semester Begins*** **Second Quarter Report Card Grades Due by 11:59 pm**
February 3, 2025	Black History Projects Assigned
February 5, 2025	Parent Teacher Organization Meeting 3:30 pm
February 7, 2025	**Second Quarter / 1st Semester Report Cards distributed**
February 13, 2025	**Semester One Awards**
February 17, 2025	**NO SCHOOL: President's Day Observance**
February 24, 2025	**Third Quarter Progress Reports due** *Black History Projects Due*
February 28, 2025	Black History Program
March	***March is Reading Month*** ***Women's History Month***
March 3, 2025	**NO SCHOOL: Staff Professional Development**
March 4, 2025	February Eagle of the Month
March 5, 2025	PTO 3:30 pm
March 7, 2025	Science Fair Gallery Walk and Awards
March 20, 2025	Daddy-Daughter Dance 5:00 – 7:00 pm
March 24-28, 2025	**NO SCHOOL: Spring Break**
April 2025	***State Testing Window*** ***National Poetry Month*** ***Autism Acceptance Month***
April 1, 2025	National Poetry Month Challenge Assigned
April 7, 2025	March Eagle of the Month Reading Month Bracket Winners
April 11, 2025	**End of Q3**
April 14, 2025	**Q4 Begins** **Q3 Grades due by 11:59 p.m.**
April 17, 2025	**Third Quarter Report Cards Distributed**

DRAFT

April 18, 2025	**NO SCHOOL: Good Friday**
April 23, 2025	**Administrative Professionals Day**
April 28, 2025	**Assemblies: Eagle Student of The Month** **Reading Month Bracket Winners** **Administrative Professionals Day**
May	***NWEA Window*** **National Fitness Month**
May 5, 2025	April Eagle of the Month
May 5-9, 2025	Teacher Appreciation Week
May 9, 2025	**Fourth Quarter Progress Reports Due** **National Honor Society Induction Ceremony- Gymnasium**
May 14, 2025	**PTO 3:30 p.m.**
May 16, 2025	**Fourth Quarter Progress Reports Distributed**
May 26, 2025	**NO SCHOOL: Memorial Day Observance**
June 2, 2025	**May Eagle of The Month**
June 9, 2025	**8th Grade Fourth Quarter/ Second Semester Grades Due 5:00 pm**
June 11, 2025	**2nd Semester/ Year End Awards (K-4 & 6-7)**
June 12, 2025	8th Grade Promotion Ceremony
June 13, 2025	Promotion Ceremonies • Kindergarten • 5th Grade
June 16, 2025	Field Day
June 17, 2025	Last Day of School for Students **Fourth Quarter/ Second Semester Report Cards Distributed**
June 19, 2025	**BPA CLOSED: Juneteenth Observance**
June 20, 2025	***Last Day of School for Staff***
June 30-August 6, 2025	Summer School

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
20	22	17	15	19	18	15	21	21	12	**180**

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BARBER PREP MASTER SCHEDULE 2024-2025 draft

Kindergarten

7:45-8:00	K	7:30-7:45	8:00-8:30	8:30-9:10	9:10-10:00	10:05-10:50	10:55-11:25	11:30-11:55	11:55-12:05	12:10-1:00	1:05-1:50	1:55-2:45	2:50-3:00	3:00-3:30
Breakfast	Kindergarten:	PREP (15)	Writing (30)	ELA: Phonics (40)	Reading (50)	MATH (45)	LUNCH	BATHROOM/ RECESS	PM Homeroom	SPECIALS	Math (45)	SS (50)	DISMISSAL PREP	DISMISSAL DUTY

1st Grade

7:45-8:00	1st	7:30-7:45	8:00-8:30	8:30-9:10	9:10-10:00	10:05-10:50	10:55-11:25	11:30-11:55	11:55-12:10	12:10-1:00	1:05-1:55	2:00-2:45	2:50-3:00	3:00-3:30
Breakfast	1st	PREP (15)	Writing (30)	ELA: Phonics (40)	Reading (50)	MATH (50)	LUNCH	BATHROOM/ RECESS	PM Homeroom	Math (50)	SPECIALS (50)	Sci/SS (45)	DISMISSAL PREP	DISMISSAL DUTY

2nd Grade

7:45-8:00	K-2	7:30-7:45	8:00-8:30	8:30-9:10	9:10-10:00	10:05-10:50	10:55-11:25	11:30-11:55	11:55-12:10	12:10-1:00	1:05-1:55	2:00-2:50	2:50-3:00	3:00-3:30
Breakfast	2nd:	PREP (15)	Writing (30)	ELA: Phonics (40)	Reading (50)	MATH (50)	LUNCH	BATHROOM/ RECESS	PM Homeroom	Math (50)	Sci/SS (50)	SPECIALS	DISMISSAL PREP	DISMISSAL DUTY

3rd

7:45-8:00		7:30-7:45	8:00-9:00	9:00-9:30	9:35-10:00	10:05-11:05	11:10-11:35	11:40-12:10	12:15-1:55	2:00-2:50	2:50-3:00	3:00-3:30
Breakfast	3rd:	PREP (15)	Writing (30)	ELA: Phonics (40)	Reading (50)	Sci/SS(60)	Bathroom/ Recess	LUNCH	Math (95)	SPECIALS	DISMISSAL PREP	DISMISSAL DUTY

4th

7:45-8:00		7:30-7:45	8:00-8:30	8:35-9:10	9:15-10:45	10:50-11:35	11:40-12:10	12:10-12:30	12:35-1:25	1:30-2:45	2:50-3:00	3:00-3:30	
Breakfast	4th:	PREP (15)	ELA (30)	Math (35)	Writing/RDG (90)	SPECIALS	LUNCH	Recess	Sci/SS (50)	Math (70)	DISMISSAL PREP	DISMISSAL DUTY	

5th

7:45-8:00		7:30-7:45	8:00-9:15		9:20-9:50	9:55-10:45	10:50-11:35	11:40-12:10	12:10-12:30	12:30-2:00	2:05-2:45	2:50-3:00	3:00-3:30
Breakfast	5th:	PREP (15)	Writing (30)	Reading (45)	SS/SCI (30)	SPECIALS (50)	ELA (45)	LUNCH	Recess	Math (90)	SS/Sci (40)	DISMISSAL PREP	DISMISSAL DUTY

MIDDLE SCHOOL

7:45-8:00		7:30-7:45	8:00-8:10	8:15-9:00	9:05-10:05	10:10-11:10	11:15-12:15	12:15-12:30	12:35-1:05	1:10-1:55	2:00-2:55	3:00
BREAKFAST	Science	PREP (15)	6th HR	Prep (45) PLC/Coaching		6th Sci	8th Sci	6th HR	LUNCH	PLC/ Coaching	7th Sci	DISMISSAL
	Math				7th Math	8th Math	6th Math					DISMISSAL
	ELA		8th HR		6th ELA	7th ELA		8th HR			8th ELA	DISMISSAL
	SS		7th HR		8th SS		7th SS	7th HR			6th SS	

MIDDLE SCHOOL

7:45-8:00		7:30-7:45	8:00-8:10	8:15-9:00	9:05-10:10	10:15-11:20	11:25-12:35	12:40-1:10	1:15-2:25	2:30-2:55	3:00
BREAKFAST	Science	PREP (15)	6th HR	Prep (45) PLC/Coaching	7th SCI	8th Sci		LUNCH	6th SCI	6th HR	DISMISSAL
	Math				8th Math	7th Math	6th Math				DISMISSAL
	ELA		8th HR		6th ELA		7th ELA		8th ELA	8th HR	DISMISSAL
	SS		6th HR			6th SS	8th SS		7th SS	7th HR	

H

SECTION H

AGE OR GRADE RANGE OF PUPILS

The School District of the City of Highland Park Authorizer

Age, Grade Range and Maximum Enrollment Form

Name of School: Barber Preparatory Academy

The authorizer is requesting that the Academy review and confirm the accuracy of the grade range and the maximum enrollment number currently included in Schedule 7(g).

Current Grade Range: PreK-8th

Current Maximum Enrollment: 336

☑ No changes are requested.

☐ Changes requested:

Proposed Grade Range: PreK-8th

Proposed Maximum Enrollment: FY 24-25 375 FY 25-26 425, FY 26-27 475,

The Authorizer is requesting that the school provide the projected free and reduced lunch percentage for the next school year.

Projected Free and Reduced Lunch Percentage: 100%