





## Organization Information

Organization Name \*

Cape View Leadership Academy

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Telephone

9105547399

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Fax

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Address

807 S Topsail Dr

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Unit/Suite

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Zip Code

28445

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City

Holly ridge

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State

North Carolina

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Primary Contact Name \*

Justin May

Opening Year \*

2026

Is Management Organization Used

Yes  No

Primary Contact Relation To Board \*

Board Member

Management Organization Name

ACCEL Schools

Management Organization Contact Name

Cody Claver

Primary Contact Email \*

jmay.pendercharter@gmail.com

Management Organization Phone

2085155581

Primary Contact Phone \*

9105547399

Management Organization Email

cclaver@accelschools.com

Primary Contact Address \*

807 South Topsail Dr

Unit/Suite \*

Zip Code \*

28445

City \*

Holly ridge

State \*

North Carolina



## Board Members Roster

Name	Street Address	Zip Code	Email	Expertise
Christine Isbell	332 Aurora Pl	28443	cisbell1103@gmail.com	Corporate
Hilal Isbell	332 Aurora Pl	28443	hisbell.pendercharter@gmail.com	Insurance
Katie Fluke	344 Aurora Pl	28443	kfluke.pendercharter@gmail.com	Education
Fidel Forde	103 Superior Ct	28443	fforde.pendercharter@gmail.com	Entrepreneur
Justin May	807 S. Topsail Dr	288445	jmay.pendercharter@gmail.com	Pilot/Non-profit



## 1. Application Contact Information

### Q1. Name of Proposed Charter School

Cape View Leadership Academy

### Q2. Primary Contact's Alternate Telephone Number (xxx-xxx-xxxx)

- The primary contact will serve as the contact for follow-up, interviews, and notices regarding this Application

Justin May – 910.554.7399

### Q3. Geographic County in which charter school will reside

Pender County

### Q4. LEA/District Name

Cape View Leadership Academy is not contracting with a district, and as such operates as its own LEA.

### Q5. Zip code for the proposed school site, if known

28445 or 28443

### Q6. Was this application prepared with the assistance of a third party such as a consultant or Charter Support Organization (CSO)?

#### I. Definition - Charter Support Organization (CSO)

A for profit or nonprofit, nongovernmental entity that provides:

- a. assistance to developers during the application, planning, program design, and initial implementation of a charter school; or
- b. technical assistance to operating charter schools, including specific and limited services such as but not limited to professional development, nonprofit board development, payroll, and curriculum development.

Yes



No

**Q7. Give the name of the third-party consultant or CSO:**

ACCEL Schools

**Q8. Describe any fees provided to the third-party person or CSO as reflected in the budget.**

No fees were provided to ACCEL Schools for the development of the application.

**Q9. Provide a full detailed response of the assistance provided by the third-party consultant or group while preparing this application and when the assistance will end:**

A few members of the Board of Directors came together and researched potential providers that could help put an application together. A neighbor, (Christy Miller) happened to work for a subsidiary of ACCEL Schools (Excel Early Learning Centers) in the Wilmington area. Christy introduced the group to Cody Claver, VP of Business Development, and Traci Esposito, Proposal Writer, from ACCEL Schools. Cody and Traci have been invited to board meetings to assist in the planning and development of the application process. If Cape View Leadership Academy is approved, additional team members from ACCEL will support in the planning year and in the opening and operation of the school year, as outlined in the draft management agreement.

**Q10. Projected School Opening Month**

August 2026

**Q11. Will this school operate on a year-round schedule?**

Yes (Year-Round)

No

**Q12. Complete the Enrollment Summary table (see resources), providing grade levels and total projected student enrollment for Years 1-5. Please note: If applying as a "FACE VIRTUAL" remote academy, the applicant must provide separate enrollment figures for in-person and remote student cohorts (see resources).**

Upload Required File Type: excel Max File Size: 30 Total Files Count: 1



Resources

Enrollment Summar...

Applicant Evidence :

CVLA Enrollment Su...

Uploaded on **5/23/2025**  
by **Traci Esposito**

**Q13. At full capacity, what is your estimated student enrollment and grade spans?**

Cape View Leadership Academy intends to serve approximately 350 students in grades 6-12 at full capacity.



Jessica Kelly

Comments :

The applicant's enrollment summary lists 414 at end of year 5 for grades 6-12 and 385 in year 3 when it is the first year of 6-12. The applicant should elaborate on timeline of full capacity and align numbers with those provided on the table.

**Q14. Complete the Enrollment Demographics table (see resources), providing projected enrollment for each of the following demographic groups.**

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Resources

Enrollment Demogra...



Applicant Evidence :



Uploaded on **4/22/2025**  
by **Traci Esposito**

**Q15. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan outlined above.**

The board has witnessed enrollment in Pender County increasing and burdening the local teachers. The board is also aware that there are many well performing elementary schools and some high school options. They see a need for a strong middle school option that is coupled with high school and includes a CTE focus. In discussion with a local expert, David Machado, at a board meeting, they were told that there is a huge demand for CTE programs, that opening with 6-10th grade (growing grades 11 and 12 in subsequent years) was reasonable and prudent and an expectation of 300-400 students for initial enrollment would be favorable, but to expect to fill 75% of those seats. The budget team also bases their projections on the most financially sound and viable enrollment model. Lastly, the board's intended ESP, ACCEL Schools, favors a slow growth strategy with smaller class sizes in order to present an even more operable option for teachers and students alike.



Jessica Kelly

Comments :

The applicant has sufficiently described the rationale for year one for the growth plan. In lieu of individuals opinions on what is needed the applicant could strengthen their response by providing data from surrounding schools to establish more of a proven need.

**Q16. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.**

- I certify
- I do not certify

**Q17. Explanation (optional)**



## 2025 NC CHARTER APPLICATION NC Public Charters



### Section



Jessica Kelly

#### Ratings

**Meets the  
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

#### Comments :

The applicant meets the standard but should consider providing more data-based evidence to justify need and ensure the enrollment table aligns with the narrative.



## 2. Non-Profit Corporation Information

Private Non-profit Corporation (NCGS 115C-218.1)

- The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

### Q18. Organization Type

- Non-Profit Corporation
- Municipality

### Q19. Official name of the private, non-profit corporation as registered with the NC Secretary of State

- This is the entity that will hold the Charter if final approval is granted by the NC Charter Schools Review Board (CSRB).

Cape View Leadership Academy, Inc.

### Q20. Has the organization applied for 501(c)(3) non-profit status?

- Yes
- No

### Q21. The private non-profit listed as the responsible organization for the proposed charter school has 501(c)(3) status:

- Federal Tax-Exempt Status (NCGS 115C-218.15)
- If the non-profit organization has yet to obtain 501(c)(3) status, the tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval.

- Yes
- No

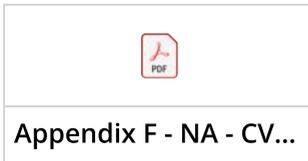
### Q22. Attach as Appendix F Federal Documentation of Tax-Exempt Status



Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 10

Applicant Evidence :



Uploaded on **4/24/2025**  
by **Traci Esposito**

### Q23. Name of Registered Agent and Address

- As listed with the NC Secretary of State

Justin May - 807 S. Topsail Dr., Surf City, Pender County 28445

### Q24. Federal Tax ID

33-4663741

## Section



Jessica Kelly

Ratings

Meets the  
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



### 3. Acceleration

Per NC Administrative Code 16 NCAC 06G .0509 (<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=84R1LVelxY9lvhpKdhHt1w==&ptid=muNUIKiR2jsXcslsh28JpBkiw==&secid=x9VPtMUo9twbb6Q1kKyM7A==&PG=6&IRP=0>), the State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high-quality charter schools.

#### Q26. Requirements

The State Board of Education may accelerate the mandatory planning year for a charter applicant that meets the following requirements:

- (1) agrees to participate in the planning year while the charter application is being reviewed without any guarantee of charter award; and
- (2) demonstrates that there is a facility identified by the applicant that is feasible for opening on an accelerated schedule. Do you want your application to be considered for acceleration?

Yes

No

### Section



Jessica Kelly

#### Ratings

Meets the  
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



## 4. Conversion

Q40. Is this application a Conversion from a traditional public school or private school?

- Yes
- No

### Section



Jessica Kelly

#### Ratings

**Meets the  
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



## 5. Replication

Per NC Administrative Code 16 NCAC 06G .0512, the State Board of Education (SBE) may, in certain well-defined instances, grant permission for a non-profit corporation board of directors (board) to replicate either its own successful model or to employ an educational management company (EMO) or a charter management organization (CMO) to replicate a successful model currently being operated under the management of the EMO or CMO. The SBE may also, in certain well-defined instances, grant permission for a non-profit corporation board to "fast track" such a replication by foregoing the planning year normally required for newly-approved charter applicants.

***If applying for a replication, please review the following definitions and continue in this section.***

- (1) "Charter school model" or "model" mean the mission as defined in the charter application and function of a charter school, including its governance, its curriculum, its organizational structure, its targeted population, and other key characteristics of the school, such as small class size, thematic academics, and extended day.
- (2) "Successful model" means a charter school model that meets the eligibility requirements in Rule .0513 of this Section.
- (3) "Replication" means the act of copying, recreating, or repeating, a successful charter school model. A "replication" requires the utilization of one charter school "model" to form the creation of a new charter school.
- (4) "Fast-Track Replication" is a special form of replication in which the approved applicant foregoes the planning year required of new charter school applicants.

History Note: Authority G.S. 115C-218.3;

Emergency Adoption Eff. August 20, 2019;

Eff. March 17, 2021.

**Q57. Do you want this application to be considered for standard or fast-track replication?**

- Standard
- Fast-Track



No, this is not a replication

## Section



Jessica Kelly

### Ratings

**Meets the  
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



## 6. Alternative

\*A charter school meeting the eligibility criteria set forth in this policy and seeking designation as an “alternative school” must submit an application to the Office of Charter Schools describing in detail the school’s mission as it relates to the request for the designation; the criteria the school plans to use that will meet the eligibility requirements set forth below, including the documentation the school will use to support its admissions process; how the school intends to serve the select population, educationally and otherwise; and the goals the school is setting for academic achievement for this population. The application must also include an admission plan that is well-defined and specifically limited to serving at-risk students as described in the application. A plan that is not well-defined will not be approved.

\*The school must, in its application, designate which of the alternative accountability options it is requesting under ACCT-038 (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=ACCT-038&Sch=10399&S=10399&C=ACCT&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true>). The option selected, if approved, cannot be changed except at the time of renewal (as outlined in CHTR-020.III (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=CHTR-020&Sch=10399&S=10399&C=CHTR&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true>)).

Q68. Do you want your application to be considered for an Alternative Charter School?

- Yes
- No



## Section



Jessica Kelly

### Ratings

**Meets the  
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



## 7. EMO/CMO

**Q70. Does the Charter School plan to contract for services with an “educational management organization” or “charter management organization?”**

Yes

No

**Q71. EMO/CMO Mailing Address City, State, Zip**

ACCEL Schools East, LLC

1650 Tysons Blvd. #200 McLean, Virginia 22102

**Q72. EMO/CMO Website**

Accelschools.com

**Q73. Explain how the contract with the specified EMO or CMO will be in the best educational and financial interest of the charter school.**

The Board understands the increasing demand for quality school choice options, especially in Pender County where schools are overcrowded. An additional choice benefits those seeking a different academic option, as well as decreasing class sizes at surrounding schools. The Board also wants school leadership to be best supported and mitigate as many operational challenges as possible. When a school decides to partner with an education service provider, the services handled by the ESP take a burden off the operating leaders of the school, allowing administration and teachers to focus on educational support and academic results of the school.



Jessica Kelly

**Comments :**

The applicant provided a response but did not address how the EMO/CMO will be in the best financial interest of the school.

**Q74. Attach as Appendix A4.1: Executed or Draft Management Contract**

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5



Applicant Evidence :



Uploaded on **4/22/2025**  
by **Traci Esposito**

**Q75. What other EMO/CMOs were pursued and why did the applicant select this one? Please include information regarding other management organizations' fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school.**

In search for the right organization, the board carefully evaluated multiple options to ensure the chosen partner aligned with the mission, values, and financial sustainability goals. The board assessed each organization based on their academic track record, financial stability, fee structures, and ability to support the diverse needs of the target student population.

The board considered several management organizations with varying fee structures and levels of support. Some had higher management fees that would have significantly reduced our ability to allocate funds toward direct student support, instructional resources, and staff salaries. Others had strong academic models but lacked the flexibility needed to tailor programs specifically for our community, particularly in areas like Career and Technical Education (CTE) and inclusive learning initiatives.

Ultimately, the board selected the proposed EMO, ACCEL Schools, because of its well-respected reputation, deep experience in education, and established presence in North Carolina. ACCEL's proven success in operating high-quality schools with strong financial oversight and academic achievement was a key factor in the board's decision. Additionally, several members of their leadership team have extensive backgrounds in education, bringing firsthand knowledge of what it takes to create and sustain a thriving school environment. ACCEL's expertise, combined with their demonstrated commitment to innovation, equitable access, and community-driven decision-making, made them the best fit for the proposed school's mission and long-term success.



Jessica Kelly

**Comments :**

The applicant should include specific names of other EMOs/CMOs considered, provide comparative data on management fees and academic outcomes, and cite independent evaluations or performance metrics for ACCEL Schools. Additionally, including input from community stakeholders and educators in the decision-making process would further demonstrate transparency and alignment with local needs.

**Q76. Provide and discuss student performance, governance performance, and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the targeted student population. Nationally, what are the highest and lowest-performing schools of the EMO/CMO? Why are these two schools so different in overall achievement?**



ACCEL Schools is a K-12 Education Services Organization formed in 2014, currently serving over 55,000 students in 90 brick-and-mortar and online schools in Alabama, Arizona, Colorado, Florida, Georgia, Indiana, Michigan, Missouri, Ohio, Oregon, Washington, West Virginia, Wyoming and Utah. ACCEL Schools partners with active school boards to provide an online model that weaves together standards-based and highly individualized content with dynamic, interactive, and engaging material that is rooted in the rigor of focusing on both academic success and preparedness for college and/or career after high school.

ACCEL Schools historically has served students in underrecognized communities. Most of the students live in communities facing socioeconomic barriers. The brick-and-mortar schools fall within diverse locales, including urban schools, suburban schools, and rural communities, with most of the schools falling within urban and surrounding urban schools as defined by the National Center for Education Statistics. Most of the online schools serve students across their respective states. ACCEL schools serve students 77% economically disadvantaged, approximately 69% students of color, 1% unhoused, 10% English Language Learners, and 15% students with disabilities. These percentages vary at the individual schools.

ACCEL Schools is the educational service provider for the individual schools within its network. All charter schools have been awarded a charter contract by either the state, a district, or a community organization, which granted them the ability to oversee charter schools. Each school is its own Local Education Agency (LEA) or is a district partner. All schools have their board of directors responsible for determining policies and procedures and ensuring the school's financial viability. The schools maintain independent legal counsel, and the majority have an independent treasurer. ACCEL works closely with these stakeholders to support the goals and objectives of each school's charter.

As the school's public agents, the Board is legally and ethically responsible for ensuring the school's academic achievement, organizational viability, and adherence to the terms of its charter. The Board asserts much of its leadership through its policy-setting responsibilities. Board-level policies allow the schools to operate effectively and efficiently in pursuit of their mission by establishing clear frameworks for the school's work. As a new school, the Board will work closely with our legal counsel to develop policies and procedures that are aligned with state requirements. All powers of the Board lie in its collective action.

One of the key determinants that led the board to partner with ACCEL Schools was based upon their performance in the state of Colorado in Banning Lewis Academy. The school uses ACCEL's curriculum, platform, and resources, and has consistently performed well on the SPF. This weighs heavily with ESD because it clearly demonstrates that ACCEL has the right instructional focus to deliver results.

The board is confident that Cape View Leadership Academy will achieve similar and consistent results for the following reasons:



- The instructional program, staff training, and leadership come from the same organization that partners with Banning Lewis Academy
- Based upon the board's review of the curriculum, and
- Strong collaborative ties with the school.

Banning Lewis Academy is a charter school authorized by District 49. It consists of two campuses. Banning Lewis Ranch serves students in grades K-5 and Banning Lewis Prep serves students in grades 6-12. Students attending Banning Lewis Academy are of similar demographics to those expected for Cape View Leadership Academy.

As shown on the Colorado Performance Frameworks, Banning Lewis Academy has earned a Performance Rating of **Performance** for the last six years. In the attached document, please find the figures referenced below.

Figure Q76.1 shows the overall performance rating for Banning Lewis Academy for 2023. Figure Q76.1 shows the ratings from the prior five years. Figure Q76.1 shows the Performance Indicator Ratings for 2023. Figure Q76.4 shows the test participation rates for Banning Lewis Academy. ACCEL strongly emphasizes the importance of testing participation to families in both brick and mortar and online classrooms. This is certainly evident at Banning Lewis Academy.

ACCEL has been in the position, many times by request, to assume operations for failing and struggling charter schools. These schools, located in Ohio, were struggling based upon a combination of poor academic performance, operational challenges, and/or financial insolvency. ACCEL Schools took on these turnaround projects and demonstrated immediate impact. While these schools are not a good match for the target population of CCPAC, the consistent and clear improvement shown in these turnaround schools clearly illuminates ACCEL's ability to improve student learning, operational integrity, and financial strength. Also, these improvements were made with average funding at about 66% of the funding that district schools received.

Many partner schools of ACCEL Schools are located in Ohio. Here are some highlights of the schools' Performance Index (PI) ratings.

- 2% (35/67) had PI above the top 50% of District Peers
- 4% (38 of qualifying 64) had a Value Add above the top 50% of District Peers
- 1% (51/67) had either the PI OR their Value add above the 50% of District Peers
- 8% (22/67) were higher in both PI and value add 50% relative to District Peers



Applicant Evidence :



Uploaded on **4/22/2025**  
by **Traci Esposito**



Jessica Kelly

Comments :

The response highlights ACCEL Schools' broad experience serving over 55,000 students, particularly in underserved communities, and points to Banning Lewis Academy in Colorado as a high-performing example with similar demographics to the proposed school. It also notes ACCEL's success in turning around failing schools, especially in Ohio, and its strong governance support model. However, the response does not directly name or compare ACCEL's highest- and lowest-performing schools as requested, nor does it explain why those schools differ in performance. Financial and governance performance data are discussed generally but lack specific outcomes. To improve, the applicant should clearly identify and compare ACCEL's top and bottom-performing schools nationally, include key academic and financial performance data, and explain the reasons for variation in results.

**Q77. Describe how the governance structure will be affected, if at all, by the EMO/CMO, and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO.**



The board is committed to maintaining an active role in the oversight of this school. Because the board takes its fiduciary duties of loyalty and care very seriously, it will utilize its independent counsel for guidance and hold ACCEL accountable to its responsibilities as delineated in the contract, as it would with any other vendor providing a contracted service. The board will create a comprehensive conflict of interest policy that prohibits any conflicts with the EMO or other vendor serving the school. The Board of Directors shall adopt policies, procedures and guidelines designed to prevent and avoid conflicts of interest.

The board members agreed to work with ACCEL due to their team's broad experience in all aspects of public schooling and their unique, data-driven school offering. ACCEL will deliver a fully aligned North Carolina curriculum and assessment program that provides teachers with the flexibility to personalize instruction and interventions for students of all abilities. The integrated data systems will support student and teacher engagement along with state and federal reporting requirements.



Jessica Kelly

**Comments :**

The response emphasizes the board's active role and responsibilities and has conflict of interest safeguards in place. To strengthen the response, the applicant should clearly outline the board's specific governance responsibilities (e.g., budget approval, principal hiring), how it will monitor ACCEL's performance, and how it will ensure separation between strategic oversight and operational management. Including meeting frequency, reporting structures, or board training plans would further emphasize independence.

**Q78. Provide a description of the relationship that will exist between the charter school employees and the Management Organization.**

ACCEL will employ all school-based staff. The SVP of School Operations or their designee will provide daily direct supervision of the Head of School. Yet, the governing board will also have oversight of the Head of School, and ACCEL will ensure open communication to support them. ACCEL's shared services team members will provide many other support functions for the school-based staff, including, but not limited to, special education, career readiness, curriculum and assessment, instructional coaching, marketing and enrollment, state and federal reporting, financial services, facilities and IT support, etc., as defined in the ACCEL contract.



Jessica Kelly

**Comments :**

The applicant should expand on the rationale for the school staff to be employed by ACCEL rather than by the school. How will supervision work effectively if the staff are not overseen by the principal? Will ACCEL staff be on site daily?

**Q79.Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO, and if necessary, terminate the contract without significant obstacles.**

Before the school's launch, the board, working with their legal counsel, will create an annual evaluation that will evaluate the quality of ACCEL's contracted services and overall success in managing the school.

Because the Board takes its fiduciary duties of loyalty and care very seriously, the Board will utilize its independent counsel for guidance when necessary, and it will work closely with Cape View Leadership Academy staff to hold ACCEL accountable to its responsibilities as delineated in the contract, as it would with any other vendor providing a contracted service. Curriculum choices, if adoption of new materials is necessary, will be vetted through third-party auditing, and the ESP will be held accountable through an annual evaluation proctored by an independent party. Each March, the Board will require its independent evaluation party to execute the annual evaluation to include all stakeholders (faculty/staff, the school leader, and the Board). The results of the evaluation along with any findings requiring corrective action will be shared by the independent party with both the Board and ACCEL during the April Board meeting. ACCEL will have a 15-day period to respond to any findings and the Board will review and accept the findings or request additional action/information. Should ACCEL fail to resolve findings to the Board's satisfaction and/or an egregious lack of services is identified, the Board has negotiated the terms of termination of the contract with this in mind.

This process underscores the Board's autonomy in ensuring its chosen ESP meets the standards as expected and provides an opportunity for correction and discussion when necessary. This process also provides the highest level of transparency regarding the school leadership's experience with management of the services. The Board is committed to maintaining an active role in the oversight of this school.

Details of the termination agreement can be found in Article VII of the Draft Management Agreement.



Jessica Kelly

**Comments :**

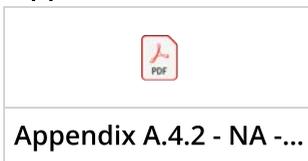
To strengthen the response, the applicant should list the key measurable objectives to be included in the contract (e.g., test score growth, financial audits, operational milestones), clarify what types of findings would trigger termination, and briefly summarize the termination terms in Article VII. Including examples of corrective actions or performance benchmarks would improve clarity and demonstrate strong accountability practices.

**Q80. Is the facility provided by the EMO/CMO?**

- Yes
- No

**Q81. Attach as Appendix A4.2 Facility Buyout Agreement, if applicable**

**Applicant Evidence :**



Uploaded on **4/22/2025**  
by **Traci Esposito**



Jessica Kelly

**Comments :**

The applicant indicated the facility will be provided by the EMO/CMO but does not attach any evidence indicating same.

**Q82. List the fund balance and surpluses for each school managed by the EMO/CMO over the last three years in North Carolina.**

ACCEL does not currently manage any schools in North Carolina.

**Q83. Attach Appendix A4.3: EMO/CMO Financial History Provide as Appendix A4.3 the**



financial history and statements of the EMO/CMO over the last three years. Specifically, if contracting with an EMO, provide confirmation that the EMO is in good standing by providing bank statements from the prior three years.

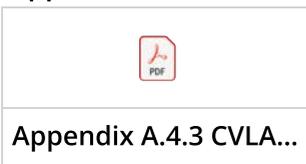
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Total Files Count: 6

**Applicant Comments :**

ACCEL is a privately held company and does not publish its business plans or financial documents. However, the company is in good financial standing and has the resources to manage its proposed growth plans. Please see the attached audit letter as evidence.

**Applicant Evidence :**

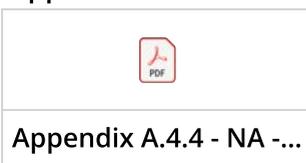


Uploaded on **4/22/2025**  
by **Traci Esposito**

**Q84. Attach Appendix A4.4: IRS Form 990** Provide as Appendix A4.4 the IRS Form 990 (or equivalent documents if the organization does not file a 990) for the prior three years

Upload Required File Type: pdf, image, word Max File Size: 30 Total Files Count: 10

**Applicant Evidence :**



Uploaded on **4/22/2025**  
by **Traci Esposito**



**Jessica Kelly**

**Comments :**

The fact that ACCEL who will be overseeing the school and be providing the school does not disclose/publish their financials is concerning.



## Section



Jessica Kelly

### Ratings

**Meets the  
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

### Comments :

The applicant has met the standards however there are various points that need to be addressed to ensure all criteria has a sufficient and accurate response.



## 8. Remote Academies

### § 115C-218.120(a). Remote charter academies.

A charter that includes a remote charter academy may do any of the following:

- (1) Provide only remote instruction to enrolled students served by the charter in accordance with this Part.
- (2) Provide remote instruction to students enrolled in the remote charter academy and provide in-person instruction to other students served by the charter.
- (3) Provide enrolled students both remote instruction and in-person instruction. **A student who receives more than half of the student's instruction through remote instruction shall be classified as enrolled in the charter's remote charter academy.**

Q85.

**Is the school you're applying to create a remote charter academy?**

- Yes
- No

## Section



Jessica Kelly

### Ratings

**Meets the  
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



## 9. Mission Purposes, and Goals

### 9.1. Mission and Vision

The mission and vision statements, taken together, should:

- Identify the students and community to be served;
- Illustrate what success will look like; and
- Align with the purposes of the NC Charter School Law.

**Q112. Please state the mission statement of the proposed charter school (35 words or less)**

- The mission statement defines the organization's purpose and primary objectives, describing why it exists.
- The mission statement should indicate in measurable terms what the school intends to do, for whom, and to what degree.

Cape View Leadership Academy will cultivate young leaders who push boundaries, honor tradition, and embrace innovation. Through a commitment to academic excellence and integrity, we empower students to unlock new possibilities and shape the future.



Jessica Kelly

#### Comments :

The mission statement is provided but could explain on how this aligns with the target population/community.

**Q113. Please state the vision statement of the proposed school.**

- What will the school look like when it is achieving the mission?
- The vision statement outlines how the school will operate and what it will achieve in the long term.



Cape View Leadership Academy will empower students to lead, think boldly, and embrace innovation while honoring tradition. Enriching Career and Technical Education opportunities will foster both academic and practical skills, preparing students for future careers and enhancing their overall engagement and success. A hands-on approach, combined with student-led initiatives and leadership development, will ensure that every learner is equipped to push boundaries and unlock new possibilities.



Jessica Kelly

**Comments :**

The applicant has provided a strong vision statement.

**Q114. Educational Need and Targeted Student Population of the Proposed Charter School** Does the school plan to provide services to certain targeted subgroup(s), if so please explain? Provide a description of the Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Additionally, how it will reflect the socioeconomic status of the LEA, SWD population, and MLL population of the district? See G.S. 115C-218.45(e) ([https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter\\_115C/GS\\_115C-218.45.pdf](https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter_115C/GS_115C-218.45.pdf)).

Cape View Leadership Academy does not plan to provide services to certain targeted subgroups.

**Q115. What are the enrollment trends and academic performance outcomes of surrounding schools in the selected community? What elements of your educational model will meet the needs of your target student population?**



The enrollment trends in Pender County over the past 5 years show an increase in the number of students in the community, especially as compared to state and national averages. Students in Pender County attend schools that are average to well performing. Among the four high schools, there is one school that is A-rated, two that are B rated and one that is D-rated. Among the 5 middle schools, there are two B-rated, one C-rated and two D-rated. Proficiency data shows that both math and English scores increased by 2-3% in the high school grades in 2024. Reported class sizes seem to be aligned with the national average, however, Pender County parents, teachers and news reports indicate that an influx of students is creating a burden on surrounding schools and their ability to maintain appropriate class sizes and therefore can make it a challenge to focus on instructional efficacy and achieve academic excellence.

Cape View Leadership Academy, if approved, creates opportunities for all Pender County schools. It will alleviate the class sizes of the schools that are currently overburdened. By lessening class sizes, it frees up resources for all schools to focus more on instruction and classroom expenditures. It will offer an additional school of choice that may create competition for the C- and D-rated schools to perform better. Additionally, as schools face uncertainty with regards to grants, funding stream shifts, and potential budget cuts, opening an additional campus shares the student load more equally so that each school can continue to conserve resources.



Jessica Kelly

**Comments :**

The response outlines enrollment growth in Pender County and provides a breakdown of academic ratings for area schools which gives a clear picture of the current educational landscape in the area. To strengthen the response, the applicant should clearly define the key components of the educational model (e.g., personalized learning, CTE integration, SEL focus) and how these address gaps in existing schools. Including more specific demographic data about the target population and citing enrollment/class size statistics would enhance the case. Finally, referencing research or examples that support claims about the benefits of school choice and competition would add credibility. The applicant could provide evidence to support the narrative.

**Q116. What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA in grades 9-12).**



Currently, Cape View Leadership Academy is expecting to serve 150 students in the first year of operation. As compared to the combined enrollment in other schools serving grades 6-12 in Pender County district schools, there are 5,841 students total enrolled in 4 high schools and 5 middle schools, averages 649 students per school that serves the same grade levels. Cape View Leadership Academy expects to be able to grow from 150 students to 350 students within the first five years of operation.

**Q117. Summarize what the proposed school will do differently than the surrounding schools serving the same population of students. What will make this school unique and more effective than the currently available public-school options?**

Cape View Leadership Academy is offering a Career and Technical Education (CTE) focused school that will serve students in 6-12th grade in a hybrid model. Offering CTE while focusing on STEM-based instruction provides a new opportunity in Pender County. Additionally, the hybrid model allows for a level of engagement and personalization that is not available anywhere else in the county.



Jessica Kelly

**Comments :**

The response summarized how the proposed school will be different. The applicant could indicate what special programs/classes that surrounding high school are offering since there is such a strong focus on CTE.

**Q118. Describe the relationships that have been established to generate support for the school. How have you assessed demand for the school? Briefly describe these activities and summarize their results**



The board members have spent a great deal of time engaging parents, teachers, and current students in the district to gauge their thoughts on not only their perceived needs for additional options to support the school infrastructure but focused on the type of educational path they would like to see this school take (which led to the CTE decision). Several letters of support have been gathered by board members in support of Cape View Leadership Academy. An initial list of stakeholders who have documented their support includes the following individuals:

1. Alicia Hawley, Pender County Parent and Surf City Councilwoman
2. Michele Bourk, Director of the new Aviation Program at Cape Fear Community College
3. Elisabeth Arnold, Pender County Parent and Community Member
4. Patrick Doyle, President of Experimental Aircraft Association, Burgaw
5. Greg Nelson, Pender County Parent, Owner: Surf City Fitness, Elevate Sports
6. Jessica Nelson, Pender County Parent, Owner: Surf City Fitness, Elevate Sports, JessGenix
7. Philip G Ellison, PhD., Chairman of Legal Aero Holdings Board, Burgaw
8. Marc Caldwell, Owner: Burrito Shak in Surf City
9. Rhonda Davis, Owner: Coastal Blends of Holly Ridge
10. Ben Jones, Airfield Operations Manager, Wallace Pender Airport

In addition, Quantum Survey Group ran a campaign in April to assess demand from parents in the targeted area. The survey was conducted to assess parental satisfaction and interest in educational choices, including charter schools and career and technical education (CTE). The survey, delivered via text message and conducted through an online platform, reached a statistically relevant sample of parents in the eastern portion of Pender County, North Carolina. The results provide valuable insights into the local educational landscape and the preferences and concerns of parents in the region.

#### Key Findings:

- Parental **Satisfaction**
  - 53% of parents reported being very or somewhat dissatisfied with their child's current educational experience, while only 39% were satisfied.
- The **biggest challenges** identified by parents are outlined below:
  - 24% indicated "limited access to advanced coursework or enrichment programs"
  - 19% indicated "lack of individualized attention"
  - 18% indicated "bullying or safety issues"
  - 3% indicated "inadequate technology or digital learning tools"
- Appropriate Post-Secondary Preparedness
  - An overwhelming majority of parents (52%) **do not believe that their child's current school prepares them well for post-secondary opportunities.**
- Support for Charter Schools
  - A significant majority (63%) of parents believe that **local public schools do not offer enough educational choices** to ensure every student can succeed.



- **47% of parents strongly support the opening of a new public charter school** in their community to provide more educational options.
- **50% indicate feeling that charter schools are better or the same as traditional public schools**
- Only 23% consider charter schools to be a worse option.
- Career and Technical Education (CTE):
- **87% of parents consider access to CTE programs very or somewhat important for their child's future career prospects.**
- **71% of parents indicated their support in opening a new charter school in the area.**
- **50% of parents indicated that they are very or somewhat likely to enroll their child in a new CTE charter school.**
- **42% of parents expressed interest in specialized CTE training** aligned with high-demand careers.
- **32% of parents indicate that no programs or courses for CTE are available** at their school
- 26% of parents are unsure if any CTE programs exist.

Methodology: The survey was conducted via text message and administered through an online survey platform. The survey results are based on responses from a statistically significant sample of Pender County parents with children. The data collected offers a 90% confidence level, with a margin of error of  $\pm 6.5\%$ . This methodology ensures the reliability and accuracy of the findings, reflecting the views of the broader parent population in Pender County.

These findings indicate that in the localized area where the board has indicated the most need, parents are in support of a CTE charter school that will offer more individualized attention, more digital learning tools, more access to advanced coursework and enrichment, especially as it prepares them for college or career options after high school.



Jessica Kelly

**Comments :**

There was a strong community engagement effort and documented support from stakeholders. To strengthen the response, the applicant should summarize key statements from the letters of support, clarify the demographics of survey respondents, and include details on other outreach efforts (e.g., public meetings). Briefly addressing any concerns or opposition raised during outreach—and how the board responded—would demonstrate transparency and responsiveness.

**Q119. Attach Appendix A: Evidence of Community/Parent Support.**

- **Provide evidence that demonstrates parents and guardians have committed to**



enrolling their children in your school.

- You must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school.
- (Please do not provide more than one sample survey form).

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5

Applicant Evidence :



Uploaded on **4/22/2025**

by **Traci Esposito**



Jessica Kelly

Comments :

The attached evidence meets the response of the narrative as well; strong evidence of support.

## 9.2. Purposes of the Proposed Charter School

Q120. Select one or more of the six legislative purposes the proposed charter will achieve, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations. The Six Legislative Purposes of a Charter School are:

- Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.
- Hold schools accountable for meeting measurable student achievement results.
- Provide parents and students with expanded choices in the types of educational opportunities that are available within the public-school system.
- Improving student learning.
- Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.



- Encourage the use of different and innovative teaching methods.

**Applicant Comments :**

Our goal is to provide parents and students with expanded choices in educational opportunities within the public school system, ensuring that every child has access to a learning environment that best supports their growth. A strong Career and Technical Education (CTE) curriculum model is at the heart of this approach, equipping students with real-world skills, industry exposure, and hands-on experiences that prepare them for future success—whether in higher education, the workforce, or entrepreneurial endeavors.

By integrating innovative teaching methods and focusing on improving student learning, we can create dynamic opportunities tailored to all students, with a special emphasis on supporting both at-risk and gifted learners. Our vision goes beyond academics; we are instilling a “pay it forward” mentality that encourages students to give back to their community, fostering a cycle of mentorship, service, and leadership. Through this model, we not only develop skilled and knowledgeable graduates but also empower the next generation to contribute meaningfully to their local economy and society.



Jessica Kelly

**Comments :**

The applicant selected 4 of the 6 legislative processes.

Q121. Provide a brief narrative to coincide with each applicable legislative purpose(s).



***Provide parents and students with expanded choices in the types of educational opportunities that are available within the public-school system.***

- Cape View Leadership Academy will offer a focus on career awareness and integration with an inclusive approach to student learning designed to close the skills, interest, and equity gaps in this evolving, global society. The model is an innovative, online educational approach that includes learning critical college and career skills, collaborating in teams, leveraging the best technological resources, and capitalizing on partnerships with industries, institutions, and community organizations to create a clear path to academic success in high school and college or in preparation for a career.
- Cape View Leadership Academy is committed to offering families an educational opportunity that is not already available in Pender County. A CTE focused school that serves a combined middle and high school provides a lengthy transition and solid foundation for choosing a career pathway. The career exploration program in middle school grades allows students more time to experiment and hone their focus before choosing a high school pathway. This career development and exploration, intentionally created to support the full CTE program in high school, is an offering not available anywhere else in the state.
- Additionally, the use of technology in the classroom in a hybrid learning environment combines the best of both worlds in terms of real time support and high-level engagement as the online curriculum can be fully customized to each student.

***Improving student learning.***

- Cape View Leadership Academy will offer CTE coursework and guidance to enhance students' opportunities for success. According to a study by Shaun Dougherty, students that receive access to CTE courses are more likely to graduate, enroll in college, gain employment, and earn a higher income (2016). The Association for Career and Technical Education also reports that 94% of students who concentrate on CTE coursework graduate from high school. Lastly, CTE positively impacts problem-solving skills, project completion, time management, critical thinking skills, motivation, engagement, self-efficacy, college aspirations, and employability (Alfeld et al., 2007, Lekes et al., 2007, Alfeld et al., 2013).
- Studies show that tailoring instruction for students is essential for their success, as it helps them become active participants in their learning (Johnson et al., 2022). Cape View Leadership Academy can easily accomplish this through AMP. With Canvas as the powerful Learning Management System (LMS) and PowerSchool as the integrated Student Information System (SIS), together, they create a single sign-on experience that hosts synchronous and asynchronous lessons for truly student-centered learning. Teachers have instantaneous access to standards-aligned and performance-based data on each student, allowing them to immediately target students who need small groups or one-on-one instructional support or acceleration. This ability to be responsive to students' needs and provide individualized learning experiences can lead to larger gains in learning (Kosko et al., 2018; Pane et al., 2015; Pilli & Asku, 2013; Sharp & Hamil, 2018).

***Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted***



***students.***

- One of the keys to establishing and maintaining a culture that supports students' intellectual and social development is the Student Services Team (SST) - consisting of general education teachers, special education staff, and school administrators. Unique to Cape View Leadership Academy, the SST empowers students to overcome academic, social, emotional, mental health, or other challenges to ensure they succeed in school and their community. This holistic approach includes early intervention, social development, support services, and linking families to school and community resources. The SST members and teachers work with families to provide the wrap-around support needed to ensure students are motivated and stay on track for graduation.
- The SST is guided by several goals when supporting students. First, they strive to create a positive and welcoming school climate at the start of school and throughout the year. When working with students and families, they focus on a strength-based perspective to increase capacity. To ensure students stay on track, the team provides early interventions, wrap-around support, and employs engagement strategies. They cultivate community partnerships so they may better support students and families with social, emotional, and medical needs. The SST does not just focus on academics; they also work through non-academic issues with students and families to remove barriers to school success. Finally, considering student mobility has been found to harm educational outcomes (Welsh, 2017), the SST works to sustain enrollment with Cape View Leadership Academy to promote students to the next grade level and graduation.

***Encourage the use of different and innovative teaching methods***

- Cape View Leadership Academy stands out for its commitment to mastery learning, providing students with a dynamic and personalized educational experience. This employs innovative technology and tailored curriculum to ensure that each student comprehensively grasps concepts before moving forward. This emphasizes depth of understanding over rote memorization, fostering critical thinking and problem-solving skills. Through a combination of in-person lessons, interactive virtual lessons, engaging multimedia resources, and one-on-one support, Cape View Leadership Academy empowers students to progress at their own pace, promoting a deeper, more sustainable understanding of the material. This student-centric model not only allows learners to master core subjects thoroughly but also cultivates a sense of self-efficacy and independence, preparing them for success in future academic and post-secondary endeavors.
- Cape View Leadership Academy is uniquely positioned to offer an accessible and innovative educational experience that exceeds what many traditional schools provide. By building strong partnerships with local industries, post-secondary institutions, as well as community and student organizations, Cape View Leadership Academy fosters college and career readiness in ways that are unmatched by others. CTE programs are customized to meet the specific needs of students and the community, making Cape View Leadership Academy not only accessible to students across diverse geographic regions but also competitive in its ability to equip students with skills that lead to success in the workforce and higher education.
- ACCEL's learning ecosystem, the ACCEL Management Platform (AMP) for Education, integrates the



best available courses inside the powerful Learning Management System (LMS) and integrated Student Information System (SIS). The innovative advantages of AMP are outlined below:

- Single sign-on experience includes curriculum and web-based resources inside each course, with a teacher nearby to guide along the way.
- In person live session and personalized asynchronous lessons support student-centered learning.
- Real-time progress monitoring provides instantaneous access to standard-aligned and performance-based data on each student so teachers can target students in need and individualize support with small group or one-on-one instructional support.
- Teachers can individualize assignments and learning pathways.



Jessica Kelly

**Comments :**

The response effectively addresses all relevant legislative purposes by emphasizing Cape View Leadership Academy's focus on CTE, personalized learning through innovative technology, and holistic student support. It demonstrates strong alignment with state goals, including expanding school choice, improving student learning, supporting at-risk and gifted students, and encouraging innovative teaching methods. The use of research, community input, and integrated platforms like AMP strengthens the model. To improve, the applicant should streamline content, reduce redundancy, tie strategies more directly to Pender County's needs, and include clear metrics for success.

### 9.3. Goals for the Proposed Charter School

**Q122. Provide specific and measurable goals for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.**



## Academic & Career Readiness Goals

1. Increase Core Subject Proficiency
  - By the end of Year 3, at least 75% of students will score at or above grade level in English Language Arts (ELA) and Mathematics, as measured by state standardized assessments (EOGs/EOCs).
2. CTE Course Completion & Certification
  - At least 80% of high school students will complete at least one industry-recognized certification or credential (e.g., OSHA-10, Microsoft Office Specialist, NCCER) before graduation.
3. Work-Based Learning Participation
  - By Year 3, at least 70% of eligible high school students will participate in a work-based learning experience (e.g., internships, apprenticeships, job shadowing) as tracked by student portfolios and employer feedback.
4. Postsecondary & Workforce Readiness
  - At least 85% of graduating seniors will be accepted into a postsecondary institution, trade program, military service, or full-time employment related to their CTE pathway, as verified through follow-up surveys within six months of graduation.

## Operational Goals

1. Student Enrollment & Retention
  - Maintain at least a 90% annual student retention rate and achieve full enrollment (as outlined in the charter) by the end of Year 2.
2. CTE Teacher Recruitment & Retention
  - Retain at least 85% of CTE-certified teachers annually and provide at least two professional development sessions per year on industry trends and instructional best practices.
3. Financial Sustainability
  - Maintain a balanced budget annually with at least a 5% operating reserve by the end of Year 3, as reported in audited financial statements.

## Community & Stakeholder Engagement Goals

1. Industry & Employer Partnerships
  - Establish at least five active industry partnerships by the end of Year 2 to provide mentorship, internships, and real-world learning experiences for students.
2. Parental & Community Involvement
  - Increase parent participation in career-related school events by 20% annually, as measured by event attendance, volunteer hours, and survey responses.



Jessica Kelly

**Comments :**

The response outlines clear, measurable five-year goals across academics, CTE outcomes, operations, finance, and community engagement, all well-aligned with the school's mission. Targets such as 75% proficiency in core subjects, 80% CTE certification, and a 90% student retention rate reflect a thoughtful, phased approach to success. However, the response lacks detail on how progress will be monitored, who will report it, and when updates will be shared with the board and stakeholders. It also omits governance-specific goals and interim progress checkpoints. To strengthen the plan, the school should add a communication schedule, define governance benchmarks, and describe how stakeholder feedback will be used to guide improvement.

**Q123. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?**



Review and dissemination of assessment data are critical to student outcome improvement. Cape View Leadership Academy 's administration will work with school staff to create a Data-Informed Instruction Plan to ensure students are on track to meet or exceed the academic performance standards and expectations.

The Data-Informed Instruction Plan will detail the groups to be discussed by teachers and school leaders in bi-weekly meetings. The plan will define the school's data protocol used to guide the review of the data, interpretation of the data, and determination of follow-up actions. Specific data reviewed at each meeting will be based on the school's assessment calendar. For example, teacher teams will work with the administration in August to review last year's state assessment results. In September, teachers will review data from the diagnostic assessment taken in August. Towards the end of the semester, short-cycle assessment and course-level data will be the review's focus. Teachers can review mock assessment data in January as they approach state testing. During these conversations, data will be reviewed through multiple lenses:

- Proficiency and growth data
- Individual student-level data
- Grade level or grade band data trends
- Subject area trends
- Data by teacher
- Data disaggregated by student sub-group
- Item level analysis
- Standards level analysis

Notes and action plans will be captured during each meeting and placed in a shared digital space for relevant stakeholders to access. During these meetings, standards and item-level data analysis will help identify potential opportunities to strengthen the curriculum. Data protocol questioning will be applied to identify the root cause of trends in non-mastery. Likewise, further evaluation will be conducted if analysis shows low mastery of a particular standard for many students within a subgroup. Supplemental resources and additional content will be made available to strengthen the course content to these specific standards. After the school's first year and every year after that, the board will hold a dedicated annual strategic planning session to revisit the prior year's goals and results against the school's mission. The board will seek input from key stakeholders within the school community, including administrative and teacher leadership, parents/guardians, and their ACCEL partner.



Jessica Kelly

**Comments :**

The response outlines a strong, structured process for using assessment data to monitor student progress, including bi-weekly data meetings, detailed analysis protocols, and action planning to inform instruction. It also includes an annual strategic planning session where the board reviews school performance against its mission with input from stakeholders. However, the connection between the mission and the specific data points is not clearly articulated, and the board's role in ongoing monitoring beyond the annual review is vague. To strengthen the response, the school should explicitly link data to mission goals, include non-academic measures, and define how and when the board will receive regular progress updates.

## Section



Jessica Kelly

**Ratings**

**Meets the Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

**Comments :**

The applicant has met the standards, however, there are several areas the applicant should address to strengthen their response.



## 10. Educational Plan

### 10.1. Instructional Program

Q124. Provide a detailed description of the overall instructional program of the proposed charter school, including:

- major instructional methods
- assessment strategies, and
- explain how this instructional program and model meet the needs of the targeted student population



Cape View Leadership Academy intends to utilize a revolutionary approach to education: digital learning in the classroom with a teacher guide nearby. Teachers will still offer whole group instruction and one-on-one support, but a majority of content will be accessed online, using a one-to-one computer model so students are not only fully engaged in their learning, but their content can be fully customized to their needs and preferences as they explore their college and career goals in middle school and beyond.

Cape View Leadership Academy will use the ACCEL Management Platform (AMP) as its unique virtual school ecosystem. Online schools rely on integrated curriculum and data systems that enable the educational program to be delivered. This system, along with talented teachers trained in national online learning best practices, delivers the program. Cape View Leadership Academy focuses on integrating systems and data in one spot to create a 360-degree view of each student while establishing seamless availability of all content and functionality. This data-driven investment puts instructional data at the fingertips of the teachers, while they supervise and guide students inside the classroom instead of through a screen and is an option unavailable in other districts in the state.

A critical aspect embedded into the Cape View Leadership Academy model is ensuring the ability to meet the needs of all learners. The school's extensive access to assessment data within AMP is critical in accomplishing this. Real-time attendance and academic data, collected and reviewed daily, allow instant course correction and intervention to ensure that all students receive targeted, individualized instruction at the level they need. With easy access to student results, teachers can immediately identify students requiring intervention, including English Learners, students with exceptionalities, gifted and talented students, and those at risk of dropping out of school.

Cape View Leadership Academy's proposed curriculum is innovative, rigorous, research-based, and can be custom-tailored to students' unique skills and interests. It includes world-class content, college-preparatory skill-building, access to fine arts, world languages, and career-focused electives. The curriculum design methodology uses Universal Design for Learning principles, ensuring that the curriculum and instructors provide multiple opportunities for engagement and representation. Each action ensures that students repeat their encounters with the same topics throughout their career, increasing the complexity to reinforce previous learning and reteach concepts one-on-one and in small groups to ensure proficiency.

Cape View Leadership Academy features a core curriculum aligned with state standards, including all state-required core courses, a wide array of electives, credit recovery, CTE, Honors, and AP courses provided by various vendors. Coursework is embedded seamlessly within a state-of-the-art learning management system with state-specific reporting components.

The benefits of embedding courses include the following:

- Removes the limitations of working with one vendor's operating system.



- It provides flexibility to assemble robust curriculum choices.
- Offers real-time data on curriculum, with the ability to adjust immediately.
- Delivers standard-aligned options for reteaching, remediation, and differentiation.



Jessica Kelly

**Comments :**

The response presents an innovative, tech-driven instructional model centered around personalized online learning supported by in-person teachers using the ACCEL Platform. It emphasizes real-time data use, individualized instruction, and a flexible, rigorous curriculum aligned with state standards and Universal Design for Learning principles. The program is designed to meet the needs of diverse learners and prepare students for college and career success. However, it lacks detail on specific instructional methods, assessment types, and social-emotional learning supports. To improve, the response should clarify teaching strategies, outline assessment plans, and include examples or data demonstrating the model's effectiveness.

**Q125. Will the proposed charter school serve a single-sex student population?**

- Yes
- No

**Q129. Curriculum and Instructional Design Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.**

Cape View Leadership Academy intends to serve grades 6-12 in one building with class sizes close to 25 students per homeroom. The learning environment will be a digital-rich, classroom-based environment.



Jessica Kelly

**Comments :**

The applicant should break down the different grade levels to describe the learning environments as a middle school and high school learning environment will differ.



Q130. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model. Provide evidence that the chosen curriculum has been successful with the target student population, how the plan will drive academic improvement for all students, and how it has been successful in closing achievement gaps.



Using a system with multiple vendors provides Cape View Leadership Academy with the flexibility to assemble the most robust personalized curriculum choices for students. The curricular offerings were selected as a curated holistic approach to instruction. Each vendor aligns with the instructional methodology of the school by embedding the pedagogy of personalized learning and backward design principles in all courses. These methods are research-based and imperative for the leaders of tomorrow. According to the Aurora Institute (formerly the International Association for Online Learning), personalized education is "critical for raising achievement for all" and "allows students to build a strong foundation for success" (Worthen, Frost, & Gentz, 2016).

### ***Proposed Curriculum Vendors***

- 6th-8th Grade
  - Core: AMP Curriculum, FlexPoint, and StrongMind
  - Electives: Accelerate Education, eDynamic Learning and StrongMind
  - Honors: StrongMind
  
- 9th-12th Grade
  - Core: Accelerate Education, FlexPoint, and StrongMind
  - Electives: Accelerate Education, eDynamic Learning, FlexPoint and StrongMind
  - Honors: FlexPoint and StrongMind
  - AP: Accelerate Education and FlexPoint
  - CTE: Accelerate Education, eDynamic Learning, and iCEV
  - Credit Recovery: Accelerate Education

### *Core Curriculum*

#### **Accelerate Education**

Accelerate Education was founded in 2011 and is an accredited, leading vendor providing standards-based core curriculum courses in original credit, credit recovery, and independent study formats for all grade levels from kindergarten through 12th grade. Accelerate Education courses meet the needs of both at-risk and high achieving students in need of a personalized education that was not provided to them in a traditional classroom setting. They also provide the opportunity for remediation and intervention through the IDEAL learning library, giving teachers the ability to assign specific courses to students as needed and allowing students to fully navigate goals at their pace. In this way, Accelerate Education's curriculum provides individualized learning paths for all students to offer a unique experience for academic success. Accelerate Education has partnered with The Capital Area Online Learning Association (CAOLA) in Pennsylvania and studied the impact of Accelerate Education. In 4th and 5th grade, students taking Accelerate Education's curriculum outperformed the state passing rate by nearly 30% on the PSSA ELA exam, 50% in Math, and over 20% in Science. Courses taught by Accelerate Education teachers have a 90.3% completion rate and a 99.8% passing rate.



## **StrongMind**

StrongMind has been serving students since 2001, offering an award-winning, rigorous, and customizable digital curriculum with general courses and electives in 6th-12th grade. All courses integrate simulations, games, and interactive content to ensure creativity and critical thinking. Embedded activities promote communication and collaboration. StrongMind courses incorporate simulations and other interactive content to help students think creatively and critically. Communication and collaboration highlight engaging content with the use of discussion boards. Teachers can assign projects to groups, or students can complete them individually and reflect later. StrongMind's backward-designed curriculum was published in 2017. A study that compared a traditional model of curriculum design to backward design suggests teachers using backward-designed curriculum outperform teachers using a traditional-designed curriculum (Kelting-Gibson, 2005). Lessons using backward design scored higher on key components including knowledge of content and pedagogy, selection of instructional goals, the design of coherent instructions and assessment of student learning. The first client using the new format witnessed immediate growth. 8th grade students' exams in Math increased from 74% to 79% and in English from 64% to 72% as compared to scores using the previous curriculum provider.

## **eDynamic Learning**

eDynamic Learning (eDL) is a teacher-founded and award-winning company that uses teachers and subject matter experts to develop coursework that leads to industry-related certifications. With nearly 200 courses, they are the largest publisher of CATE and elective courses in North America. All eDL courses employ backwards design methodology to support best practices on how today's students learn. To increase engagement, each lesson is chunked into small portions and resources include diagrams, videos, slideshows, and other interactive elements. Teachers can provide more personalization for students by customizing any course, unit, or lesson to incorporate additional components such as videos, documents, links, and other media elements.

## **FlexPoint**

Founded in 1997, FlexPoint provides a robust, award-winning curriculum designed to meet the unique needs of students and be inclusive of cultural diversity, representing all races, cultures, ethnicities, abilities, and genders. All FlexPoint courses are aligned to the iNACOL/Quality Matters Standards. FlexPoint course design includes several modern pedagogical philosophies, critical thinking, and real-world application of skills. As part of the scope and sequencing work, cognitive complexity for each learning target is identified using Webb's Depth of Knowledge (DoK) Guide and carried into learning activities and assessments. Through the curriculum design process, student focus groups of diverse populations are frequently engaged for input on course content, images, and design elements. All courses undergo over 450 hours of review and testing, both during development and after completion, ensuring accuracy and adherence to state and national



standards.

### **AMP Curriculum**

AMP provides core elementary courses. Content includes teacher resources, lesson guides, interactive training for students and teachers, interactive lessons, audio support for pre- and emerging readers, interactive video, workbooks, hands on experiments, projects, discussion questions and various media types that check for student understanding. AMP Core aligned courses are created to national and state standards. These courses include a wide range of diverse activities both online and offline, providing a learning experience focused on achievement. Courses are customizable by teachers to benefit learners of various needs. These courses are designed to delight and inspire young learners as they cement new concepts.

Cape View Leadership Academy ensures that course content and resources are current, reviewed, and revised when necessary. For example, StrongMind course content and resources are peer-reviewed by a panel of stakeholders. Surveys are collected to elicit responses. Using assessments and data strategy, weaknesses in the course are identified and addressed. Course efficacy is evaluated and explored in white papers and scholarly research. Courses are regularly updated if inaccuracies are found. Courses are regularly versioned to reflect the most up-to-date information. Courses are reviewed using research-based practices and effective use of feedback.

### ***Supplemental Curriculum***

Cape View Leadership Academy offers a large cache of supplemental curricular resources for teachers and students to address a wide range of learners. They have been strategically selected to support the curriculum and are integrated within AMP through a Single Sign On (SSO) experience. Additional programs can be integrated as long as the technical specifications are supported. Teachers can pull standard-aligned supplemental materials when performance data or best practices in instruction suggest its necessity. Supplemental curriculum programs will include:

- i-Ready Diagnostic 6-12 Math and ELA
- i-Ready Instruction 6-8 Instruction + Teach Toolbox for Math and ELA
- IXL 6-12 Math and ELA, 6th-8th Grade Science and Social Studies
- BrainPop 6-12 Math, ELA, Social Studies, Electives
- Newsela 6th-12th Grade Science, Social Studies, Electives
- Khan Academy 6-12 ELA, Math, High School Science



Jessica Kelly

**Comments :**

The response presents a well-rounded, personalized curriculum built from multiple reputable vendors, aligned with Cape View Leadership Academy's mission to prepare students for college and career through flexible, tech-driven learning. The curriculum incorporates Universal Design for Learning, backward design, and ongoing data analysis to meet the diverse needs of the targeted student population. Evidence from national implementations shows improved outcomes, particularly for at-risk students. However, the response lacks a clear connection to North Carolina's Accountability Model and offers limited local or demographic-specific data. To strengthen the case, the applicant should link the curriculum to NC performance measures and provide targeted examples of closing achievement gaps.

**Q131. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve.**



Teachers deliver content in small and whole groups and support the asynchronous learning experience by viewing and modifying online content specific to each student and the standards to thoroughly engage them within a curriculum that is custom-tailored to their level. Whole group sessions focus on content introduction or application, while small group sessions provide targeted, differentiated instruction at the student's level. These sessions include scaffolding and opportunities for remediation, reteaching, synthesis, or extension based on the specific needs of students. As such, teachers will need to specifically master the strategy of differentiation.

Differentiation is a teacher-driven effort to respond to variations among learners. Teachers can differentiate instruction in many ways, including the following: content, process, timing and pacing, products/culminating projects, and learning environment. Cape View Leadership Academy teachers are taught effective strategies for successfully tailoring all these areas to individual student needs, ensuring that all learners are given the best opportunity to succeed. Cape View Leadership Academy builds differentiated intervention opportunities into courses for teachers to leverage in whole groups, small groups and 1:1 instruction.

Differentiation is a strategy that increases academic achievement because it uses data to personalize learning, inform teaching, and ensure mastery. Teachers have access to multiple data points to triangulate where students' needs or gaps in unfinished learning are evident. Data sources include:

- i-Ready assessment, lessons passed, and quiz passage percentage
- Short-cycle assessment data
- Quiz data from supplemental resources such as BrainPOP, IXL, Khan Academy, or NewsELA
- Quizzes or Unit tests from Curriculum resources

Teachers can create small groups to target skills in the classroom and change the visibility of course content for asynchronous lessons. Students with an IEP or a 504 are quickly identified within the course with a special icon next to their name, allowing teachers to adjust and accommodate them appropriately. Assessments within each course can be modified in a variety of ways to meet the needs of all students, including:

- Retries or attempts
- Time allowed for quiz
- Number of questions
- Calculator tool available
- Printing of assessment
- Electronic highlighted notes
- Adding questions to the assessment
- Randomizing question order



Jessica Kelly

**Comments :**

The response highlights differentiation as the primary instructional strategy across all grade spans, supported by data-driven decision-making and flexible content delivery in whole group, small group, and 1:1 settings. Teachers use multiple assessment tools and real-time data to tailor instruction and accommodations to meet the needs of all learners, including those with IEPs and 504 plans. While the approach is inclusive and well-aligned with personalized learning goals, the response lacks grade-specific instructional examples, omits additional high-impact strategies, and does not provide evidence of effectiveness. To strengthen the plan, the school should detail how strategies vary by grade level and incorporate research-based practices beyond differentiation.

**Q132. Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion.**



Cape View Leadership Academy's systems and structures to support students at risk of dropping out are based on the following strategies: engaging parents, cultivating relationships, paying attention to warning signs, and making learning relevant. Collaboration among teachers, counselors, Student Services Team members, administration, students, and parents is encouraged and expected for students to reach the goal of being a high school graduate prepared for post-secondary life.

Cape View Leadership Academy 's Student Services Team (SST) is instrumental in supporting students at risk of dropping out. They work with students and families to cultivate relationships, which is essential to student retention in school. From onboarding to graduation, the SST works to create a welcoming school climate. The SST uses a strength-based perspective to increase the capacity of students and families, helping them work through non-academic issues and remove barriers to student success. They rely on academic and engagement data to ensure students stay on track, providing early interventions, wrap- around support, and engagement strategies. To better support students and families with social, emotional, and medical needs, the SST also works to cultivate community partnerships across the state.

In addition to the support provided by the SST, teachers and counselors focus on making learning relevant to students. School counselors work alongside students to create a graduation plan. This plan maps out the student's path to graduation, considering how best to prepare them for their post-high school life. Students can choose from several clusters of study, including CTE classes with industry- based certifications and various AP and Honors courses. No matter their path, certified teachers customize curriculum based on multiple data points for a personalized learning experience for each student. Finally, credit recovery courses allow students to stay on track for graduation if they fall behind.



Jessica Kelly

**Comments :**

The response outlines a strong support system to ensure student readiness for grade-level transitions and graduation, emphasizing early intervention, personalized learning plans, and wrap-around services provided by the Student Services Team. The inclusion of CTE pathways, AP and Honors options, and credit recovery helps tailor the academic experience and keep students on track. However, the response lacks specific graduation requirements, grade-span transition strategies, and clear alignment with North Carolina standards. To strengthen the plan, the school should define academic benchmarks for promotion and graduation and explain how readiness is supported across all grade levels.



**Q133. Describe in a brief narrative how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.**

The school calendar will align with the Pender County schools in the surrounding area in order to help coordinate within and between local families. It allows for parents of students in different schools to follow the same routine, allows for students who choose Cape View Leadership Academy to enjoy their break time that coincides with that of their friends at neighborhood schools, and it allows for teachers to collaborate and connect with teachers who have breaks at the same time as well.



Jessica Kelly

**Comments :**

The applicant indicates the calendar will align with surrounding schools however does not address how it coincides with the proposed mission.

**Q134. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning.**

Cape View Leadership Academy models its calendar after a traditional school year, ensuring it meets or exceeds the minimum number of instructional hours required by the state. Students will start at 8:15am and will be dismissed at 4pm. One hour block scheduling is planned for all subject areas. Students will have a minimum of 180 days of instruction for at least six hours per day, including lunch. This averages a minimum of 1,800 minutes per week. The chart attached outlines the number of instructional minutes in a day for core subjects, the length of the school day, including start and dismissal times. Again, this day is structured to mirror the surrounding schools and is optimal for students.



Jessica Kelly

**Comments :**

The applicant continues to state they will mirror surrounding schools; is this what is optimal for targeted population and does this align the school's mission?

**Q135. Describe a typical day for a teacher and a student in the school's first year of**



operation.



Cape View Leadership Academy using the ACCEL Management Platform (AMP) provides a dynamic and data-driven instructional platform for teachers to serve students. Teachers leverage AMP to deliver personalized instruction, aligned with North Carolina Standard Course of Study (NCSCOS) and to prepare students for career pathways. Below is an overview of a typical teacher's day at Cape View Leadership Academy followed by a sample daily schedule.

### **A Day in the Life of a Teacher (Grades 6–12, CTE Focus)**

The highly trained teachers at Cape View Leadership Academy will balance classroom instruction, CTE integration, and student support, using AMP to streamline planning, track progress, and customize learning. Their role emphasizes academic rigor, career readiness, and leadership, aligned with North Carolina's Standard Course of Study and NCCTE frameworks. Here's what a teacher's day might entail:

#### Morning Preparation and Community Engagement:

Teachers arrive early to review AMP's data dashboards, analyze student progress/mastery and adjusting lesson plans. They greet students during arrival, participating in advisory or career-focused activities to foster a supportive culture.

#### Core Academic Instruction:

Using AMP, teachers deliver standards-based lessons in subjects like math, English, or science, tailoring content to diverse learners. The platform's real-time reporting identifies students needing interventions or enrichment, ensuring alignment with NC's End-of-Course and End-of-Grade assessments. AMP also has supplemental content a teacher may assign to a student – either before instruction or in real-time during instruction – to seamlessly bring a student into content for remediation, additional practice or enrichment. Teachers may use traditional instructional methods to check for mastery, like a discussion, or use data captured in AMP that demonstrates mastery. Depending on the learning levels of students within a class, a teacher may deliver instruction in a whole-group method, in breakout groups, or through one-on-one tutoring. The AMP platform allows a teacher to move easily between teaching modes while keeping students engaged in relevant coursework.

#### CTE Instruction and Projects:

Teachers facilitate CTE courses (e.g., Health Science, IT, or Manufacturing), using AMP to track certifications and projects aligned with NC's Career Clusters. They guide coursework, whether it's classroom-based, online or hands-on activities. Coursework may include things like coding or trade simulations or connecting academics to career applications. Teachers also facilitate work-based projects to help students become job and career ready.



#### Data-Driven Differentiation:

AMP's advanced analytics help teachers monitor mastery across all courses, which makes it possible for teachers to adjust depth or pacing, provide one-on-one support or make a concept relevant by connecting it to a career interest. Carefully weaving together all aspects of instruction is critical for CTE students pursuing credentials (e.g., OSHA, CompTIA) or dual enrollment through Career and College Promise.

#### Advisory and Mentorship:

Teachers lead advisory periods, focusing on NC's Future-Ready Students goals and related graduation planning, such as career planning or financial literacy. They use AMP to document student goals and progress toward graduation plans. This information becomes the basis for communication with parents, gaining agreement on progress and goals, and building trust between the school and families.

#### Collaboration and Professional Development:

Teachers collaborate during planning periods to share AMP insights to refine CTE integration, ensure student progress in all content areas, measure student progress toward goals and coordinate communication efforts. Cape View Leadership Academy's model includes ongoing teacher training to leverage AMP usage to ensure complete alignment with NC's charter accountability standards and the charter application.

#### After-School Engagement:

Teachers may lead CTE clubs, like SkillsUSA, Junior Achievement, or tutor students needing credit recovery. AMP's communication tools streamline parent updates and coordinate work-based learning, such as internships with NC employers.

#### Administrative Efficiency:

AMP handles compliance tasks (e.g., NC DPI reporting, enrollment), freeing teachers to focus on instruction. The dashboard feature in AMP also gives administrators vital insight into teaching, learning, collaboration and communication across the school. This is vital in NC's charter sector, where schools must meet rigorous oversight.

### **Sample Daily Schedule (Teacher, Grades 6–12, CTE Focus)**

This schedule reflects a typical day for a teacher at Cape View Leadership Academy using AMP and emphasizing CTE. It accounts for NC's academic and CTE requirements for grades 6–12.



*7:15 AM – Arrival and Preparation*

Review AMP dashboards for student performance data, focusing on core academics, CTE and communications. Adjust class-level lesson plans and student-level daily plans for differentiation, ensuring alignment with NCSCOS. Prepare materials for CTE projects (e.g., IT lab setup).

*7:45 AM – Student Arrival and Advisory*

Greet students and lead a 15-minute advisory session. Discuss career goals (e.g., NC's biotech industry), soft skills, or graduation plans. Log reflections on student progress and capture follow up items in AMP.

*8:15 AM – Period 1: English Language Arts*

Teach NC standards-based lesson (e.g., argumentative writing for 6–8, literary analysis for 9–12), using AMP to assign digital tasks, track standard master and monitor engagement. Incorporate CTE relevance, like writing proposals for business pathways. Provide real-time feedback via AMP.

*9:15 AM – Period 2: CTE Pathway (e.g., Health Science or IT)*

Facilitate hands-on, small group or online CTE lesson and work-based projects such as patient care simulations (grades 9–12) or intro to coding (6–8). Use AMP to track progress toward certifications (e.g., CPR, Microsoft Office Specialist). Coordinate with local NC employers for guest speakers or project feedback.

*10:15 AM – Period 3: Planning and Collaboration*

Analyze AMP reports to identify students needing interventions or enrichment. Collaborate with CTE and core subject teachers to align projects (e.g., physics for manufacturing). Update NC DPI compliance records via AMP.

*11:15 AM – Period 4: Science*

Teach NC science standards (e.g., Physical Science for 6–8, Chemistry for 9–12), linking to CTE (e.g., lab safety for healthcare). Use AMP for virtual labs and formative assessments, lead small group discussions regarding lab outcomes, ensure readiness for NC's EOC tests.

*12:15 PM – Lunch and Duty - Supervise lunch.*

*12:45 PM – Period 5: Social Studies*

Deliver NC curriculum (e.g., World History for 6–8, Civics for 9–12), connecting to CTE (e.g., labor policies for trade careers). Assign AMP-based projects, like analyzing NC's economic growth, and provide small-group support.



*1:45 PM – Period 6: Advisory or Intervention*

Lead advisory for 10–15 students, focusing on NC’s Future-Ready skills and graduation plans (e.g., resume-building, financial literacy). Use AMP to track goals and provide interventions for struggling students or credit recovery for 9–12, ensuring NC graduation requirements are met.

*2:15 PM – Period 7: CTE Elective or Enrichment*

Teach a CTE elective (e.g., cybersecurity, construction) or oversee enrichment, like a mock job interview for NC’s Work-Based Learning credits (in collaboration with an appropriate partner). Update AMP with student portfolios or certification progress.

*3:15 PM – After-School Programs and Wrap-Up*

Lead CTE-focused club (e.g. NC FBLA, Junior Achievement) or tutor students for credit recovery. Coordinate internships via AMP with NC businesses. Finalize parent communications and NC DPI reports using AMP.

*4:15 PM – Departure or Evening Prep*

## **Key Features of the AMP and CTE Teaching Experience in North Carolina**

### Data-Driven Instruction:

AMP’s analytics enable teachers to personalize core and CTE lessons, driving student success on NC’s EOC, CTESA, CTE PBM (CTE performance-based measurement) or CTE POL (CTE proof of learning) assessments while addressing individual student needs.

### CTE Integration:

Teachers use AMP to align CTE projects with NC’s Career Clusters and track credentials, supporting pathways like Health Science or Advanced Manufacturing, critical for NC’s workforce.

### Efficiency and Compliance:

AMP streamlines NC DPI reporting, enrollment, and parent communication, reducing administrative burdens in NC’s charter sector, where accountability is stringent.

### Career and College Readiness:

Teachers leverage AMP to support NC’s Career and College Promise, a program for dual-enrollment and Work-Based Learning, preparing students for local industries or post-secondary education.



## Cape View Leadership Academy – Student Perspective

A Cape View Leadership Academy student in grades 6–12 in North Carolina will be using the ACCEL Management Platform (AMP) from ACCEL Schools, with a Career and Technical Education (CTE) emphasis, combining core academics, personalized learning, and career-focused training aligned with North Carolina’s CTE framework. Teachers at Cape View Leadership Academy will also be using the **ACCEL Management Platform (AMP)** giving them a dynamic and data-driven platform to guide teaching, assessment, and communication. Teachers are highly trained to leverage AMP to deliver personalized instruction, aligned with North Carolina’s academic and CTE standards, and prepare students for career pathways.

AMP supports a tailored curriculum and progress tracking, ensuring students meet state standards while preparing for high-demand careers. Below is an overview and sample daily schedule for grades 6–12, reflecting North Carolina’s educational context and CTE priorities.

### **A Day in the Life of a Student (Grades 6–12, CTE Emphasis, in Pender County, North Carolina)**

Students at Cape View Leadership Academy charter school in North Carolina experience a structured yet individualized environment that fosters academic growth and career readiness. AMP’s technology enables teachers to customize instruction, while CTE programs align with North Carolina’s Career Clusters (e.g., Health Science, IT, or Advanced Manufacturing) to equip students with industry-relevant skills. Here’s what a typical student’s day might look like:

Morning Arrival and Community Focus: Students will arrive at Cape View Leadership Academy, a supportive campus. There are morning activities, like advisory sessions or CTE career spotlights that emphasize North Carolina’s focus on college and career planning, building community and motivation.

Core Academics with AMP Personalization: Cape View Leadership Academy students will use AMP and engage in North Carolina Standard Course of Study subjects (math, English, science, social studies), with lessons tailored to their depth of knowledge. AMP’s data tools help teachers provide real-time support, linking academics to CTE applications, such as data analysis for business careers.

CTE Pathway Exploration: CTE blocks will focus on North Carolina’s priority sectors, offering online, small group and hands-on learning in areas like cybersecurity, agriculture, or nursing. Middle school students explore introductory CTE, while high school students pursue certifications (e.g., Microsoft Office Specialist, CNA) tracked via AMP, often tied to Career and College Promise dual-enrollment opportunities.

Project-Based Career Learning: Students at Cape View Leadership Academy will work on CTE



projects, such as designing apps or simulating healthcare scenarios, aligned with North Carolina's NCCTE Course Management System standards. AMP ensures progress is recorded, supporting collaboration and skill-building for local workforce needs.

Leadership and Career Support: Cape View Leadership Academy will recognize the need for Advisory periods emphasizing North Carolina's Future-Ready Students goals, covering soft skills, financial literacy, and college planning. AMP's reporting enables personalized guidance, helping students navigate academic and career pathways.

Lunch and Social Time: High quality meals will fuel students, and mealtime will include opportunities for socializing or career networking, fostering connections among students and staff in a learning environment.

Afternoon Academics and CTE Enrichment: Additional core classes or CTE electives will continue in the afternoon. It is important to note that AMP supports credit recovery as well as enrichment projects. Enrichment might include STEAM activities tied to North Carolina industries, like biotech or renewable energy.

After-School Engagement: Cape View Leadership Academy student learning and experience does not have to stop at the end of the instructional day. Students will have opportunities to join CTE-related clubs (e.g., Future Business Leaders of America, Junior Achievement, etc.), internships, or job shadowing, that will be coordinated with local businesses. AMP keeps parents informed of academic and CTE milestones.

### **Cape View Leadership Academy Sample Daily Schedule (Grades 6–12, CTE Emphasis)**

This schedule reflects a typical day at Cape View Leadership Academy, using AMP and emphasizing CTE. It balances North Carolina's academic requirements with career-driven learning, varying by grade and local needs.

#### *7:45 AM – Arrival and Breakfast*

Students will enjoy time for breakfast and socializing before beginning their day. Students will participate in a career-focused advisory, such as a talk on NC's growing tech industry, setting a goal-oriented tone.

#### *8:15 AM – English Language Arts*

AMP will deliver a North Carolina standards-based lesson, blending reading and writing with CTE relevance (e.g., technical communication for engineering). Teachers will use AMP data to personalize tasks. Teachers will break students into discussion groups to discuss how a reading passage relates to the students' interests; students work in teams to review essay outlines and provide feedback to each other; teachers lead small group discussion based on different learning levels, etc.



*9:15 AM – Mathematics*

Students will tackle NC Math standards (e.g., Math 1 for 6–8, Math 3 for 9–12), with AMP connecting concepts to CTE, like statistics for logistics. Teachers will review data and provide in-person and curricular interventions to support struggling students. Advanced learners will have opportunities to go deeper into concepts and work on special projects with teacher support.

*10:15 AM – CTE Pathway (Exploratory for 6–8, Certification for 9–12)*

Grades 6–8 will explore NC CTE clusters (e.g., Agriculture, Food & Natural Resources) through projects like farm-to-table simulations. Grades 9–12 will focus on certifications in pathways like Health Science (e.g., CPR training) or IT (e.g., CompTIA), tracked via AMP, with possible dual-enrollment at NC community colleges.

*11:15 AM – Science*

NC science standards (e.g., Earth/Environmental for 6–8, Biology for 9–12) will tie to CTE, like environmental science for energy careers or chemistry for pharmaceuticals. AMP supports hands-on labs aligned with state assessments, as well as project-based learning that demonstrate workplace skills.

*12:15 PM – Lunch and Break*

Lunch will be provided, with time for socialization and career discussions, encouraging peer collaboration in a supervised setting.

*1:15 PM – Social Studies*

NC curriculum (e.g., NC History for 6–8, Civics for 9–12) will connect to CTE, exploring workforce policies or NC's economic history. AMP enables project-based learning, like analyzing local industry trends.

*2:15 PM – CTE Elective or Advisory*

Students will dive into a second CTE block (e.g., graphic design, construction) or advisory for career planning, aligned with NC's Individual Student Success Plans. AMP tracks progress toward graduation or credentials.

*3:15 PM – Enrichment or Credit Recovery*

High school students will use AMP for credit recovery to meet NC's 22-credit graduation requirements, while others will engage in CTE enrichment, like coding bootcamps or mock job interviews. Middle schoolers will explore career fairs or STEAM tied to NC industries.



*4:00 PM – Dismissal or After-School Programs*

Students will head home or join CTE-focused activities, like SkillsUSA or internships with NC employers. AMP updates parents on academic and career progress. Evening CTE classes may be offered for flexibility.



Jessica Kelly

**Comments :**

The response offers a detailed and well-aligned overview of a typical day for both teachers and students at Cape View Leadership Academy, emphasizing personalized, data-driven instruction through the ACCEL Management Platform (AMP) and strong integration of core academics with career and technical education (CTE). The plan reflects North Carolina standards, supports individualized learning, and includes advisory, project-based learning, and real-world experiences like internships. However, the narrative is heavily centered on technology, and lacks detail on how the model will adapt in early implementation or across future grade spans. Streamlining the content and balancing tech with human interaction would strengthen the overall presentation.

**Q136. Will this proposed school include a high school?**

- Yes
- No

**Q137. High School Graduation and Post Secondary Readiness Describe how the proposed charter school will meet the Future-Ready Core requirements.**



To be eligible for North Carolina's diploma of excellence, per Regulation 22-13-1.1, students must earn a minimum of 22 credits aligned to the state academic content and performance standards. These credits must include:

- 4 English credits: English I, II, III and IV
- 4 Math credits: NC Math 1, 2 and 3, as well as a 4th math credit to align with the student's post high school plans
- 3 Science credits: physical science, biology, and an earth/environmental science
- 4 Social Studies credits: Founding Principles of the United States of American and North Carolina: Civic Literacy, Economics and Personal Finance, American History and World History
- 1 Health and Physical Education Credit
- 2 Elective Credits, any combination of: CTE, Arts or World Language
- 4 Elective Credits from the following: CTE, ROTC, Arts Education, and other subject areas or cross-disciplinary courses
- Students entering Grade 9 in 2026-27 will have an additional requirement to take a credit in Computer Science. Electives will be reduced from 6 to 5.



Jessica Kelly

**Comments :**

The applicant has detailed the graduation requirements.

**Q138. Provide details on how the students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered.**



Cape View Leadership Academy's full-year courses are designed to contain approximately 180 hours of coursework to complete the equivalent of one Carnegie Unit. Semester courses are designed to deliver approximately 90 hours of coursework and are the equivalent of one-half of a Carnegie Unit. Cape View Leadership Academy awards credits to students who have successfully mastered the course content. Per SBE policy TEST-003, students' final grade will be impacted by end of course (EOC) exams that weigh twenty percent of their final grade. However, instructional mastery and promotion procedures are not based on a single, high-stakes, final examination but instead on the following:

- students exhibit mastery in multiple and varied ways,
- learned skills must be internalized before true mastery is obtained,
- students can demonstrate progress toward mastery every day, and
- actual mastery results in knowledge attainment, performance, problem-solving skills, and preparedness for the next higher level of education the student desires to experience.

Students will complete assignments and assessments as they work through each course. Students who successfully complete these requirements and earn a passing grade will earn credit for the course. For core subject area courses, end of course exams, course completion, and teacher observation will be used to determine promotion. Course completion and teacher evaluation are the determining factors for non-core courses without an EOC Exam.

Cape View Leadership Academy will use a traditional 4.0 (A) to 0.0 (F) grading scale with a deliberate focus on mastery application of content. Students will be allowed to retake tests, receive assistance when taking tests, and test out of courses if mastery is demonstrated. To calculate a cumulative grade point, each class's final semester grade is assigned a point value of A = 4.0, B = 3.0, C = 2.0, D = 1.0, and F = 0. This total is then divided by the number of credits attempted, with the results being carried out in three decimal places. This calculation is done for each student after every semester. Honors, Advanced Placement (AP), and Dual Credit classes from a 4-year institution will receive additional weighted grades, which will be added to the GPA. Calculations of these additional course weights will be finalized before the school opens.

Transcripts will include student's name, class rank, overall GPA, information on completed coursework to include course name instructor, letter grade and grade point earned.

The current electives offered are listed below. This digital course catalog is always growing.

### **Middle School**

6th Grade Physical Education, 7th Grade Physical Education, 8th Grade Physical Education, Art Explorations, Basic Drawing, Character Education, Computer Applications, Computer Basics, Gaming Unlocked, Keyboarding for Younger Students, MS 2D Studio Art, MS Career Exploration I, MS Career Exploration II, MS Critical Thinking, MS Digital Art & Design, MS Exploring Business, MS Exploring



Health Science, MS Exploring Music, MS Financial Literacy, MS Fitness, MS Health, MS Journalism, NS Photography I, MS STEM, Scratch Coding, Spanish for Young Learners 7th grade, Spanish for Young Learners 8th Grade

## High School

Accounting, Advertising and Sales Promotion, Agriscience, American Sign Language I, II, and III, Anatomy and Physiology, Art Explorations, Art History Modern, Art History Origins, Art in World Cultures, Astronomy, Basic Drawing, Black History in America, Business Information Management, Business Law, Character Education, Concepts of Engineering, Creative Writing, Criminology, Culinary Arts, Digital Media Fundamentals, Digital Media Web Design II, Digital Photography, Early Childhood Education, Entrepreneurship, Ethnic Studies, Fashion Design, Financial Math, Forensics, Forensics the Science of Crime, French I, II, and III, Gaming Unlocked, German I, II, and III, Health, HS Career Discovery, History of the Holocaust, HS Health Living Your Best Life, HS Health Mental Health and Wellbeing, HS Health Sexuality and Gender, Interior Design, Introduction to Military Careers, Introduction to Philosophy the Big Picture, Journalism, Keyboarding Touch Systems, Law and Order, Learning in a Digital World, Life Skills, Marine Science, Marketing Foundations, Microsoft Excel, Microsoft PowerPoint, Microsoft Word, Music Appreciation, Mythology, Nursing, Nursing Assistant, Nutrition and Wellness, Paleontology, Personal and Family Finance, Personal Fitness, Personal Leadership, Personal Psychology, Physical Education HS, Principles of Business, Marketing and Finance, Principles of IT, Psychology, Public Speaking, Reading and Writing for Purpose, Sociology, Spanish I, II, III and IV, Sports and Entertainment Marketing, Study Skills, Theatre, Cinema and Film Production, Veterinary Science, Workplace and Internship Readiness



Jessica Kelly

### Comments :

The response provides a clear and comprehensive overview of Cape View Leadership Academy's credit structure, GPA calculation, transcript content, and elective offerings. Courses follow standard Carnegie Unit guidelines, and a mastery-based approach allows for retakes and varied demonstrations of learning. The GPA is calculated on a traditional 4.0 scale with weighted options for Honors, AP, and Dual Credit, though final weighting details are still pending. Transcripts will include key academic data, and the school offers an extensive range of electives across multiple disciplines. However, the response would be strengthened by clarifying alignment with North Carolina graduation requirements, finalizing weighted GPA policies, and prioritizing which electives are guaranteed to be available. Is this same plan sustainable during the growth phases of the school?



**Q139. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).**

Cape View Leadership Academy adheres to North Carolina's graduation requirements, which are designed to ensure that students are prepared for college or other postsecondary opportunities by providing a well-rounded education. The core subjects—English, math, science, and social studies—build essential skills needed for success in higher education or the workforce. Electives, world language credits, and work-based learning experiences offer flexibility and help students explore career interests, while meeting state standards ensures that they are academically ready for the next step after high school.



Jessica Kelly

**Comments :**

The applicant's response could be strengthened by outlining how the graduation requirements will ensure readiness for each of the opportunities listed (trade school, military service, or entering the workforce); with CTE being a focus this should be tied into the response.

**Q140. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.**



Cape View Leadership Academy's systems and structures to support students at risk of dropping out are based on the following strategies: engaging parents, cultivating relationships, paying attention to warning signs, and making learning relevant. Collaboration among teachers, counselors, Student Services Team members, administration, students, and parents is encouraged and expected for students to reach the goal of being a high school graduate prepared for post-secondary life.

Cape View Leadership Academy 's Student Services Team (SST) is instrumental in supporting students at risk of dropping out. They work with students and families to cultivate relationships, which is essential to student retention in school. From onboarding to graduation, the SST works to create a welcoming school climate. The SST uses a strength-based perspective to increase the capacity of students and families, helping them work through non-academic issues and remove barriers to student success. They rely on academic and engagement data to ensure students stay on track, providing early interventions, wrap-around support, and engagement strategies. To better support students and families with social, emotional, and medical needs, the SST also works to cultivate community partnerships across the state.

In addition to the support provided by the SST, teachers and counselors focus on making learning relevant to students. School counselors work alongside students to create a graduation plan. This plan maps out the student's path to graduation, considering how best to prepare them for their post-high school life. Students can choose from several clusters of study, including CTE classes with industry-based certifications and various AP and Honors courses. No matter their path, certified teachers customize curriculum based on multiple data points for a personalized learning experience for each student. Finally, credit recovery courses allow students to stay on track for graduation if they fall behind.



Jessica Kelly

**Comments :**

The response outlines a strong, relationship-centered approach to supporting students at risk of dropping out, led by the Student Services Team (SST) and supported by teachers, counselors, and families. Key strategies include early intervention, personalized graduation plans, CTE pathways, and credit recovery options. While the plan emphasizes collaboration and relevance, it lacks specific identification criteria, clearly defined staff roles, and detailed academic or behavioral intervention strategies. Strengthening the response would involve outlining monitoring systems, attendance supports, and more targeted academic interventions for at-risk students.

Q141. **Attach Appendix C: 9-12 Core Content Electives Provide a visual description of**



what courses (both core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school's graduation requirements. Please ensure the projected staff and budget aligns with the course offerings.

Please see the attached course catalog for core content, elective, AP, Honors, Credit Recovery and CTE courses offered at the high school level.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 6

**Applicant Evidence :**


Appendix C CVLA AM...

Uploaded on **4/22/2025**

by **Traci Esposito**



**Jessica Kelly**

**Comments :**

The applicant has attached an extensive course catalog; are the number of class offering realistic for the number of students who will be enrolled even at full capacity? Has the cost of these programs, especially CTE, been built into the budget?



**Q142. Attach Appendix B: Curriculum Outline per Grade Span (for each grade span the school would ultimately serve). One sample curriculum outline (in graph form) in the Appendices for one core subject (specific to the school’s purpose) for each grade span the school would ultimately serve.**

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5

Applicant Evidence :


Appendix B CVLA Cu...


Appendix B CVLA Cu...

Uploaded on **4/22/2025** by **Traci Esposito**

Uploaded on **4/22/2025** by **Traci Esposito**

**Q143. Attach Appendix D: Yearly Academic Calendar (minimum of 185 instructional days or 1,025 hours)**

Upload Required File Type: pdf, image, word Max File Size: 30 Total Files Count: 3

Applicant Evidence :


Appendix D CVLA Cal...

Uploaded on **5/23/2025** by **Traci Esposito**

**Q144. Attach Appendix E: Daily and Weekly Schedule Provide a sample daily and weekly schedule for each grade band (K-5, 6-8, and 9-12) the school ultimately plans to serve.**

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 15

Applicant Evidence :


Appendix E CVLA Dai...

Uploaded on **5/23/2025** by **Traci Esposito**



Jessica Kelly

**Comments :**

According to the attached daily schedule middle school and high school students will be running the same schedule.

## 10.2. Special Populations and “At-Risk” Students

**Q145. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students.**

Cape View Leadership Academy's systems and structures to support students at risk of dropping out are based on the following strategies: engaging parents, cultivating relationships, paying attention to warning signs, and making learning relevant. Collaboration among teachers, counselors, Student Services Team members, administration, students, and parents is encouraged and expected for students to reach the goal of being a high school graduate prepared for post-secondary life.

Cape View Leadership Academy's Student Services Team (SST) - consisting of general education teachers, special education staff, and school administrators - is instrumental in supporting students at risk of dropping out. They work with students and families to cultivate relationships, which is essential to student retention in school. From onboarding to graduation, the SST works to create a welcoming school climate. The SST uses a strength-based perspective to increase the capacity of students and families, helping them work through non-academic issues and remove barriers to student success. They rely on academic and engagement data to ensure students stay on track, providing early interventions, wrap-around support, and engagement strategies. To better support students and families with social, emotional, and medical needs, the SST also works to cultivate community partnerships across the state.

In addition to the support provided by the SST, teachers and counselors focus on making learning relevant to students. School counselors work alongside students to create a graduation plan. This plan maps out the student's path to graduation, considering how best to prepare them for their post-high school life. Students can choose from several clusters of study, including CTE classes with industry-based certifications and various AP and Honors courses. No matter their path, certified teachers customize curriculum based on multiple data points for a personalized learning experience for each student. Finally, credit recovery courses allow students to stay on track for graduation if they fall behind.



Alysha Gray

**Comments :**

The plan does not provide a detailed outline of a tier process to meet the learning needs of students performing below grade level. It doesn't include information about referrals, MTSS, interventions or progress monitoring. The narrative includes a list of strategies to address and monitor the learning needs of students. What type of instructional/behavioral/social-emotional problem-solving process will the staff be trained to utilize? How will the staff know a student needs additional support? What specific material will staff be trained to utilize for students working significantly below grade level? How will the school address students suspected of a disability?



Jessica Kelly

**Comments :**

The response highlights Cape View Leadership Academy's holistic approach to supporting struggling students through collaboration, relationship-building, and personalized graduation planning led by the Student Services Team (SST). While it emphasizes early intervention and wrap-around support, it lacks detail on specific academic programs, instructional strategies, or formal intervention systems like MTSS. Additionally, it does not explain how academic progress will be monitored for students performing below grade level. Strengthening the plan would require naming targeted interventions, outlining progress monitoring tools, and implementing a structured, tiered support framework.

**Q146. Describe the extent to which one or more of the founding board members has experience working with special populations (students with disabilities, students with 504 Plans, MLs, students identified as gifted, and students at risk of dropping out). If no founding board members have experience working with special populations, describe the school's pre-opening plan to prepare for special populations.**



Our founding board brings a deep commitment to supporting special populations, with firsthand experience advocating for students with diverse learning needs. Two of our board members have children with 504 Plans and Individualized Education Programs (IEPs) and have been constant advocates for ensuring equitable access to education, personalized support, and the implementation of effective accommodations. Their experience navigating the special education system as parents gives them valuable insight into the challenges families face and the importance of fostering an inclusive and supportive learning environment.

Additionally, a third board member is a teacher within the district, bringing direct experience working with students across various learning abilities, including those with disabilities, students on 504 Plans, multilingual learners (MLs), gifted students, and those at risk of dropping out. Their background in education provides critical expertise in differentiated instruction, classroom accommodations, and intervention strategies that support student success.

With this collective experience, our board is well-equipped to ensure that our school prioritizes individualized learning, fosters a culture of inclusivity, and implements best practices to meet the needs of all students.



Alysha Gray

**Comments :**

The narrative mentions that one of the founding board members has experience working with at risk students, however, there is no mention of anyone that had specific experience, including licensure required, in working with students with disabilities. What is the plan of the school to prepare for the enrollment of students with disabilities?



Jessica Kelly

**Comments :**

The response highlights that several founding board members have direct experience supporting special populations, including two parents of children with IEPs and 504 Plans and one board member who is a teacher working with diverse learners. This blend of personal advocacy and professional expertise demonstrates a strong commitment to inclusivity and individualized learning. However, the response lacks detail on formal training, governance-level application of this experience, and a pre-opening plan to address any remaining gaps. Strengthening the plan with specific training initiatives and governance strategies would enhance the board's readiness to serve all students effectively.

**Q147. Explain how the instructional plan and curriculum will meet the needs of Multilingual Learners (ML), including the following:**

- 1. Methods for identifying ML students (and avoiding misidentification).**
- 2. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ML students.**
- 3. Plans for monitoring and evaluating the progress and success of ML students, including exiting students from ML services.**
- 4. Means for providing qualified staffing for ML students.**



The Multilingual Learners Program (MLP) at Cape View Leadership Academy will use mainstream/inclusion and sheltered instruction for all core subject areas. MLs will be classified according to their levels of English language proficiency, academic achievement, and special needs and will be placed in appropriate instructional services for these levels.

Cape View Leadership Academy will ensure reasonable workloads for staff supporting students with disabilities, ML students, gifted students, and low-performing students. The school will seek to employ teachers with the required state licensure/ESL endorsement to serve as the ML's Teacher of Record. Cape View Leadership Academy will also ensure all staff have the required training based on the area/subjects taught and the corresponding training category.

Each student identified as ML continues to receive appropriate instruction at Cape View Leadership Academy until the student is reclassified as English proficient and exited from the Multilingual Learner Program. English proficiency will be determined by assessing the student utilizing ACCESS for ELLs. This assessment will be administered to all students with an ML status every year. To exit ML status, the student must score a level 4 on all four domains. After exiting ML status, students will be monitored for two years by tracking their academic progress.

The MLP will be reviewed annually based on local and state data on Multilingual Learners, the general student population, and other overlapping subgroups such as Special Education students and free and reduced lunch-eligible students. The annual review will include data regarding equitable representation, academic achievement, elementary and secondary programming, professional learning and teacher capacity, family engagement, and resource allocation.

In addition to providing notifications to parents in a language they understand, translation tools are available right within Canvas. Students have the option to translate their content within settings. The ELL Support guide found at this link: [https://docs.google.com/spreadsheets/d/1x2ub1B3\\_tfwCm9wjtpCsbkfydsXxLoC8OkAZNgANFV8/edit?gid=2042479738#gid=2042479738](https://docs.google.com/spreadsheets/d/1x2ub1B3_tfwCm9wjtpCsbkfydsXxLoC8OkAZNgANFV8/edit?gid=2042479738#gid=2042479738) ([https://docs.google.com/spreadsheets/d/1x2ub1B3\\_tfwCm9wjtpCsbkfydsXxLoC8OkAZNgANFV8/edit?gid=2042479738#gid=2042479738](https://docs.google.com/spreadsheets/d/1x2ub1B3_tfwCm9wjtpCsbkfydsXxLoC8OkAZNgANFV8/edit?gid=2042479738#gid=2042479738)) outlines all Cape View Leadership Academy's available tools and resources for MLs.



Jessica Kelly

**Comments :**

The response outlines a foundational plan to support Multilingual Learners (MLs) through inclusion-based instruction, qualified staffing, clear identification and exit criteria using ACCESS for ELLs, and translation tools for accessibility. It also commits to annual program evaluation using disaggregated data. However, the plan lacks specific instructional strategies, a detailed identification process to avoid misclassification, and professional development plans for staff. Additionally, the parent engagement approach is minimal, and the linked resource is not summarized. Strengthening the response would require outlining specific teaching practices, staff training, and culturally responsive family engagement efforts.

**Q148. Explain how the school will identify and meet the needs of gifted students, including the following:**

- 1. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.**
- 2. Plans for monitoring and evaluating the progress and success of gifted students; and means for providing qualified staffing for gifted students.**



Gifted and high-ability students will thrive at Cape View Leadership Academy. Cape View Leadership Academy implements a meaningful program for gifted learners that provides a rigorous curriculum, support from guidance, monitoring academic achievement, and reviews to ensure effective programming for each student. These learners will receive the most appropriate curriculum, pacing, and teaching approaches from day one through placement.

Per the North Carolina State Department of Education definition of gifted and talented students, Cape View Leadership Academy students that demonstrate high-performance ability or potential in academic and/or artistic areas will be provided educational programming beyond what is typically provided by the general school programming. Teachers will work closely with the parent/guardian and the Cape View Leadership Academy curriculum team to ensure a steady flow of enrichment activities for students working above grade level. Students will further benefit from the advantages of personalized education as they can work at their own pace without the restraints of traditional classroom pacing.

Students that meet the eligibility criteria will be evaluated to determine placement. Evaluation will be based on the student's need for a particular instructional program, the characteristics of the gifted, intellectual development as determined through state and school-based assessments and may include those evaluation procedures specified in an approved district plan to increase the participation of students from underrepresented groups in programs for the gifted. The team will review data related to academic achievement, behavior concerns, assessment results, and academic progress.



Jessica Kelly

**Comments :**

The response outlines a general plan to support gifted students at Cape View Leadership Academy through personalized pacing, enrichment opportunities, and collaboration among teachers, families, and the curriculum team. It aligns with North Carolina's definition of giftedness and emphasizes equity in identifying underrepresented students. However, the plan lacks detail on specific research-based instructional strategies, gifted identification processes, staff qualifications, and enrichment offerings. To strengthen the response, the school should include concrete instructional models, outline how progress will be measured, and ensure staff are appropriately trained to meet the needs of gifted learners.

### 10.3. Exceptional Children



The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation *Individuals with Disabilities Education Improvement Act (IDEA)*, *IDEA regulations*, and *Article 9 115C of the North Carolina General Statutes*, *North Carolina Policies Governing Services for Children with Disabilities*. **All public schools are responsible for hiring licensed and 'highly qualified' special education teachers pursuant to law.** Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.

**Q149. Identification and Records Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.**

Ensuring the diverse needs of special populations are met begins at enrollment. After a student's application for enrollment has been confirmed, families will be given the opportunity to inform the school if their child has an IEP or 504 Plan. Upon enrollment, the special education team will review the evaluation report and IEP from the previous school district. The parent/guardian may provide a copy of the documents, or Cape View Leadership Academy will request the documents from the previous school. After consultation with the parent/guardian/adult student, the school will offer comparable services outlined in the student's IEP. An IEP team meeting will be convened within ten instructional days of obtainment of the IEP to adopt the existing IEP or develop and implement a new IEP. For a student with an existing 504 Plan, a 504-team meeting with the parent/guardian/adult student will be convened in a reasonable amount of time but no later than 30 days after obtaining the 504 Plan. In addition to being active participants in the IEP team and 504 team meetings, the parent/guardian/adult student will be provided with a copy of the Procedural Safeguards Notice yearly.



Alysha Gray

**Comments :**

The narrative outlines a plan to identify students with disabilities. What is the follow up plan should requested records not be received in a timely manner?



Jessica Kelly

**Comments :**

The response outlines a clear process for identifying students with existing IEPs or 504 Plans upon enrollment, including obtaining records, reviewing documentation, and promptly holding team meetings to ensure continuity of services. It emphasizes parent involvement and compliance with timelines and procedural safeguards. However, it lacks details on how staff will be informed, how the school will handle missing records, and how students without prior identification will be evaluated for services. Strengthening the plan with procedures for new referrals, staff training, and internal communication would enhance its effectiveness and compliance.

**Q150. Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed. Include how the school will avoid misidentification of special education students.**

In accordance with North Carolina Administrative Code (NCAC) 16 NCAC 06H .0107, the Cape View Leadership Academy will develop and implement written policies and a variety of procedures to ensure the location, identification, and evaluation of students who are in need special education and related services. As a statewide charter school, Cape View Leadership Academy understands that its child-find responsibilities extend throughout the state, and that those responsibilities will overlap with those of school districts around the state, as well. Accordingly, Cape View Leadership Academy will utilize a variety of community outreach procedures available in a primarily online format to reach families across the state who suspect their child may be eligible for special education services. These procedures may include social media outreach, postings on the Cape View Leadership Academy website, site-based postings, and outreach to community organizations, home-school populations, and private school populations throughout the state. School administration will ensure that all staff are appropriately trained in these policies and procedures and that they receive appropriate support. School administration and other school staff will also ensure that parents/guardians are aware of the process for determining if a student is eligible for special education and how to initiate and participate in the process.



Alysha Gray

**Comments :**

The narrative does not provides a clear outline of the school's Child Find process. MTSS is not explained. Suspicion of disability is not explicitly addressed with what the school will do to ensure a student is identified in a timely manner. The narrative does not includes pre-assessments to identify the academic performance of students.

- What processes will be used in order to comply with Child Find mandates to include Child Find posters, assessments, evaluations, and notifications related to the suspicion of a disability to avoid misidentification of special education students?
- PSU does not include policy to address locating, identifying and evaluating all children with disabilities in need of special education and related services.
- Processes described in narrative should include all of the following:
  - Response to notification: 30 days
  - Procedures used to identify students suspected of a disability and in need of specially designed instruction
  - Consideration of children advancing from grade to grade/highly mobile (migrant) children
  - Procedures that requirement to determine whether or not to refer the student to special education
  - Parent referral procedures



Jessica Kelly

**Comments :**

The response outlines Cape View Leadership Academy's commitment to fulfilling its Child Find obligations under state and federal law, including statewide outreach through online platforms and community engagement to identify students who may need special education services. It also emphasizes staff training and informing families about the process. However, the response lacks detail on the specific referral, evaluation, and eligibility determination steps, as well as timelines, safeguards to prevent misidentification, and use of pre-referral supports like MTSS. Strengthening the plan with clear procedures and safeguards would improve clarity, compliance, and equity.



Q151. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed, including the following:

1. Requesting Records from previous schools
2. Record Confidentiality (on-site)
3. Record Compliance (on-site)



## **Maintenance of Records / Safeguards**

Cape View Leadership Academy will provide notice to the parent/guardians to fully inform of the policies and procedures to maintain confidentiality of personally identifiable information at the collection, storage, disclosure, and destruction stages. The Special Education Administrator will be responsible for ensuring that the education records, confidentiality rules, and educational records policy for eligible children are administered and enforced. The Special Education Administrator will ensure that all of the Cape View Leadership Academy faculty and subcontracted agency employees, who collect or use personally identifiable information, receive in-service training regarding the implementation of this policy. In-servicing will consist of providing, at the least, yearly presentation of the information to staff and subcontractors. Cape View Leadership Academy will maintain, for public inspection, a current listing of the names and positions of those employees within the agency who may have access to personally identifiable information.

## **Records Access**

Cape View Leadership Academy will permit parents/guardians of students eligible for special education to inspect and review, during school business hours, any educational records relating to the student which are collected, maintained, or used by the school or other public agency under this chapter. Cape View Leadership Academy will comply with a request promptly and before any meeting regarding an individualized education program or hearing or resolution session relating to the identification, evaluation, educational placement of the student or provision of FAPE to the student, including disciplinary proceedings.

The right to inspect and review educational records under this section includes:

1. The right to a response from the school to reasonable requests for explanations and interpretations of the records;
2. The right to request that the school provide copies of the records containing the information if failure to provide those copies would effectively prevent the parent/guardian from exercising the right to inspect and review the records; and
3. The right to have a representative of the parent/guardian or adult student inspect and review records.

Cape View Leadership Academy will presume that a parent/guardian has authority to inspect and review records relating to his or her student unless the school has been advised that the parent/guardian does not have the authority under applicable state law governing such matters as guardianship, separation, and divorce.

## **Record of Access**

Cape View Leadership Academy will keep a record of parties obtaining access to educational records collected, maintained, or used under this chapter including the name of the party, the date access



was given, and the purpose for which the party is authorized to use the records. The school is not required to keep a record of access by parents, and authorized employees with a legitimate educational interest in the records.

### **Destruction of Information.**

Cape View Leadership Academy will operate in accordance with FERPA and its regulations, as well as the North Carolina Public Records Act, North Carolina statute 115C-402.5, the NC DPI Data Confidentiality and Security Agreement, the Protecting Students Digital Privacy Act of 2016 and the NCDIT's Office of Privacy and Data Protection standards.

Student information will be destroyed at the request of the parents/guardians when the information is no longer needed at Cape View Leadership Academy to provide educational services to the child. However, a permanent record of a child's name, address and telephone number, grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation and in accordance with state and federal law.



Alysha Gray

#### **Comments :**

The plan does not provides clear information on Requesting records procedures, Records confidentiality and Record Compliance.

- Consider outlining a plan to do in-house audits of files. How will EC records compliance be handled on-site? How frequently will compliance reviews occur? Who will conduct the reviews? How will the record review process be used to improve services for students with disabilities?
- The narrative does not include how the PSU plans to ensure EC records are compliant. With confidentiality in mind, include mention of who has access to records which should be posted in the separate, locked room where records are stored. Explain the procedure for signing records in/out as needed. There would need to be mention that a sign in/out sheet would be included in each EC record.
- Procedures for requesting records are missing. Recommended components include:
  - Chart to track students enrolling (student name, placement, records request/receipt of records)
  - Process to follow-up with sending school or PSU is non-responsive to records request
  - assurance of special education services on Day 1



Jessica Kelly

**Comments :**

The response provides a thorough plan for managing special education and 504 records at Cape View Leadership Academy, including strong confidentiality safeguards, defined oversight by the Special Education Administrator, annual staff training, clear parent access rights, and compliance with federal and state privacy laws. However, the plan lacks details on how records will be requested from prior schools, how digital records will be secured, and how 504 records will be specifically monitored. Including record retention timelines and outlining digital security protocols would further strengthen the school's approach to record compliance and confidentiality.

**Q152. Exceptional Children's Programming Explain how you will meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.**

Cape View Leadership Academy will provide the legally required continuum of special education services and a range of placements to ensure it provides free appropriate public education (FAPE) in the least restrictive environment (LRE). Students will be educated in the LRE to the maximum extent possible. Itinerant, supplementary, or full-time special education support will be provided via the telephone, Internet, and live sessions in accordance with the student's IEP.

Itinerant Supports and Services: The IEP Team will first address the student's needs by providing support and services within the general education classroom in a co-teaching model with the general education teachers and utilize break-out rooms for small group instruction for those that may need additional support. Special education teachers may also schedule small groups and/or 1:1 sessions with students if additional instruction is required by a student's IEP.



Alysha Gray

**Comments :**

The plan does not provides a detailed approach to how the school will serve students with mild, moderate, or severe disabilities. Is the school prepared to ensure the IEP is followed, staffing is appropriately licensed, progress monitoring is being done, services are being provided, separate, resource, related and home-bound services are provided as indicated in IEP, etc.?



Jessica Kelly

**Comments :**

Cape View Leadership Academy plans to serve students with disabilities by offering a continuum of services aligned with the least restrictive environment (LRE) requirements. Support will begin in general education classrooms using co-teaching models and break-out rooms for small group instruction. If needed, students will receive additional 1:1 or small group support through in-person, phone, or online sessions, as outlined in their Individualized Education Programs (IEPs). While the approach demonstrates flexibility and inclusion, the response could be strengthened by providing more detail on how services will be tailored for students with severe disabilities, specifying staff qualifications and training, and outlining how progress and program effectiveness will be monitored.

**Q153. Describe the specific educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities. How will the school ensure students' access to the general education curriculum?**



To determine whether a child with disabilities can be educated satisfactorily in a general education online classroom with supplementary aids and services, the following factors will be considered and addressed in the IEP:

- What efforts have been made to accommodate the child in the regular classroom and with what outcome(s)?
- What additional efforts (i.e., supplementary aids and services) in the regular classroom are possible?
- What are the educational benefits available to the child in the regular classroom, with the use of appropriate supplementary aids and services?
- Are there possible significant and negative effects of the child's inclusion on the other students in the class?

All service decisions will be made by the IEP team including no less than the special education teacher/provider of that student, parent/guardian, general education teacher of that student and the student (when appropriate). Placement decisions are considered at every full IEP team meeting (at least annually) and adjusted according to team decisions. In selecting a placement in the least restrictive environment, consideration is given to any potential harmful effect on the student or the quality of services he or she needs, as well as ensuring that a student is not removed from general education solely based on the need for modifications of the general education curriculum.

Alternative placements are considered when the current educational environment is no longer meeting the needs of the student and the IEP Team determines that a student needs more intensive support and programming. Alternative placements can include center-based programs, approved private placements, and/or home and hospital instruction. Resources to support alternative placement options may include collaboration with the student's resident school district and the prospective placement for the student.



Alysha Gray

**Comments :**

The plan does not provide a thorough explanation of how the school will provide services across the continuum. Is the school prepared to ensure the IEP is followed, staffing is appropriately licensed, progress monitoring is being done, services are being provided, separate, resource, and homebound services are provided as indicated in IEP, etc.? The narrative also does not include collaboration among staff and families. Describe specific educational programs, strategies and supports the school will provide to ensure a full continuum of services for students with disabilities is being provided. How will those specific programs, strategies and support look for students across the continuum?



Jessica Kelly

**Comments :**

Placement decisions are made annually by the IEP team, considering the benefits of the general education setting, the need for supplementary aids and services, and any potential negative effects on the student or peers. When students require more intensive support, alternative placements such as center-based programs or hospital instruction are considered in collaboration with the student's home district. The response would be stronger if it included specific instructional programs or evidence-based strategies used to support access to the general education curriculum. It would also benefit from examples of supplementary aids and services, staff roles (e.g., intervention specialists, paraprofessionals), and how progress will be monitored to ensure success in the least restrictive environment.

**Q154. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).**

Cape View Leadership Academy will provide the legally required continuum of special education services and a range of placements to ensure it is providing a free appropriate public education (FAPE) in the least restrictive environment (LRE). Students will be educated in the LRE to the maximum extent possible. Itinerant, supplementary, or full-time special education support will be provided via the telephone, Internet, and live sessions in accordance with the student's IEP.



Alysha Gray

**Comments :**

- The narrative should include details of methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE). Some methods of support could include:
  - specific training regarding specially designed instruction,
  - plans for a high level of family engagement,
  - consideration of extended school year services,
  - development and implementation of behavior support plans,
  - progress monitoring of IEP goals,
  - proper use of assistive technology,
  - related services
- How will the school ensure students receive needed services on their IEP on Day 1 of school?



Jessica Kelly

**Comments :**

The applicant has provided a vague response although it does answer the prompt. According to the response any student who needs full-time special education support may be provided via the telephone, internet, and live sessions; is this appropriate and what is best for student learning?

**Q155. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents, and relevant staff.**



Full-Time Supports and Services: Cape View Leadership Academy will provide a comprehensive program using an adapted curriculum for students who meet the criteria to take NCEXTEND1. To the greatest extent possible, the students will be included with their same age classmates so they may engage in age-appropriate communication and socialization. Students participating in the adapted curriculum program may not have classes with their general education peers, which is determined individually. For example, students may require an adapted curriculum for their academic courses and the special education staff and the ESP special education team will collaborate to determine the appropriate curriculum based upon the students' ages, grades, and unique needs. Cape View Leadership Academy special education staff will work with general education staff to determine appropriately inclusive courses and build opportunities for students with significant cognitive impairments to be able to interact with typical peers to the greatest extent possible.

Students that qualify for related services including occupational therapy, physical therapy, speech and language therapy, and/or counseling will receive the needed therapy online via teletherapy. If an IEP team determines a student has related service needs that cannot be met in an online setting, face to face therapy can be arranged and delivered at a location close to the student's home. Decisions about the services needed, amount of time and frequency, and location will be made on an individual basis by the IEP team.

### **Progress Monitoring**

Student progress on annual goals and objectives will be monitored regularly using a variety of assessments and reports. The data will be summarized and provided to the parent/guardian quarterly throughout the school year, unless the IEP Team agrees upon more frequent updates. Data collection tools may include rubric scores, curriculum-based assessments, tests, portfolios, or fluency probes. Data may also be accumulated during small groups or one on one instruction. Teachers will collect and analyze the data bi-weekly to ensure the student is on track to meet the goal by the annual IEP due date. If the student is not making expected progress on the annual goals or objectives, instructional adjustments will be made accordingly in an effort to increase progress, such as increased repetition opportunities or the re-teaching of critical skills. Related service goals will also be regularly monitored, and a summary included in the quarterly report provided to the parent/guardian.



Alysha Gray

**Comments :**

The response provided in the "Progress Monitoring" Section provides a clear explanation on how the implementation of the IEP will be monitored and communicated with parents. The additional information included at the start of the answer is not needed.



Jessica Kelly

**Comments :**

Cape View Leadership Academy outlines a process for monitoring and reporting IEP implementation that includes bi-weekly data collection by special education staff, quarterly progress reports to parents/guardians, and individualized services delivered through tele-therapy or in-person as needed. Students on adapted curricula will have inclusive opportunities as appropriate, and instructional teams will adjust teaching strategies when students are not making adequate progress. The school will use a range of tools—such as rubrics, portfolios, and fluency probes—to track achievement on IEP goals and related services. The response could be strengthened by clarifying how communication with general education teachers will be structured to ensure alignment with IEP goals and accommodations. It would also benefit from outlining how progress will be shared with students in developmentally appropriate ways and whether digital platforms or parent portals will be used for more frequent updates. Providing details on how training for staff around IEP implementation is conducted would also reinforce the school's commitment to fidelity.

**Q156. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.**



## Related Services

Related services will also be provided to all students identified as needing such support. Cape View Leadership Academy will work with the LEA to identify and contract with related service providers to deliver such support to the students. Contracted providers will include, but are not limited to, Occupational Therapists, Speech & Language Therapists, Physical Therapists, and School Psychologists. Students will be offered all related services as outlined in their IEP. The contracted school psychologist will work directly with the Special Education Coordinator to identify those students needing evaluations, write them and hold the meetings with the required team members.

Cape View Leadership Academy will provide all required compliance data to the LEA regarding students receiving special education services. Students that qualify for related services including occupational therapy, physical therapy, speech and language therapy, and/or counseling will receive the needed therapy online via teletherapy. If an IEP team determines a student has related service needs that cannot be met in an online setting, face to face therapy can be arranged and delivered at a location close to the student's home. Decisions about the services needed, amount of time and frequency, and location will be made on an individual basis by the IEP team.

## Staffing

Cape View Leadership Academy will ensure that all special education teachers have required state certification as Teachers of Record for students with disabilities per O.C.G.A 20-2-984. The school will ensure reasonable workloads for staff supporting students with disabilities, ELL students, gifted students, and other at-risk students. The special education teacher-to-student ratio is set at 1:25 in the school budget.

Cape View Leadership Academy will comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA"), the Individuals with Disabilities in Education Improvement Act ("IDEA"), as well as the North Carolina Special Education Rules. ACCEL will contract with outside vendors for any services deemed necessary by the student's IEP team. Examples of these services may include speech, occupational and physical therapy as well as school psychology, evaluation, and intervention services. Vendors will be determined on a case-by-case basis depending on geographic area the student resides. In some cases, the school may be able to contract from the local school district and when this is not possible, the school will contract with third-party agencies.

When students with disabilities, including students with significant cognitive disabilities, need specially designed instruction or other supplementary aids and services to benefit from participating in regular education classrooms, as required in their IEP, administration will ensure that those services are provided. A full range of services appropriate to meet the



disability needs of the student are also considered, including but not limited to: Speech/ Language Pathology, Occupational Therapy, Physical Therapy, Orientation/Mobility, etc. The school will ensure that the Head of School is fully trained in all of the rules and regulations listed above. The Head of School will receive special education training as part of their comprehensive training. The Head of School will receive guidance from ACCEL's Director of Special Education that will provide both guidance on the special education process and build capacity with the Head of School with ongoing training.

In addition, the Special Education Manager with support from ACCEL's Director of Special Education will develop a special education procedural manual outlining the school's provision of special education programs and services as well as compliance with federal IDEA law and North Carolina regulations.

Special education census data will be reviewed by the school, assuring that adequate attention is paid to compliance timelines, as well as special education personnel caseloads.



Alysha Gray

**Comments :**

Please remove reference to "O.C.G.A 20-2-984" as North Carolina laws and regs will need to be followed. The plan provides an explanation as to how the school will provide adequate staffing to serve students with disabilities as well as contracting/hiring related service providers, but will need to ensure the needed licensure requirements are upheld by the contracting entity.



Jessica Kelly

**Comments :**

The response would be strengthened by outlining how the school will recruit and retain related service providers in underserved areas, detailing how general education teachers will be trained to support inclusive practices, and describing systems for monitoring the effectiveness and consistency of service delivery.

## 10.4. Student Performance Standards

Q157. Describe the student performance standards for the school as a whole.



While state standards describe what content should be taught, performance standards illustrate how well students need to master content to show they are meeting or exceeding expectations. Cape View Leadership Academy will follow the North Carolina Standard Course of Study and expect students to be meet levels of proficiency and mastery as appropriate for their grade level and course of study and includes how course credit is awarded and how students are promoted to the next grade level, as outlined in question 159 below.



Jessica Kelly

**Comments :**

Cape View Leadership Academy aligns its student performance standards with the North Carolina Standard Course of Study, expecting students to demonstrate grade-appropriate proficiency and mastery. These performance expectations inform how course credit is awarded and how students are promoted from one grade level to the next. The applicant should include specific academic benchmarks (e.g., state test score goals, GPA targets, graduation rates), clarify how mastery is defined and measured, and outline how data will be used to monitor student progress and drive school improvement.

**Q158. Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.**



A robust assessment plan is the cornerstone of any successful instructional program. Schools must employ a balanced assessment system that includes several testing methods to verify curricular alignment, ensure instructional efficacy, and monitor student learning. These testing methods determine what students are learning, how teachers teach, and what instructional and curricular decisions must be made regarding scaffolding, alignment, adjustments, and interventions. Cape View Leadership Academy implements numerous assessment tools for students.

School leaders plan for a balance of diagnostic, formative, interim, and summative assessments. Teachers access student assessment results in trackers using color-coded formatting to determine student needs and group trends. Teachers use this data to inform student groupings and plans for differentiated instruction. In this way, assessment results identify students needing intervention, offer teachers feedback about instructional practice, and verify curricular strengths and weaknesses.

By aligning each carefully selected assessment to the state standards, and using real-time results from assessment systems, Cape View Leadership Academy surrounds students with ongoing opportunities to show growth towards mastery. Single standard, short-cycle assessments are given in a pre-test and post-test model every 2-4 weeks. They allow teachers to see the needs of their students both before instruction and after completing an intervention and enrichment cycle. The data provided by these short, six-question assessments also allow teachers to differentiate the rigor level to accommodate all students' learning needs. In addition, an assessment comprised of on-grade level standards allows teachers to identify the areas of the curriculum in which students would benefit from additional support that can be built directly into their courses.

Students also complete a computer-adaptive benchmark assessment three times per year, providing consistent data touchpoints and early feedback to students. This year-round cycle of data incorporates best practices in assessment, as teachers can provide the appropriate level of support to master the state standards.

Assessment integrity is essential to student achievement, as accurate data is required to make informed instructional decisions. Several strategies will be implemented to support the fidelity of assessment results, starting with locking assessments so they may only be taken during the school day when a proctor is present with the student in a live session. Features in the i-Ready assessment menu allow for a lockdown that only allows students to take the assessment on the days and times designated by the school itself. During that time, students join a live session where they are expected to turn on their cameras so the proctor can verify it is being completed without assistance. Additionally, proctors have access to a dashboard that shows how quickly a student progresses through the test. This allows proctors to note any irregularities, such as rapid guessing.

### **Cape View Leadership Academy Assessment System**



- Ongoing Local Assessments – Once successfully enrolled, a student will participate in performance assessments. Information from these assessments is used to monitor progress and modify their academic program to ensure academic success. These assessments include:
  - Diagnostic Assessment/Benchmark 1
    - Computer adaptive, nationally normed
    - Given in the early Fall or upon enrollment for late enrollees
    - Used to provide a baseline and inform teachers' understanding of students' current level and needs
  - Benchmark 2 & 3 (Winter, Spring)
    - Computer adaptive, nationally normed
    - Used in combination with Benchmark 1 to monitor growth and inform projections for proficiency
  - Optional Common Mock Assessments
    - Custom-built to mirror the state summative assessments
    - Used to provide students with practice and build test endurance
  - Short-cycle Assessments
    - Custom-built brief assessments that target 1-2 specific standards
    - Embedded in courses and may replace a vendor-supplied assessment
    - Provided in pre- and post-test format and administered in a 2–4-week cycle to allow teachers to inform small group creation and targets instruction needs
  - Course Assessments
    - Vendor-created and course-embedded
- State Tests- Summative assessments to measure high student achievement in learning the standards.
  - BOG3 Reading Test
  - EOC assessments for Biology, English II, NC Math 1, and NC Math 3
  - EOG Tests: Reading - all grades, Math - grades 5 and 8, Science - grades 5 and 8
  - NCEXTEND1 for students with an IEP as an alternative to the EOC and EOG assessments
  - CCRAA 10, pre-ACT for students with an IEP, 10th and 11th grade
  - Pre-ACT, 10th grade
  - ACT 11th grade
  - WIDA Screener and WIDA Access, language minority students
  - ACCESS for ELLs, Alternate ACCESS for ELLs: students who are learning English in addition to their native language
  - Career Readiness Assessment: 11th & 12th Grades, vendor TBD
  - ACT WorkKeys, all eligible CTE concentrators

The results from these assessments create individualized pathways for students. These pathways help teachers pinpoint specific areas of strengths and weaknesses to inform classroom instruction.

Additionally, teachers use online lessons, Tools for Instruction, and i-Ready Toolbox to aid in lesson planning and small group instruction implementation.



At specific points in accordance with the Data Informed Instruction Plan, school administrators will access assessment data for review and analysis to prepare for professional development sessions and teacher-based team meetings. During these meetings, standards and item-level data analysis will help identify potential opportunities to strengthen the curriculum. Data protocol questioning will be applied to identify the root cause of trends in non-mastery. Likewise, further evaluation will be conducted if analysis shows low mastery of a particular standard for many students within a subgroup. Supplemental resources and additional content will be provided by the Curriculum and Assessment team to strengthen the course content on these specific standards.



Jessica Kelly

**Comments :**

To strengthen the response, the plan should clarify how assessment results will be communicated to families in meaningful ways, how the school will balance testing demands with instructional time, and how the data will be specifically used to support subgroups such as multilingual learners and students with disabilities. Including measurable benchmarks for academic growth would also enhance accountability and transparency.

**Q159. Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.**



Cape View Leadership Academy's full-year courses are designed to contain approximately 180 hours of coursework to complete the equivalent of one Carnegie Unit. Semester courses are designed to deliver approximately 90 hours of coursework and are the equivalent of one-half of a Carnegie Unit. Cape View Leadership Academy awards credits to students who have successfully mastered the course content. Per SBE policy TEST-003, students' final grade will be impacted by end of course (EOC) exams that weigh twenty percent of their final grade. However, instructional mastery and promotion procedures are not based on a single, high-stakes, final examination but instead on the following:

- students exhibit mastery in multiple and varied ways,
- learned skills must be internalized before true mastery is obtained,
- students can demonstrate progress toward mastery every day, and
- actual mastery results in knowledge attainment, performance, problem-solving skills, and preparedness for the next higher level of education the student desires to experience.

Students will complete assignments and assessments as they work through each course. Students who successfully complete these requirements and earn a passing grade will earn credit for the course. For core subject area courses, end of course exams, course completion, and teacher observation will be used to determine promotion. Course completion and teacher evaluation are the determining factors for non-core courses without an EOC Exam.

Cape View Leadership Academy will use a traditional 4.0 (A) to 0.0 (F) grading scale with a deliberate focus on mastery application of content. Students will be allowed to retake tests, receive assistance when taking tests, and test out of courses if mastery is demonstrated. To calculate a cumulative grade point, each class's final semester grade is assigned a point value of A = 4.0, B = 3.0, C = 2.0, D = 1.0, and F = 0. This total is then divided by the number of credits attempted, with the results being carried out in three decimal places. This calculation is done for each student after every semester. Honors, Advanced Placement (AP), and Dual Credit classes from a 4-year institution will receive additional weighted grades, which will be added to the GPA. Calculations of these additional course weights will be finalized before the school opens.

Promotion criteria are communicated to parents in the handbook upon enrollment and will be available on the school website.



Alysha Gray

**Comments :**

Information in this section does not include consideration of students with special needs. Please provide a clear explanation for promoting students with special needs from one grade to the other. How will the school communicate the promotion criteria with EC parents and students?



Jessica Kelly

**Comments :**

Cape View Leadership Academy outlines a mastery-based promotion policy where students progress by demonstrating understanding through varied assessments rather than relying solely on high-stakes exams. Credit is earned through completion of approximately 180 instructional hours per full-year course, with EOC exams accounting for 20% of final grades in core subjects. A traditional 4.0 GPA scale is used, with retake and test-out options supporting individualized learning. Promotion criteria are shared with families in the handbook at enrollment and posted on the school's website. While the approach emphasizes flexibility and student growth, the plan could be strengthened by clarifying how promotion decisions are adjusted for students with IEPs or 504 Plans and by providing more detail on how progress and promotion concerns are communicated throughout the year.

**Q160. Provide the public charter school's exit standards for graduating ALL students. These standards should set forth what students in the last grade served will know and be able to do. Be sure to include plans for students at risk of dropping out.**



Cape View Leadership Academy's systems and structures to support students at risk of dropping out are based on the following strategies: engaging parents, cultivating relationships, paying attention to warning signs, and making learning relevant. Collaboration among teachers, counselors, Student Services Team members, administration, students, and parents is encouraged and expected for students to reach the goal of being a high school graduate prepared for post-secondary life.

Cape View Leadership Academy's Student Success Team (SST) is instrumental in supporting students at risk of dropping out. They work with students and families to cultivate relationships, which is essential to student retention in school. From onboarding to graduation, the SST works to create a welcoming school climate. The SST uses a strength-based perspective to increase the capacity of students and families, helping them work through non-academic issues and remove barriers to student success. They rely on academic and engagement data to ensure students stay on track, providing early interventions, wrap-around support, and engagement strategies. To better support students and families with social, emotional, and medical needs, the SST also works to cultivate community partnerships across the state.

In addition to the support provided by the SST, teachers and counselors focus on making learning relevant to students. School counselors work alongside students to create a Next Step Plan (NSP). This personal, written plan is developed by each student beginning in 8th grade and maps out their path to graduation, with consideration to their postsecondary interests. The NSP maps out the courses the student will complete during high school in order to be on track for graduation.

Students can choose from several clusters of study and various AP and Honors courses. No matter their path, certified teachers customize curriculum, as needed, based on multiple data points for a personalized learning experience for each student. Finally, credit recovery courses allow students to stay on track for graduation if they fall behind.



**Jessica Kelly**

**Comments :**

Cape View Leadership Academy ensures all students, including those at risk of dropping out, are supported to meet graduation requirements through personalized academic planning, early interventions, and wraparound services led by the Student Success Team. Students begin creating a Next Step Plan in 8th grade to guide course selection aligned with their postsecondary goals. The school offers AP, Honors, and credit recovery options to support diverse learning paths. However, the response would be stronger with clearly defined exit standards outlining the specific knowledge and skills students must demonstrate before graduating.



## 10.5. School Culture and Discipline

**Q161. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.**

Cape View Leadership Academy will set up a student-focused culture to prepare students to overcome challenges and achieve success in all things. This culture will develop through collaboration between school staff, students and families. Schools with a collaborative culture have been proven to increase students' achievement, skill level, and understanding (Darling-Hammond, 1997). At Cape View Leadership Academy, students and teachers are expected to collaborate between each other, hold themselves accountable to high expectations, and support the vision of leadership, thinking boldly, embracing innovation, and honoring tradition. A deliberate positive and welcoming school climate is a foundation for measuring students' success. One of the school culture's primary facets is effective communication. The Student Services team will couple effective communication with the pillar of self-awareness/self-management to create an environment that fosters self-awareness, social awareness, relationship skills, and responsible decision making.



Jessica Kelly

### Comments :

Cape View Leadership Academy will cultivate a student-centered, collaborative culture that emphasizes academic excellence, innovation, and social-emotional development. The school aims to create a welcoming environment through effective communication and support from its Student Services Team, helping students develop self-awareness, build strong relationships, and meet high expectations.

**Q162. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter the school mid-year.**



The student-centered culture is built, much like curriculum, with the end in mind. It begins with the Portrait of a Cape View Leadership Academy. The goal of Cape View Leadership Academy is to equip our learners with key competencies that contribute to success. The elements and plans below build this foundation.

The Student Success Plan is an essential part of the culture and is found within the Student Services model. The success plan outlines the individual student needs and specific actions for a student to become successful with high academic achievement. Student Services, teachers, students, and learning coaches (parent/guardian) develop the Student Success Plan. The assigned Student Services team member will facilitate the process, monitor the plan, and provide ongoing follow-up.

### **Student Referrals and Support Multi-Tiers**

- Level 1: Universal/Compliant, school wide support
- Level 2: Targeted Support, Early identification of students with barriers to learning
- Level 3: Intensive, Action Plan and Accountability
- Level 4: Escalation to Administration



Jessica Kelly

#### **Comments :**

The school's tiered referral system provides escalating levels of support, from universal school-wide strategies to intensive interventions, ensuring that all students receive appropriate assistance. This framework is designed to include students who enroll mid-year through the same support structures. The applicant could add detail on how students and families enrolling mid-year will be oriented to the culture (e.g., onboarding sessions, peer buddies, welcome materials).

**Q163. Provide a brief narrative that delineates how student conduct will be governed at the proposed charter school and how this plan aligns with the overall mission and proposed Education Plan of the charter school. Be sure to include:**

- 1. Practices the school will use to promote effective discipline.**
- 2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.**
- 3. An explanation of how the school will take into account the rights of students with disabilities in regard to these actions that may or must lead to suspension and expulsion.**



4. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.



## Understanding the Multi-Tiered Levels of Support

### Level 1: Compliant

- Students and families do not need additional services. School-wide prevention and programming and teacher support provide the first level of service to all students and families.

### Level 2: Targeted Support

- A student need has been identified. Student and family are unresponsive to standard A student need has been identified. Students and families are unresponsive to standard teacher interventions and support. Student Services staff begin supporting the student/family to address the issue at hand. Students and families are engaged in the process.

### Level 3: Action Plan & Accountability

- Student Services team member has been working with the student/family. However, the family is not complying and must be held accountable to meet the student's educational needs. Non-compliance may result in consequences as defined by the school.

### Level 4: Escalation to Administration

- All available resources and interventions have been exhausted. The family is not compliant or is unengaged in the process. School administration determines the course of action.

## Discipline for Students with Disabilities

Cape View Leadership Academy Code of Student Conduct shall apply to all children unless a child's individualized education program provides explicitly otherwise. Cape View Leadership Academy will ensure that the parents/guardians and the child with a disability receive notice of the rules and regulations applicable to children with disabilities concerning child management, discipline, and suspension/expulsion upon entry into an Exceptional Student Education program or at the annual IEP review.

## Authority of School Personnel

Cape View Leadership Academy will consider unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the other requirements of federal and state law and NCDPI rules, is appropriate for a child with a disability who violates the code of student conduct.

Cape View Leadership Academy may remove a child with a disability who violates the code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than ten consecutive school days, and for additional removals of not more than ten consecutive school days in that same school year



for separate incidents of misconduct.

After a child with a disability has been removed from his or her current placement for ten school days in the same school year, during any subsequent days of removal, Cape View Leadership Academy will provide services to the extent required. Cape View Leadership Academy will conduct a manifestation determination review, as necessary.

For disciplinary changes in placement that would exceed ten consecutive school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child's disability, Cape View Leadership Academy will apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to children without disabilities except as outlined below.

### **Services**

A child with a disability who is removed from his or her current placement for more than 10 consecutive school days must:

- Continue to receive educational services to enable the child to continue to participate in the general educational curriculum, although in another setting, and progress toward meeting the goals set out in the child's IEP.
- Receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications as outlined in the behavioral intervention plan and IEP, where appropriate, that are designed to address the behavior violation, so it does not recur.
- Cape View Leadership Academy will provide services during periods of removal to a child with a disability who has been removed from his or her current placement for ten school days or less in that school year if services are provided to a child without disabilities who has been similarly removed.
- After a child with a disability has been removed from his/her current placement for ten school days in the same school year, if the current removal is not for more than ten consecutive school days and is not a change in placement because of disciplinary removals, school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed to provide a free, appropriate public education, to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.
- If the removal is for more than ten consecutive school days or is a change in placement because of disciplinary removals, the child's IEP Team determines appropriate services needed to provide a free, appropriate public education to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.
- The services required may be provided in an interim alternative educational setting.



Alysha Gray

**Comments :**

The plan provides explanation for addressing behaviors that could lead to suspension or expulsion for students with disabilities.



Jessica Kelly

**Comments :**

Cape View Leadership Academy plans to implement a multi-tiered discipline framework that prioritizes early intervention, parent engagement, and collaboration between students, staff, and families. The system escalates from universal supports to administrative involvement when necessary. For students with disabilities, the school commits to complying with federal and state laws, ensuring due process, conducting manifestation determinations, and continuing services during suspensions. However, the plan would benefit from including a defined list of behaviors that may lead to suspension or expulsion, outlining the grievance process for all students, and better aligning the discipline policy with the school's academic and character-building mission. Adding proactive strategies like SEL or restorative practices could further support a positive school culture.

## 10.6. Certify

**Q164.** This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

Yes

No

**Q165.** Explanation (optional):

## Section



Alysha Gray

Ratings

**Does Not  
Meet the  
Standard**

The response is significantly incomplete; demonstrates lack of preparation; is not aligned to the mission and vision of the district or otherwise raises significant concerns about the viability of the plan or the applicant's ability to carry it out.

Comments :

The response demonstrates significant shortcomings in planning for students with disabilities (i.e., incomplete identification of students with disabilities, their services, and providing FAPE across the full continuum). These deficiencies raise substantial concerns about the applicant's readiness to provide inclusive services and meet the diverse needs of students with disabilities.



Jessica Kelly

Ratings

**Meets the  
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Comments :

Responses meet the standard however there are several sections where more information should be provided and reviewed.



## 11. Governance and Capacity

### 11.1. School Governing Body

#### Q166. Organization Street Address (if you have one)

- On the Organization Information page, you already provided the mailing address.

Cape View Leadership Academy does not have a separate physical street address. Please refer to the mailing address on the Organization Information page.

### 11.2. Governance

The private nonprofit corporation or municipality is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives.

#### Q167. Using the attached resource as a template, please complete the table depicting the initial members of the nonprofit organization.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 3

#### Resources


Initial Members of t...

#### Applicant Evidence :


CVLA Initial Member...

Uploaded on **4/24/2025**  
by **Traci Esposito**



Jessica Kelly

**Comments :**

The applicant has provided evidence of the initial members; it is concerning the lack of educational experience and licensure listed for the board members.

Q168. Describe the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles, and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator.



The Board fulfills a most vital role in the success of the school. They develop and curate the vision and mission of the school and lead through the development of policies that help bring them to life. They develop framework for students and staff to thrive, including creating goal for the school's overarching performance and success. The Board also develops the budget and policies and monitors the school's legal compliance to support the school. A budget is a board's biggest policy statement as it shows the priorities of the Board in action. The policies provide the path in which the school, staff and students operate as they work diligently toward student academic and personal success. Both the budget and policies must be developed and used in legal compliance with all applicable laws. Finally, the Board has direct oversight of the school administration and implementation of the academic program.

The Board will monitor the ongoing progress of students and the entire academic program. Based upon the data and their interactions with families, staff, and administration, the Board may identify growth opportunities for all involved and can direct the school administration to develop plans and report on progress.

The Board is committed to being knowledgeable about laws and regulations governing the school and will seek guidance from Board counsel and participate in annual training as required by the Charter Commission and State law. The Board prioritizes diversity within its members, transparency to stakeholders, and accountability to the Commission as its authorizer. The Board will also avoid conflicts of interests and keep students' academic success as a foremost priority.

Cape View Leadership Academy will begin recruitment by advertising on widely used education-focused job boards including TeachNC, Education Week, SchoolSpring, North Carolina Job Link, North Carolina Association for Supervision and Curriculum Development Job Board, North Carolina Association of Colleges and Employers Job Board, Teacher-Teachers, LinkedIn, Indeed, Glassdoor, Handshake, North Carolina Association for Public Charter Schools annual job fair, the assigned Regional Education Service agency (RESA) job fair, university sites, as well as recruit using one-to-one and event strategies. The Cape View Leadership Academy Mexico Board will develop and conduct a thorough interview process with technical assistance provided by an HR professional. Interviews are conducted by the Cape View Leadership Academy Board and veteran school leaders and questions specifically address leadership and instruction in the online school environment. The School Leader will be hired early during the planning year with an actual start date to be determined by their availability, but no later than June.

Research in the education sector clearly confirms that employing a strong, highly competent leader increases a charter school's ability to succeed. Ideally, a board builds an effective, productive, and trusting relationship with the school leader, working in constructive partnership on behalf of the students and academic achievement. Building this relationship between the school leader and the Board is critical for the success of every charter school. A high performing board both supports the school leader and holds the leader accountable to mutually agreed upon expectations. Roles



and responsibilities for the school leader will be clearly defined, and the annual goals will be clearly established. The annual school leader performance evaluation using the NC Educator Effectiveness System will evaluate performance based on instructional leadership, resource management, student learning, professional leadership, clear communication, and establishing a culture of achievement.



Jessica Kelly

**Comments :**

The response provides a strong overview of the proposed charter school's governance structure, outlining the board's primary duties, including developing the mission, setting policies, managing the budget, ensuring legal compliance, and overseeing academic outcomes. It emphasizes accountability, transparency, and a collaborative relationship with the school leader, including a detailed recruitment and evaluation process using the NC Educator Effectiveness System. To strengthen the response, the school should clarify the board's size and roles, correct unclear references (what is Mexico board?), streamline content, and add details about board self-evaluation and the frequency and use of school leader evaluations.

**Q169. Describe the size, current and desired composition, powers, and duties of the governing board.**

According to the board bylaws, the number of directors on the board will not be less than five. There are currently five members. The composition of the current board is listed in the following question.

To ensure that roles are clearly conveyed and distinguished, Cape View Leadership Academy will attend state mandated training to understand their roles more clearly and then create a role and responsibility chart to convey and distinguish roles. Board members will:

- Hire, support, and evaluate the School Leader
- Make strategic decisions
- Monitor and strengthen the quality of the program
- Protect assets and provide financial oversight
- Build and maintain a competent board
- Enhance the school's benefit to the community
- Establish mission and vision



Jessica Kelly

**Comments :**

The applicant provided some of the details required in the question; current and desired composition are not indicated although the applicant says it is answered in the next question. The applicant should provide all required areas of the response.

**Q170. Describe the founding board's individual and collective qualifications for implementing the school design successfully, including capacity in such areas as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent/community engagement.**



The current five board members are Pender County residents, many with students in the Pender County school system. Their qualifications are outlined below.

### **Katie Fluke**

Katie has a bachelor's degree in fine arts and a master's degree in education. She has worked in education since 2010 as a substitute teacher and certified middle school teacher. In her positions with local schools, she has analyzed data, implemented a positive discipline plan, collaborated with team members in planning instructional goals, objectives and methods and is a member of the School Safety Committee. Her teaching experience and subsequent intimate knowledge of Pender County schools as well as local teachers is invaluable to the board.

### **Fidel Forde**

Fidel is a certified BodyMind & Life Coach, certified yoga teacher, credentialed massage therapist and is currently working on his ICF coaching certification. He is the founder and owner of several local small businesses including Surf City Flow, Topsail Young Life and Ignite Your Spark. In his professional experience he has developed expertise in coaching, business development, community engagement, innovation, corporate training, collaboration, team leading, marketing, project management, and engaging high school students in leadership programs.

### **Christine Isbell**

Christine has a bachelor's degree in business administration and a master's degree in project management. In her professional experience, she has managed vendor selection, aligned finance and operational activities, created strategic relationships with stakeholders, founded a nonprofit organization, integrated advanced AI and data analytics and has participating in hiring, training and implementation of products and services.

### **Hilal Isbell**

Hilal has a bachelor's degree in business management, is a licensed realtor, and is working on certification for property and casualty insurance. In his professional experience he has worked on security implementation, loss prevention, marketing and sales, product analysis, project management, networking, establishing and strengthening relationships with key stakeholders, ensuring compliance with industry regulations, conducting needs assessments, managing a workforce and generating growth.

### **Justin May**

Justin has a bachelor's degree in international business, a master's degree in management and leadership, and completed Joint and Combined Warfighting School at Joint Forces Staff College. In his professional experience, his skillset includes youth coaching, aviation, consultation, asset



management, program management for youth aviation, risk management, performance management, leadership, protocol adherence, mentoring, supervision, training.



Jessica Kelly

**Comments :**

The board has diverse professional backgrounds and includes local representation with a commitment to youth and community. The board has limited direct experience in charter governance, and only one member has teaching experience and no members have school leadership/administrative experience.

**Q171. Explain how this governance structure and composition will help ensure that**

- 1. The school will be an educational and operational success;**
- 2. The board will evaluate the success of the school and school leader; and**
- 3. There will be active and effective representation of key stakeholders, including parents.**



## **Educational and Operational Success**

Strategic planning is key to long-term success in any organization. After the school's first year and every year thereafter, the Cape View Leadership Academy Board will hold a dedicated annual strategic planning session to revisit the prior year goals and results against the school's mission. The Board will seek input from key stakeholders within the school community including administrative and teacher leadership, parents/guardians, and their partner. The monitoring plan for the Governing Board will reflect this practice by providing accountability measures that will be used to assess progress. It will initially be the responsibility of the school leader and Business Manager to gather this data for the Governing Board and report this information in a timely manner. The Board will focus on three key pillars of excellence: Academic Performance, Organizational Performance, and Financial Performance.

### **Academic Performance**

In addition to the strategic planning sessions, the board will review the school's overall performance scores and index ratings when released each fall. The Board will also request data from the School Leader, including i-Ready, short-cycle assessment, and other academic data such as attendance and course grades. Should the board determine the school is not making adequate progress towards meeting the renewal standards, the School Leader will be asked to create, present, and implement a plan targeted at addressing the areas of low performance. The plan will include progress monitoring goals and measures and actions such as new policies, additional training, and personnel changes. Regular reviews will be conducted by the board until the improvement is shown. If the board determines that improvement is not being made, then intervention and corrective action will be taken.

### **Organizational Performance**

The Cape View Leadership Academy Board holds compliance with state regulations in high regard. The Board will require that the School Leader acts in accordance with state and federal requirements. To ensure this, compliance information will be collected, reported and shared between the School Leader and the Board on a monthly basis. Lastly, as board members are selected, the Cape View Leadership Academy Board will ensure that there are always members with a background and expertise in educational law, to ensure that their experience can guide the successful implementation of a compliant educational program.

### **Financial Performance**

The Cape View Leadership Academy Board will ensure that there are board members with finance, accounting and school operation expertise. This will guarantee that the organization can lean on the expertise of the Board's as checks and balances when it comes to being a



financially sound organization. Review of the school finances will occur monthly

### **Evaluating the School Leader**

The School Leader is the equivalent of a superintendent, therefore he/she will be evaluated using the same protocol as a superintendent. The School Leader shall be evaluated each contract year in accordance with the process outlined below.

Mutually Agreed Upon Goals, Metrics, and Form: The Governing Board and the School Leader shall mutually agree upon the School Leader's goals and metrics, upon which he/she shall be evaluated, no later than April of each year. The School Leader Performance Evaluation Form shall be developed at this time to correctly reflect the agreed-upon goals and metrics so it may be used in each formative and summative feedback session.

Formative Feedback to the School Leader: The School Leader shall be provided with formative feedback at least quarterly by the Governing Board. The intent of this feedback shall be to assist the School Leader in his/her service to the district by providing observations from the Governing Board on the progress being made by the School Leader and to offer the School Leader the opportunity to share his/her observations on the progress he/she is making during his/her contract year. This formative feedback shall take place during sessions at a scheduled Governing Board meeting throughout the year to be agreed upon by the Governing Board and the School Leader.

The Governing Board shall reserve the right to request additional meetings with the School Leader to provide formative feedback. The School Leader shall reserve the right to request additional meetings with the Governing Board to receive formative feedback.

Summative Feedback to the School Leader: The School Leader shall be provided with summative data on the Governing Board's observations of his/her performance by each Governing Board member at a scheduled Governing Board meeting at a mutually agreed upon date by the Governing Board and the School Leader. The School Leader Performance Evaluation Form shall be completed by each board member and School Leader independently, and the School Leader shall be presented with the aggregated summary of all Governing Board member responses along with the individual responses. The board will identify strengths and areas of the School Leader's performance where growth can occur. The School Leader has an opportunity during this session to provide feedback regarding his/her relationship with the board. The School Leader shall be provided with an opportunity to provide his/her written response to the evaluation and his/her response along with the aggregated summary shall become a part of the School Leader's personnel file. This summative feedback may take place in an executive session.



Annual Review: This Board Procedural Directive shall be reviewed and may be revised by the Governing Board with input from the School Leader no later than April of each year. The revisions shall reflect any improvements deemed necessary in the process and form. At this session, revisions may be made to the subsequent evaluation cycle.

### **Active and Effective Representation of Stakeholders**

The Board will select its member(s) to ensure diversity of experience and commitment to student success. Procedures are outlined in the bylaws and include identifying potential candidates, obtaining resumes, and meeting with the current board to assess the individual's experience and interest to ensure the candidate's alignment with the Board's mission, vision, and ethics standards. The Board would then decide to select a new board member. The Board will be seeking at least one additional member who will be a parent/guardian with students enrolled in the school. The Board's approved Bylaws will guide their actions.

Cape View Leadership Academy Board members will create and continually supplement a list of potential community members that exhibit diverse backgrounds as well as a variety of expertise to create a pool to choose from when an opening is available. This list will be initially comprised of community members who have shown interest in the development of the school, such as parents, former students, representatives of the business communities, and content experts.



Jessica Kelly

#### **Comments :**

The governance structure and board composition of Cape View Leadership Academy are designed to ensure educational and operational success through strategic planning, continuous performance monitoring, and data-driven oversight. A thorough school leader evaluation process, modeled after superintendent reviews, supports mutual accountability and growth. The board also commits to active stakeholder representation, including recruiting a parent member and maintaining a diverse candidate pool. However, the response could be strengthened by streamlining lengthy sections, adding clear methods for community feedback beyond board roles, identifying specific metrics for organizational and financial performance, and outlining a process for the board's own self-evaluation to ensure long-term effectiveness.

Q172. Explain the procedure by which the founding board members have been recruited



**and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?**

A few members of the Board of Directors came together and researched potential providers that could help put an application together. A neighbor, (Christy Miller) happened to work for a subsidiary of ACCEL Schools (Excel Early Learning Centers) in the Wilmington area. Christy introduced the group to Cody Claver, VP of Business Development, and Traci Esposito, Proposal Writer, from ACCEL Schools. Cody and Traci have been invited to board meetings to assist in the planning and development of the application process. If Cape View Leadership Academy is approved, additional team members from ACCEL will support in the planning year and in the opening and operation of the school year, as outlined in the draft management agreement.

According to the bylaws,

*"The number of Directors on the Board (the "Directors") shall not be less than five. At any annual meeting, the Directors may fix the number of Directors to be elected at the meeting by resolution. In the absence of such a resolution, the number of Directors elected at the meeting, plus the number of Directors continuing in office, shall constitute the number of Directors of the Corporation until the next annual meeting, unless the number is thereafter changed by action of the Board or unless a vacancy occurs and a majority of the remaining Directors elects not to fill such vacancy. Directors shall be elected at any annual or special meeting of the Board by a vote of a majority of the Directors then in office. The election of Directors shall be a part of the order of business of each annual meeting of the Board."*



Jessica Kelly

**Comments :**

The applicant should clarify the role ACCEL will have in the governing structure.

**Q173. Describe the group's ties to and/or knowledge of the target community.**



Our founding board is deeply rooted in the community we are proposing to serve. Each member lives, works, and owns businesses within the county, giving us a firsthand understanding of the unique needs, challenges, and opportunities that impact local families and students. Through our personal and professional experiences, we have built strong relationships with community members, educators, and local organizations, allowing us to create a school that truly reflects and serves the people of our region. Our direct involvement in the community ensures that our school will not only provide quality education but also foster meaningful connections and long-term growth for students and families.

All board members live within Pender County. Katie is a current Pender County teacher. All board members currently work in Pender County, some with small businesses, and several board members have students attending Pender County schools. They are intimately involved in the target community.



Jessica Kelly

**Comments :**

The applicant has limited connections to the educational sector in the target community; uncertain of the ties ACCEL has in the target community. One board member has educational experience.

**Q174. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established.**



Please refer to Article V of the bylaws, pasted below, for details on board meetings.

*Section 1. Annual Meeting. The Board shall hold an annual meeting for the purpose of electing Directors and officers of the Corporation and the transaction of such other business as may be properly brought before the Board. If the annual meeting is not held as designated by these Bylaws, a substitute annual meeting may be called by or at the request of the Board, and such meeting shall be designated and treated for all purposes as the annual meeting. The Board may set a schedule of the time and place for the holding of regular meetings.*

*Section 2. Special Meeting. Special meetings of the Board may be called by or at the request of the Chairman or any two (2) Directors.*

*Section 3. Open Meetings and Public Records Laws. In the event the Corporation is awarded a charter to operate a public charter school, all meetings following the approval of the charter application shall be held in compliance with Article 33C of Chapter 143 (Open Meetings) of the North Carolina General Statutes as modified by Chapter 166A of the North Carolina General Statutes, and Chapter 132 of the North Carolina General Statutes.*

*Section 4. Place of Meetings. Meetings of the Board may be held at the principal office of the Corporation or at such other place, either within or without the State of North Carolina, or remotely in accordance with Section 19 of Chapter 166A of the North Carolina General Statutes, as shall either: (a) be designated in the notice of the meeting; or (b) be agreed upon at or before the meeting by a majority of the Directors then in office.*

*Section 5. Notice of Meetings; Waiver. Subject to the requirements Article 33C of Chapter 143 (Open Meetings) of the North Carolina General Statutes as modified by Chapter 166A of the North Carolina General Statutes, the Secretary or other person or persons calling a regular meeting for which notice is required shall give notice by any usual means of communication at least seven (7) days before the meeting, provided that with respect to special meetings, only forty-eight (48) hours advance notice is required, and provided further emergency meetings may be held immediately after notice to all Board members. Unless otherwise indicated in the notice, any and all business may be transacted at a meeting of the Board. A Director may waive notice of any meeting by written statement, facsimile or electronic mail sent by the Director, signed before or after the holding of the meeting. The attendance of a Director at a meeting constitutes a waiver of notice of such meeting, except where the Director attends the meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.*



Jessica Kelly

Comments :

The bylaws outlines the meetings structure and format.

Q175. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.



The Governing Board will participate in the following training activities in the planning year:

- Public official/charter school governing body ethics and responsibilities
- Charter school fiscal requirements
- Understanding and evaluating academic data
- Open government, legal, and organizational performance requirements
- Equity and culturally and linguistically responsive practices

The Board will be responsible for training and onboarding for new members in order to review and develop the following documents that are essential to the mission and vision:

- Bylaws
- Governing Board Code of Ethics
- Governing Board Letter of Commitment
- Conflict of Interest Policy
- Charter School Law Information
- The educational philosophy and instructional methods
- The previous year's achievement data
- The current fiscal year's budget
- The previous year's audit financial statements
- The Strategic Plan

Continuing training topics include:

- One hour of training on public official/charter school governing body ethics and responsibilities
- Three hours of training on charter school fiscal requirements
- Two hours of training on understanding and evaluating academic data
- One hour of training on open government, legal, and organizational performance requirements
- One hour of training on equity and culturally and linguistically responsive practices

A retreat will be planned annually for the board staff to come together, share, and expand their capacity as a group. During this time, members will complete a needs assessment to determine any future training needs. Members will be encouraged to attend the charter school conferences and remain apprised of the NCDPI local and regional professional development offerings. The Board will also be responsible for creating, sustaining, and recruiting quality board leadership.



Jessica Kelly

**Comments :**

The board has outlined the various.

Q176. Describe the board's ethical standards and procedures for identifying and



**addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.**

The Board will adopt a Conflict-of-Interest policy that adheres to O.C.G.A § 20-2-2084 that includes the key provisions outlined below:

A member of the governing Board of a state charter school must not:

- Act in his or her official capacity in any matter where he or she, his or her immediate family member, or a business organization in which he or she has an interest has a material financial interest that would reasonably be expected to impair his or her objectivity or independence of judgment.
- Solicit or accept or knowingly allow his or her immediate family member or a business organization in which he or she has an interest to solicit or accept any gift, favor, loan, political contribution, service, promise of future employment, or other thing of value based upon an understanding that the gift, favor, loan, contribution, service, promise, or other thing of value was given or offered for the purpose of influencing that Board member in the discharge of his or her duties as a Board member;
- Use, or knowingly allow to be used, his or her position or any information not generally available to the members of the public which he or she receives or acquires in the course of and by reason of his or her position for the purpose of securing financial gain for himself or herself, his or her immediate family member, or any business organization with which he or she is associated; or
- Be an officer or serve on the Board of directors of any organization that sells goods or services to that state charter school.

The term “immediate family member” means a spouse, child, sibling, or parents/guardians or the spouse of a child, sibling, or parent/guardian.

**Q177.Explain the decision-making processes the board will use to develop school policies.**

The board has been meeting on at least a weekly basis since their development, and if approved, will continue to meet several times a month until the school is opened to ensure enough time to research, develop, and execute school policies.

**Q178.Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.**



The Cape View Leadership Academy Board will utilize sub-committees, and the process to create them and their members is defined in the Bylaws.

*Section 1. Committee Authority. The Board, by resolution, may designate one or more committees. Each committee shall consist of one or more Directors elected by the Board and shall have such powers as may be delegated by the Board, except that no committee may: (i) authorize distributions to or for the benefit of Directors or officers; (ii) approve dissolution, merger or the sale, pledge or transfer of all or substantially all of the Corporation's assets; (iii) elect, appoint or remove Directors, or fill vacancies on the Board or on any of its committees, (iv) elect officers, (v) adopt, amend, or repeal the Articles or Bylaws, or (vi) take any action the Board cannot lawfully delegate under the Articles, Bylaws or applicable law.*

*Section 2. Committee Conduct. Each committee shall fix its own rules governing the conduct of its activities and shall make such reports to the Board of its activities as the Board may request. The provisions in Article V, Sections 3 through 7 applicable to meetings of the Board shall apply to meetings of committees.*

**Q179. Discuss the school's grievance process for parents and staff members.**



Cape View Leadership Academy is committed to fostering and achieving student/family satisfaction. Cape View Leadership Academy does not discriminate based on a protected class including but not limited to race, color, national origin, age, religion, disability, or sex, in the programs or activities which it operates or the employment therein or admission thereto. Cape View Leadership Academy strictly adheres to all non-discrimination and anti-harassment laws and does not tolerate acts of harassment.

The following procedure ensures that student/family grievances are addressed fairly by the appropriate people promptly.

Cape View Leadership Academy believes that the key to resolving grievances is communication. The first step in resolving a student/family grievance begins with the classroom/homeroom teacher. Any concern or grievance should be communicated in writing to the classroom/homeroom teacher related to the grievance. This communication should receive a response by the end of the following workday from the classroom/homeroom teacher. A resolution should be made through a phone conference or an in-person conference with the classroom/homeroom teacher and the student, parent, and/or legal guardian. If the grievance is not able to be resolved at this level, the grade-level administrator will coordinate with the student, parent, and/or legal guardian to host a phone or in-person conference to attempt to identify an agreeable resolution.

If the resolution process is not successful at this point, the student and parent(s), custodian(s), or legal guardian(s) should address in writing the concern or grievance to the Head of School. The Head of School will respond in writing within ten (10) working days. If the concern or grievance is not resolved by the Head of School, the parent(s), custodian(s), or legal guardian(s) may request a meeting (via phone or in person) with the Head of School to discuss the concern or grievance. The meeting request must be in writing. The Head of School shall investigate and respond within ten (10) working days. The Head of School contact information is in the school handbook and listed in the Help section on the school's learning system.

If the family's concern is not resolved at the meeting with the Head of School, the family may file a complaint with the Board, and they will attempt to resolve the issue. To be consistent with the follow-up timeline of the Head of School, the Board President or designee will provide the parent/guardian with a meeting opportunity (which may be at the monthly scheduled board meeting) with the Board within ten days. A meeting will be scheduled virtually, by phone, or in person that will include the parents, Board members, Head of School, Principal, teacher and/or student if applicable. The Board will hear the parents' complaint and render a resolution which is a final decision. The contact information for the Board is available on the school website.

#### Q180. **Attach as Appendix G Organizational Chart**

- **A well-defined organizational chart showing the relationship of the Board of Directors**



to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies, or parent/teacher councils).

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5

Applicant Evidence :


Appendix G CVLA Or...

Uploaded on **4/22/2025**  
by **Traci Esposito**

### Q181. Attach as Appendix H Charter School Board Member Information Form and Resume

- A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form

Upload Required File Type: pdf, excel, word Max File Size: 30 Total Files Count: 50

Resources


2024 Charter School ...

Applicant Evidence :


Appendix H CVLA Bo...

Uploaded on **4/24/2025**  
by **Traci Esposito**

### Q182. Attach Appendix I For Each Board Member

1. Charter School Board Member Background Certification Statement and
2. Completed Background Check



PLEASE NOTE: A background check that does not meet the following requirements will be deemed incomplete and could jeopardize the submission status of your application.

- **Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).**
- **Background check must include any additional aliases that have been used by the individual.**
- **Background check must include a completed county level check for any county returned in the Social Security Trace.**
- **Background check must include a completed nationwide check.**

Upload Required File Type: pdf, image, excel, word, text Max File Size: 40

Total Files Count: 50

#### Resources


2024 Charter School ...

#### Applicant Evidence :


Appendix I CVLA Boa...

Uploaded on **4/25/2025**  
by **Traci Esposito**



**Q183. Attach as Appendix J Proposed By-Laws of the Nonprofit Organization or Municipality** The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 3

Applicant Evidence :


Appendix J CVLA Byl...

Uploaded on **4/22/2025**  
by **Traci Esposito**

**Q184. Attach Appendix K Articles of Incorporation or Municipal Charter**

- If the applicant is a non-profit board of directors, attach a copy of the articles of incorporation from the NC Department of the Secretary of State.
- If the applicant is a municipality, attach a copy of the municipal charter.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5

Applicant Evidence :


Appendix K CVLA Art...

Uploaded on **4/22/2025**  
by **Traci Esposito**

### 11.3. Staffing Plans, Hiring, and Management

**Q185. Projected Staff** Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models. Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings, and align with the proposed budget.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 10



### Resources


Staffing Chart Templ...

### Applicant Evidence :


CVLA Staffing Chart...

Uploaded on **4/22/2025**  
by **Traci Esposito**

Q186. **Staffing Plans, Hiring, and Management** Explain the board's strategy for recruiting and retaining high-performing teachers.



The Board believes that attracting and retaining excellent teachers is one of the most important factors for student success and well-being. One of the most important parts of hiring and retaining high-quality teachers is to create an environment where they want to work and grow. For instance, teachers want to have input into the work environment, want to be heard, receive genuine feedback and ample opportunities for relevant professional development. Teachers also want to work for high quality school leaders. Retaining quality teachers is essential to student success. Once teachers are part of the school team, they want to thrive in a positive culture where staff are both heard and genuinely celebrated, where they have mentors to assist in their growth, have a reasonable work-life balance, and strong compensation and benefits.

Positions will be advertised on widely used education-focused job boards including TeachNC, Education Week, SchoolSpring, North Carolina Job Link, North Carolina Association for Supervision and Curriculum Development Job Board, North Carolina Association of Colleges and Employers Job Board, Teacher-Teachers, LinkedIn, Indeed, Glassdoor, Handshake, North Carolina Association for Public Charter Schools annual job fair, the assigned Regional Education Service agency (RESA) job fair, university sites, as well as recruit using one-to-one and event strategies. A thorough interview process will be conducted with multiple stages to identify top candidates. Once the top candidates are identified, a comprehensive reference check will be conducted to include recent supervisors.

Compensation and benefits are key recruitment and retention tools. Some strategies employed to recruit desirable candidates include:

- Using salary structures that recognize educational attainment and experienced teachers' prior years in the classroom.
- The use of sign-on bonuses when credentialed teachers are in short supply.
- The use of performance-based incentives that are tied to student and school achievement. \*
- The opportunity to participate in supplemental activities such as tutoring programs.
- The opportunity to perform supplemental duties such as Lead Teacher or Teacher Mentor for extra compensation.
- An affordable and attractive set of health, education, and supplemental benefits.

The school will offer competitive compensation as well as a benefits package to teachers and staff, however. The Board and Head of School will work with the ACCEL HR support team to review state salaries by position. The school will identify a base starting salary and then use a point system that would provide additional pay based on several factors including but not limited to years of teaching experience, especially in a hybrid school, advanced degrees or professional licenses, certified teachers in subjects where there is short supply, teachers willing to take on supplemental roles at the school, and teachers with unique skills.

**Q187.If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission.**



Provide specific evidence that demonstrates the capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. If no candidate has been identified, provide the job description or qualifications, and discuss the timeline, criteria, and recruiting/selection process for hiring the school leader.



**HEAD OF SCHOOL:** The Head of School (HOS) serves as the operational and administrative leader of the school. HOS must demonstrate an understanding of and commitment to classical education and the vision, mission, and philosophy of the school; and consistently developing, fostering, and advancing our core virtues in students. The HOS is responsible for the implementation and achievement of the school's academics, student advancement and daily operations within the school. The HOS will work collaboratively to ensure successful academic outcomes for all students while employing long-term instructional sustainability measures involving professional development, teacher quality assessment, curriculum, and pedagogical advancement.

• **Expectation: Instructional Leadership**

- Relentlessly work to meet all goals related to student achievement and school culture as well as State report card and accountability goals.
- Facilitate the implementation of a standards-based curriculum
- Review lesson plans weekly
- Conduct frequent teacher observations and debriefs
- Assume responsibility for student achievement and social-emotional wellbeing.
- Serve as the instructional leader in the grade band program(s) by facilitating a growth-focused professional environment.
- Facilitate implementation of the school's cultural programming and school-wide PBIS process with an emphasis on personal and academic growth
- Coordinate all phases of summer educational opportunities as applicable
- Coordinate all phases of before and after/supplemental programs as applicable

• **Expectation: Team Leadership**

- Work with staff to plan and coordinate professional development, teacher-based teams, staff in-service days, data days, etc.
- Evaluate teachers as per the State's Teacher Evaluation System.
- Recognize staff and faculty for exceptional performance regularly.
- Work with the operations team in overseeing maintenance of school census data, attendance data, and other reporting requirements as mandated by the state and/or school sponsor.

• **Expectation: Organizational Leadership**

- Support student recruitment and retention and achieve annual retention goals
- Understand all compliance items as they relate to the school's Sponsor Agreement.
- Adhere to non-discrimination practices in the selection process of faculty and staff by adhering to Equal Employment Opportunity (EEO) requirements.
- Assist in completion of all accountability and student enrollment reports to the state; ensure compliance in all areas.
- Ensure the safety and wellbeing of all students and colleagues.
- Assist with updating parent and student manuals, policies, and handbooks.

• **Expectation: Community Leadership**

- Effectively communicate the school's mission and vision and solicit input from parents and families about school performance, areas for improvement, and their needs.



- Engage and build strong professional relationships with parents, characterized by timely and regular communications, involving parents, wherever possible in the life of the school.
- Contribute to a positive climate and culture by exhibiting high professional standards.
- Understand, accept, abide by, and implement the school's philosophy and mission statement in all school activities.
- Coordinate special projects, such as peer mentoring, service learning and community involvement
- In conjunction with Sr. Director of Operations, plan and conduct student and family orientations
- Conduct home visits as needed.
- Other duties as assigned.

**Q188.If the school leader has been identified, attach the school leader’s one-page resume as Appendix O.**

Upload Required File Type: pdf, excel, word, text Max File Size: 30 Total Files Count: 5

**Applicant Evidence :**



Appendix O - NA - CV...

Uploaded on **4/22/2025**  
by **Traci Esposito**

**Q189.Provide a description of the relationship that will exist between the charter school employees and the school’s board of directors.**

The staff of Cape View Leadership Academy will be employed by ACCEL. However, the Cape View Leadership Academy Board will maintain responsibility for reviewing compensation standards and guidelines, performance criteria, and discharge policies to ensure they are compliant with state law. The board and ACCEL will work collaboratively to ensure Cape View Leadership Academy hires and retains talented staff.

**Q190.Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.**



Cape View Leadership Academy will provide equal employment opportunities to all employees and applicants without regard to race, color, religion, sex, ancestry, national origin, genetic information, citizen status, age, pregnancy, handicap or disability, gender, including gender identity or expression, sexual orientation, marital status, civil union or domestic partner status, military status, or status as a veteran, or bankruptcy in accordance with applicable federal, state, and local laws. In addition, the school will comply with applicable federal, state, and local laws governing nondiscrimination in employment. The school will also comply with the Americans with Disabilities Act and provide reasonable accommodations for qualified individuals with disabilities as required by law. The school will comply with all other federal and state employment statutes.

Staff at Cape View Leadership Academy will be at-will employees. At its sole discretion, they may take any appropriate action, including termination of employment, depending on the situation's circumstances. Cape View Leadership Academy will conduct background checks and fingerprinting on all job candidates after a contingent offer of employment has been extended. The school may use a third-party administrator to conduct the background checks/fingerprints, and the background checks/fingerprints will comply with state and federal laws. All educators at Cape View Leadership Academy must receive a clearance certificate issued by the state before they are employed. To issue a new clearance certificate for an educator employed at the school, the individual must have satisfactorily completed a criminal record check and not hold a revoked or suspended educator certificate in any state.

The Cape View Leadership Academy Board will be provided with reports on all proposed teaching, student support, and administrative staff and their credentialed licensing to ensure the school is adhering to its commitment to hiring high-quality teachers. The Cape View Leadership Academy Board will also be provided with the results of the annual staff evaluations, staff surveys, staff retention plans, and any other HR-related issue that requires their involvement.

**Q191. Outline the school's proposed salary range and employment benefits for all levels of employment.**

The salary range is set to outperform the published salary scale of Pender County and includes bonuses, stipends, and an affordable and attractive set of health, education, and supplemental benefits offered by ACCEL Schools. The benefits package includes health insurance, retirement, Medicare, social security, life insurance, disability insurance, dental insurance, vision insurance, and unemployment compensation.

**Q192. Provide the procedures for handling employee grievances and/or termination.**



Teachers will be notified of contract renewal or non-renewal in May of each year. Disciplinary action may call for all or any of four steps -- verbal warning, written warning, suspension with or without pay, or termination of employment, all of which will be documented and placed in the employee's personnel file. Depending on the severity of the problem and the number of occurrences there may be circumstances when one or more steps are bypassed.

Where appropriate, supervisors will follow a process of progressive employee discipline. Before or during application of any discipline, employees may be given an opportunity to relate their version of the incident or problem and provide an explanation. Examples of progressive employee discipline include:

- **Verbal Counseling** - A conversation with an employee explaining that the employee's conduct or poor performance is unacceptable, and repeated or continued unacceptable conduct or performance will result in more severe disciplinary action. A record of the notice of the verbal counseling may be made and retained in the employee's personnel file.
- **Written Counseling** - A written document or memo that describes the unacceptable conduct or performance of the employee and specifies needed changes or improvements. A copy of the written counseling will be retained in the employee's personnel file.
- **Suspension** - Suspension of the employee's employment may, at the sole discretion of the Company, be used prior to termination. The length of the suspension will vary based upon such factors as the severity of the offense, the employee's performance, and the employee's disciplinary record. An employee may be suspended for repeated instances of minor misconduct, failure to conform his/her conduct or performance to the standards of his/her position, or for a single serious offense. A record of the suspension will be retained in the employee's personnel file.
- **Termination** - If an employee fails to follow acceptable conduct or performance standards, the Company may terminate the employee's employment.

If discipline leads to termination, and/or if a teacher's contract is non-renewed, the teacher will have the right to a reasonable grievance and termination procedure in accordance with the provisions of North Carolina General Statutes (N.C.G.S.) § 115C-325.

**Q193. Identify any positions that will have dual responsibilities and the funding source for each position.**

No positions will have dual responsibilities.

**Q194. Describe the plans to have qualified staffing adequate for the anticipated special needs population and means for providing qualified staffing for EL and gifted students.**



In Pender County, the average amount of EL students across all middle and high schools is 5.33%. In all of these schools, there are no EL specific teachers or gifted teachers. There is an average of 3.89 SPED teachers, 0.22 reading specialists, and 2.56 employed as support staff. Cape View Leadership Academy expects their enrollment demographics to mirror that of the county, and as such, will prepare to staff 10 highly qualified instructors, 2 elective and specialist teachers, a Title I / CTE teacher and a school counselor to properly provide for the needs of the student population. After enrollment, Cape View Leadership Academy will make adjustments to their staffing each year as needed to support student needs and remain aligned with state law regarding the education of EL and gifted students.

**Q195. Provide a narrative detailing the roles and responsibilities, qualifications, and appropriate licenses that each position must have to be hired by the school's board of directors and effectively perform the job function(s).**



## Assistant (Office) Administrator

The Office Administrator facilitates the daily functions of the office and provides general administrative support services to office staff. The Office Administrator collaborates with all members of the leadership team to assist with coordination of events and special projects as needed. This is an office-based position with an expectation of working on site 5 days per week.

### Responsibilities:

- Coordinates communication with vendors for maintenance of office equipment
- Coordinates with vendors and landlord for office cleaning services, repairs/maintenance
- Assist with general office supply inventory and ensure all is stocked and reordered
- Receives and fills staff supply requests in collaboration with team supervisors
- Assist with other general purchasing as requested
- Receives invoices that may arrive via mail, tracks invoices, and directs to Accounts Payable team
- Facilitates daily office operations and informs any plans for alteration of space
- Receives incoming calls and directs the caller to the appropriate department
- Troubleshoots and addresses all basic caller needs as appropriate and provides assistance with caller concerns when able
- Receives and directs in-office visitors
- Receives, sorts and forwards incoming mail
- Maintains all postage accounts and supplies
- Coordinates the pick-up and delivery of express mail services (FedEx, UPS, etc.) for student computers and other items needing shipped
- Coordinates the internet reimbursement and tutoring programs with families and accounts payable
- Assists with other related clerical duties such as photocopying, faxing, filing and collating
- Assists teams with special projects such as mailings, collection/tracking of information, data entry
- Assists with registration and travel arrangements for school staff as needed (ex: testing, Professional Development, conference attendance)
- Facilitates booking of any shared office spaces (conference or training rooms) as needed
- Identifies areas for office function process improvements and proactively works to implement those improvements in collaboration with the leadership team
- Performs all other job duties as assigned

### Skills/Qualifications:

- High School Diploma required, bachelor's degree Preferred
- Proficiency in Microsoft Office and Google Suite Products
- Ability to handle confidential information responsibly and exhibit sound judgment while maintaining that confidentiality
- Demonstrates a reliable, dependable, and trustworthy work ethic
- Ability to manage difficult or emotional client situations



- Demonstrates a mature attitude and insight into matters affecting department, self and / or company welfare
- Demonstrated leadership and management ability
- Excellent written and oral communication skills
- Ability to work well under pressure, effectively prioritizing and executing tasks to meet deadlines consistently
- Customer service oriented
- Ability to learn new technologies and acquire new skills through independent study, professional training, and from more senior team members
- Prior administrative assistance experience preferred
- Prior experience working in a school setting preferred
- Ability to work independently and contribute to a team
- Understanding and ability to manage confidential information
- Ability to lift 25 lbs
- Ability to pass federal and state criminal background checks

## **Operations Manager (Clerical)**

The School Operations Manager supervises all school operations team members: Registrar, Testing Manager, Office Administrator, Attendance and Truancy Coordinator and collaborates with all members of the leadership team to design and implement process and procedures across all aspect of daily school operations for a state-wide online school, in compliance with all sponsor and board of education regulations and state laws.

### **Responsibilities:**

- Through supervision of the local operations team members oversee the following school functions: student records, local and state testing, attendance and truancy tracking and follow-up, office and facilities management
- Act as a resource for internal (staff) and external (students and families) stakeholders by providing resolution and management of escalated needs across a variety of topics (school procedures, technology systems, materials, etc.)
- Act as a liaison between school team members and members of the larger ACCEL team to identify operational needs and develop school level procedures that align with the goals and procedures of the larger ACCEL organization
- Serve as a member of the school leadership team
- Work collaboratively with other school administrators to develop, document, and electronically archive operational procedures and workflows to support implementation of school policies
- Audit current procedures and identify opportunities to streamline and improve
- Stay up to date on department of education and sponsor policies and compliance items and state educational laws
- Manage all student information per state and federal law
- Coordinates communication with external vendors as needed



- Performs all other job duties as assigned

### **Skills/Qualifications**

- Bachelor's Degree required, master's degree preferred
- In state residency
- Proficiency in Microsoft Office and Google Suite Products
- Strong spreadsheet skills including the ability to use basic and intermediate formulas and functions
- Prior experience working in a school setting preferred
- Prior experience managing law and regulation compliance
- Prior experience creating and documenting procedures and workflows
- Ability to handle confidential information responsibly and exhibit sound judgment while maintaining that confidentiality
- Demonstrates a reliable, dependable, and trustworthy work ethic
- Ability to manage difficult or emotional client situations
- Ability to make sound judgments after all available information has been gathered or communicated
- Demonstrates a mature attitude and insight into matters affecting department, self and / or company welfare
- Demonstrated leadership and management ability
- Excellent written and oral communication skills
- Ability to work well under pressure, effectively prioritizing and executing tasks to meet deadlines consistently
- Customer service oriented
- Ability to learn new technologies and acquire new skills through independent study, professional training, and from more senior team members
- Ability to work independently and contribute to a team
- Understanding and ability to manage confidential information
- Ability to lift 25 lbs
- Ability to pass federal and state criminal background checks

### **CTE Coordinator (Title I / CTE Teacher)**

The CTE Coordinator has the chief responsibility to develop and implement a comprehensive career readiness program. This includes working collaboratively with administrators, student's services staff, and teachers to ensure the delivery of career development services. The CTE coordinator also facilitates partnerships with parents, business/industry, postsecondary institutions, and community organizations to support students' successful transition to postsecondary education and employment.

#### **Responsibilities include:**

- Manages career readiness programming for all students



- Recruits students for available CTE programs of study
- Coordinates career planning activities in collaboration with the school counselor and other student services staff
- Assists students with course selections as it pertains to CTE and career/graduation planning
- Develops and maintains partnerships with business, industry, education, and military community that provide opportunities for students
- Provides and coordinates administration and interpretation of career assessments
- Develops and oversees work-based learning opportunities
- Markets CTE programs and partnership
- Delivers professional development and training to school staff on career readiness standards and best practices
- Participates in professional development activities at the local, regional, state, and national levels in order to remain current with emerging demands, trends, and careers in a rapidly changing workforce
- Make recommendations for long-term adjustments in career readiness program to meet changing job trends and labor market needs
- Assists with activities to ensure program funding and compliance
- Other related duties as assigned

#### **Qualifications:**

- Bachelor's degree in education or related field
- In state residency
- State CTE teaching license or the ability to obtain a CTE supplemental license preferred
- Three or more years of experience with CTE, including creating and maintaining external partnerships
- A fundamental understanding of Career and Technical Education (CTE), its indicators as measurements of success, and the pathway approach in which CTE is implemented
- Exemplary written and verbal communication skills
- Understanding of and ability to manage confidential information
- Ability to work well under pressure as well as effectively prioritize and execute tasks to meet deadlines consistently
- Ability to work with a diverse and distributed student body and peer group
- Ability to pass state and federal background checks

#### **Teachers**

The Teacher effectively educates elementary students in conformity with the school philosophy and policies and rules of the governing bodies. Must demonstrate an understanding of and commitment to classical education and the vision, mission, and philosophy of the school; and consistently developing, fostering, and advancing our core virtues in students.

#### **Responsibilities:**



- Serve as the teacher of record and primary instructor in all core content areas.
- Teach all subjects following the school's course of study or as assigned utilizing technology and varying teaching modalities
- Plan and execute instructional lesson plans
- Adapt and enrich the curriculum using multiple strategies and online tools in imaginative ways to actively engage students in their learning for enrichment or remediation purposes
- Align material to standards and or create course material aligned to applicable standards
- Motivate students to achieve their full attendance, academic, and behavioral goals, as well as other goals identified
- Maintain a positive school environment through effective conflict resolution, collaboration, positive reinforcement, and educational leadership modeling
- Maintain a safe classroom environment
- Issue discipline in an orderly fashion conducive to good learning
- Keep accurate records on each student such as grade books and progress reports, lesson plans, attendance records, and behavior/discipline record
- Establish and maintain a positive rapport with students, parents, staff, school administration, and other stakeholders
- Maintain effective communication on an ongoing basis with students, parents, staff, school administration, and other stakeholders
- Perform student home visits as needed
- Prepare and administer all standardized tests as directed
- Work with the teaching staff to improve nationally normed, standardized and proficiency testing results
- Recognize opportunities for teachable moments with students
- Gather, maintain, and submit all student information and forms in a professional and timely manner
- Develops classroom experiences that teach students not only facts but how to apply what they learn to solve real world problems
- Possess the knowledge to learn data and delivery systems necessary for the content, resources, and systems to create, manage, and assess engaging and relevant student learning experiences and support students in their learning experiences both inside and outside the school.
- Maintain confidentiality concerning all student information and any professional matters
- Uses computers and other technology provided to assist and support students in their learning
- Participates in ongoing professional development activities
- Work in a professional and cooperative manner with others to achieve duties and responsibilities
- Attends and/or participates in school activities as directed by the Administration such as: faculty meetings (before or after school hours), open houses, commencement exercises, field trips, professional learning communities
- Models tolerance, global awareness, reflective practice, and the behavior expected from students
- Actively assists in student recruitment and retention activities as directed by the Administrator
- Performs other duties as assigned



### Qualifications:

- Bachelor's degree in education or related field
- Current teaching license in all relevant content areas and grade bands
- Strong content knowledge in one or more content areas
- Familiarity with the Response to Intervention (RtI) process
- Strong ability to gather, analyze, and interpret student data to make sound educational decisions
- Prior online teaching and classical experience preferred
- Proficiency in computer applications, including Google Docs, MS Office Suite, e-mail, and internet applications
- Excellent verbal and written communication skills
- A passion for teaching and genuine care for children
- Understanding of and ability to manage confidential information
- Ability to work well under pressure as well as effectively prioritize and execute tasks to meet deadlines consistently
- Ability to work with a diverse and distributed student body and peer group
- Ability to pass state and federal background checks

## 11.4. Staff Evaluations and Professional Development

### Q196. Identify the positions responsible for maintaining teacher license requirements and professional development.

The Head of school will work with any other school leaders, as well as the ACCEL School Ops Team to create and implement the professional development plan. The Senior Vice President of Operations has oversight of all professional development support for ACCEL partner schools. The teacher of record will assist in the creation of professional development as it relates to students with disabilities.

### Q197. Provide a detailed plan noting how the school will mentor, retain and evaluate staff in a format that matches the school's mission and educational program. The plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state and federal law. Be sure this overview matches with the projected staff and funding of the proposed budget section.



## Teacher Retention & Mentoring

The Board believes that attracting and retaining excellent teachers is one of the most important factors for student success and well-being. One of the most important parts of hiring and retaining high-quality teachers is to create an environment where they want to work and grow. For instance, teachers want to have input into the work environment, want to be heard, receive genuine feedback and ample opportunities for relevant professional development. Teachers also want to work for high quality school leaders. Retaining quality teachers is essential to student success. Once teachers are part of the school team, they want to thrive in a positive culture where staff are both heard and genuinely celebrated, where they have mentors to assist in their growth, have a reasonable work-life balance, and strong compensation and benefits.

Compensation and benefits are key retention tools. Some strategies employed to retain desirable candidates include:

- Using salary structures that recognize educational attainment and experienced teachers' prior years in the classroom.
- The use of sign-on bonuses when credentialed teachers are in short supply.
- The use of performance-based incentives that are tied to student and school achievement.
- The opportunity to participate in supplemental activities such as tutoring programs.
- The opportunity to perform supplemental duties such as Lead Teacher or Teacher Mentor for extra compensation.
- An affordable and attractive set of health, education, and supplemental benefits.

The school will offer competitive compensation as well as a benefits package to teachers and staff, however. The Board and Head of School will work with the ACCEL HR support team to review state salaries by position. The school will identify a base starting salary and then use a point system that would provide additional pay based on several factors including but not limited to years of teaching experience, especially in a hybrid school, advanced degrees or professional licenses, certified teachers in subjects where there is short supply, teachers willing to take on supplemental roles at the school, and teachers with unique skills.

## Teacher Evaluation

All employees will receive annual performance evaluations. The Cape View Leadership Academy professional development model uses the North Carolina Educator Effectiveness System, beginning with a self-assessment, and the teachers creating a personalized professional growth plan based on the school's priorities at the beginning of the year. School leaders and teachers collaborate to track individual progress toward professional goals and student achievement, implementing strategies for improvement when off track and setting new goals as needed. In addition to bi-annual formal observations and a summative evaluation, school leaders conduct informal observations and provide feedback on a two-week cycle.



The two-week observation and feedback cycle is made possible by Cape View Leadership Academy's daily schedule and staff structure. Teachers hold synchronous class sessions multiple times throughout the day, so school leaders have ample opportunity each week to complete observations. The low administrator-to-teacher ratios ensure their ability to implement the observation/feedback model.

Additionally, they have extensive access to data through AMP. Having this data at their fingertips allows them to review relevant data to prepare for feedback sessions at their convenience. The master schedule is created to allow for common planning time. This time can also be used for professional development sessions based on needs that arise from observations and data analysis throughout the school year.

### **Hiring Certified Teachers**

Cape View Leadership Academy will prioritize hiring teachers who have the qualifications and expertise relevant to their subject areas and grade levels, while ensuring compliance with both state and federal guidelines.

- General Education Teachers must hold a minimum of a bachelor's degree from a regionally accredited institution and meet the federal Highly Qualified Teacher requirements.
- Special Education Teachers must hold a valid North Carolina teaching license in Special Education and are required to meet the IDEA compliance standards.
- English Language Learner teachers must hold a valid North Carolina teaching license with an ESL endorsement or a TESOL/ESL certification
- CTE Teachers may qualify in several ways:
  - A bachelor's degree and an educator's license
  - Industry-Experienced Professional - associate or bachelor's degree with 3-5 years of industry experience, enrollment in or completion of a state-approved CTE licensure program.
  - Lateral Entry Provisional CTE Teacher - industry recognized certification, relevant work experience and completion of 24 semester hours of coursework or state-approved teacher preparation training.

Cape View Leadership Academy will verify the license, endorsements and background check before hiring. Cape View Leadership Academy will support teachers in keeping their licensure and certifications valid at all times, will maintain documentation to show that all teachers meet the licensure requirements, and will report compliance to NCDPI as required.

To maintain licensure, teachers will be required to complete ongoing professional development as mandated by NCDPI. This includes attending workshops, seminars, and training sessions that align with the state's requirements for continuing education. The school will provide support for teachers to meet their Professional Development Plan requirements and maintain certification. Cape View Leadership Academy will ensure that teachers receive and have access to obtaining 8 Continuing Education Units to renew their license every 5 years.



### **Hiring Non-Licensed Teachers**

If hiring a licensed instructor is not attainable, but a qualified candidate is available per the guidelines above, Cape View Leadership Academy will be open to hiring the candidate. Cape View Leadership Academy will ensure that at least 50% of teachers are properly certified, and that teachers who are not yet fully licensed will be provided with a pathway to licensure through state-approved alternative certification programs or by meeting the requirements for provisional licensure and fulfilling the required coursework or professional development.

The charter school will offer opportunities for teachers to pursue licensure through alternative certification programs approved by the state, such as the North Carolina Teacher Academy or other state-approved programs for individuals who hold a bachelor's degree in a non-education field but wish to transition into teaching. In cases where teachers are not initially licensed, the school will implement a teacher mentoring program to support provisional teachers and those in the process of earning full licensure. This will include guidance from experienced, licensed teachers and administrators.

The charter school will work with NCDPI to ensure that any provisional teachers meet the necessary benchmarks for earning full licensure in a timely manner.

**Q198. Describe the core components of the professional development plan and how these components will support the effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.**



Cape View Leadership Academy administration will establish high expectations and a positive culture, led by example, collaborative meetings and projects, and courageous conversations. Monthly Professional Development programs will be held to allow teachers to learn creative, actively engaging, results-driven techniques and strategies that support and promote academic achievement. Collegiality and camaraderie among faculty and staff are essential to a successful school. The school staff will also do beyond-work social events to keep their team bonds tight. Collegiality will be modeled by the administration and observed across all staff members. Resident educators will be assigned mentors to assist with their resident educator requirements, along with offering support from a peer.

ACCEL Schools implements strong practices across grade-level teams. The school will foster strong habits and routines including cross-grade level professional learning communities, intentional professional development, and special education collaboration with general education teachers. ACCEL Schools conducts summer professional development as a portfolio to ensure schools can collaborate across the network.

In addition to the ongoing professional development opportunities, Cape View Leadership Academy will maintain a minimum goal for every teacher to be observed twice a month. The observations aim to offer valuable instructional guidance to teachers, which can be measured. A discussion about strengths and areas for improvement begins with outlining the areas of reinforcement and then transitions to the areas of refinement. Areas of refinement require deliverables and SMART goals and will be developed for each area of refinement. The observer will provide specific examples from the observation as evidence of refinement or reinforcement.

ACCEL Schools has a solid professional development plan, including onboarding, yearly training, individual support from leadership, peer teachers, and regular collaboration. There are ample resources available to support the culture of learning. ACCEL Schools creates an environment that focuses on continuous improvement and provides optimal conditions for student achievement. Based on the Culture of Learning Standards analysis, the ACCEL Schools continue improving. To support more collaboration, ACCEL Schools will complete a needs analysis to determine the best professional development to be offered at the summer leadership summit. Formal reviews of the funded initiatives will be completed to determine the effectiveness, fidelity of implementation, and direct correlation to student learning. Overall, ACCEL Schools focus on data and stakeholder participation will improve the school's performance, continue the learning culture, and identify future growth opportunities.

**Q199. Provide a schedule and explanation of professional development that will take place prior to the school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly**



challenging aspects of the curriculum and instructional methods.



The ideal teacher hired will have prior teaching experience at brick-and-mortar schools and/or in online environments. Teachers new to Cape View Leadership Academy receive and participate in two weeks of robust pre-service training via synchronous live training sessions and asynchronous coursework. Administrators can monitor staff progress toward course completion using the badge system through Canvas Credentials. This training and accountability give teachers a solid set of tools, strategies, and resources to help them implement the curricula successfully and foster student success.

Cape View Leadership Academy staff presents pre-service training in a style that models teachers' effective teaching strategies in their classrooms. During each day of the five-day training, teachers explore, practice, and apply pedagogical philosophies and strategies in community building, classroom and/or online educational management, informal and formal assessment, and effective teaching. Not only do participants learn about effective teaching strategies, but they also experience them.

During the second week of pre-service training, returning teachers join new teachers. During this week, teachers apply their new knowledge gained during week one at a more in-depth level. Teachers collaborate to become familiar with their curricula, identify and apply effective teaching strategies, and connect with standards. During training, teachers also receive brief checklists outlining the essential

elements that should be evident as they teach language arts, math, science, and social studies. Teachers then write lesson plans to reflect these goals. They also practice implementing online lessons for their peers and supervisors, gaining valuable feedback to ensure their first days in the online classroom are confident and successful.

Please see below for a non-exhaustive list of training content.

#### 1. Focus: Learning Management System

- Topics: Canvas Basics Canvas and the Instructional Model Communicating in Canvas, Canvas Student and Teacher Dashboard Curriculum Maps and Canvas, Online Course Set-Up Gradebook Set-Up, Video Conferencing Tools Best Practices
- Success Criteria: Synchronous Training Session Participation, Asynchronous Course Deliverables, Completion of Course Set-Up Checklist Gradebook Set-Up, Live Session Set-Up

#### 2. Focus: Curriculum

- Topics: Core Curriculum–Course Types Content Supplemental Curriculum, Synchronous Training Session Participation, Asynchronous Course Deliverables, CTE Coursework
- Success Criteria: Instructional Model by Grade Band, The Learning Cycle, Small Group Instruction, Using Data to Inform Instruction



### 3. Focus: Instruction

- Topics: Instructional Model by Grade Band, The Learning Cycle, Small Group Instruction, Using Data to Inform Instruction, Career Exploration
- Success Criteria: Synchronous Training Session Participation, Asynchronous Course Deliverable

### 4. Focus: Student Information System

- Topics: for Administrators for Teachers
- Success Criteria: Synchronous Training Session Participation, Asynchronous Course Deliverables

### 5. Focus: Assessments

- Topics: i-Ready, Mastery Connect, State Assessments
- Success Criteria: Synchronous Training Session Participation, Asynchronous Course Deliverables

## Q200. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.

Professional Development will happen for 2 weeks prior to the start of school as well as at the end of the school year. Inservice days, as well as PLC hours will happen throughout the year. Teachers will receive more than 16 hours per year to ensure that every 5 years they will earn at least 80 to renew their license.

Professional development will be provided using both in-person and online modalities. A newsletter outlining professional development opportunities will be sent to teachers and staff each month. At least one large or small group formal Professional Development opportunity will be presented monthly.

Professional Development will also occur in weekly PLC's, ongoing team meetings, and through the informal observation and feedback cycle. PLCs and team meetings will be considered when creating the master school schedule to ensure common planning time. Additionally, Professional Development sessions will be held during the school year at the beginning and end of the workday.

## 11.5. Marketing, Recruitment, and Enrollment



Reaching the full capacity for enrollment will be critical to obtaining the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions 115C-218.45 carefully.

**Q201. Marketing Plan** Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-218.45(e)).



A diverse marketing plan will be developed that reflects the mission, vision, and unique offerings of Cape View Leadership Academy. The marketing plan will include grassroots, data-driven outreach through an open house and other public forum-type engagement, as well as online marketing strategies. Cape View Leadership Academy's marketing and recruiting plan may include, without limitation, the following specific strategies:

### **School Website**

- Website content will describe Cape View Leadership Academy requirements including student attendance, courses offered, graduation requirements, student engagement, school calendars, handbooks, policies, and parent/guardian expectations. Website content will include the ability for Spanish translation and will maximize search engine marketing efforts and lead capture.

### **Search Engine Marketing**

- Search engine marketing will cover a wide spectrum of lead generating activities including paid or sponsored listings on search engines, directories (ex: Google business, greatschools.com) and deploying strategies for search engine optimization (SEO) intended to achieve higher ranking in search results.

### **Social & Display Marketing**

- Leverage social media and display ads within platforms that are popular among younger, digital native generations, as well as targeted adult demographics to provide meaningful opportunities for Cape View Leadership Academy brand to reach thousands of users.

### **TV/Radio**

- TV/ Radio ads representing the benefits of Cape View Leadership Academy offering, targeting desired demographics.

### **Direct Mail**

- Direct mail pieces sent to identified geographic and demographic targets with measurable outcomes.

### **Events**

- Promotional events in large, target areas. These events would be run by a school representative and discuss the school's mission and program offering.

### **Email Campaign**

- Series of emails to inform families of school activities, enrollment dates, events, etc. Email content will also be available in Spanish.

### **Collateral**



- Cape View Leadership Academy specific literature may be provided to prospective families during all school events, promotional events, sponsorships, and partnerships. These materials will be multicultural, and appeal to all socioeconomic groups.

### **Enrollment Center Support**

- Inquiries received from marketing efforts will receive a follow-up call from an enrollment center representative for a personal education consultation. During this conversation, the representative will answer the family's questions and provide a detailed overview of the school program to ensure the student's educational and personal needs will be met through the program. The enrollment center team will also be responsible for assisting families through the entire enrollment process including initial application, compliancy documentation collection, course placement and approval.

Cape View Leadership Academy will use various marketing efforts designed to reach a broad audience within the community it will serve, does not discriminate based on race or ethnicity, and all students, regardless of background, will have an equal opportunity to apply and enroll in the school. Cape View Leadership Academy expects that its student body will likely reflect the same demographic makeup of Pender County School District.

Enrollment coordinators are regularly trained and updated on additions, adjustments, or frequently asked questions to ensure they can provide families with the most detailed information regarding the level of commitment. In addition, during the online registration process, guardians are asked to acknowledge their responsibilities related to daily activities, including the student handbook, through a series of 'I understand' statements.

### **Q202. Describe how parents and other members of the community will be informed about the school.**

Each year, Cape View Leadership Academy will announce its open enrollment period for parents or guardians who want to apply for their student(s). As previously described, these outreach activities will be conducted statewide via multiple marketing pathways. To inform their decision regarding enrollment, parents/guardians have access to detailed information about the school's academic approach, a day in the life experience, and links to sample schedules and lessons on the school's website.

Families will have access to an online enrollment portal to complete admissions forms and upload compliance documentation required for public school enrollment in North Carolina. This includes proof of identity, proof of North Carolina residence, and proof of current immunization record.

### **Q203. Describe your plan to recruit students during the planning year, including the strategies, activities, events, and responsible parties. Include a timeline and plan for**



student recruitment/engagement and enrollment, with benchmarks that will indicate and demonstrate suitable recruitment and enrollment practices over time.



As previously stated, a diverse marketing plan will be developed that reflects the mission, vision, and unique offerings of Cape View Leadership Academy. The marketing plan will include grassroots, data-driven outreach through an open house and other public forum-type engagement, as well as online marketing strategies. Cape View Leadership Academy's marketing and recruiting plan may include, without limitation, the following specific strategies:

### **School Website**

Website content will describe Cape View Leadership Academy requirements including student attendance, courses offered, graduation requirements, student engagement, school calendars, handbooks, policies, and parent/guardian expectations. Website content will include the ability for Spanish translation and will maximize search engine marketing efforts and lead capture.

### **Search Engine Marketing**

Search engine marketing will cover a wide spectrum of lead generating activities including paid or sponsored listings on search engines, directories (ex: Google business, greatschools.com) and deploying strategies for search engine optimization (SEO) intended to achieve higher ranking in search results.

### **Social & Display Marketing**

Leverage social media and display ads within platforms that are popular among younger, digital native generations, as well as targeted adult demographics to provide meaningful opportunities for Cape View Leadership Academy brand to reach thousands of users.

### **TV/Radio**

TV/ Radio ads representing the benefits of Cape View Leadership Academy offering, targeting desired demographics.

### **Direct Mail**

Direct mail pieces sent to identified geographic and demographic targets with measurable outcomes.

### **Events**

Promotional events in large, target areas. These events would be run by a school representative and discuss the school's mission and program offering.

### **Email Campaign**

Series of emails to inform families of school activities, enrollment dates, events, etc. Email content



will also be available in Spanish.

### **Collateral**

Cape View Leadership Academy specific literature may be provided to prospective families during all school events, promotional events, sponsorships, and partnerships. These materials will be multicultural, and appeal to all socioeconomic groups.

### **Enrollment Center Support**

Inquiries received from marketing efforts will receive a follow-up call from an enrollment center representative for a personal education consultation. During this conversation, the representative will answer the family's questions and provide a detailed overview of the school program to ensure the student's educational and personal needs will be met through the program. The enrollment center team will also be responsible for assisting families through the entire enrollment process including initial application, compliancy documentation collection, course placement and approval.

The timeline for the recruitment process is outlined as part of the Cape View Leadership Academy startup plan. Marketing and recruitment efforts begin in January 2026, with full enrollment support in place by March 2026. Marketing campaigns will take place between March and September of 2026.

To ensure that recruitment and marketing strategies are effective and sustainable, the following benchmarks can serve as key indicators of success:

#### **Application to Enrollment Conversion Rate**

- Benchmark: At least 70% of completed applications result in enrollment.

#### **Enrollment Growth Rate**

- Benchmark: Enrollment increases by 10-15% year over year.

#### **Re-enrollment Rate**

- Benchmark: At least 80% of students are retained year over year.

#### **Referral Rate**

- Benchmark: The amount of referrals increases over time.

#### **Marketing ROI**

- Benchmark: The cost per student remains stable or decreases over time.



**Q204. Describe how students will be given an equal opportunity to attend the school. Specifically, describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at-risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.**

Cape View Leadership Academy will use various marketing efforts designed to reach a broad audience within the community it will serve, does not discriminate based on race or ethnicity, and all students, regardless of background, will have an equal opportunity to apply and enroll in the school. Cape View Leadership Academy expects that its student body will likely reflect the same demographic makeup of Cape View Leadership Academy schools.

Parents/guardians have access to detailed information about the school's academic approach, a day in the life experience, and links to sample schedules and lessons on the school's website. Enrollment coordinators are regularly trained and updated on additions, adjustments, or frequently asked questions to ensure they can provide families with the most detailed information regarding the level of commitment. In addition, during the online registration process, guardians are asked to acknowledge their responsibilities related to daily activities, including the student handbook, through a series of 'I understand' statements.

**Q205. What established community organizations would you target for marketing and recruitment?**

The Cape View Leadership Academy Board will work together with ACCEL Schools and with surrounding community partners and organizations to target marketing efforts and recruit local students. Some established community organizations that the Board may choose to approach for assistance in outreach efforts may include, but are not limited to:

- Pender County Chamber of Commerce
- Pender County Economic Development Office
- Workforce Development Boards
- Local churches and faith-based groups
- Pender County Library System
- Boys and Girls Club of America - Pender County
- 4H Clubs
- YMCA of Southeaster North Carolina
- American Legion Posts
- Military Related Career and Education Groups

## 11.6. Parent and Community Involvement



**Q206. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.**

Parents/guardians are active partners in the life of the school. Currently, the Board includes several parents/guardians of school age children who can offer great insight. Parents are encouraged to attend board meetings and provide their comments in writing or orally.

While conducting in-person meetings, feedback from families across the state was utilized to inform and strengthen the engagement focus of the school.

Upon approval, the Board will continue to seek input from parents through a variety of methods, that may include, but is not limited to, the following:

- Creating a parent/guardian advisory group to serve as a parent/guardian liaison to the Board to provide input on specific items at the Board's request and the education experience in general including challenges, concerns, and successes.
- Inviting parents/guardians and students to address the Board on general or specific questions about their Cape View Leadership Academy experience.

Also, parent/guardian volunteers will work with teachers to organize school events, club activities and field trips. As parents/guardians become more a part of the school, they will also meet other parents/guardians and share best practices which will benefit more students.

**Q207. Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.**



Cape View Leadership Academy recognizes that parents/guardians are most engaged when they have meaningful opportunities to shape school programs and provide input. Parents/guardians can participate in town hall-type dialogue or question and answer sessions with school administration periodically. Parent/guardian input will be collected through surveying multiple times per year. The School Services Team - consisting of general education teachers, special education staff, and school administrators - will reach out to state and local health and family services agencies to assist families who need these services.

One means of stakeholder involvement is participation in the Board's regular meetings. When a board meeting notice is posted, Cape View Leadership Academy's Board's draft agenda will be included so that stakeholders - as well as the public - can attend and offer public comments either generally or on a specific agenda item.

The Board may also seek stakeholder comments on proposed board initiatives via a request for written comment or an invitation to provide oral comment at a board or committee meeting. Although not yet formally addressed by Cape View Leadership Academy Board, the Board may choose to include stakeholders on standing or ad hoc board committees. The Board is committed to continuously evaluating its efforts to promote stakeholder involvement and ensuring that stakeholders have a voice.

After approval, Cape View Leadership Academy will hold frequent, publicly available community meetings information sessions throughout the year, as well as use the email listserv to continue to communicate news, progress, and school achievements to interested parties in the community. The goal is to create a network of regional support where families can support one another, identify local tutoring and mentoring opportunities, and feel affiliated with a school community.

**Q208.If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.**



Cape View Leadership Academy's Board and Head of School will work closely to develop strategic partnerships and define what those strategic partnerships will involve. The school may seek partnerships with higher education institutions for teacher recruitment and collaboration on educational research. The school may seek partnerships with the Boys & Girls Clubs or YMCA/YWCAs in the state to support student participation in these outstanding youth organizations.

The founding team and School Leader will work closely to develop and define strategic partnerships. As students enroll, the school's career readiness program evolves based on their needs and interests. In order to meet students' needs, partnerships will be developed to support student awareness of the various careers and higher education/training pathways required to achieve those goals. Cape View Leadership Academy will work to create partnerships with local colleges and universities such as Cape Fear Community College, James Sprunt Community College, University of North Carolina Wilmington, Coastal Carolina Community College as well as the following organizations to specifically strengthen their CTE pathways:

### **Health Science**

- North Carolina Area Health Education Center
- North Carolina Alliance for Health
- North Carolina Community Health Center Association
- North Carolina Healthcare Association
- Foundation for Health Leadership and Innovation
- North Carolina Life Sciences Organization
- North Carolina Global Health Alliance
- Pender County Health Department
- New Hanover-Pender County Medical Society
- Cape Fear Health Net
- Pender County Christian Services
- Novant Health Pender Medical Center

### **Information Technology and Cybersecurity**

- North Carolina Technology Association
- Carolina Cyber Network
- North Carolina Partnership for Cybersecurity Excellence
- CyberNC
- North Carolina Department of Information Technology User Groups & Communities of Practice
- North Carolina Information Sharing and Analysis Center
- Pender County Information Technology Services

### **Advanced Manufacturing and Skilled Trades**

- North Carolina Manufacturing Extension Partnership



- North Carolina Chamber
- North Carolina Manufacturers Alliance
- North Carolina Federation for Advanced Manufacturing Education
- North Carolina Advanced Manufacturing Alliance
- North Carolina Manufacturing Institute
- Fayetteville Technical Community College – HVAC, welding
- Wake Technical Community College – plumbing, welding, OSHA
- Randolph Community College – building, construction
- Sandhills Community College – OSAH, HVAC

### 11.7. Admissions Policy

**Q209. Weighted Lottery** Does your school plan to use a weighted lottery? The State Board of Education may approve an applicant's request to utilize a special weighted, or otherwise limited, lottery in certain circumstances. If the charter applicant wishes to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:

1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.
2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones, unless the charter school is operated by a municipality OR the charter school was converted from a traditional public school. Municipal charter schools may give enrollment priority to domiciliaries of the municipality in which the school is located (G.S. 115C-218.45(f)(7)), and charter schools that were converted from traditional public schools shall give admission preference to students who reside within the former attendance area of the school (G.S. 115C-218.45(c)).
3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically, and legally sound practices, protocol, and research.

Yes

No

**Q213. Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:**

1. Tentative dates for the open enrollment application period, enrollment deadlines and



procedures. \*Please be advised schools cannot accept applications until after final approval from the SBE.

2. Clear policies and procedures detailing the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences.
3. Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
4. Explanation of the purpose of any pre-admission activities (if any) for students or parents.
5. Clear policies and procedures for student withdrawals and transfers.



Families will have access to an online enrollment portal to complete admissions forms and upload compliance documentation required for public school enrollment in the state of North Carolina. This includes proof of identity, proof of North Carolina residence and proof of current immunization record.

Cape View Leadership Academy will admit all interested students who reside in Pender County, provided there is capacity to serve that student's grade level per the annual enrollment goals for each year. All students are welcome.

If the number of applicants exceeds the approved board policy for enrollment, Cape View Leadership Academy will conduct a random selection lottery after first granting enrollment preferences to the following populations:

- Students currently enrolled and plan to return for the upcoming school year.
- Students who are siblings of a student enrolled in the charter school.
- Students who are the children of a member of the governing board of the charter school.
- Students who are the children of an employee of the charter school.
- Students who are otherwise given preference pursuant to North Carolina law.

If the number of lottery applications does NOT exceed the number of available seats, registration opens to the public and enrolls until capacity.

#### *Fair Lottery*

Notification of the lottery will serve as public notice of an official meeting, even if no action(s) are anticipated to be taken by members of the Cape View Leadership Academy Board at the time of the lottery. If an enrollment lottery is required, the following guidelines will apply:

1. Applicants will receive confirmation of being in the lottery, and the date, time, and place of the lottery.
2. The lottery will be conducted by a designee and be overseen by a delegated member of the Cape View Leadership Academy Board.
3. On the day of the lottery, the lottery official will check to assure all applicant student names are appropriately included in the random selection process.
4. The lottery will begin by selecting applicants at the highest grade level with the enrollment preferences, mentioned below, as the first chosen. The process will continue to work backwards through grade levels until kindergarten is complete.
5. Once an applicant is selected, enrollment of that student is assumed for the remainder of the lottery process.
6. The designee will monitor selections to ensure grade levels are not overenrolled.
7. Any applicant student who is not offered enrollment will be placed on a waitlist.
8. The enrollment proceedings will be aimed at reaching a target enrollment range for each school year, although unexpected increase or decrease of students can happen in various grades year over



year. When over-demand and under-demand occurs within grade levels, the hiring of teachers will be adjusted to maintain the class size expectations set forth as a school.

**Waitlist:** The waitlist is the ordered list of applicant students without enrollment offers. The waitlist for each school year is initiated through the lottery process. Once all available enrollment opportunities are offered, the remaining applicant students will be added to the waitlist in the order drawn. The waitlist remains active throughout the academic year. The waitlist for a given year is not carried over to the next school year. A new enrollment application is required for each school year a student seeks a new enrollment. Students who wish to transfer to Cape View Leadership Academy mid-school year may do so if the school has capacity to serve that student in that grade level. Otherwise, the student will be added to a waitlist for that grade level.

### 11.8. Certify

Q214. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- No

Q215. Explanation (optional):



## 12. Operations

### 12.1. Transportation Plan

Q216. Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. Include budgetary assumptions and the impact of transportation on the overall budget. The details of this plan should align with the mission, identified need for the charter school, targeted student population, and the budget proposal. If you plan to provide transportation, include the following:

1. Describe the plan for oversight of transportation options (e.g., whether the school will provide its own transportation, contract out for transportation, attempt to contract with a district, or a combination thereof) and who on the staff will provide this daily oversight.
2. Describe how the school will transport students with special transportation needs and how that will impact your budget.
3. Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services



Cape View Leadership Academy will contract with a bus company or purchase for primary transportation routes, while a private vendor will be contracted for supplemental routes and special transportation needs.

The Operations Manager will be responsible for managing contracts, maintaining communication with parents, and resolving transportation issues. They will also oversee daily operations, ensuring route efficiency, safety compliance, and budget management. They will conduct periodic evaluations to ensure high service quality and compliance with state and federal transportation guidelines.

The transportation plan will fully support students requiring specialized transportation as mandated by their IEPs. When necessary, the school will contract for special education buses equipped with wheelchair lifts, harnesses, and other necessary accommodations. Drivers and aides will receive specialized training to assist students with disabilities. Additional funding is allocated into the transportation budget to provide specialized transportation.

Transportation costs will constitute approximately 5% of the school's overall operational budget, with special education contracting potentially creating another 1% of cost that impacts the annual budget. As such, currently the transportation cost is set at 6.4% of the operational budget. Funding sources include state transportation grants, federal special education funding, and allocated school funds. Strategies such as route optimization and shared services with local districts will be explored to reduce costs.

The school will adhere to North Carolina Department of Public Instruction (NCDPI) transportation policies. All buses and vehicles will meet the state's safety and operational standards. Background checks, drug testing, and certification requirements will be mandatory for all drivers.

The school will comply with the Individuals with Disabilities Education Act (IDEA) and Americans with Disabilities Act (ADA) regarding student transportation. All transportation policies will align with the Federal Motor Carrier Safety Administration (FMCSA) and U.S. Department of Transportation (DOT) regulations. Regular safety audits and training programs will be conducted to ensure adherence to national safety standards.

## 12.2. School Lunch Plan

**Q217. Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal. If the school intends to participate in the National School Lunch Program, include the following components in the response:**

**1. How the school will comply with applicable local, state, and federal guidelines and regulations;**



2. Any plans to meet the needs of low-income students; and
3. Include how the school intends to collect free- and reduced-price lunch information from qualified families. If a school intends to participate in the Community Eligibility Provision, describe the methodology the school will use to determine eligibility.



The goal of this school lunch plan is to ensure that every student receives a nutritious, balanced meal that supports their health and academic success. This plan will adhere to state, local, and federal guidelines while making provisions for low-income students to receive meals at no charge or at reduced rates. By participating in the National School Lunch Program (NSLP) and possibly the Community Eligibility Provision (CEP), the school will create an inclusive and equitable environment where no child is deprived of a meal. The school will distribute forms at the beginning of the school year, and upon enrollment

### **Compliance with Local, State, and Federal Guidelines and Regulations**

The school will ensure that the lunch plan complies with the following guidelines and regulations:

- **National School Lunch Program (NSLP) Standards:** The meals will meet the USDA's nutritional guidelines, providing at least one-third of the Recommended Daily Allowance (RDA) for key nutrients such as protein, vitamins, and minerals. The meals will include:
  - **Fruits:** At least one serving per day, including fresh, frozen, or canned options with no added sugar.
  - **Vegetables:** A variety of vegetables, including dark green, red/orange, beans/peas, starchy, and other vegetables, offered daily.
  - **Whole Grains:** In compliance with Local, State, and Federal guidelines: At least 80 percent of grains offered weekly (by ounce equivalents) must be whole grain-rich.
  - **Protein:** Lean protein sources, lean protein - with specific requirements for meat/meat alternatives based on age/grade group - such as poultry, fish, and plant-based options, will be offered regularly.
  - **Dairy:** Low-fat or fat-free milk, and other dairy options, will be provided, including non-dairy milk for students with dietary restrictions.
- **State and Local Guidelines:** The school will work with local health departments to ensure the meals adhere to state-specific guidelines, including food safety, food sourcing (emphasis on local produce), and allergy management.
- **Food Safety and Sanitation:** All meals will be prepared and served under strict food safety and sanitation standards. Schools will maintain certified food safety personnel, and staff will undergo regular training to ensure compliance with all federal, state, and local health codes.

### **Meeting the Needs of Low-Income Students**

To meet the needs of low-income students, the school will ensure that:

- **Free and Reduced-Price Lunches:** The school will follow the NSLP guidelines to provide free and reduced-price meals to eligible students. These meals will be nutritious, appealing, and provide adequate portions.
- **Balanced Meals for All:** All students will have equal access to meal offerings without



differentiation based on eligibility status. Meal service will be conducted to maintain student confidentiality and promote a positive, inclusive dining environment, ensuring no student experiences overt identification or stigmatization.

- **Supplemental Meal Assistance:** For students experiencing hunger outside of school hours, the school will explore community partnerships with local organizations and food banks to offer meal assistance during weekends or holidays.

### Collection of Free- and Reduced-Price Lunch Information

- **Application Process:** The school will distribute application forms for free and reduced-price lunch to all families at the beginning of the school year, both in paper and electronic formats (via the school website or email). Families will be instructed on how to complete the forms and submit them in a confidential manner.

- **Income Verification:** The school will verify income information through applications and, where necessary, by cross-checking with state or federal income databases. If families do not submit applications, school staff will follow up to ensure no eligible students are left out.

- **Direct Certification:** For families participating in other public assistance programs (such as SNAP or TANF), the school will automatically certify students as eligible for free meals, as allowed by the USDA. This will streamline the process and reduce barriers to access for eligible families. The school will extend benefits to same household siblings.

- **Confidentiality:** All income and eligibility information will be kept confidential, in accordance with federal privacy laws. Staff involved in meal distribution will not have access to any details about students' eligibility statuses.

### Participation in the Community Eligibility Provision (CEP)

If the school qualifies for the **Community Eligibility Provision (CEP)**, the methodology to determine eligibility will be as follows:

- **Eligibility for CEP:** CEP allows schools in low-income areas to provide free meals to all students without the need for individual applications. Schools will be eligible if at least 40% of students are identified as directly certified (e.g., those who are homeless, in foster care, runaway, migrant, or participate in public assistance programs). Eligibility for CEP is defined as directly certified and categorically eligible as of enrollment on April 1st.

- **Direct Certification Data:** The school will use data from state agencies, such as the Department of Social Services, to determine the percentage of students directly certified. This data will guide the school's decision to apply for CEP, ensuring that a high percentage of students in the school district qualify for free meals.

- **Implementation and Communication:** Once CEP is in effect, the school will clearly communicate to students and parents that all meals are free, regardless of income. There will be no need for



students to submit applications or pay for lunch. This simplifies the process and ensures that no child is overlooked.

- **Annual Review:** Each year, the school will review the percentage of directly certified students to assess continued eligibility for CEP. If the percentage falls below the required threshold, the school will transition back to the regular NSLP and reintroduce the need for applications.

### **Budget Proposal and Funding**

- **Funding Sources:** The school will fund the lunch plan through federal, state, and local funding, including:
  - **Federal Funding:** Through the NSLP and, if applicable, CEP.
  - **State and Local Funding:** Contributions from local taxes and school district budgets, which may be allocated for nutritional programs.
  - **Grants and Donations:** The school will explore opportunities for federal or state grants, as well as donations from community organizations and businesses to supplement the budget.
- **Cost Control Measures:** The school will work to minimize food waste by adjusting portion sizes based on actual student consumption and using more efficient food purchasing methods. Additionally, the school will aim to source ingredients locally where possible, reducing transportation costs.

## **12.3. Civil Liability and Insurance**

The Nonprofit shall name the SBE as an Additional Named Insured to their liability coverage for operation of a charter school while obtaining and maintaining insurance at a minimum in the following amounts:

1. Errors and Omissions: one million dollars (\$1,000,000) per occurrence;
2. General Liability: one million dollars (\$1,000,000) per occurrence;
3. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned;
4. Crime Coverage: no less than two hundred fifty thousand dollars (\$250,000) to cover employee theft and dishonesty;
5. Automobile Liability: one million dollars (\$1,000,000) per occurrence; and
6. Workers' Compensation: as specified by Chapter 97 of NC General Statute, Workers' Compensation Law

### **Q218. Attach Appendix L: Insurance Quotes**

- **The applicant must provide a quote from an insurance provider as part of this application (as Appendix L) to demonstrate the levels of insurance coverage and**



### projected cost.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5

#### Applicant Evidence :



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by **Traci Esposito**

## 12.4. Health and Safety Requirements

All public charter schools are required to follow the regulations regarding health and safety as stated in G.S. 115C 218.75.

**Q220.**We, the Board members will develop a written safety plan and policies to be shared with staff, parents, and students and be available upon inspection from the Department of Public Instruction and local Health Departments. **The Board Chair must sign this question.**

Signature

## 12.5. Start-Up Plan

**Q221.**Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if



applicable).

Please see the attached startup plan that details the timeline for opening Cape View Leadership Academy. The board members, head of school, and operations manager will have oversight over all tasks. After a Head of School is hired, the board will task that individual with delegating items appropriately among the rest of the team. After the first year of operation, when the Office Manager is hired, they will help supplement oversight of these tasks.

**Applicant Evidence :**



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by **Traci Esposito**

**Q222. Describe what the board anticipates will be the challenges of starting a new school and how it expects to address these challenges. Submit a Start-up (Year 0) Budget as Appendix O, if applicable.**

Starting a new school presents several challenges, including securing adequate funding, building community awareness and trust, hiring high-quality educators, and ensuring compliance with all regulatory and operational requirements. The board anticipates that one of the biggest hurdles will be establishing a strong reputation and attracting initial enrollment. To address this, we will implement a comprehensive outreach plan, leveraging our deep community ties to engage families, businesses, and local leaders in our mission.

Additionally, we recognize the challenge of developing and maintaining a high-quality curriculum that meets the diverse needs of our students, including those with special learning requirements. Our board's experience in advocacy, education, and strategic planning positions us to navigate these complexities by collaborating with experts, utilizing data-driven decision-making, and prioritizing innovative and inclusive teaching methods.

## 12.6. Facility



Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a valid Certificate of Occupancy for Educational use to the Office of Charter Schools.

**Q223. What is your plan to obtain a building? Identify specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. Present a timeline with reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation.**

The Board is currently working on two paths simultaneously to obtain a building for the proposed school.

The first option is to find an existing building for lease or purchase. The Board is working with a local commercial real estate broker to monitor the market and provide reasonable options as they become available.

The second option the board is currently investigating involves the acquisition of a parcel of land and building a new school on the site. Accel has partnered with a national construction firm capable of manufacturing building components off-site and assembling the rooms on the construction site. This type of construction method can be accomplished in a significantly shorter period of time, with improved quality at a lower cost and less waste than typical ground up construction.

As illustrated in the attached Startup Plan, a facilities search is underway and will continue through September of 2025. The plan is to set up a lease between October and November of 2025. Facility improvements including security, utilities, contractor setup, state fire marshal and health inspections and approvals will occur between December 2025 and June 2026. The projected date for an approved educational certificate of occupancy is June 2026.

**Q224. Describe the school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your budget is reasonable.**



The plan is to start school with grades 6-10. The initial building design would have at least ten classrooms; five classrooms for instruction and five additional classrooms for special and elective classes. Each classroom would be about 800 square feet. Other rooms would include a media/library room, administration space, gang and faculty restrooms, kitchen, cafeteria, gymnasium, storage and mechanical/electrical/IT rooms. Overall, the initial design for the school should be approximately 35-40,000 square feet. As additional grades are added, more classroom space will be manufactured off-site and attached to the school.

**Q225. Describe school facility needs, including: science labs, art room, computer labs, library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, workroom/copy room, supplies/storage, teacher workrooms, and other spaces.**

The school will include multiple additional classrooms for specials and elective classes. The planned gymnasium will serve multiple purposes beyond a recreation room, including as the cafeteria and auditorium space. The proposed administration space will include multiple offices, general work areas, copy/workrooms and a teacher lounge.

**Q226. What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location.**

The cost per square foot would vary based on which of the two options materialize. A purchased building in the Hampstead area would cost about \$100-\$150 per square foot, plus about \$50 per square foot for typical renovations. The renovation price could be higher if the existing building was not previously used as a school.

The build option would include multiple costs. First, on average, land in the Hampstead area for about \$150,000 per acre. A decent sized school site would be 5-6 acres. Architectural, site work, construction of the gym and foundation utility work would cost about \$1.5 million. The actual school building would cost about \$85 per square foot.

**Q227. Facility Contingency Plan: Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open.**



By simultaneously working multiple angles to secure a school building, the board does not anticipate a delay in the opening of the proposed school.

ACCEL's project leader will be managing the success of the project and will know long before the scheduling opening if there could be any potential delay. If a delay is identified, the project leader will work with the construction contractors to either increase their working hours to get back on schedule or focus the work on a portion of the building (general classrooms and the administration space) to at least secure a partial certificate of occupancy, allowing a portion of the school to open. The remainder of the school would be completed as soon as possible thereafter.

**Q228. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.**

The project leader for this project is Kevin Wilson, ACCEL's Director of Real Estate. Kevin has over 25 years' experience managing all aspects of real estate, land acquisition and development, construction and facility needs.

## 12.7. Certify

**Q229. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.**

- Yes  
 No

**Q230. Explanation (optional):**



## 13. Financial Plan

### 13.1. Charter School Budget

All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate additional questions by those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

**Q230. If applicable, attach as Appendix M: Revenue Assurances.** Assurances are needed to confirm the commitment of any additional sources of revenue.

**Q231. Attach as Appendix N: Proposed Budget for Year 1 through Year 5** [Click here to access and download the Budget Template \(https://www.dpi.nc.gov/2025-nc-charter-application-budget-template/download?attachment\)](https://www.dpi.nc.gov/2025-nc-charter-application-budget-template/download?attachment) **"Please be advised that Google Sheets is not supported for use with the NC charter budget template. Additionally, due to the functions running on the back end of the workbook, it is required that applicants use:**

**[Excel 2021 or later \(PC and Mac\)](#)**

**[Excel for Microsoft 365 Subscriptions \(PC and Mac Versions\)](#)**

**[Excel Online"](#)**

Upload Required File Type: excel Max File Size: 30 Total Files Count: 5

Applicant Evidence :



Uploaded on **4/22/2025**

by **Traci Esposito**

### 13.2. Budget Narrative



Please include additional information that explains the assumptions used in the 5-year budget.

**Q233. How was the student enrollment number projected?**

ACCEL Schools takes many factors into consideration when setting enrollment projections.

- According to an article posted on USAFacts.org, Pender County is a high growth area. The population increased by over 25% from 65,737 in 2010 to 82,415 in 2022. By contrast, the state's population increased by 11.7%, and the nation's population increased by 7.7% during that same time period.
- An article posted by WECT.com stated that Pender County schools exceeded the state's expectation by over 400 students in 2021. A portion of Topsail Elementary classes were moved to the middle school campus, and classrooms that were intended to be used for separate art and music instruction were repurposed into regular education rooms.
- The current enrollment at Topsail Middle is still very high, with the student to teacher ratio at over 40 students per classroom, much higher than the average in the county or the state. An additional offering in this area will alleviate the higher-class sizes and student load for teachers.
- The Board met with an expert on North Carolina charter school enrollment, Dave Machado, former Director of the Office of Charter Schools for the North Carolina Department of Public Instruction. Dave indicated that the board should expect 300-400 students to enroll in a CTE-focused middle school in Pender County.

**Q234. Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.**



The Board is living in Pender County and experiencing the growth and growing pains both from the perspective of parents of students in overcrowded classrooms and of a teacher currently working in Pender County. There are no charter schools in the area, and the western side of Pender County is in most need of additional options. After meeting with Dave Machado, it is clear that professionals in the area see the need as well. In addition, establishing a CTE focused middle and high school in Pender County is supported by several key factors:

- 1. Strong Performance of Existing CTE Programs:** Pender County Schools' CTE program has achieved notable success, ranking 9th in total credentials earned and 7th in credential attainment rate statewide for 2024. This distinction places it alongside some of North Carolina's largest school districts, underscoring the program's effectiveness and the community's commitment to CTE. Port City Daily+2WWAYTV3+2Pender County Schools+2 ([https://www.wwaytv3.com/pender-county-schools-career-and-technical-education-earns-top-10-statewide-ranking-for-student-achievement/?utm\\_source=chatgpt.com](https://www.wwaytv3.com/pender-county-schools-career-and-technical-education-earns-top-10-statewide-ranking-for-student-achievement/?utm_source=chatgpt.com))Pender County Schools ([https://www.pender.k12.nc.us/article/1840853?utm\\_source=chatgpt.com](https://www.pender.k12.nc.us/article/1840853?utm_source=chatgpt.com))
- 2. Growing Demand for Skilled Workers:** Pender County's active participation in the ACT Work Ready Communities initiative highlights a concerted effort to align the local workforce's skills with employer needs. With 4,846 residents earning the ACT National Career Readiness Certificate (NCRC) and 182 employers recognizing or recommending the NCRC, there's clear evidence of both a workforce seeking skill development and employers valuing these competencies. ACT Work Ready Communities ([https://www.workreadycommunities.org/NC/141?utm\\_source=chatgpt.com](https://www.workreadycommunities.org/NC/141?utm_source=chatgpt.com))
- 3. Regional Workforce Development Initiatives:** The Cape Fear Workforce Development Board, serving Pender County, collaborates with educational institutions, businesses, and community organizations to provide skills training and work opportunities. A dedicated CTE school would complement these efforts by offering a structured pathway for students to acquire in-demand skills, thereby strengthening the local economy. capefearcog.org ([https://capefearcog.org/workforce-development/?utm\\_source=chatgpt.com](https://capefearcog.org/workforce-development/?utm_source=chatgpt.com))
- 4. Statewide Emphasis on CTE:** North Carolina's commitment to CTE is evident, with 845,796 enrollments and a 98% graduation rate for CTE concentrators in 2023, compared to the overall cohort graduation rate of 86%. This demonstrates the effectiveness of CTE programs in enhancing student engagement and success. NC DPI ([https://www.dpi.nc.gov/districts-schools/classroom-resources/career-and-technical-education?utm\\_source=chatgpt.com](https://www.dpi.nc.gov/districts-schools/classroom-resources/career-and-technical-education?utm_source=chatgpt.com))
- 5. Alignment with Economic Development Goals:** Pender County's proactive approach to economic development includes various local and state incentive programs aimed at job creation and investment. A specialized CTE school would support these goals by preparing a skilled workforce attractive to current and prospective employers. Pender County ([https://www.pendercountync.gov/471/Economic-Development?utm\\_source=chatgpt.com](https://www.pendercountync.gov/471/Economic-Development?utm_source=chatgpt.com))

Q235. Provide the break-even point of student enrollment.



The break-even student enrollment in year 1 is 247 students with relatively conservative assumptions, and keeping all the current levels of staffing, salary and benefits intact. The school can operate with less students by reducing the number of staff, and by taking full advantage of all available revenue sources.

**Q236. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.**

There are several options the school could take: First, revenue sources in the model are not comprehensive and the school would look for additional revenue sources to supplement shortfalls. Second, the school would reduce expenses where possible. Such reductions could include, and are not limited to, reducing/combining classrooms and electives, reducing frequency of support services such as custodial and IT support, etc. After both options are exhausted, the Education Service Provider (ESP) would pre-pay for school expenses until the school is able to reduce accounts payable to the ESP.

**Q237. Does the budget rely on sources of funds other than state, county, and federal (e.g., loans, donations, etc.)? If so, please provide the source and amount. Also, describe any committed contributions and in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. Clearly indicate between those grants or in-kind donations which have already been firmly committed and those the board is planning to pursue. Be sure that the appropriate assurances documentation is provided in the appendices.**

No. All revenue sources are state, federal, and local sources.

**Q238. Provide the student to teacher ratio that the budget is built on.**

The budget is built on a student to teacher ratio of 25:1 with core teachers, and 19:1 including elective and targeted area teachers.

**Q239. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully.**



The board brings significant financial expertise to the planning and operation of the school. Several members have extensive experience managing multi-million-dollar budgets in both the public and private sectors, ensuring a strong foundation for fiscal responsibility and strategic financial planning. This expertise includes budget forecasting, grant management, operational efficiency, and financial oversight—key elements to ensuring the long-term sustainability of the school.

Collectively, the board is committed to maintaining transparency, accountability, and sound financial stewardship. The board will implement rigorous financial controls, seek diverse funding sources, and establish partnerships with local businesses and organizations to support the school's success. With the board's combined experience in financial management, business operations, and strategic planning, the board is confident in its ability to execute a sustainable financial plan that supports a thriving educational environment for years to come.

**Q240. Describe how one or more high needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.**

The budget assumes a 12.75% EC student count rate that is already reflected in the budget which equates to 32/250 enrollments. If additional more than 32 EC students enroll, the school would assess priorities and reassign resources to accommodate the additional students.

**Q241. If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., provide a statement on how the vendors will be selected and how the board will oversee their activities to ensure fidelity and compliance.**

The ESP will provide all financial, payroll, and HR services. Audit services will be conducted by a third-party vendor approved by the board.

**Q242. Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial, etc? Describe the criteria and procedures for the selection of contractors and large purchases.**



Yes. The school will utilize outside contracted services for students needing related services as outlined in their IEP. These services may include, but are not limited to, Occupational Therapy, Physical Therapy, Speech & Language Therapy, and School Psychology based on individual student needs. This will change with the addressable population's size and service level requirement. All outside providers will hold appropriate North Carolina licensing.

Custodial services will also be contracted.

The school board will determine the criteria and thresholds for selecting vendors. The ESP recommends the following standard for most schools:

### **Approval Requirements**

- For purchases less than \$500, the approval will go to the Head of School
- For purchases between \$500-\$5,000, the approval will go to the RVP and Finance Department
- For purchases between \$5,000-\$10,000, the approval will go to the RVP and Finance Department
- For purchases between \$10,000-\$25,000, the approval will go to the RVP and Finance Department
- For purchases greater than \$25,000-\$5,000, the approval will go to the RVP and Finance Department

For large purchases and contracts, the school may also solicit a request for proposal to determine the best vendor to suit the school's needs.

**Q243. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.**



It is crucial to provide a delicate balance between a modest budget that is fiscally responsible with state funding, as well as investing enough money in the educational program, all without forcing the school to experience a deficit. Cape View Leadership Academy accomplishes this while also ensuring the budget is in alignment with the mission, curricular offering, transportation plans and facility needs in the following ways:

1. Mission: the budget ensures that teachers will receive appropriate professional development to ensure academic excellence and a commitment to leadership.
2. Curricular Offerings: Teachers will be trained in leadership-building exercises and CTE focused lessons. The school will offer the best and most innovative instructional tools, including curriculum, to execute the mission and vision. The school will ensure teachers have or are able to obtain certifications in CTE and relevant fields. The school will allocate money for modern tools and equipment, including laptops for all students, Prometheum boards, lab materials, etc.
3. Transportation: The school will create measures that increase access for all students, including purchasing or leasing buses to ensure students have access to transportation.
4. Facility needs are provided for in the lease, upkeep and maintenance of the building to ensure that students are housed in a facility that is up to code with a current educational certificate of occupancy.

**Q244. What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.**

Cape View Leadership Academy is setting a goal of 17% as the target general fund balance which equates to 2 months cash on hand. The school board will oversee and approve budgets annually to provide financial oversight and build a general fund balance.

**Q245. Provide a description of proposed financing structure. Include financing of facilities, other asset financing, and leases.**

No financing structure is required for the school. The school will lease a building using general fund revenues.

**Q246. Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends.**

The building and basic furniture will be provided by the landlord. Copiers will be financed (industry standard). All other assets will be owned by the school.



### 13.3. Financial Compliance

**Q247. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate record keeping?**

Sound financial management and oversight are critical functions and responsibilities of the Cape View Leadership Academy Board. Per North Carolina Public School Accounting practices and the oversight of the School Board, ACCEL Schools will track the school financials, and the accounting system will be organized and operated on a Fund Basis under the Modified Accrual Accounting method. Proprietary and Non-Expendable Trust Funds will be reported under the Full Accrual Basis of Accounting. The school will undergo an annual audit by an independent auditor.

**Q248. Provide any known or possible related party transactions (relationship, description of transaction, and estimated dollars involved).**

There are no known related party transactions.



**Q249. Provide the name of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. Include the complete mailing address, telephone number, and fax number. If a firm has yet to be identified, please list the firms the board has investigated.**

The school will receive an annual independent financial audit from a qualified auditing firm. The board's legal counsel, Matthew Tilley, has recommended Darrell L. Keller, CPA. His information follows.

PO Box 1028 105 South City St. Kings Mountain, NC 28086

OFFICE: 704.739.0771

CELL: 704.747.5001

FAX: 704.739.6122

The auditor will perform the audit in accordance with Generally Accepted Accounting Principles (GAAP), Generally Accepted Auditing Standards (GAAS) and Government Auditing Standards to determine whether the financial statements fairly present the financial position of the school, whether internal controls over financial reporting have been appropriately designed and implemented, and whether the school has complied with applicable laws and regulations.

### 13.4. Certify

**Q249. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.**

- Yes
- No

**Q250. Explanation (optional):**





## 14. Other Forms

Q252. Sign the attached Charter School Required Signature Certification document and upload it as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 2

### Resources


2025 Charter School ...

### Applicant Evidence :


CVLA Required Signa...

Uploaded on **4/23/2025**  
by **Traci Esposito**



## 15. Third-party Application Preparation

Q253. Was this application prepared with the assistance of a third-party person or group?

Yes

No

Q254. Give the name of the third-party person or group:

ACCEL Schools

Q255. Fees provided to the third-party person or group:

There are no fees provided to ACCEL for the completion of this application.



## 16. Application Fee

Pursuant to G.S. 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by **April 26, 2024, at 5:00 pm EDT** for Fast Track and Accelerated applications, and **April 26, 2024, at 5:00 pm EDT** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash nor credit cards are accepted.

**Q256.\*Application Note: The applicant must mail the certified check or money order along with the Application Fee Payment Form (see the resources to download Payment Form) before or on the due date of April 26, 2024, at 5:00 pm EDT.**

Payments should be made payable to the North Carolina Department of Public Instruction: North Carolina Department of Public Instruction Office of Charter Schools  
6307 Mail Service Center Raleigh, NC 27699-6307

I understand

### Resources


2025 Payment Form....



## 17. Signature page

Q257. Fill out the attached resource and get it signed and notarized. Then upload as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

### Resources



### Applicant Evidence :



Uploaded on **4/23/2025**  
by **Traci Esposito**

Q258. Board chair, please digitally sign your application here.

Signature

Final Status



Reject     Approve

**Approver Comments**



Cape View Leadership Academy

Appendix **K**

**Articles of Incorporation**



# NORTH CAROLINA

## Department of the Secretary of State

**To all whom these presents shall come, Greetings:**

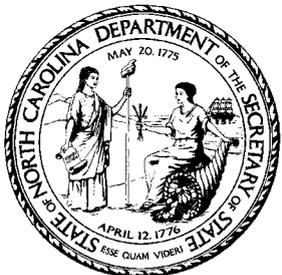
I, ELAINE F. MARSHALL, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

### ARTICLES OF INCORPORATION

OF

**CAPE VIEW LEADERSHIP ACADEMY, INC.**

the original of which was filed in this office on the 17th day of April, 2025.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 17th day of April, 2025.

*Elaine F. Marshall*

Secretary of State

**ARTICLES OF INCORPORATION  
OF  
CAPE VIEW LEADERSHIP ACADEMY, INC.**

**A NON-PROFIT CORPORATION**

The undersigned, being eighteen years of age or older, does make and acknowledge these Articles of Incorporation for the purpose of forming a corporation under and by virtue of the North Carolina Nonprofit Corporation Act, as provided in Chapter 55A of the General Statutes of North Carolina:

**ARTICLE I**

The name of the corporation is CAPE VIEW LEADERSHIP ACADEMY, INC.

**ARTICLE II**

The period of duration of the Corporation shall be perpetual.

**ARTICLE III**

The corporation is a "charitable or religious corporation" as defined in N.C. Gen. Stat. § 55A-1-40(4).

**ARTICLE IV**

The street address and county of the initial registered office of the corporation is 807 S. Topsail Dr., Surf City, Pender County 28445. The name of the initial registered agent of the corporation at such address is Justin May. The mailing address of the initial registered office of the Company is 807 S. Topsail Dr., Surf City, Pender County 28445.

**ARTICLE V**

The street address and mailing address and county of the initial principal office of the corporation is 807 S. Topsail Dr., Surf City, Pender County 28445.

**ARTICLE VI**

The name of the incorporator is: Matthew F. Tilley. The address of the incorporator is 301 S. College Street; Suite 3500, Charlotte, Mecklenburg County, North Carolina 28203.

**ARTICLE VII**

The corporation shall have no members.

## ARTICLE VIII

No part of the net earnings of the corporation shall be distributable to or inure to the benefit of its officers or Directors or any private person, except that the corporation shall be authorized to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of its exempt purposes. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation (except to the extent permitted by Section 501(h) of the Internal Revenue Code (the "Code")), and the corporation shall not participate or intervene in any political campaign on behalf of any candidate for public office, including the publication or distribution of statements. Notwithstanding any other provision hereof, the corporation shall not carry on any other activities not permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Code or to which contributions are deductible under Section 170(c)(2) of the Code.

## ARTICLE IX

The purposes for which the corporation is organized are:

- a. The corporation is organized for the purpose of operating a public charter school in the State of North Carolina pursuant to N.C. Gen. Stat. § 115C-238.29A *et seq.*
- b. The Corporation is also organized for the purpose of applying for, establishing, and operating a public charter school providing education to school-aged children.
- c. The purposes for which the corporation is organized are exclusively religious, charitable, scientific, literary or educational within the meaning of Section 501(c)(3) of the Code or the corresponding provisions of any future United States Internal Revenue laws. Notwithstanding any other provisions of these Articles, the corporation shall not carry on any activities not permitted to be carried on by an organization exempt from Federal income tax under Section 501(c)(3) of the Code or the corresponding provision of any future United States Internal Revenue Code.

## ARTICLE X

The Board of Directors of the Corporation shall consist of those persons as may be elected to the Board of Directors from time to time in accordance with the provisions of the bylaws of the Corporation. Subject to the terms of the bylaws, the Board of Directors alone shall have the authority to adopt and amend the bylaws, approve budgets, and govern and conduct the affairs of the Corporation. 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 XI

To the full extent from time to time permitted by law, no person who is serving or who has served as a Director of the corporation shall be personally liable for any action for monetary

damages for breach of his or her duty as a Director, whether such action is brought by or in the right of the corporation or otherwise. Neither the amendment or repeal of this Article, nor the adoption of any provision of these Articles of Incorporation inconsistent with this Article, shall eliminate or reduce the protection afforded by this Article to a Director of the corporation with respect to any matter which occurred, or any cause of action, suit or claim which but for this Article would have accrued or risen, prior to such amendment, repeal or adoption.

## **ARTICLE XII**

Upon the dissolution of the corporation, the Board of Directors of the corporation shall, after paying or making provision of the payment of all of the liabilities of the corporation, dispose of all of the assets of the Corporation exclusively for charitable, educational, religious, literary, or scientific purposes as shall at the time qualify as exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, as the Board of Directors shall determine. Any such assets not so disposed shall be disposed of by the Clerk of the Superior Court of Wake County, North Carolina, exclusively for such purposes or to such organization or organizations, as the said Clerk shall determine, which are organized and operated exclusively for such purposes.

## **ARTICLE XIII**

If the corporation is deemed by the Internal Revenue Service to be a "private foundation" within the meaning of Section 509(a) of the Code, it shall comply with the provisions of the following paragraphs:

- a. The corporation shall distribute such amounts of income or principal or both for each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942 of the Code.
- b. The corporation shall not engage in any act of self-dealing as defined in Section 4941(d) of the Code.
- c. The corporation shall not retain any excess business holdings as defined in Section 4943(c) of the Code.
- d. The corporation shall not make any investments in such manner as to subject it to tax under Section 4944 of the Code.
- e. The corporation shall not make any taxable expenditures as defined in Section 4945(d) of the Code.

## **ARTICLE XIV**

These Articles of Incorporation shall become effective upon filing.

[Signature on the following page.]

These Articles of Incorporation are hereby signed by the incorporator on the 17th day of April, 2025

  
Matthew F. Tilley

## CAPE VIEW LEADERSHIP ACADEMY, INC.

### CONFLICT OF INTEREST POLICY

The purpose of the Conflict of Interest Policy is to protect the interests of the Cape View Leadership Academy, Inc. (the “Corporation”) when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation. This policy is intended to supplement but not replace any state laws governing conflicts of interest applicable to nonprofit, public and charitable corporations in the State of North Carolina. (N.C. Gen. Stat. § 55A-8-31; 115C-218.15).

#### **A. Definitions**

##### *1. Interested Person*

Any director, officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

##### *2. Financial Interest*

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership interest or investment in any entity with which the Corporation has a transaction or arrangement, or
- b. A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature. Family shall mean parents and children of such interested person.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 3, a person who has a financial interest may have a conflict of interest only if the appropriate board or committee decides that a conflict of interest exists. Financial interests shall not include an interest in a publicly traded company.

#### **B. Procedures**

##### *1. Duty to Disclose*

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of his or her financial interest and must be given the opportunity to disclose all material facts to the directors and/or members of committees with board delegated powers considering the proposed transaction or arrangement.

##### *2. Recusal of Self*

Any director may recuse himself or herself at any time from involvement in any decision

or discussion in which the director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.

3. *Determining Whether a Conflict of Interest Exists*

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

4. *Procedures for Addressing the Conflict of Interest*

- a. An interested person may make a presentation at the board or committee meeting, but after such presentation, he or she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest.
- b. After exercising due diligence, the board or committee shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- c. If a more advantageous transaction or arrangement is not reasonably possible under circumstances that would not give rise to a conflict of interest, the board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interests and whether the transaction is fair and reasonable to the Corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

5. *Disqualification.*

A person shall not be disqualified from serving on the Board of Directors because of the existence of a conflict of interest so long as the person's actions comply with this Policy and applicable law.

6. *Employees of Outside Vendors.*

No employee of the charter school or employee of a for-profit company that provides substantial services to the charter school for a fee, shall be a voting member of the Board of Directors.

7. *Violations of the Conflict of Interest Policy*

- a. If the board or committee has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as may be warranted by the circumstances, the board or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action, up to and including removal of the member from the Board of Directors.

### **C. Records of Proceedings**

The minutes of the board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of all votes taken in connection therewith.

### **D. Compensation and Benefits**

It is the strict policy of the Corporation that all directors, officers and members of committees with board delegated powers shall serve without compensation of any kind. Further, no director, officer or member of a committee with board delegated powers shall solicit or accept anything of value, including a gift, loan, reward, promise of future employment, favor or service, based on any understanding that the vote, official action or judgment of the director, officer or member of a committee with board delegated powers would be influenced thereby.

### **E. Nepotism**

To further protect the interests of the Corporation, the Board of Directors establishes the following provisions to avoid nepotism:

- a. No employee of the charter school shall be immediate family (as defined in G.S. 115C- 12.2) to any member of the board or to a charter school employee with supervisory authority unless such proposed employment is disclosed to the board of directors and approved by the board in a duly called open session meeting. The burden of disclosure of such a conflict of interest shall be on the applicable board member or employee with supervisory authority.
- b. No teacher or staff member that is immediate family of the chief administrator shall be hired without the board evaluating their credentials, establishing a structure to prevent conflicts of interest, and notifying the Department of Public Instruction, with evidence, that this process has occurred.

**F. Annual Statements**

Each director, officer and member of a committee with board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflict of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the Corporation is a charitable organization and that in order to maintain its federal tax-exempt status it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

**CAPE VIEW LEADERSHIP ACADEMY, INC.**

**CONFLICT OF INTEREST  
ANNUAL STATEMENT**

The undersigned, being a director, officer or member of a committee with governing board delegated powers, hereby affirms the following:

1. I have received a copy of the Conflict of Interest Policy,
2. I have read and understand the Conflict of Interest Policy,
3. I agree to comply with the Conflict of Interest Policy, and
4. I understand that the North Carolina Charter Educational Foundation, Inc. is a charitable organization and that in order to maintain its federal tax-exempt status, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Signed this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Print Name

CONSENT TO ACTION  
OF  
INCORPORATOR  
OF  
CAPE VIEW LEADERSHIP ACADEMY, INC.

The undersigned, being the sole incorporator of CAPE VIEW LEADERSHIP ACADEMY, INC., a North Carolina non-profit corporation (the “Corporation”), hereby adopts the following resolution by executing this formal written Consent to Action, to have the same force and effect as if taken at a duly called and constituted meeting:

RESOLVED, that the following persons are hereby elected to serve as the initial members of the Board of Directors of the Corporation until the expiration of their terms, as set forth in the bylaws of the corporation, and thereafter until their successors are duly elected and qualified:

*Terms Ending June 30, 2026*

Christine Isbell  
Justin May

*Terms Ending June 30, 2027*

Hila Isbell  
Katie Fluke

*Terms Ending June 30, 2028*

Fidel Forde

This action is effective as of the \_\_\_\_ day of April, 2025.

---

Matthew F. Tilley, Incorporator

CONSENT TO ACTION  
FORMAL ORGANIZATION OF CORPORATION  
BOARD OF DIRECTORS  
CAPE VIEW LEADERSHIP ACADEMY, INC.

Effective as of April \_\_, 2021

The undersigned, being the members of the initial Board of Directors of CAPE VIEW LEADERSHIP ACADEMY, INC., a North Carolina non-profit corporation (hereinafter called the Corporation), in order to perfect the formal organization of the Corporation, do hereby recite and record the following events, and do hereby take the actions and adopt the resolutions hereinafter set forth, on behalf of the Corporation, by signing this formal written Consent to Action:

1. The Articles of Incorporation of the Corporation were filed in the office of the Secretary of State of the State of North Carolina on \_\_\_\_\_. The said Articles of Incorporation are hereby formally accepted on behalf of the Corporation, and a certified copy of them shall be inserted in the minute book of the Corporation, preceding this Consent to Action, as a part of the permanent records of the Corporation.

2. A form of bylaws has been developed for the regulation and management of the affairs of the Corporation, and the said bylaws are hereby formally adopted on behalf of the Corporation. A copy of the said bylaws as hereby adopted shall also be inserted in the minute book of the Corporation, immediately following the Articles of Incorporation, as a part of the permanent records of the Corporation.

3. The officers of the Corporation, each of whom shall serve until the next annual meeting of this Board of Directors and thereafter until his or her successor has been duly elected and qualified in accordance with the bylaws of the Corporation, shall be as follows:

<u>Name</u>	<u>Office</u>
Christine Isbell	Chairman
Justin May	Vice Chair
Hilal Isbell	Treasurer
Katie Fluke	Secretary

4. Effective as of the date of this Consent, the Corporation shall formally and on its own behalf commence to carry out the charitable purposes for which it was created; and the officers of the Corporation are hereby authorized, empowered, and directed to effectuate and to implement the actions authorized by this Consent to Action, and in connection therewith to take any other or further steps deemed appropriate for the operation of the Corporation.

5. A Conflicts of Interest Policy has been developed in connection with the regulation and management of the affairs of the Corporation, and the said Conflicts of Interest Policy is hereby formally adopted on behalf of the Corporation.

6. The proper officers of the Corporation, acting for the Corporation, are authorized to take any and all actions deemed necessary and advisable to apply for recognition of exemption from tax of the Corporation under Section 501(c)(3) of the Internal Revenue Code and under Sections 105-125 and 105-130.11(3) of the North Carolina General Statutes.

7. The Corporation hereby appoints Womble Bond Dickinson (US) LLP as its legal counsel.

8. The Corporation hereby appoints \_\_\_\_\_ as its independent audit firm.

9. The Corporation hereby authorizes the filing of a charter application with the North Carolina Department of Public Instruction and hereby authorizes the proper officers of the Corporation to take any and all action he or she deems necessary in connection with the filing of such application.

10. This Consent may be executed in one or more counterparts, each of which shall constitute an original, but all of which when taken together shall constitute but one and the same instrument.

[SIGNATURES ON FOLLOWING PAGE]

This action is effective as of the day and year first above written.

---

Justin May, Director

---

Christine Isbell, Director

---

Hilal Isbell, Director

---

Katie Fluke, Director

---

Fidel Forde, Director

CONSENT TO ACTION  
FORMAL ORGANIZATION OF CORPORATION  
BOARD OF DIRECTORS  
CAPE VIEW LEADERSHIP ACADEMY, INC.

Effective as of April 18, 2021

The undersigned, being the members of the initial Board of Directors of CAPE VIEW LEADERSHIP ACADEMY, INC., a North Carolina non-profit corporation (hereinafter called the Corporation), in order to perfect the formal organization of the Corporation, do hereby recite and record the following events, and do hereby take the actions and adopt the resolutions hereinafter set forth, on behalf of the Corporation, by signing this formal written Consent to Action:

1. The Articles of Incorporation of the Corporation were filed in the office of the Secretary of State of the State of North Carolina on April 17, 2025. The said Articles of Incorporation are hereby formally accepted on behalf of the Corporation, and a certified copy of them shall be inserted in the minute book of the Corporation, preceding this Consent to Action, as a part of the permanent records of the Corporation.

2. A form of bylaws has been developed for the regulation and management of the affairs of the Corporation, and the said bylaws are hereby formally adopted on behalf of the Corporation. A copy of the said bylaws as hereby adopted shall also be inserted in the minute book of the Corporation, immediately following the Articles of Incorporation, as a part of the permanent records of the Corporation.

3. The officers of the Corporation, each of whom shall serve until the next annual meeting of this Board of Directors and thereafter until his or her successor has been duly elected and qualified in accordance with the bylaws of the Corporation, shall be as follows:

<u>Name</u>	<u>Office</u>
Christine Isbell	Chairman
Justin May	Vice Chair
Hilal Isbell	Treasurer
Katie Fluke	Secretary

4. Effective as of the date of this Consent, the Corporation shall formally and on its own behalf commence to carry out the charitable purposes for which it was created; and the officers of the Corporation are hereby authorized, empowered, and directed to effectuate and to implement the actions authorized by this Consent to Action, and in connection therewith to take any other or further steps deemed appropriate for the operation of the Corporation.

5. A Conflicts of Interest Policy has been developed in connection with the regulation and management of the affairs of the Corporation, and the said Conflicts of Interest Policy is hereby formally adopted on behalf of the Corporation.

6. The proper officers of the Corporation, acting for the Corporation, are authorized to take any and all actions deemed necessary and advisable to apply for recognition of exemption from tax of the Corporation under Section 501(c)(3) of the Internal Revenue Code and under Sections 105-125 and 105-130.11(3) of the North Carolina General Statutes.

7. The Corporation hereby appoints Womble Bond Dickinson (US) LLP as its legal counsel.

8. The Corporation hereby appoints Darrell L. Keller, CPA, PA, as its independent audit firm.

9. The Corporation hereby authorizes the filing of a charter application with the North Carolina Department of Public Instruction and hereby authorizes the proper officers of the Corporation to take any and all action he or she deems necessary in connection with the filing of such application.

10. This Consent may be executed in one or more counterparts, each of which shall constitute an original, but all of which when taken together shall constitute but one and the same instrument.

[SIGNATURES ON FOLLOWING PAGE]

This action is effective as of the day and year first above written.

Signed by:

*Justin W. May*

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Justin May, Director

DocuSigned by:

*Christine Isbell*

394C5FF1E232144

Christine Isbell, Director

DocuSigned by:

*Hilal Isbell*

10A9E7ABFCD142A

Hilal Isbell, Director

Signed by:

*Katie Fluke*

0701FD62496E4CA

Katie Fluke, Director

Signed by:

*Fidel Forde*

CE170114F22B43F

Fidel Forde, Director

**BYLAWS  
OF  
CAPE VIEW LEADERSHIP ACADEMY, INC.**

ARTICLE I — NAME

The name of the corporation shall be CAPE VIEW LEADERSHIP ACADEMY, INC. (the “Corporation”).

ARTICLE II — PURPOSES

The purposes for which the Corporation is organized are:

(A) The Corporation is organized for the purpose of operating a public charter school in the State of North Carolina pursuant to N.C. Gen. Stat. §115C-238.29A *et seq.*;

(B) The Corporation is also organized for the purpose of applying for, establishing, and operating a public charter school pursuant to the North Carolina Charter School Act., N.C. Gen. Stat. § 115C-218, *et seq.*

(C) The purposes for which the Corporation is organized are exclusively religious, charitable, scientific, literary or educational within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future United States Internal Revenue laws (the “Code”). The Corporation shall not carry on any activities not permitted to be carried on by an organization exempt from Federal income tax under Section 501(c)(3) of the Code or the corresponding provision of any future United States Internal Revenue Code.

ARTICLE III — OFFICES

Section 1. Principal Office. The principal office of the Corporation shall be initially located at 807 S. Topsail Dr., Surf City, Pender County 28445, but may be relocated to such other principal office address as the Board of Directors may from time to time determine.

Section 2. Registered Office. The registered office of the Corporation may be the same as the principal office of the Corporation; provided, however, the Corporation’s registered office shall be located in the State of North Carolina, and shall be the business office of the registered agent.

Section 3. Other Offices. The Corporation may have offices at such other places, either within or without the State of North Carolina as the Board of Directors may from time to time determine.

ARTICLE IV — BOARD OF DIRECTORS

Section 1. General Powers. The business, property and affairs of the Corporation shall be managed under the direction of the Corporation’s Board of Directors (the “Board”) in

accordance with the provisions of the Corporation's Articles of Incorporation (the "Articles"), these Bylaws (the "Bylaws"), and applicable law.

Section 2. Method of Selection, Number and Election of Directors. The number of Directors on the Board (the "Directors") shall not be less than five. At any annual meeting, the Directors may fix the number of Directors to be elected at the meeting by resolution. In the absence of such a resolution, the number of Directors elected at the meeting, plus the number of Directors continuing in office, shall constitute the number of Directors of the Corporation until the next annual meeting, unless the number is thereafter changed by action of the Board or unless a vacancy occurs and a majority of the remaining Directors elects not to fill such vacancy. Directors shall be elected at any annual or special meeting of the Board by a vote of a majority of the Directors then in office. The election of Directors shall be a part of the order of business of each annual meeting of the Board. The initial Director(s) shall be appointed by the incorporator of the Corporation and shall thereafter be appointed as provided in this Section 2.

Section 3. Terms. The initial Board of Directors shall be divided into three classes, as nearly equal in number as may be, to serve in the first instance for terms of one (1), two (2) and three (3) years, respectively, and until their successors shall be elected and shall qualify, and thereafter the successors in each class of Directors shall be elected to serve for terms of three (3) years and until their successors shall be elected and shall qualify. In the event of any increase or decrease in the number of Directors, the additional or eliminated directorships shall be so classified or chosen that all classes of Directors shall remain or become equal in number, as nearly as can be. In the event of the death, resignation, retirement, removal or disqualification of a Director during the elected term of office, the Director's successor shall be elected to serve only until the expiration of the term of the predecessor. Directors may be reelected with no limit on the number of terms.

Section 4. Director Qualifications. A Director shall be willing and able to make decisions as a member of the Board in the best interests of the Corporation and shall submit on an annual basis a conflict of interest disclosure as prescribed by the Board.

Section 5. Removal. A Director may be removed by the Board with or without cause by a resolution duly adopted by a majority vote of the number of Directors in office.

Section 6. Resignation. A Director may resign at any time by providing written notice to the Chairman (or if the Chairman is resigning, or if the Chairmanship is vacant, then to the next highest-ranking Officer). The resignation shall be effective when communicated unless the notice specifies a later effective date or subsequent event upon which it will become effective.

Section 7. Board Vacancies. A vacancy in the Board may be filled by the remaining members of the Board as provided in Section 2 of this Article. An individual appointed to fill a vacancy other than by expiration of a term shall be appointed for the unexpired term of the vacating Director.

Section 8. Compensation. A Director shall serve as a volunteer without compensation. By resolution of the Board, Directors may be reimbursed for their reasonable expenses incident to their duties in accordance with applicable law.

## ARTICLE V — MEETINGS OF DIRECTORS

Section 1. Annual Meeting. The Board shall hold an annual meeting for the purpose of electing Directors and officers of the Corporation and the transaction of such other business as may be properly brought before the Board. If the annual meeting is not held as designated by these Bylaws, a substitute annual meeting may be called by or at the request of the Board, and such meeting shall be designated and treated for all purposes as the annual meeting. The Board may set a schedule of the time and place for the holding of regular meetings.

Section 2. Special Meeting. Special meetings of the Board may be called by or at the request of the Chairman or any two (2) Directors.

Section 3. Open Meetings and Public Records Laws. In the event the Corporation is awarded a charter to operate a public charter school, all meetings following the approval of the charter application shall be held in compliance with Article 33C of Chapter 143 (Open Meetings) of the North Carolina General Statutes as modified by Chapter 166A of the North Carolina General Statutes, and Chapter 132 of the North Carolina General Statutes.

Section 4. Place of Meetings. Meetings of the Board may be held at the principal office of the Corporation or at such other place, either within or without the State of North Carolina, or remotely in accordance with Section 19 of Chapter 166A of the North Carolina General Statutes, as shall either: (a) be designated in the notice of the meeting; or (b) be agreed upon at or before the meeting by a majority of the Directors then in office.

Section 5. Notice of Meetings; Waiver. Subject to the requirements Article 33C of Chapter 143 (Open Meetings) of the North Carolina General Statutes as modified by Chapter 166A of the North Carolina General Statutes, the Secretary or other person or persons calling a regular meeting for which notice is required shall give notice by any usual means of communication at least seven (7) days before the meeting, provided that with respect to special meetings, only forty-eight (48) hours advance notice is required, and provided further emergency meetings may be held immediately after notice to all Board members. Unless otherwise indicated in the notice, any and all business may be transacted at a meeting of the Board. A Director may waive notice of any meeting by written statement, facsimile or electronic mail sent by the Director, signed before or after the holding of the meeting. The attendance of a Director at a meeting constitutes a waiver of notice of such meeting, except where the Director attends the meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Section 6. Manner of Acting. The act of the majority of the Directors then in office at a properly noticed and conducted meeting shall be the act of the Board, except as otherwise provided by law.

Section 7. Meeting by Telephone Conference, Video Conference or Other Method Simultaneous Communications. Any one or more Directors or members of a committee may participate in a meeting of the Board of committee by means of a telephone conference, video conference or similar methods of simultaneous communications which allows all Directors participating in the meeting to simultaneously hear each other during the meeting, and such participation in a meeting shall be deemed presence in person at such meeting. If the Board holds a meeting by use of telephone conference or video conference, it shall provide a location and means

whereby members of the public may listen to the meeting, and the notice of the meeting shall be provided as required by Article 33C of Chapter 143 (Open Meetings) of the North Carolina General Statutes as modified by Chapter 166A of the North Carolina General Statutes.

## ARTICLE VI — COMMITTEES

Section 1. Committee Authority. The Board, by resolution, may designate one or more committees. Each committee shall consist of one or more Directors elected by the Board and shall have such powers as may be delegated by the Board, except that no committee may: (i) authorize distributions to or for the benefit of Directors or officers; (ii) approve dissolution, merger or the sale, pledge or transfer of all or substantially all of the Corporation's assets; (iii) elect, appoint or remove Directors, or fill vacancies on the Board or on any of its committees, (iv) elect officers, (v) adopt, amend, or repeal the Articles or Bylaws, or (vi) take any action the Board cannot lawfully delegate under the Articles, Bylaws or applicable law.

Section 2. Committee Conduct. Each committee shall fix its own rules governing the conduct of its activities and shall make such reports to the Board of its activities as the Board may request. The provisions in Article V, Sections 3 through 7 applicable to meetings of the Board shall apply to meetings of committees.

## ARTICLE VII — OFFICERS OF THE BOARD

Section 1. Number and Titles. The officers of the Board (the "Officers" or the "Officer") shall be a Chairman, Vice Chairman, Secretary, and Treasurer. The Board may also elect one or more Assistant Treasurers and one or more Assistant Secretaries and such other Officers as it shall deem necessary. Except as otherwise provided in these Bylaws, the additional Officers shall have the authority and perform the duties as from time to time may be prescribed by the Board. Any two or more offices may be held by the same individual, but no Officer may act in more than one capacity where action of two or more Officers is required.

Section 2. Election and Term of Office. The Officers shall be elected by the Board at the annual meeting. If the election of Officers is not held at the annual meeting, the election shall be held as soon thereafter as may be convenient. Each Officer shall hold office until the next annual meeting and until a successor is elected and qualifies.

Section 3. Removal. Any Officer elected or appointed by the Board may be removed at any time by the Board with or without cause.

Section 4. Resignation. An Officer may resign at any time by providing written notice to the Chairman (or if the Chairman is resigning or if the Chairman's office is vacant, then to the Officer holding the next highest office). The resignation shall be effective when it is communicated unless it specifies in writing a later effective date.

Section 5. Vacancies. A vacancy in any office shall be filled by the Board for the unexpired portion of the term.

Section 6. Chairman. The Chairman shall be a member of the Board and shall preside at all meetings of the Board. The Chairman may sign, with any other proper Officer, instruments which may be lawfully executed on behalf of the Corporation, except where required or permitted by law to be otherwise signed and executed, and except where the signing and execution shall be delegated by the Board to some other Officer. The Chairman shall, in general, perform all duties incident to the office of Chairman as may be prescribed by the Board from time to time.

Section 7. Vice Chairman. The Vice Chairman shall be a member of the Board and shall exercise the powers of the Chairman during that Officer's absence or inability to act. Any action taken by a Vice Chairman in the performance of the duties of the Chairman shall be presumptive evidence of the absence or inability to act of the Chairman at the time the action was taken. The Vice Chairman shall have such powers and perform such other duties as from time to time may be assigned to the Vice Chairman by the Chairman or by the Board.

Section 8. Secretary. The Secretary shall be a member of the Board and shall be responsible for: (a) keeping the minutes of the Board meetings; and (b) seeing that all notices are duly given in accordance with the provisions of these Bylaws or as required by law. The Secretary shall have general charge of the corporate books and records. The Secretary shall sign such instruments as may require the signature of the Secretary and in general shall perform all duties incident to the office of Secretary and other duties as from time to time may be assigned to the Secretary by the Chairman or the Board.

Section 9. Treasurer. The Treasurer shall be a member of the Board and shall: (a) have charge and custody of and be responsible for all funds and securities of the School; (b) keep accurate books and records of receipts and disbursements; (c) deposit all moneys and securities received by the Corporation in such banks, trust companies or other depositories as shall be selected by the Board; and (d) see that all required corporate filings are made. The Treasurer shall, in general, perform all duties incident to the office of Treasurer and such other duties as from time to time may be assigned to the Treasurer by the Chairman or by the Board.

Section 10. Assistant Secretaries. Each Assistant Secretary shall have such powers and perform such duties as may be assigned by the Board, and the Assistant Secretaries shall exercise the powers of the Secretary during that Officer's absence or inability to act.

Section 11. Assistant Treasurers. Each Assistant Treasurer shall have such powers and perform such duties as may be assigned by the Board, and the Assistant Treasurers shall exercise the powers of the Treasurer during that Officer's absence or inability to act.

Section 12. Compensation. Officers, who are Directors, may not be compensated for their services as Officers. By resolution of the Board, Officers may be reimbursed for reasonable expenses incident to their duties in accordance with applicable law.

#### ARTICLE VIII — CONTRACTS, LOANS, CHECKS AND DEPOSITS; SPECIAL CORPORATE ACTS; GENERAL PROVISIONS

Section 1. Contracts. The Board may authorize any one or more Officers to enter into any contract, or other instrument on behalf of the Corporation. Such authority may be general or confined to specific instances. When the 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 Chairman or Vice Chairman, and the Secretary or Treasurer may execute the same.

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 Board.

Section 3. Checks, Drafts, Orders for Payment. 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 of the Corporation as shall from time to time be determined by resolution of the Board.

Section 4. Deposits. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may select.

Section 5. Voting of Gifted, Bequested or Transferred Securities Owned by the Corporation. Subject to the specific directions of the Board, any shares or other securities issued by any other corporation and owned or controlled by the Corporation may be voted at any meeting of security holders of such other corporation by the Chairman or by proxy appointed by the Chairman.

Section 6. Conflict of Interest. A Director shall inform the Board of any direct or indirect conflict of interest which the Director has with regard to any transaction contemplated by the Board (a "Conflict of Interest"). A Conflict of Interest shall exist in Board actions including, but not be limited to, actions concerning a transaction in which the Director: (a) has a material financial interest; or (b) is presently serving as a director, trustee, officer, or general partner of another party. Pursuant to the provisions of Section 55A-8-31 of the General Statutes of North Carolina, the Director with a Conflict of Interest may participate in the discussion, but may not vote on the transaction. The transaction is authorized, approved, or ratified by the vote of a majority of the Directors in office who have no Conflict of Interest (which must be more than one Director) and when a majority of Directors who have no Conflict of Interest so vote, a quorum is deemed to be present at the meeting for purposes of that vote.

Section 7. Contracts Between the Corporation and Related Persons. The Corporation may not enter into a contract with a related person to the extent such contract and any transfers in connection therewith might cause or imply private benefit under the relevant sections of the Code, and applicable provisions of state ethical requirements for local government officials.

## ARTICLE IX— INDEMNIFICATION

It shall be the policy of the Corporation to indemnify to the maximum extent permitted by Chapter 55A of the General Statutes of North Carolina each person who is or was a Director, Officer or member of a committee of the Board and each person who serves or has served at the request of the School as a trustee, Director, Officer, partner, employee of any other corporation, partnership, joint venture, trust or other enterprise. 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/her status as such, whether or not the Corporation

would have power to indemnify such person against such liability under the preceding sentence. The Corporation may, to the extent authorized from time to time by the Board, grant rights to indemnification to any employee of the Corporation. Notwithstanding any provision of this Article to the contrary, the Corporation shall not indemnify any person described in this Article if: (a) such indemnification would jeopardize the Corporation's tax-exempt status under Code Section 501(c)(3); or (b) the Corporation is determined to be a private foundation for federal income tax purposes, and such indemnification would cause the imposition of the federal excise tax for self-dealing under Code Section 4941 or for making a taxable expenditure under Code Section 4945. The Corporation may advance expenses in connection with any proceeding to such person in accordance with applicable law. The use of funds of the Corporation for indemnification or for purchase and maintenance of insurance for the benefit of the persons designated in this Article shall be deemed a proper expense of the Corporation.

ARTICLE X — FISCAL YEAR

The fiscal year of the Corporation shall begin on the first day of July in each year and end on the following June 30; provided that the first fiscal year shall begin on the date of incorporation.

ARTICLE XI — DISPOSITION OF ASSETS

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 remaining assets of the Corporation in accordance with the Articles, or if no provision is made in the Articles for the distribution of assets, then to other charitable or governmental entities that are organized to operate as a public charter school in North Carolina, unless otherwise required by applicable law.

ARTICLE XII — NON-DISCRIMINATION

The public charter school operated by the Corporation shall permit students of any race, religion, color, ethnicity, socio-economic status and national origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the charter school.

ARTICLE XIII — AMENDMENTS

These Bylaws may be amended or repealed and new Bylaws may be adopted by the affirmative vote of a majority of the Directors in office at any regular or special meeting of the Board provided, that notice of the meeting shall have been given which states that the purpose or one of the purposes of the meeting is to consider a proposed amendment to the Bylaws and includes a copy or summary of the proposed amendment or states the general nature of the amendment. Such notice may be waived as provided in these Bylaws.

\* \* \* \* \*

## SECRETARY'S CERTIFICATE

This is to certify that the foregoing Bylaws of CAPE VIEW LEADERSHIP ACADEMY, INC. were duly adopted by resolution of the Board effective as of the \_\_\_th day of April, 2025.

IN WITNESS WHEREOF, the undersigned, the duly elected and acting Secretary, has signed this Secretary's Certificate.

4/21/2025

This the \_\_\_\_\_ day of April, 2025.

Signed by:

*Katie Fluke*

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Secretary

## CAPE VIEW LEADERSHIP ACADEMY, INC.

### CONFLICT OF INTEREST POLICY

The purpose of the Conflict of Interest Policy is to protect the interests of the Cape View Leadership Academy, Inc. (the “Corporation”) when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation. This policy is intended to supplement but not replace any state laws governing conflicts of interest applicable to nonprofit, public and charitable corporations in the State of North Carolina. (N.C. Gen. Stat. § 55A-8-31; 115C-218.15).

#### A. Definitions

1. *Interested Person*

Any director, officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. *Financial Interest*

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership interest or investment in any entity with which the Corporation has a transaction or arrangement, or
- b. A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature. Family shall mean parents and children of such interested person.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 3, a person who has a financial interest may have a conflict of interest only if the appropriate board or committee decides that a conflict of interest exists. Financial interests shall not include an interest in a publicly traded company.

#### B. Procedures

1. *Duty to Disclose*

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of his or her financial interest and must be given the opportunity to disclose all material facts to the directors and/or members of committees with board delegated powers considering the proposed transaction or arrangement.

2. *Recusal of Self*

Any director may recuse himself or herself at any time from involvement in any decision

or discussion in which the director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.

3. *Determining Whether a Conflict of Interest Exists*

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

4. *Procedures for Addressing the Conflict of Interest*

- a. An interested person may make a presentation at the board or committee meeting, but after such presentation, he or she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest.
- b. After exercising due diligence, the board or committee shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- c. If a more advantageous transaction or arrangement is not reasonably possible under circumstances that would not give rise to a conflict of interest, the board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interests and whether the transaction is fair and reasonable to the Corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

5. *Disqualification.*

A person shall not be disqualified from serving on the Board of Directors because of the existence of a conflict of interest so long as the person's actions comply with this Policy and applicable law.

6. *Employees of Outside Vendors.*

No employee of the charter school or employee of a for-profit company that provides substantial services to the charter school for a fee, shall be a voting member of the Board of Directors.

7. *Violations of the Conflict of Interest Policy*

- a. If the board or committee has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as may be warranted by the circumstances, the board or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action, up to and including removal of the member from the Board of Directors.

**C. Records of Proceedings**

The minutes of the board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of all votes taken in connection therewith.

**D. Compensation and Benefits**

It is the strict policy of the Corporation that all directors, officers and members of committees with board delegated powers shall serve without compensation of any kind. Further, no director, officer or member of a committee with board delegated powers shall solicit or accept anything of value, including a gift, loan, reward, promise of future employment, favor or service, based on any understanding that the vote, official action or judgment of the director, officer or member of a committee with board delegated powers would be influenced thereby.

**E. Nepotism**

To further protect the interests of the Corporation, the Board of Directors establishes the following provisions to avoid nepotism:

- a. No employee of the charter school shall be immediate family (as defined in G.S. 115C- 12.2) to any member of the board or to a charter school employee with supervisory authority unless such proposed employment is disclosed to the board of directors and approved by the board in a duly called open session meeting. The burden of disclosure of such a conflict of interest shall be on the applicable board member or employee with supervisory authority.
- b. No teacher or staff member that is immediate family of the chief administrator shall be hired without the board evaluating their credentials, establishing a structure to prevent conflicts of interest, and notifying the Department of Public Instruction, with evidence, that this process has occurred.

**F. Annual Statements**

Each director, officer and member of a committee with board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflict of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the Corporation is a charitable organization and that in order to maintain its federal tax-exempt status it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

**CAPE VIEW LEADERSHIP ACADEMY, INC.**

**CONFLICT OF INTEREST**

**ANNUAL STATEMENT**

The undersigned, being a director, officer or member of a committee with governing board delegated powers, hereby affirms the following:

1. I have received a copy of the Conflict of Interest Policy,
2. I have read and understand the Conflict of Interest Policy,
3. I agree to comply with the Conflict of Interest Policy, and
4. I understand that the North Carolina Charter Educational Foundation, Inc. is a charitable organization and that in order to maintain its federal tax-exempt status, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Signed this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Print Name

## Appendix F – Federal Documentation of Tax-Exempt Status

### NOT APPLICABLE

This appendix does not apply to Cape View Leadership Academy. The requirement in statute is that the nonprofit receive tax-exempt status from the IRS within 24 months of final approval. Cape View Leadership Academy is prepared to ensure this timeline is satisfied.

<b>Academic School Year</b>	<b>Grade Levels</b>	<b>Total Projected Student Enrollment</b>
Year 1	K-10	250
Year 2	K-12	275
Year 3	K-12	325
Year 4	K-12	350
Year 5	K-12	350

**Academic  
School Year**

**Grade Levels**

**Total Projected  
Student Enrollment**

Year 1  
Year 2  
Year 3  
Year 4  
Year 5

**Academic  
School Year**

**Grade Levels**

**Total Projected  
Student Enrollment**

Year 1	6-10	298
Year 2	6-11	327
Year 3	6-12	385
Year 4	6-12	414
Year 5	6-12	414

**Academic  
School Year**

**Grade Levels**

**Total Projected  
Student Enrollment**

Year 1  
Year 2  
Year 3  
Year 4  
Year 5

<b>Ethnicity/Race</b>	<b># of Students</b>	<b>Percentage (%)</b>
American Indian or Alaska Native	1	0%
Asian	1	0%
Black or African American	40	16%
Hispanic	48	19%
Native HI or Pacific Islander	1	0%
Two or More Races	12	5%
White	147	59%
<b>EDS Subgroups</b>	47	27%
Economically Disadvantaged Students	118	67%
Students with Disabilities	33	19%
English Language Learners	13	7%
Students Experiencing Homelessness	11	6%



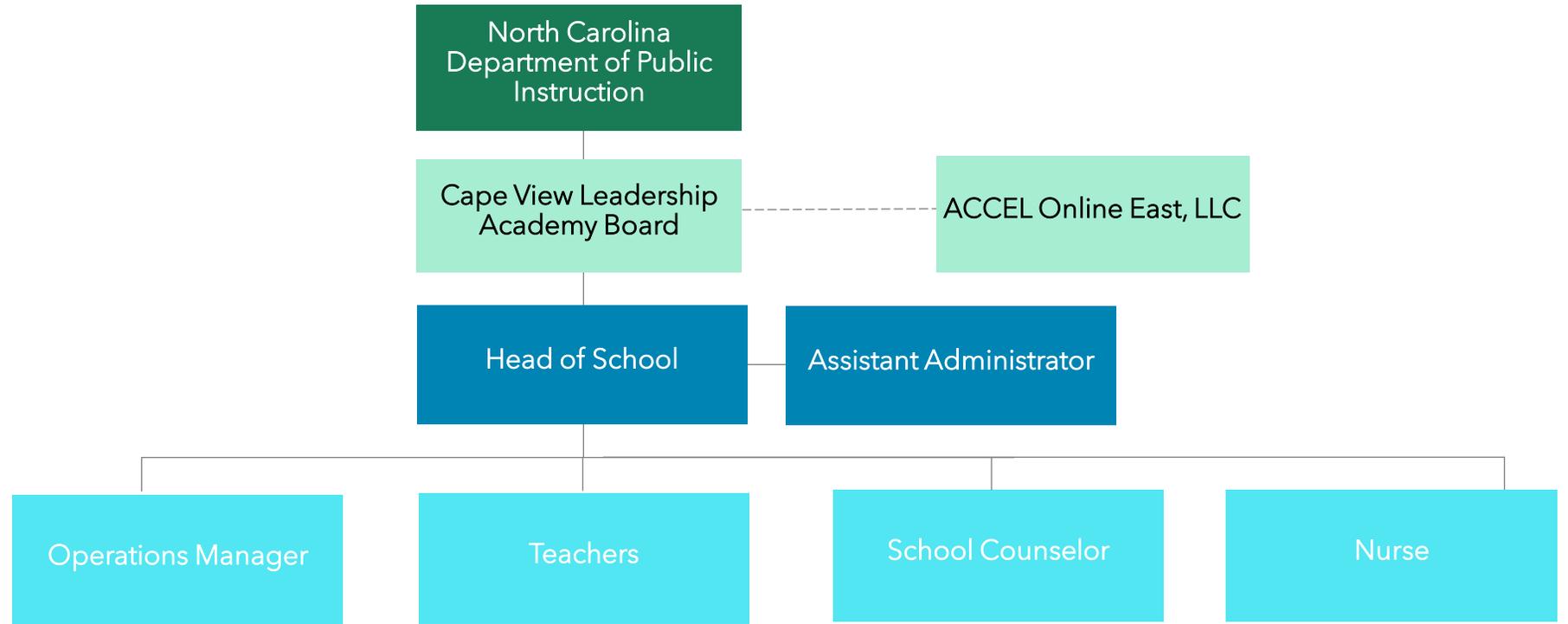
Cape View Leadership Academy

Appendix **G**

## **Organizational Chart**



## Organizational Chart





Cape View Leadership Academy

Appendix **A**

**Evidence of Community Support**



**Evidence of Community Support:  
Parent and Community  
Letters of Recommendation**

\_\_\_\_\_  
Alicia Hawley  
114 Windjammer Dr  
Surf City NC 28445

Dear Charter School Review Board,

As the Councilwoman for Surf City and Pender County Parent, I am excited to learn more about the incredible potential of Cape View Leadership Academy to become a valuable addition to the educational landscape in Pender or Onslow County.

A Career and Technical Education (CTE) school in Pender County is lacking, and Cape View Leadership Academy presents a potential opportunity to enhance educational choices for students. Preparing our youth by providing hands-on, career-focused learning, preparing students for high-demand industries while fostering leadership and professional growth can serve as a beneficial addition to our community.

I support Cape View Leadership Academy's charter application and deeply appreciate your consideration and encouragement in advancing this initiative. This school has the potential to positively impact countless students and families in our community.

Please feel free to contact me at any time if you have any questions or require additional information.

Alicia Hawley  
Surf City Councilwoman  
[alicia@uniquemediadesign.com](mailto:alicia@uniquemediadesign.com)  
(910) 431-2411



Aviation Program  
4500 Blue Clay Road  
Wilmington, NC 28429  
(910) 362-7160  
[Mjbourk797@cfcc.edu](mailto:Mjbourk797@cfcc.edu)

April 14, 2025

NC Charter School Review Board  
North Carolina Department of Public Instruction  
301 N. Wilmington Street  
Raleigh, NC 27601

Dear Members of the NC Charter School Review Board,

As Director of the new Aviation Program at Cape Fear Community College (CFCC), I appreciate the opportunity to share a perspective on the value of early exposure to aviation and leadership education for middle and high school students.

Programs that introduce students to aviation concepts, technical skills, and pathways into aerospace careers can have proven to have a meaningful impact on workforce development and student engagement—particularly in southeastern North Carolina, where the aviation industry continues to grow and diversify. At CFCC, we have seen firsthand how students who begin exploring aviation during their primary school years are more likely to persist in technical education and pursue careers in high-demand fields.

Cape Fear Community College is committed to supporting educational efforts that align with our mission and foster interest in aviation. As such, we are open to future collaboration opportunities with local educational programs that aim to prepare students for careers in aviation and related disciplines. Opportunities for engagement that support career readiness, leadership development, and access to technical training can greatly enhance student outcomes and regional workforce preparedness.

Thank you for your continued dedication to expanding educational opportunities and preparing students across North Carolina for future success.

Sincerely,

*Michele J. Bourk*

Michele Bourk  
Aviation Programs  
Cape Fear Community College

Mrs. Elisabeth Arnold  
421 W. Island View Dr.  
Hampstead, NC 28443  
Elisabeth.arnold79@gmail.com  
(858) 254-7977

April 11, 2025

North Carolina Charter School Review Board  
Department of Public Instruction  
301 N. Wilmington Street  
Raleigh, NC 27601

Dear Members of the Charter School Review Board,

As a parent and active member of our local community, I am writing to express my strong interest in expanding high-quality public school options in our area through the approval of new charter schools, such as Cape View Leadership Academy.

Our community is home to many hardworking families who are eager for educational opportunities that emphasize leadership, academic rigor, and meaningful career pathways. I believe a charter school that offers a focused curriculum—especially one that includes aviation, STEM, and leadership training—can inspire students and help prepare them for success beyond the classroom.

As a parent, I value school environments where students are encouraged to think critically, act responsibly, and grow into confident, capable leaders. I am especially excited about the potential for hands-on learning and real-world exposure to career fields that are in high demand, including aviation and aerospace. Programs like these can provide young people with a sense of purpose, direction, and opportunity.

I appreciate the Charter School Review Board's dedication to ensuring that all students across North Carolina have access to high-quality, innovative public education. I respectfully encourage your thoughtful consideration of applications that seek to provide students with unique and impactful learning experiences.

Thank you for your time and for your service to families like mine.

Sincerely,

A handwritten signature in black ink, appearing to read 'Elisabeth Arnold', written in a cursive style.

Elisabeth Arnold  
Parent & Community Member

Experimental Aircraft Association  
Chapter 297  
91 Aviator Lane  
Burgaw, NC 28425  
April 16, 2025

Office Of Charter Schools  
Attn: Letter of Support  
6307 Mail Service Center  
Raleigh, NC 27699-6307

Dear Charter School Review Board,

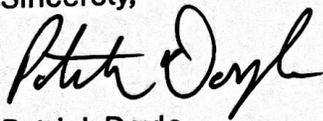
As the President of the Experimental Aircraft Association Chapter 297 in Burgaw, I am thrilled about the incredible potential of Cape View Leadership Academy to become a valuable addition to the educational landscape in Pender or Onslow County.

The Chapter has worked with Justin May in his capacity as Aviation Program Director for the Mt Calvary Leadership Development Youth Aviation Program. Our Chapter provides a first flight in a General Aviation aircraft for the students. Our pilots are always impressed with the knowledge the students bring to the event and their thoughtful questions about aviation. This program had sparked a passion for General Aviation for the area youth that now can be manifested into a career in aviation or it's ancillary fields of mechanics, teaching, or design.

I fully support Cape Fear Leadership Academy's charter application. This school has potential to positively impact countless students and families in our community.

Please feel free to contact me at any time if you have questions or require additional information.

Sincerely,



Patrick Doyle

President EAA Chapter 297

Date: 4/17/25

To: North Carolina Department of Public Instruction  
Office of Charter Schools  
Attn: Letter of Support  
6307 Mail Service Center  
Raleigh, NC 27699-6307

**Dear Charter School Review Board,**

In my capacity as a parent and local business owner, I am writing to express my strong endorsement of the Cape View Leadership Academy's charter application for establishment in Pender or Onslow County.

The proposed Career and Technical Education (CTE) institution addresses a significant educational gap in our region, and represents a vital opportunity for expanding academic options. The academy's pedagogical framework, which is both empirically validated and systematically tested, will deliver comprehensive, industry-aligned instruction while cultivating essential leadership competencies and professional development.

The curriculum design specifically targets preparation for high-growth sectors, incorporating practical application methodologies with theoretical foundations. Based on a thorough evaluation of the proposal, I unequivocally support Cape View Leadership Academy's charter application.

The institution's potential to enhance our educational infrastructure and serve our community's evolving needs cannot be overstated. I remain available to provide any additional information or clarification that may assist in your deliberation process.

Respectfully submitted,

Gregory M Nelson  
704-770-1565  
Surf City Fitness  
Elevate Sports NC, LLC

Date: 4/17/25

To: North Carolina Department of Public Instruction  
Office of Charter Schools  
Attn: Letter of Support  
6307 Mail Service Center  
Raleigh, NC 27699-6307

**Dear Charter School Review Board,**

As someone who runs several businesses in the area and has (4) kids of my own, I'm super excited about what Cape View Leadership Academy could bring to the table in Pender or Onslow County. It's gonna be such an awesome addition to our local schools!

Pender County has been waiting way too long for a great CTE school, and Cape View Leadership Academy is exactly what we need! It's going to be such a game-changer for giving our kids more choices in their education. They've have a tried-and-true approach that gets students learning - not just sitting at desks all day. Plus, they'll be getting ready for jobs and careers that are actually out there while picking up some serious leadership skills along the way.

My family and I are totally behind Cape View Leadership Academy's charter application and really appreciate you considering and supporting this awesome project! This school is going to make such a huge difference for so many kids and families around here. The people running it are super solid too - we couldn't be more stoked to get behind this whole thing!

Please feel free to contact me at any time if you have any questions or require additional information.

Sincerely,

Jessica Nelson  
704.737.7908  
Surf City Fitness  
Elevate Sports NC, LLC  
JessGenix, LLC

## Legend Aero Holdings

91 Aviator Lane  
Burgaw, NC 28425  
April 15<sup>th</sup>, 2025

Office of Charter Schools  
6307 Mail Service Center  
Raleigh, NC 27699-6307

### **Attn: Letter of Support for Cape View Leadership Academy**

Dear Charter School Review Board:

As Board Chairman of Legend Aero Holdings, I would like to communicate to the Charter School Review Board that our board of directors has identified a strong need to foster and develop the next generation of aviation professionals in NC. We support the development of the proposed Cape View Leadership Academy aviation-related activities. All leadership and educational activities associated with the proposed Cape View Leadership Academy are expected to be very successful.

There is a strong demand for Aviation Maintenance Technicians and other technical professionals due to retirements expected to occur in the next few years. Only a few of the NC community colleges offer these programs and the ones that do have seen a need for improved education in the basics for their incoming students. The proposed Cape View Leadership Academy provides a valuable addition in this area and to the educational landscape in Pender and/or Onslow Counties. Their proposed educational activities will prepare students for careers in a range of professions. These types of NC programs and activities will also jump-start a student seeking a career in aviation and other technical areas. A Career and Technical Education (CTE) school, like Cape View operating in Pender County, presents an exceptional opportunity to enhance educational choices for students. The Academy will provide hands-on, career-focused learning, preparing students for high-demand industries (like aviation) while fostering leadership and professional growth.

In this regard, the board of Legend Aero Holdings supports Cape View Leadership Academy's charter application and appreciates your consideration and encouragement in advancing this initiative. The improvements brought on by this application will positively impact countless students and families in our community.

Please feel free to contact me at any time if you have any questions or require additional information.

Sincerely,

Dr. Phillip G Ellison, PhD.  
Chairman of the Legend Aero Holdings Board  
910-352-5706

Cc:

Mark Thoman (Vice-Chaiman)  
Bob MGowan (Treasurer)

Burrito Shak  
2761 Hwy 210, Unit A, Surf City, NC, 28445  
marc.caldwell97@gmail.com

Date: 19 April 2025

To:  
North Carolina Department of Public Instruction  
Office of Charter Schools  
Attn: Letter of Support  
6307 Mail Service Center  
Raleigh, NC 27699-6307

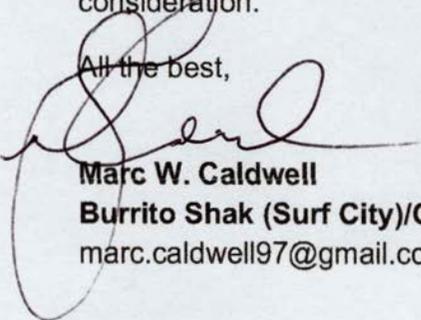
**Dear Charter School Review Board,**

Strong schools build strong communities—and Cape View Leadership Academy is exactly the kind of forward-thinking school that will strengthen our region. As a business owner committed to the long-term health of our local economy, I see great value in a school that focuses on leadership, entrepreneurship, and career readiness.

When students are taught real-world skills, we all benefit. Businesses gain qualified applicants. Innovation increases. And our area becomes a place where families want to live, work, and invest.

Cape View Leadership Academy has my full support. I believe in its mission and the positive ripple effect it will have on students, families, and local industries. Thank you for your time and consideration.

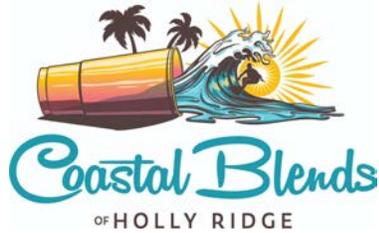
All the best,



**Marc W. Caldwell**

**Burrito Shak (Surf City)/Owner**

marc.caldwell97@gmail.com/928-750-9611



1061 E Ocean Hwy.

Holly Ridge, N.C. 28445

Date: april 16, 2025

To:

North Carolina Department of Public Instruction

Office of Charter Schools

Attn: Letter of Support

6307 Mail Service Center

Raleigh, NC 27699-6307

**Dear Charter School Review Board,**

I'm writing as both a business owner and proud member of our local community to share my full support for Cape View Leadership Academy.

Families in our area deserve educational options that put students on a path to success—not just academically, but in life. Cape View's focus on leadership development and career-based learning fills a gap that's been missing for far too long. It will serve students from all walks of life and give parents confidence in knowing their children are being guided toward purpose and possibility.

This school isn't just good for students—it's good for the community. I support this initiative and thank you for considering its application.

Sincerely,

A handwritten signature in black ink that reads "Rhonda K. Davis". The signature is written in a cursive, flowing style.

Rhonda K. Davis, Owner

910-660-1205

rhondakdavis1@gmail.com



11 April 2025

Wallace-Pender County Airport

250 Henderson Field Rd

Wallace, NC 28466

North Carolina Charter Schools Review Board

North Carolina Department of Public Instruction

Charter Schools Office

301 N. Wilmington Street

Raleigh, NC 27601

Subject: Letter of Support for Aviation-Focused Charter School in Pender County

Dear Charter Schools Review Board,

As the Airfield Operations Manager for Wallace-Pender County Airport, I am writing to express my support for the establishment of a new aviation-focused charter school proposed for eastern Pender County.

The Wallace-Pender County Airport strongly values community partnerships that promote educational development and workforce readiness. The proposed charter school presents an exciting opportunity to inspire the next generation through an innovative curriculum that emphasizes science, technology, engineering, and aviation-related pathways.

This initiative aligns well with our mission to support aviation growth and awareness in southeastern North Carolina. We believe that early exposure to aviation and related technical fields can create meaningful career pathways for students while also fostering community engagement with our local airport and the broader aviation industry.

As this charter school takes shape, Wallace-Pender County Airport would be proud to serve as a community partner by offering educational tours, hands-on learning experiences, and access to real-world aviation environments. We recognize the value in providing students with tangible, place-based learning opportunities that complement their classroom instruction.

We applaud the efforts of the founding board to bring this vision to life and offer our support as they move forward with the application process. I am very excited about offering new opportunities for the youth of Pender County.

Sincerely,

A handwritten signature in black ink, appearing to read "Ben Jones", written in a cursive style.

Ben Jones

Airfield Operations Manager

Wallace-Pender County Airport

[bjones@wallacenc.gov](mailto:bjones@wallacenc.gov)

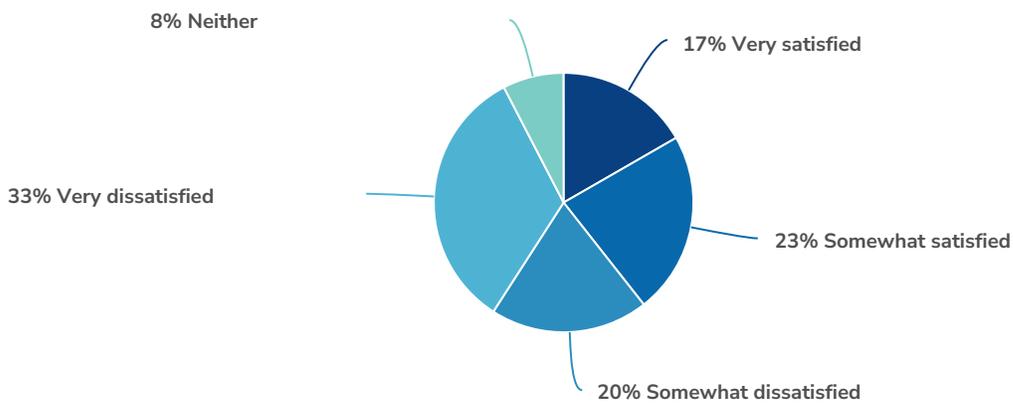
(336) 250-9052



**Evidence of Community Support:  
Parent Survey**

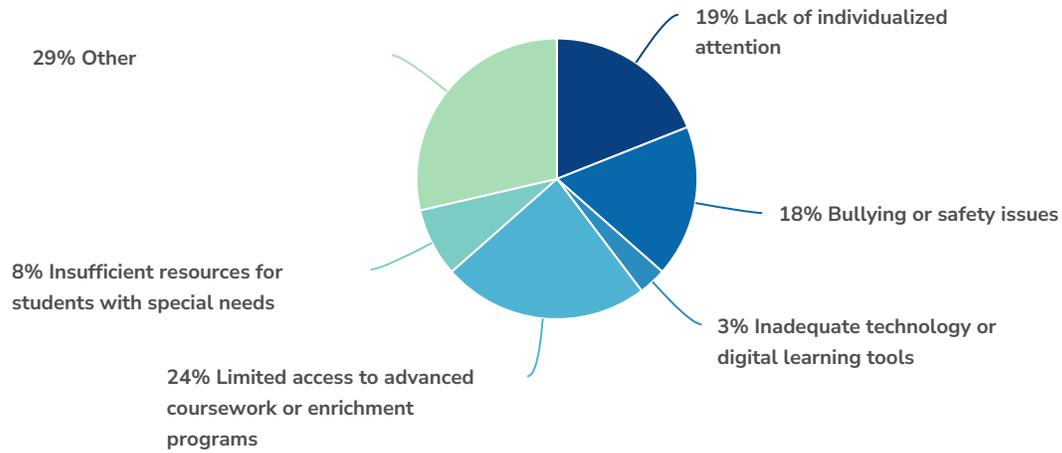
## Pender County Parent Survey

1. How satisfied are you with your child's current educational experience?



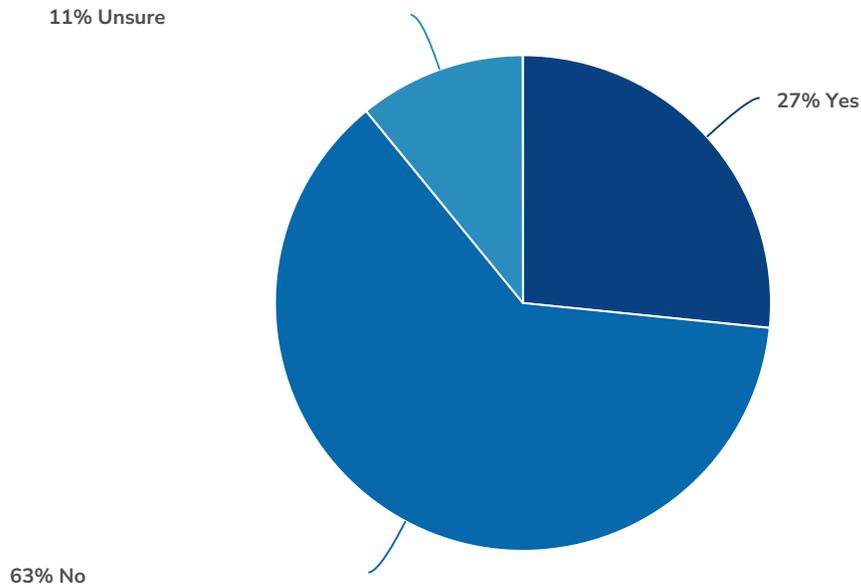
Value	Percent
Very satisfied	16.7%
Somewhat satisfied	22.7%
Somewhat dissatisfied	19.7%
Very dissatisfied	33.3%
Neither	7.6%

## 2. What is the biggest challenge your child faces in their current school?



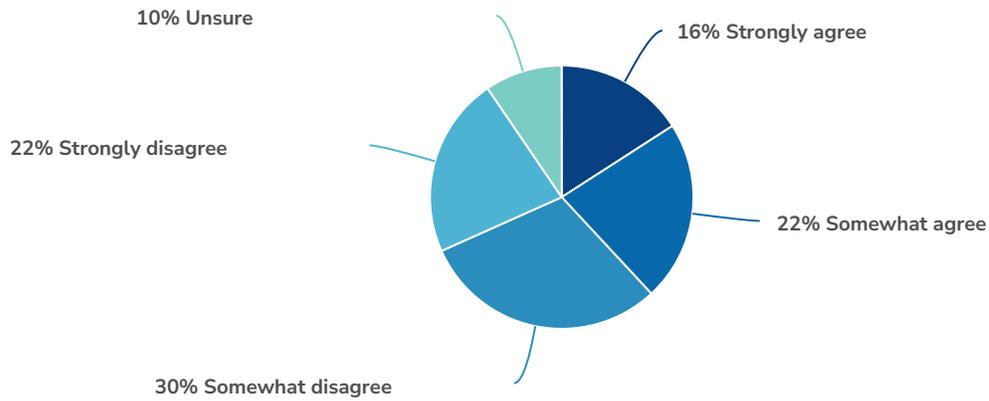
Value	Percent
Lack of individualized attention	19.0%
Bullying or safety issues	17.5%
Inadequate technology or digital learning tools	3.2%
Limited access to advanced coursework or enrichment programs	23.8%
Insufficient resources for students with special needs	7.9%
Other	28.6%

3. Do you believe local public schools offer families enough educational choices to ensure every student can succeed in a school that fits their needs?



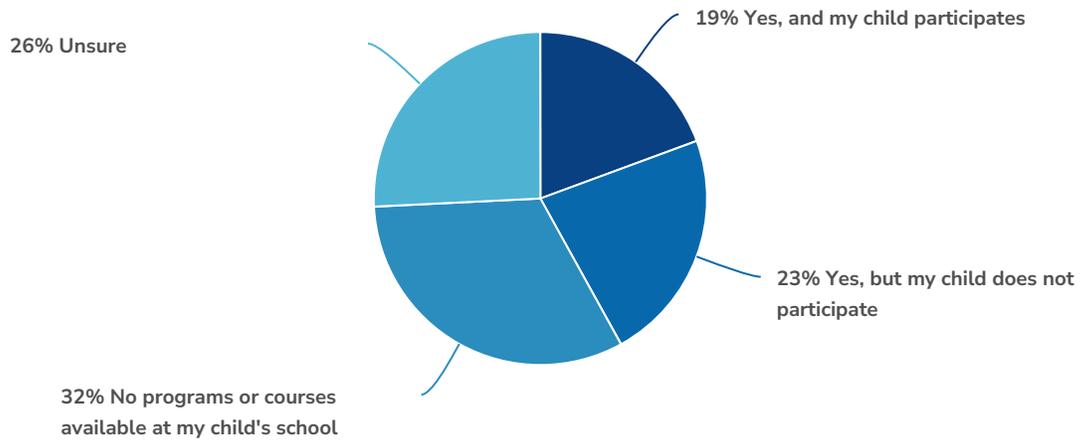
Value	Percent
Yes	26.6%
No	62.5%
Unsure	10.9%

4. Would you agree or disagree that your child's current school prepares them well for post-secondary opportunities (college, career, etc.)?



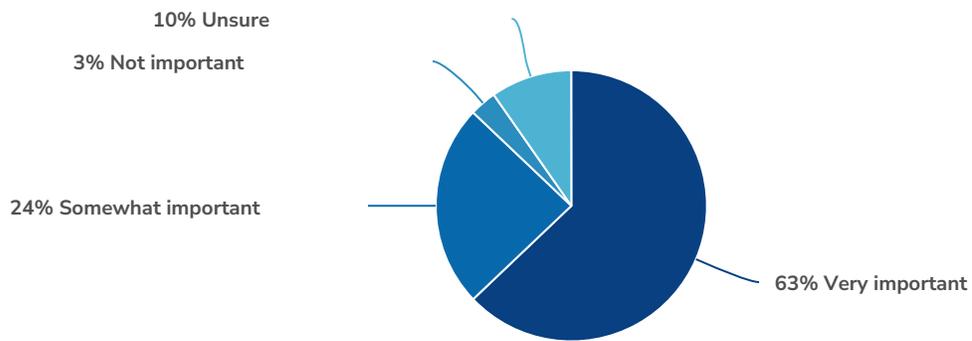
Value	Percent
Strongly agree	15.9%
Somewhat agree	22.2%
Somewhat disagree	30.2%
Strongly disagree	22.2%
Unsure	9.5%

5. Does your child’s current school offer career and technical education (CTE) programs or courses (e.g., coding, healthcare, trades, business, etc.)?



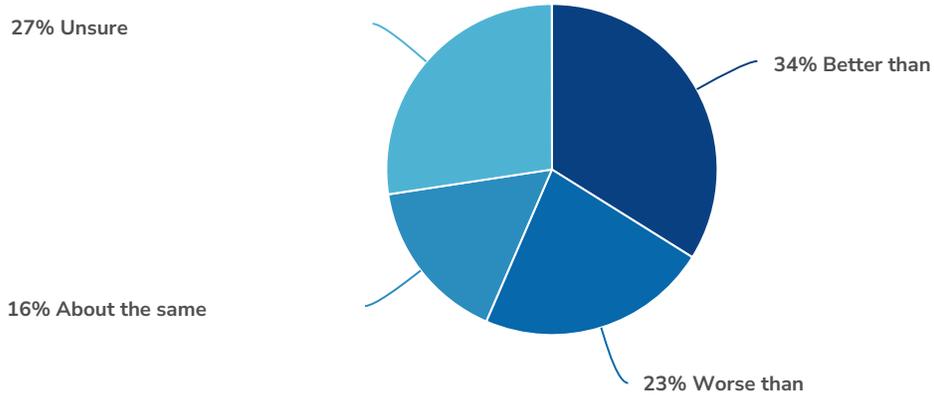
Value	Percent
Yes, and my child participates	19.4%
Yes, but my child does not participate	22.6%
No programs or courses available at my child's school	32.3%
Unsure	25.8%

6. How important is it for your child to have access to CTE programs that provide hands-on training and certifications for future careers?



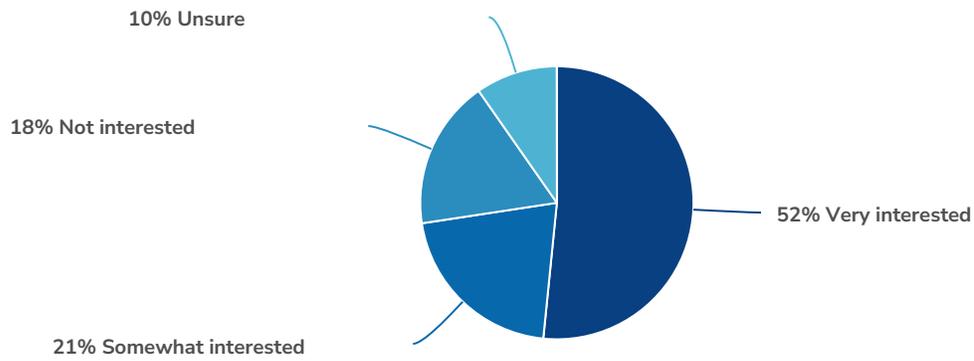
Value	Percent
Very important	62.9%
Somewhat important	24.2%
Not important	3.2%
Unsure	9.7%

## 7. What is your perception of charter schools compared to traditional public schools?



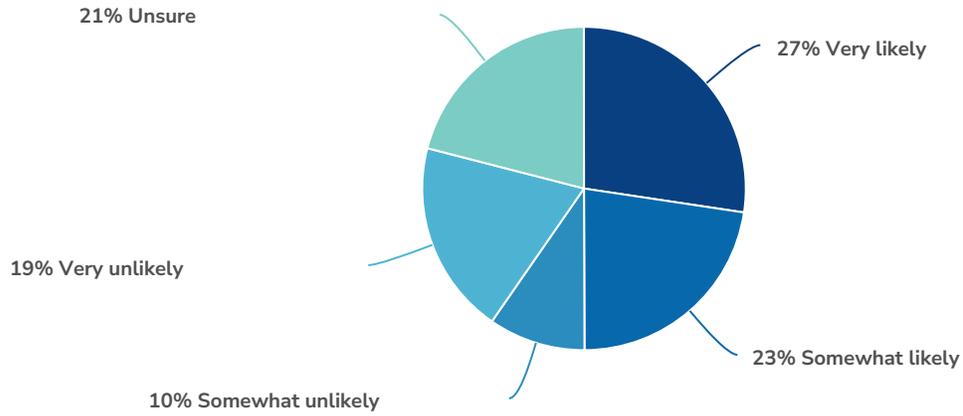
Value	Percent
Better than	33.9%
Worse than	22.6%
About the same	16.1%
Unsure	27.4%

8. Would you be interested in a school that emphasizes moral development and character formation alongside intellectual pursuits?



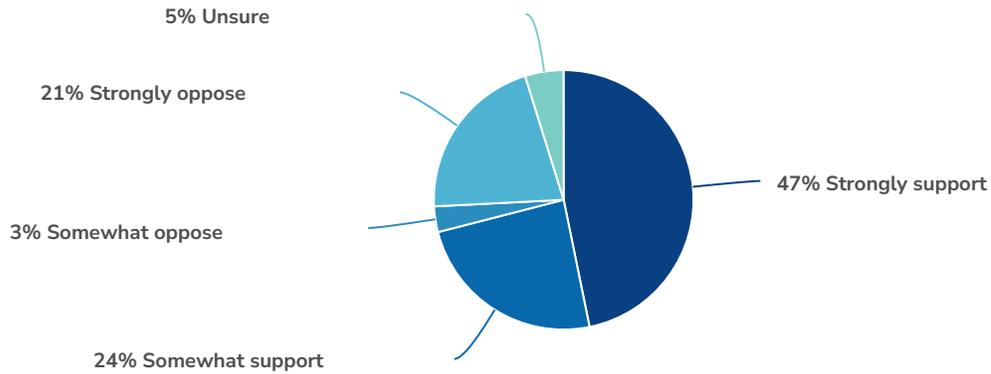
Value	Percent
Very interested	51.6%
Somewhat interested	21.0%
Not interested	17.7%
Unsure	9.7%

9. If a new charter school provided specialized CTE training aligned with high-demand careers, how likely would you be to enroll your child?



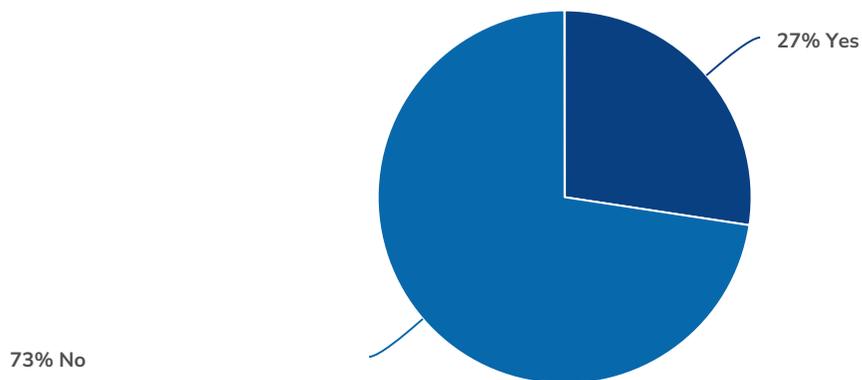
Value	Percent
Very likely	27.4%
Somewhat likely	22.6%
Somewhat unlikely	9.7%
Very unlikely	19.4%
Unsure	21.0%

10. Would you support the opening of a new public charter school in your community to provide more educational options for all students and families?



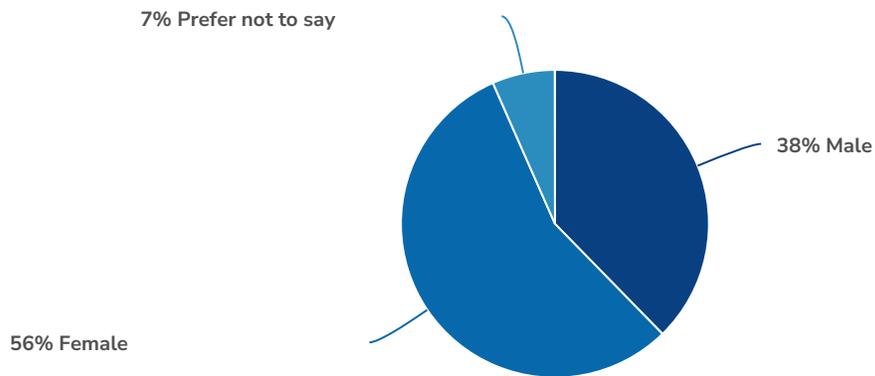
Value	Percent
Strongly support	46.8%
Somewhat support	24.2%
Somewhat oppose	3.2%
Strongly oppose	21.0%
Unsure	4.8%

# 11. Are you interested in more information about public charter schools and enrollment opportunities?



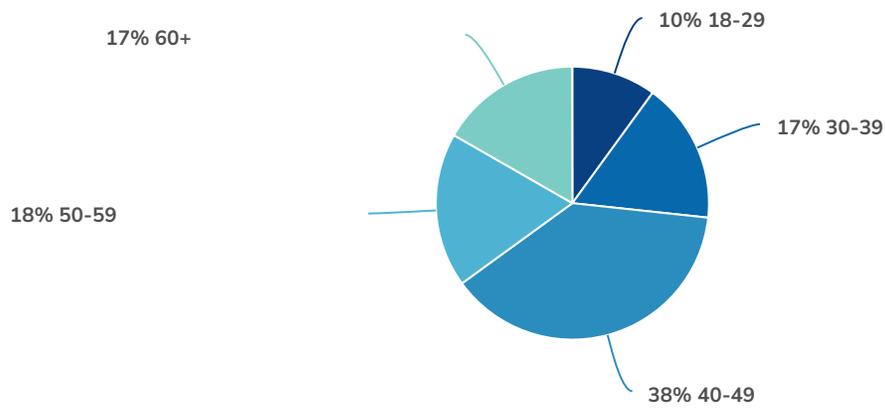
Value	Percent
Yes	27.4%
No	72.6%

## 12. For demographic purposes, please share your gender.



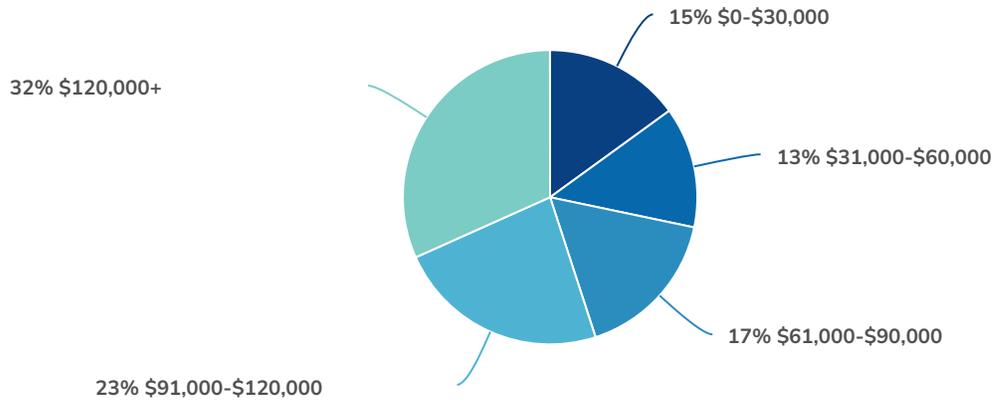
Value	Percent
Male	37.7%
Female	55.7%
Prefer not to say	6.6%

### 13. Please share your age.



Value	Percent
18-29	10.0%
30-39	16.7%
40-49	38.3%
50-59	18.3%
60+	16.7%

## 14. Please share your household income.



Value	Percent
\$0-\$30,000	15.0%
\$31,000-\$60,000	13.3%
\$61,000-\$90,000	16.7%
\$91,000-\$120,000	23.3%
\$120,000+	31.7%



Cape View Leadership Academy

Appendix **A.4.1**

**Draft Management Agreement**

## MANAGEMENT AGREEMENT

This Management Agreement (this “**Agreement**”) is entered into as of [ \_\_\_\_\_ ] (“**Effective Date**”) by and between Accel Schools East LLC, a Delaware limited liability company (“**Manager**”), and Cape View Leadership Academy (the “**School**”), a North Carolina non-profit corporation and public charter school.

### RECITALS

WHEREAS, the School is organized as North Carolina nonprofit corporation under the laws of the state of North Carolina (the “**State**”) (as such provision may be amended from time to time) and has entered into a Charter Contract (as may be amended, the “**Charter Contract**”) with an authorizer (the “**Authorizer**”) pursuant to which the School is authorized to operate the School, a public charter school under State law;

WHEREAS, the Manager was established, among other reasons, to manage public schools, and, subject to the terms and conditions set forth herein, has agreed to provide assistance and expertise, including regulatory, financial, facilities, and other advice, in connection with the operation of the School; and

WHEREAS, the School and the Manager (individually, a “**Party**” and collectively, the “**Parties**”) desire to create an enduring educational relationship whereby they will pursue and provide educational excellence at the School 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, ADMINISTRATIVE SERVICES AND TECHNOLOGY SERVICES

#### 1.1 Educational Services.

- (a) During the Term (as defined in ARTICLE II below), Manager will provide to the School the following educational services (the “**Educational Services**”):
  - (i) Curriculum. Implementation of educational programs designed to achieve the goals set forth in the Charter Contract (the “**Educational Program**”). In the event Manager determines it is necessary to materially modify the Educational Services, Manager shall inform the School’s board of directors (the “**Board**”) of any such proposed material changes and obtain Board approval, and if required under the Charter Contract, approval of the Authorizer (it being agreed that the School shall cooperate in obtaining such approval).
  - (ii) Instruction. Oversight and coordination of the services to be provided by instructional and administrative personnel, including the Head of School

- (“**HOS**”) and the rest of the School’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, but not limited to, textbooks, computers, curriculum, software and multi-media teaching tools.
  - (iv) AMP. Pursuant to ARTICLE VIII below, access to Manager’s learning ecosystem, called the Accel Management Platform (“**AMP**”), which provides an integrated system for education and school operation. AMP includes: integration of rigorous and research-based online courses and functions as a powerful learning management system; a comprehensive student information system and reporting system; a live Webinar tool; a balanced student assessment system; and instructional data integration and presentation tools. AMP is a single sign-on experience that hosts synchronous and asynchronous lessons allowing for student-centered learning. AMP is capable of providing real-time progress monitoring, and can allow teachers instantaneous access to standards-aligned and performance-based data about each student. Using AMP, teachers can better identify students who need small group or one-on-one instructional support.
  - (v) English Language Learners (ELL). Implementation of curricular components designed to meet the needs of ELL as required by State and federal law. The ELL program supports a variety of first languages.
  - (vi) Students with Special Needs. In serving students with disabilities, assistance in enabling School to comply with all applicable State and federal laws including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”), and the Individuals with Disabilities Education Act (“IDEA”). Manager will provide or cause to be provided a continuum of special education services and range of placements to better enable the School to provide a free appropriate public education (“FAPE”) in the least restrictive environment (“LRE”). Itinerant, supplementary or full-time special education support will be provided via the telephone, Internet, live sessions, or in person in accordance with the student’s IEP. Manager will provide a comprehensive program using alternative curriculum for qualified students. Related services (for example, occupational or physical therapy or counseling) will be provided face-to-face via computer, in homes, at community sites, and/or in therapist offices, depending on the needs of each individual student and as provided in the student’s IEP.
  - (vii) Gifted Students. Teachers to work closely with the parent/guardian and the curriculum team to promote a steady flow of enrichment activities for students working above grade level. Manager may also offer students virtual gifted education, which can enable them to work significantly above grade level without the restraints of traditional school classroom pacing. Advanced Placement courses are available in Mathematics, Language Arts, Spanish, Science, and History/Government.

- (viii) Extra-Curricular and Co-Curricular Programs. Oversight of appropriate extracurricular and co-curricular activities and programs (but not Supplemental Programs as defined in ARTICLE V below).
  - (b) Additional Educational Services. Any other services required under federal or State law, under the Charter Contract and/or by the North Carolina State Board of Education (the “**NCSBE**”) and such other services as are necessary or expedient for the provision of teaching and learning at the School as agreed between Manager and the School from time to time. Manager will provide the Educational Services in accordance with the Educational Program, goals, curriculum, methods of pupil assessment, the School’s admissions policy, the School’s student recruitment policy, school calendar, school day schedule, and age and grade range of pupils to be enrolled at the School as adopted by the School and as provided for in the Charter Contract.
  - (c) Budget Limitation. Manager will be responsible and accountable to the School for the provision of the Educational Services, provided, however, that such obligations, duties and responsibilities are limited by the Budget established pursuant to Section 1.2(a)(v) below. Therefore, notwithstanding anything to the contrary set forth in Section 1.1(a) or (b) above, Manager shall have no obligation to perform any Educational Services not contemplated by the Budget and will not be required to expend funds on Educational Services in excess of the amounts set forth in such Budget.
- 1.2 Administrative Services.
- (a) During the Term, Manager will provide to the School 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 School subject to the direction of the School.
    - (iii) Transportation and Food Services. Coordination with entities with which the School contracts for the provision of transportation and food services for the students enrolled at the School, manage and assess the services provided under such contracts, and supervise employees involved with providing such services, all as required by the Board.
    - (iv) Marketing and Public Relations. Manager will coordinate and assist the School with any and all advertising, branding, media and public relations efforts which may include 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 will be subject to the mutual approval of both Parties, which approval may not be unreasonably withheld, and expenses for public relations will adhere to the Budget or as otherwise approved by the Board.
    - (v) Budgeting and Financial Reporting. Provision of budgeting and financial reporting services in accordance with the below:

- (A) The Manager will prepare a proposed annual budget (in cooperation with the Board) in a mutually agreeable format by June 1<sup>st</sup> of the immediately preceding fiscal year subject to the approval of the Board which shall not 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 impacting the Manager provided the School remains in a surplus position except to the extent the Parties agree in writing. Manager 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 School to perform annual audits of the School’s financial statements. The School shall be responsible for the costs of the audit and preparation of the financial statements, and the costs will be provided for in the Budget.
- (B) The Manager will provide the Board with monthly financial forecasts and analysis reports (Forecasted P&L / Cash Balances). The Manager 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 fiscal officer with the preparation of monthly financial reporting to Board; and support for all State reporting requirements. The Manager will annually prepare a five-year financial plan.
- (C) On behalf of the School, the Manager is responsible for preparing (i) such other reports on the finances and operation of the School as reasonably requested or required by the NCSBE, the Board or the Authorizer if necessary to cause compliance with the 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.
- (D) The Manager will provide other information on a periodic basis or as requested with reasonable notice as may be reasonably necessary to enable the Board to monitor Manager’s performance under this Agreement and related agreements including the effectiveness and efficiency of its operations at the School.
- (E) On behalf of the School, the Manager will maintain accurate financial records pertaining to its operation of the School, together with all School financial records it prepares, 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 School financial records retained by the Manager pertaining to the School and prepared as an Administrative Service hereunder will be available to the Board, and upon the written request of the Board, to the Authorizer, the Auditor of State, the NCSBE, the United States Department of Education and to all other appropriate regulatory authorities for inspection and copying upon reasonable request, it being

understood that Manager will endeavor to make such copies available within thirty (30) Business Days (as defined in Section 4.5 below) of request.

- (F) If the School is not able to fully pay the Management Fee or any bills when due, then the School shall (i) work with Manager to take actions to reduce expenses including, but not limited to, reducing the number of staff members, and (ii) obtain Manager's written consent prior to incurring costs, expenses, or other liabilities not contemplated under the Budget greater than ten thousand dollars (\$10,000) individually or in the aggregate.
  - (G) School's Right to Audit. Upon reasonable advance written notice, the Board may conduct or appoint others to conduct examinations, at the School's expense, of the books and records maintained solely for the School and not previously provided to the School. Any such audit shall be conducted by the Board or its representative during mutually agreed business hours in a manner so as to minimize disruption to the Manager's operation of the School and to the Manager.
- (vi) Maintenance of Student and Other Records. Maintenance of other records as set forth below:
- (A) Manager will maintain records pertaining to the students enrolled at the School as is required and in the manner provided by the Charter Contract and applicable laws and regulations, together with all additional School student records prepared by or in the possession of Manager, and retain such records on behalf of the School, until this Agreement expires or is terminated, at which time such records will be delivered to the School which shall thereafter be solely responsible for the retention and maintenance of such records (it being understood that student records are and shall be at all times the property of the School). Manager and the School will maintain the proper confidentiality of student records as required by law and the Charter Contract.
  - (B) Manager will maintain employment, business and other records pertaining to the operation of the School as is required and in the manner provided by the Charter Contract, and applicable laws and regulations, together with all additional School employment, business and other records prepared by or in the possession of Manager, and retain such records on behalf of the School until this Agreement expires or is terminated, at which time the records will be delivered to the School which shall thereafter be solely responsible for the retention and maintenance of the records (it being understood that the employment, business, and other records are and shall be at all times the property of the School, provided, for the avoidance of doubt, that records of the Manager and its Affiliates (as defined in Section 3.7 below) pertaining to their existence and operation (including, without limitation, records maintained by Manager and its Affiliates in respect of its employees) are the sole and exclusive property of the Manager. Manager and the School 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 School are subject to the applicable provisions of State and federal law. The School recognizes and agrees that for purposes of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g; 34 CFR Part 99 (“**FERPA**”), that Manager has a legitimate educational interest in the disclosure to Manager by the School (or its designees) of a student’s educational records and that such records shall be disclosed to Manager so Manager may provide the products and services described in this Agreement. The Board recognizes and agrees that Manager and its Affiliates are “school officials” and have a “legitimate educational interest” as permitted by FERPA, and the Board will take all steps necessary to ensure Manager has access to records necessary to permit the provision of the educational products and services hereunder. Manager shall help facilitate, to the extent requested by the Board, the availability of all School records, whether physically or electronically, upon request, at the School.
- (D) Manager shall provide such other information, including written reports, as reasonably requested by the Board.
- (vii) Admissions. Implementation of the School’s admission policy in accordance with the Charter Contract, and applicable laws and regulations.
- (viii) Student Hearings. Administration and enforcement of student disciplinary and special education hearings in conformity with the requirements of the procedures established by the Board, and applicable laws and regulations (including, but not limited to, requirements involving due process and confidentiality) to the extent consistent with the School’s duties and obligations under applicable laws and regulations.
- (ix) Academic Progress Reports. Provide to the Board on a periodic basis as necessary or appropriate for the School to satisfy its obligations under the Charter Contract, and applicable laws and regulations, a report detailing (A) the School’s students’ academic performance, (B) Manager’s performance of the Educational Services and Administrative Services against mutually acceptable criteria and (C) such other metrics of performance reasonably requested by the Board.
- (x) Rules and Procedures. Recommend rules and procedures applicable to the School, its students, and staff, if applicable, and enforce such rules and procedures adopted by the Board that do not conflict with or violate this Agreement, the Charter Contract, or applicable laws and regulations.
- (xi) Student Recruitment. Recruit students, subject to agreement on general recruitment and the School’s admission policy, to the extent budgeted for in the Budget or as otherwise approved by the Board. Students shall be selected in compliance with the School’s admission policy and the procedures set forth in the Charter Contract and State and federal laws.
- (xii) Facility Management. Manager will coordinate all Facility (as defined in Section 1.4 below) repairs and maintenance, cleaning services,

- grounds maintenance, proposed alterations, plans for future development, security planning and related contractor services.
- (xiii) Additional Administrative Services. Any other services reasonably necessary for the effective administration of the School as agreed to from time to time by Manager and the School.
- (A) The Administrative Services will be provided in a manner consistent with the Educational Program; the Charter Contract; local, State and federal laws; and applicable regulations and policies.
- (B) Subject to this Agreement, the Charter Contract, and applicable laws and regulations, Manager may modify the methods, means and manner by which such Administrative Services are provided at any time, provided that Manager supplies the School with written notice of material modifications.
- (b) Manager will be responsible and accountable to the School for the provision of the Administrative Services to the extent provided for in the Budget established in Section 1.2(a)(v) above. Therefore, notwithstanding anything to the contrary set forth in Section 1.2(a) above, Manager shall have no obligation to perform any Administrative Services not contemplated by the Budget or any amendment thereto, and will not be required to expend its own funds on Administrative Services in excess of the amounts set forth in such Budget.
- 1.3 Technology Consulting Services. During the Term, Manager will provide the following technology consulting services and products (the “**Technology Consulting Services**”):
- (a) During the Term, Manager or its Affiliates (as defined in Section 3.7 below) will provide oversight of the technology services referenced in Article IV below.
- (b) Manager charges fees for the provision of Computer Equipment as set forth in Article IV below.
- (c) Manager will be responsible and accountable to the School for the provision of the Technology Consulting Services, provided that such obligations, duties and responsibilities are established by the Budget adopted pursuant to Section 1.2(a)(v) above. Therefore, notwithstanding anything to the contrary set forth in Section 1.2(a) above, Manager shall have no obligation to perform any Technology Consulting Services not contemplated by the Budget and will not be required to expend funds on Technology Consulting Services in excess of the amounts set forth in such Budget.
- 1.4 Place of Performance; Provision of Offices. The School will provide Manager with necessary and reasonable classroom and office space at [TBD] (the “**Facility**”) to perform all services described in this Agreement. Manager will provide instructional, extra-curricular and co-curricular programs at the Facility. Manager may provide other services elsewhere, unless prohibited by the Charter Contract, or applicable laws and regulations.
- 1.5 Authority. By this Agreement, the Board provides Manager such authority and power as is necessary and proper for Manager 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 or by the terms of the Charter Contract.

## **ARTICLE II. TERM**

- 2.1 Term. The term of this Agreement will commence on July 1, 2026 (the “**Start Date**”) and shall continue thereafter through June 30, 2031 (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 Renewal Term (defined hereinafter) thereafter, this Agreement will automatically extend for successive additional periods of ten (10) years (each such period is a “**Renewal Term**”) provided that if, at the time of any renewal, the term then remaining under the Charter Contract is less than ten (10) years, that Renewal Term shall be coterminous with the term of the Charter Contract) unless (a) either Party provides the other with written notice of non-renewal at least eighteen (18) months before expiration of the then-current Term (defined hereinafter), in which case, this Agreement shall terminate effective as of such expiration; 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 Authorizer or Charter Contract Change. In the event the Authorizer and/or the Charter Contract changes, this Agreement shall automatically survive and be performed in accordance with the new Charter Contract, these terms and conditions and applicable law unless this Agreement is otherwise terminated in accordance with ARTICLE VII herein. Notwithstanding the foregoing, if any change to the Charter Contract has a material adverse effect on Manager’s ability to deliver services, upon written notice to the other Party, Manager or School may request renegotiation of this Agreement. Request for renegotiation may be given any time following notice of the change whether or not the change is effective on the date of notice or thereafter. The Parties shall renegotiate in good faith. If the Parties are unable to agree on revised terms within thirty (30) days after notice of renegotiation is given, termination of this Agreement will be effective at the end of the school year in which notice of renegotiation was given unless earlier termination is necessary to protect the health, welfare or safety of students.

## **ARTICLE III. RELATIONSHIP OF THE PARTIES**

- 3.1 Status of the Parties. Manager is not a division or any part of the School. The School is a separate and distinct legal entity authorized under State law and is not a division or a part of Manager. 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 School and Manager. Neither the School nor Manager will hold itself out as a partner 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 School nor Manager has, and neither will represent that it has, the power to bind or legally obligate the other. Manager is an independent contractor. No employee of Manager will be considered an employee of the School by either Party for any purpose whatsoever.

- 3.2 Oversight of Manager. The Board shall be responsible for monitoring Manager's performance under, and compliance with, the terms of this Agreement in accordance with applicable law. Accordingly, the Board shall be responsible for overseeing the School's quality, and operational and financial performance, and also for working with the Authorizer as required. Manager shall reasonably cooperate with School's monitoring and oversight.
- 3.3 School-Related Correspondences. The Board shall provide Manager with all reports, documents and other findings that are related to or may have an impact on the School, the Authorizer and/or Manager's obligations herein. School-related correspondence includes, but it not limited to, adopted Board minutes, resolutions and Board reports, State audit preliminary and final reports, Authorizer reports, findings and correspondence, and any reports, financial or otherwise, submitted to a State regulatory body.
- 3.4 Manager Attendance at Board Meetings. Manager shall use commercially reasonable efforts to cause its personnel to attend Board meetings in person and, if unable to attend in person, may attend telephonically or virtually. The Board shall use commercially reasonable efforts to schedule any regular, special or emergency Board meeting so that Manager has the opportunity to attend the same. The Board shall provide Manager with notice of any regular, special or emergency meeting of the Board when it provides members of the Board with notice of the meetings.
- 3.5 No Related Parties or Common Control. Manager will not have any role or relationship with the School that, in effect, substantially limits the School's ability to exercise its rights, including cancellation rights, under this Agreement. Any director, officer or employee of Manager shall be prohibited from serving on the Board. None of the voting power of the Board will be vested in Manager or its directors, members, managers, officers, shareholders and employees, and none of the voting power of the Board or shareholders of Manager will be vested in the School or its directors, members, managers, officers, shareholders (if any) and employees. Furthermore, the School and Manager 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.

- 3.6 Other Schools. The School acknowledges that Manager will have the right to render similar services to other persons or entities including other public or private schools or institutions.
- 3.7 Exclusivity. During the Term, Manager and its Affiliates shall be the sole providers of, or shall coordinate with and/or facilitate performance by third parties for, the products and services set forth herein for the School unless otherwise waived in writing by an authorized officer of Manager. “**Affiliate**” means any entity that, directly or indirectly through one or more intermediaries, controls, is controlled by, or is under common control with, the Manager whether through ownership of voting securities, by contract interest or otherwise.

#### **ARTICLE IV. CONSIDERATION**

- 4.1 Compensation for Services and Computer Equipment.
- (a) Management Fee. The School will pay to Manager an annual fee (the “**Management Fee**”) of fifteen percent (15%) of all federal, State and local funds the School receives, directly or indirectly, for all students enrolled in the School pursuant and subject to applicable law and regulations. The Management Fee calculation shall not include free and reduced lunch revenues, charitable contributions, transportation funding, or proceeds from fundraisers (“**Non-Qualified Gross Revenue**”) which shall be retained entirely by the School. Consideration referenced in this section shall not preclude the payment of additional consideration if additional consideration is permitted or specified elsewhere in this Agreement or in any other agreement between the Parties.
- (b) AMP Fee. The School will pay to Manager fees for AMP Premium package as set forth in a separate price list unless the School selects a different level of AMP. Manager may modify the fees from time to time, but no more than once per school year. Manager will give School ninety (90) days’ written notice of fee modification.
- (c) Computer Equipment Fee. The School will pay to Manager fees for Computer Equipment as set forth in a separate price list. Manager may modify the fees from time to time, but no more than once per school year. Manager will give School ninety (90) days’ written notice of fee modification.
- (d) Technology Services Fee. The School will pay to Manager fees for Technology Services as set forth in a separate price list. Manager may modify the fees from time to time, but no more than once per school year. Manager will give School ninety (90) days’ written notice of fee modification.
- (e) Reasonable Compensation. The fees charged under this Agreement are reasonable compensation for products and services rendered. Manager’s compensation for products and services under this Agreement will not be based, in whole or in part, on a share of net profits from the operation of the School.

- (f) 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 School receives written notice of a review of the enrollment being completed by the State, the School shall provide Manager with a copy of the written notice promptly upon receipt of same (and in any case, within three (3) Business Days, as defined in Section 4.5 below). If the review results in a finding that additional funding is owed to the School, the School shall make payment to Manager within five (5) Business Days after receiving an invoice for such amount. If the review results in a finding that the School owes money to the State, the School will work with the Manager to initiate an appeal of the State's determination. Manager 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 School shall cooperate with Manager and selected legal counsel's efforts to appeal. Should the review result in the School owing money to the State, Manager agrees to contribute the amount overpaid to Manager and the School shall contribute the amount retained by the School.
- 4.2 Payment of Costs. If Manager incurs any costs to deliver services pursuant to this Agreement, the School will reimburse Manager for such direct costs which 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 4.3 below or Facility lease that the Parties may enter into), Facility maintenance and utility costs, salaries, employee administration costs (including payroll, benefits, recruiting, workplace safety and compliance) of Manager's employees assigned to the staff of the School, attorneys fees for obtaining property tax exemption for the School, costs related to curriculum, instructional materials, textbooks, computers, software (including business software not included in AMP), supplies, food service, transportation, special education, psychological services and medical services. 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 School and paying for such costs, Manager will not charge an added fee unless such fee is approved in advance by the School. The aforementioned costs may change during the Term based on circumstances beyond Manager's control, including, without limitation, third-party provider costs such as fuel, labor and building materials.
- 4.3 Furniture and Equipment Rental. School shall enter into a Furniture and Equipment Lease with Manager to rent furniture and equipment for the School and shall pay storage and delivery charges applicable to same. Furniture and equipment purchased with grant, government or other school funds will not be leased and ownership will remain with the School.
- 4.4 Time and Priority of Payments.
- (a) Each installment of the Management Fee will be due and payable by the School upon receipt of invoice and delinquent if not paid within thirty (30) days thereafter.

- (b) Manager will notify the School of any payments due and owing to Manager pursuant to Section 4.2 above as soon as possible after the end of each month. School will make such payments to Manager upon receipt of invoice and be delinquent if not paid within thirty (30) days thereafter.
- (c) The School will satisfy its payment obligations under this ARTICLE IV in the following order of priority: (i) payments due and owing for salaries, benefits and associated administration costs of employees performing the services contemplated hereunder; (ii) payments due and owing for rent pursuant to Facility lease; (iii) Authorizer fee; (iv) all other payments due and owing under Sections 4.2 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.

4.5 Payment Options.

- (a) The Board will submit payroll and payroll tax monies via one of two funding methods (each a "**Funding Method**"): (i) Automated Clearing House ("**ACH**") funding, or (ii) wire funding ("**Wire**"). The School is only eligible for ACH funding if approved by the Manager. The School must utilize the Wire Funding Method if the School is not approved for the ACH Funding Method. "ACH" means the network used for electronic payments and money transfers, Automated Clearing House.
- (b) Manager will submit payroll information to the School. The School shall submit the designated payroll amount two (2) Business Days prior to Manager's scheduled payroll payment date. "**Business Day**" means any day of the year other than (a) a Saturday, Sunday or (b) a day on which the School's banking institutions are closed; or (c) a statutory or civic holiday in the United States. Manager will initiate electronic payment not later than 2:30 p.m. Eastern Time, to be settled not later than 4:30 p.m. Eastern Time on the date payment is due. School's failure to timely fund payroll may result in the requirement to utilize an alternative Funding Method, and delayed processing of banking, and other transaction or additional fees may be imposed including, without limitation, by the applicable financial institutions. The School shall indemnify, defend and hold Manager harmless from and against claims, losses or any other liabilities arising from or relating to School's late submission of transactions.

4.6 Interest Rate and Fee Carryovers.

- (a) Unless otherwise agreed by the Parties, unpaid Management Fees and loans other than a startup Line of Credit Loan Agreement and Promissory Note will accrue interest at the one-month Secured Overnight Financing Rate ("**SOFR**") plus four percent (4%).
- (b) There will be no limits to what indebtedness or fees owed to Manager may be carried over from year to year unless expressly provided otherwise in this Agreement.

**ARTICLE V.  
SUPPLEMENTAL PROGRAMS**

In addition to the Educational Services, Administrative Services and Technology Consulting Services provided by Manager to the School, the Parties may agree that Manager will provide additional services, terms of which shall be determined on a case-by-case basis, which may benefit the School by increasing its exposure in the community including, but not limited to, pre-kindergarten, summer school, academic camps, before and after school programs, vocational training, and latch-key programs to students and non-students of the School (the “**Supplemental Programs**”), provided that nothing herein shall require Manager to provide any such Supplemental Programs. If either Party proposes a Supplement Program, the Parties shall consider the same in good faith and, if the same be agreeable to both Parties, work cooperatively with each other to facilitate the Supplement Program’s development and implementation.

## **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, Manager 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, Administrative Services, Technology Consulting Services, 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 HOS, teachers and support staff selected by Manager pursuant to this Agreement will be employees or subcontractors of Manager. Manager will be responsible for conducting reference checks, employment checks, criminal 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 School. Upon request, Manager will provide the School with documentary evidence of such background checks. Manager will share on a confidential basis with the School its performance reviews and assessment of the HOS.
- (c) School shall not pay a bonus or other form of compensation to any employee or subcontractor of Manager or its Affiliates without advance consultation with and written approval from Manager.

**6.2 Head of School.** During the Term, the HOS will be an employee of Manager and Manager will determine the employment terms of the HOS. Manager will have the authority, consistent with applicable laws and regulations, to select, supervise and terminate the HOS and to hold the HOS accountable for the success of the School.

**6.3 Teachers.** Manager will provide to the School such teachers as are required to provide the Educational Services and Supplemental Programs (if any). Manager, in consultation with the HOS, will determine the number and assignments of such teachers. Such teachers may work at the School on a full or part time basis. Each teacher assigned to the School 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 NCSBE. Further, to the extent required by applicable laws and regulations, such teachers shall have undergone a criminal background check and unprofessional conduct check as if such teachers were employees of the School. Upon request, Manager shall provide the School with documentary evidence of its compliance with this Section 6.3. Manager shall keep the School informed of all material actions and decisions relating to teaching staff on a regular basis.

- 6.4 Support Staff. Manager will provide the School with such support staff as are required to provide the Educational Services, Administrative Services and Supplemental Programs (if any). Such support staff may include, among others, teachers' aides, clerical staff, administrative assistants to the HOS, bookkeepers and maintenance personnel. Support staff may work at the School on a full or part time basis.
- 6.5 Training. Manager will provide training in its instructional methods, curriculum, educational program and support technology to its instructional personnel on a regular and continuous basis. The training will enable the School's instructional staff to provide in-service training to each other. Non-instructional personnel will receive such training as Manager determines to be reasonable and necessary under the circumstances.
- 6.6 Non-Solicitation/Non-Hiring.
- (a) During the Term and one (1) year thereafter, each Party, unless otherwise agreed to in writing, may not directly or indirectly solicit, recruit for employment, offer employment to, offer subcontracting opportunities to, or otherwise employ or use the services of any current or former consultant or former employee of the other Party or Affiliate if that consultant, employee, former consultant or employee had been assigned to or worked under this Agreement. Former consultant or employee means a consultant or employee who worked for a Party within six (6) months prior to hire or potential hire by the prohibited Party.
  - (b) Unpermitted Solicitation/Hiring Remedies. If a Party breaches the clause immediately above, the other Party, at its option, may seek receipt of a sum equivalent to one hundred percent (100%) of that consultant, employee, former consultant or former employee's compensation during their first year with the new employer, and seek any legal or equitable relief against such actions including, but not be limited to, immediate injunctive relief in any court of competent jurisdiction under Section 13.3 below. The one (1) year period of time referenced above will be extended by the amount of time a Party engages in any activity in violation of this Agreement and while the aggrieved Party seeks enforcement of this Agreement.
  - (c) Solicitation Exceptions. For the avoidance of doubt, newspaper, periodical or Internet-based listings of employment opportunities by a Party shall not be considered direct or indirect solicitation of an employee, consultant, former employee or former consultant of the other Party or Affiliate. However, such Party

shall continue to be precluded from engaging or otherwise using a Party's and Affiliate's employee, former employee, consultant or former consultant as set forth in this Section 6.6.

## **ARTICLE VII. TERMINATION OF AGREEMENT**

- 7.1 Notice and Timing. Any notice of termination shall take effect at the end of the last day of the then-current school year unless otherwise specified herein or agreed to by the Parties. Notice of termination must be made in writing and delivered to the addresses set forth herein no later than January 15 of the then-current school year and shall list the reason(s) for termination. Early termination will not relieve the School of any obligations to pay fees and costs, whether accrued, pending or outstanding, to Manager.
- 7.2 Termination by Both Parties. The Parties may agree, at any time, in writing to terminate the Agreement.
- 7.3 Termination by Either Party. Either Party may terminate on the following grounds:
- (a) Effective upon failure to timely cure, if the other Party materially breaches this Agreement and fails to cure the breach within thirty (30) days following written notification of the breach. Failure to pay Manager for services as set forth in Article IV shall be considered a material breach, excluding overdue payments resulting from a payment dispute or delay between the School and any funding entity. If objectively ascertainable reasonable efforts have been made to effect a cure and the breach at issue does not objectively lend itself to cure within the thirty (30) day period, then additional time as necessary to complete the cure shall be permitted, but in no event more than sixty (60) days following written notification of breach.
  - (b) If any federal, State or local law or regulation or court or administrative decision could reasonably be expected to have an adverse effect on the ability of either Party to carry out its obligations under this Agreement, a Party, upon written notice to the other Party, may request renegotiation of this Agreement. Notice may be given any time following an adverse court or administrative decision or the enactment or promulgation of any governmental law or rule imposing such change whether the change is effective on the date of enactment or promulgation, or thereafter. The Parties shall renegotiate in good faith. If the Parties are unable to agree on revised terms within thirty (30) days after notice of renegotiation is given, termination of this Agreement will be effective at the end of the school year in which notice was given unless earlier termination is necessary to protect the health, welfare or safety of students.
- 7.4 Termination By Manager. Manager may terminate on the following grounds:
- (a) Effective when a funding change goes into effect or a later date as designated by the Manager, if there is any material adverse change in local, State or federal funding for the School's students.

- (b) Effective immediately if the Board adopts or amends a policy, and the effect of such amendment or policy would reasonably be determined by Manager to materially increase the financial risk to Manager arising from its performance of its obligations hereunder, thus rendering Manager's performance economically unviable. In the event the School adopts such an adverse policy in the middle of the school year, Manager agrees to use its best efforts to complete its obligations for the then-current school year without waiving any rights and remedies hereunder. Effective immediately if (i) the School or Manager undergoes or is required to undergo an adverse change that makes the School or Manager financially unviable, or (ii) the Board makes a financial decision that is grossly negligent or reckless conduct, intentional misconduct, or a knowing violation of law.
- 7.5 Real and Personal Property. Upon expiration or termination of this Agreement by either Party for any reason, all real and personal property leased by Manager to the School will remain the real and personal property of Manager, and any personal property purchased by Manager with the funds provided to Manager by the School pursuant to Section 4.2 above will be the personal property of the School provided that the School has fulfilled all repayment obligations in any startup Line of Credit Loan Agreement and Promissory Note between the School and the lender thereunder. Notwithstanding the above, if any lease shall contain a buy-out or purchase option, the School shall have the right to exercise such option and purchase such equipment.
- 7.6 Effect of Termination. On the later of (a) five (5) 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 School shall (i) assemble in a safe place all operational, systems and other administrative manuals and material, and copies thereof, and (ii) the president of the School shall certify to Manager in writing that the School 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 School. At Manager's direction, the School will promptly permit representatives of Manager or its Affiliate to pick up all such materials at the School. Within twenty (20) Business Days after expiration or undisputed termination of this Agreement, Manager shall return to the School all student educational records and all School-titled equipment and material (if any). Notwithstanding the foregoing, if the School closes for any reason, the Manager shall instead transmit the educational records of each student to said student's school district of residence. Manager's marketing obligations shall cease upon receipt of notice of termination.

## **ARTICLE VIII. PROPRIETARY INFORMATION, OWNERSHIP AND LICENSE**

- 8.1 Proprietary Information and Materials; Ownership. The School acknowledges and agrees that Manager owns or has a license to use the intellectual property rights and interests in AMP, the curriculum, learning systems, assessment systems and pedantic methods licensed to or utilized by the School during the Term ("**Protected**

**Materials**”). The School acknowledges and agrees that, as between the School and Manager, Manager (and its applicable Affiliates) owns and shall maintain all intellectual property rights, title and interest, including any goodwill, in and to Manager’s and its Affiliate’s trademarks, service marks, trade dress, School logo(s) and related marks, and to the name “ACCEL™” (collectively, “Proprietary Marks”). The School acknowledges and agrees that it has no intellectual property interest or claims in the Protected Materials or Proprietary Marks, and has no right to use the Protected Materials or Proprietary Marks, or any customizations and derivative works thereof unless expressly agreed to in writing by Manager. In accordance with all laws and regulations, Manager shall have the right to install signs on the School facilities, including under the name of the School, describing the services provided by Manager 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. The Manager developed and owns, or has a license to use, proprietary rights to the Protected Materials. The Manager hereby grants the School a limited, non-exclusive, non-assignable, revocable license to access and use the Protected Materials in connection with operating the School during the Term. When this Agreement is terminated or expires, the license granted herein shall automatically terminate and the School shall immediately cease using the Protected Materials. The School 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 the Manager.

## **ARTICLE IX. INDEMNIFICATION AND LIMITATIONS OF LIABILITIES**

- 9.1 Indemnification of Manager. To the extent permitted by law, the School will indemnify, defend and save and hold Manager and its Affiliates and all of their Representatives harmless from and against third party claims, demands, suits, actions, fines, penalties, liabilities, losses, damages, or other forms of liability (any of which are a “**Claim**”) (including reasonable attorney’s fees and costs) that arise out of wrongdoing, misconduct or negligence by the School or its Representatives; noncompliance by any of them with any agreements, covenants, or undertakings of the School contained in or made pursuant to this Agreement; any misrepresentations of the School contained in or made pursuant to this Agreement; any action or omission by the School or its Representatives that results in injury, death or loss to person or property; and any violation by them of any applicable local, State or federal law, rule, or regulation. In addition, the School will reimburse Manager, its Affiliates and their Representatives for reasonable legal expenses and costs associated with the defense of any third-party Claim. The Parties acknowledge and agree that Manager and its Affiliates shall have no liability or responsibility for activities of the School that occurred prior to the Start

Date. This indemnification obligation shall survive the termination or expiration of this Agreement. “**Representatives**” shall mean for the purposes of this ARTICLE IX to include employees, officers, directors, subcontractors, and agents of either party, respectively.

- 9.2 Indemnification of the School. Manager will indemnify, defend and save and hold the School and its Representatives harmless against third party Claims (including reasonable attorney’s fees and costs) that arise out of wrongdoing, misconduct, or negligence of Manager or its employees; noncompliance by any of them with any agreements, covenants, or undertakings of Manager contained in or made pursuant to this Agreement, any misrepresentation of the Manager contained in or made pursuant to this Agreement; any action or omission by the Manager or its employee that results in injury, death or loss to person or property; and any violation by them of State or federal law. In addition, Manager will reimburse the School for reasonable legal expenses and costs associated with the defense of any third-party Claim. This indemnification obligation shall survive the termination or expiration of this Agreement.
- 9.3 Defense. A person or entity 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 the 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, 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.
- 9.4 Limitations of Liabilities.
- (a) Immunities and Statutory Limitations. The School will assert all immunities and statutory limitations of liability in connection with any third-party Claims arising from its operations, and will not waive any immunities or limitations without the prior written consent of Manager. Notwithstanding this ARTICLE IX, to the fullest extent permitted by law, the School will waive the defense of

governmental immunity in any dispute between the Parties.

- (b) **MAXIMUM OBLIGATIONS.** EXCEPT AS TO AMOUNTS DUE UNDER ARTICLE IV ABOVE AND THE PARTIES' INDEMNIFICATION 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 RECOVERY OF DAMAGES UP TO THE AMOUNT OF FEES PAID AND DUE UNDER THIS AGREEMENT IN THE TWELVE (12) MONTHS IMMEDIATELY PRECEDING THE DATE A CLAIM IS MADE. FOR THE AVOIDANCE OF DOUBT, THE FOREGOING LIMITATION SHALL NOT LIMIT THE SCHOOL'S OBLIGATION TO PAY MANAGER AMOUNTS DUE FOR PRODUCTS PROVIDED AND SERVICES RENDERED.
- (c) **REASONABLENESS.** NEITHER OCCASIONAL SHORT-TERM INTERRUPTIONS OF SERVICE OR PRODUCTS, WHICH ARE NOT UNREASONABLE UNDER COMPARABLE INDUSTRY STANDARDS NOR INTERRUPTIONS OF SERVICE OR PRODUCTS RESULTING FROM EVENTS OR CIRCUMSTANCES BEYOND MANAGER'S OR ITS AFFILIATES' REASONABLE CONTROL SHALL BE CAUSE FOR ANY LIABILITY OR CLAIM AGAINST MANAGER OR ITS AFFILIATES, NOR SHALL ANY SUCH OCCASION RENDER MANAGER IN BREACH OF THIS AGREEMENT.

- 9.5 **Right of Set-Off.** Either Party may 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.** The Manager will help the School obtain, and the School will maintain, the types of and limits on insurance policies necessary to operate the School as follows unless different types and/or higher requirements are 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 the Manager and Authorizer. Upon Manager's request, the School shall deliver to

the Manager a copy of such policies.

- 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 Manager. Manager hereby represents and warrants to the School:
- (a) Manager is a duly formed limited liability company in good standing and is authorized to conduct business in the State.
  - (b) To the best of its knowledge, Manager 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) Manager'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 workerlike manner in accordance with commercially reasonable industry standards, applicable law, the Charter Contract, and applicable Board policies made known to Manager in writing and relating to the School. THE FOREGOING WARRANTIES ARE IN LIEU OF ALL OTHER WARRANTIES, EXPRESS, IMPLIED, STATUTORY OR OTHERWISE, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE. MANAGER AND ITS AFFILIATES MAKE NO GUARANTEES AS TO THE GRADES OR TEST RESULTS TO BE OBTAINED BY THE STUDENTS. WITHOUT LIMITING THE FOREGOING, MANAGER 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, Warranties, and Covenants of the School. The School hereby represents, warrants, and covenants to Manager:
- (a) The Charter Contract (i) authorizes the School to operate and receive the State, federal and local education funds, as well as other revenues; (ii) approves the Educational Program and other activities contemplated in this Agreement; and (iii) vests the School with all powers necessary and desirable for carrying out the Educational Program and other activities contemplated in this Agreement.

- (b) The School has the authority under applicable laws and regulations to contract with a private entity to perform the Educational Services, Administrative Services, Technology Consulting Services, Supplemental Programs, and all other services under this Agreement and execute, deliver and perform this Agreement, and to incur the obligations provided for under this Agreement.
  - (c) The School's actions have been duly and validly authorized, and the School 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 School.
  - (d) The School is not in breach of and has not defaulted under the terms of the Charter Contract, and there does not exist any state of fact which, with notice or lapse of time or both, would constitute an event of breach or default on the part of the School under the Charter Contract.
  - (e) After the Effective Date, the School shall not incur any indebtedness outside the ordinary course of business or enter into any factoring or other debt arrangements without the prior written consent of the Manager, 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. Each Party to the Agreement warrants to the other that the signatories to this Agreement are authorized to act on behalf of that Party.

## **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) 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. Each 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 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 any 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, if the Receiving Party is legally compelled 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 the Disclosing Party may seek a protective order or other appropriate remedy and/or waive compliance with the provisions of this Agreement. If 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 the Receiving Party is legally required to disclose, and to exercise its best efforts to obtain reliable assurance that the Confidential Information will be treated confidentially.

Manager shall comply with open records laws, to the extent applicable. Any disclosure by either Party in compliance with the open records laws is not a violation of this Section 12.2.

- 12.3 Survival. This ARTICLE XII 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, price lists, schedules or documents referred to herein) 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. Any conflict between the terms of the Charter Contract and this Agreement shall be resolved in favor of the Charter Contract. Except as 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.

- 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 School 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 North Carolina, 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 School 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. Section 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 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 mail, postage prepaid, return receipt requested, (b) upon delivery if sent by personal delivery (with written confirmation of delivery), (c) upon delivery if sent by personal delivery (with written confirmation of delivery), or (d) upon delivery if by sent by nationally recognized overnight carrier (with written confirmation of delivery). The addresses of the Parties are:

**To:**

Cape View Leadership Academy  
Attn: Christine Isbell, Board President  
[address]  
[email]

**With a copy to:**

Matthew Tilley  
Womble Bond Dickinson  
301 S College St, Ste 3500  
Charlotte, NC 28202-6050  
matthew.tilley@wbd-us.com

**To:**

Accel Schools LLC  
Attn: Chief Operating Officer  
1750 Tysons Boulevard, Suite 1300  
McLean, VA 22102

And legal@pansophiclearning.com

**With a copy to:**

Pansophic Learning US LLC  
Attn: General Counsel  
1750 Tysons Boulevard, Suite 1300  
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, Manager may, without prior written consent from or notice to the School, assign this Agreement to its Affiliates or in connection with a merger, acquisition, asset sale or corporate reorganization and may without the consent of the School, delegate the performance of but not responsibility for any duties and obligations of Manager hereunder to any Affiliate, 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 School and signed by the Board president or other authorized officer of the School and an authorized officer of Manager. 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 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 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 effect 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 one year 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. The provisions of the preceding sentence shall not apply to claims for payment of amounts due under the "Consideration" Sections of this Agreement or loans.
- 13.12 Injunctive Relief and Dispute Resolution.
- (a) Injunctive Relief. The School acknowledges 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 the Manager, its Affiliates and their business interests. The School 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 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 Manager's Chief Operating Officer or equivalent who shall have ten (10) 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 JAMS (Judicial Arbitration and Mediation Services, Inc. <https://www.jamsadr.com>) before 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 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 Federal Arbitration Act, 9 U.S.C. §§ 1-16, and judgment upon the award rendered by the arbitrator may be entered by any court having jurisdiction thereof. The arbitrator is not empowered to award any damages or losses prohibited in the "Limitations of Liability" Section and each Party expressly waives and foregoes any right to the damages or losses.
- (d) Exceptions. Notwithstanding anything else in this Agreement, claims for monies due and claims for injunctive relief as provided for in Section 13.12(a) above, and/or claims for grant or financial assistance reimbursement due may at either Party's option be brought separately and immediately in a court of competent jurisdiction as set forth in Section 13.3 above or pursued through arbitration as set forth above.
- (e) Fees and Expenses. In the event of arbitration or litigation relating to the subject matter of this Agreement, the prevailing party shall be entitled to receive from the other party its reasonable attorneys' fees and costs up to the amount of \$250,000.
- (f) Early Termination Fee. Notwithstanding any provisions in this Agreement to the contrary, if a judge or arbitrator determines the School terminated this Agreement absent uncured breach by Manager, for each remaining year and portion thereof of the Term School shall pay to Manager a fee in the amount of twenty-five percent (25%) of the average billed amount of Management Fee during the one year prior to School providing Manager with notice of termination.

13.13 Survival on Termination or Expiration. The following Articles and 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); Non-Solicitation/Non-Hiring; Termination of Agreement (to the extent they relate to obligations after expiration and termination); 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.

[SIGNATURES ARE ON THE FOLLOWING PAGE]

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

**Accel Schools East LLC**

**Cape View Leadership Academy, Inc.**

By: \_\_\_\_\_

By: \_\_\_\_\_

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

DRAFT



Cape View Leadership Academy

Appendix **L**

## **Insurance Documentation**



# Scholastic First Insurance

School Insurance & Safety Program

April 4, 2025

## RE: Insurance Coverage for Cape View Leadership Academy Broker of Record – Arthur J. Gallagher & Co.

To Whom It May Concern:

We are pleased to provide insurance services for Cape View Leadership Academy. Our division specializes in education and schools throughout the country. We currently work in many states helping schools secure insurance and are licensed to work in the State of North Carolina as required by law.

Our program utilizes the following carriers which are admitted in the State of North Carolina: American Family, The Hartford, AIG, Philadelphia Insurance Company, Scottsdale Insurance Company, United States Fire Insurance Company.

We will only place this school with at least an “A-, VII” rated insurance carrier as determined by AM Best rating guidelines.

On behalf of Cape View Leadership Academy, the following coverages will be secured to meet all requirements of the authorizing agency and/or additional insureds as appropriate:

Coverage	Limit
<b>General Liability (includes corporal punishment, athletic participation*)</b>	\$1,000,000 occurrence expressly covers field trips \$3,000,000 aggregate limit
<b>Workers Compensation Workers' Compensation Part II (Employers' Liability)</b>	As specified by North Carolina Statutes \$1,000,000
<b>Employee Benefits Liability</b>	\$1,000,000 per claim dedicated limit \$3,000,000 aggregate limit
<b>Automobile/Bus Liability including non-owned and hired; underinsured as needed</b>	\$1,000,000 combined single limit
<b>Employment Practices Liability</b>	\$1,000,000 per claim/annual aggregate dedicated limit
<b>Educators Legal Liability (School Leaders E&amp;O and/or Professional Liability)</b>	\$2,000,000 per claim/annual aggregate dedicated limit
<b>Directors &amp; Officers</b>	\$1,000,000 per claim/annual aggregate dedicated limit
<b>Fiduciary Liability</b>	\$1,000,000 per claim/annual aggregate dedicated limit
<b>Sexual Abuse and Misconduct Liability</b>	\$1,000,000 dedicated limit \$3,000,000 aggregate limit
<b>Crime</b>	
Employee Dishonesty	\$1,000,000 per occurrence
Forgery or Alteration	\$1,000,000 per occurrence
Inside Premises – Theft of Monies & Securities	\$1,000,000 per occurrence
Outside the Premises	\$1,000,000 per occurrence
Computer Fraud	\$1,000,000 per occurrence
Money Orders/Counterfeit Papers	\$1,000,000 per occurrence
<b>Bonds</b>	Can secure a Fidelity and or ERISA bond if required
<b>Property and Boiler Machinery Coverage</b>	Blanket Limits as needed by School, on an all risk of direct physical basis (replacement cost to school building for fire and theft)
<b>Business Income/Extra Expense</b>	\$300,000 Extra Expense included Business Income as needed based upon cash flow



<b>Student Accident Coverage* (including or excluding football)</b>	Primary \$25,000 CAT at \$1,000,000 or \$5,000,000
<b>Cyber Security Liability**</b>	\$500,000 per loss or claim/aggregate limit
<b>Coverage</b>	<b>Limit</b>
<b>Umbrella / Excess Liability above primary program (GL, Auto, Abuse, D&amp;O, EPLI, ELL, EBL)</b>	Options up to \$25,000,000
*In order for the general liability to include athletic participation, student accident coverage must be purchased. Catastrophic Student Accident is required for football exposures. In addition parental waivers and confirmation of health insurance from parents is also required.	
**Recommended coverage, however may not be required by charter authorizer	

**Additional Insureds/Loss Payees:**

Our program includes the Charter Authorizer, their respective members, officers, employees, officials and agents as additional insureds on the General Liability policy . The policy also includes blanket Additional Insureds status for Managers or Lessors or Premises; By Contract, Agreement or Permit; and Funding Source. Loss Payees can be added to the property upon our review of the lease/funding contracts.

**Estimated Premiums:**

The estimate below has been prepared based on current market rates, anticipated student population, number of fulltime employees and building dimensions. The insurance estimate is based on the types and amounts of insurance that are required by North Carolina Authorizers.

Coverage	Year 1 Premium Indication
General Liability/Abuse/Crime/Auto/Employee Benefits/Educators E&O	\$ 7,500
Directors & Officers / Employment Practices / Fiduciary	\$ 3,800
Property	\$ 675
Excess \$5 million Limits (follow form over underlying)	\$ 6,250
Workers Compensation/Employers Liability	\$ 4,400
<b>Total Annual Premium</b>	<b>\$ 22,625</b>

Premiums are based upon 1st year projections of 250 students, 19 staff members, \$1,150,000.00 payroll, \$200,000.00 contents.

Coverage	Year 2 Premium Indication
General Liability/Abuse/Crime/Auto/Employee Benefits/Educators E&O	\$ 8,250
Directors & Officers / Employment Practices / Fiduciary	\$ 4,580
Property	\$ 775
Excess \$5 million Limits (follow form over underlying)	\$ 6,250
Workers Compensation/Employers Liability	\$ 5,600
<b>Total Annual Premium</b>	<b>\$ 25,455</b>

Premiums are based upon 2nd year projections of 275 students, 22 staff members, \$1,350,000.00 payroll, \$225,000.00 Contents,

Coverage	Year 3 Premium Indication
General Liability/Abuse/Crime/Auto/Employee Benefits/Educators E&O	\$ 9,240
Directors & Officers / Employment Practices / Fiduciary	\$ 5,130
Property	\$ 1,000
Excess \$5 million Limits (follow form over underlying)	\$ 7,000
Workers Compensation/Employers Liability	\$ 6,764
<b>Total Annual Premium</b>	<b>\$ 29,134</b>

Premiums are based upon 3rd year projections 325 students, 25 staff members, \$1,600,000 payroll, \$250,000.00 contents

**Tentative Timeline for Insurance Coverages**

As part of your planning process, we have prepared a timeline for buying the insurance package before start of the school year. See below for each coverage:

<u>Coverage</u>	<u>Timeline</u>
Directors and Officers /Educators Legal Liability	As soon as board is formed and making school based decisions (contracts)
Employment Practices Liability	Before first employee is hired
Workers Compensation	When first employee is hired or board is formed.
General Liability, Excess, Crime, Sexual Abuse, Auto Liability, Student Accident (please ask for this separately if you would like the coverage).	When lease agreement is signed or property is purchased (landlord will require General Liability coverage).
Property/Flood	As soon as you acquire contents/school equipment

Please let me know if you have any questions.

Sincerely,



Brandon Cole, CPCU, CIC  
National Director - Charter Schools

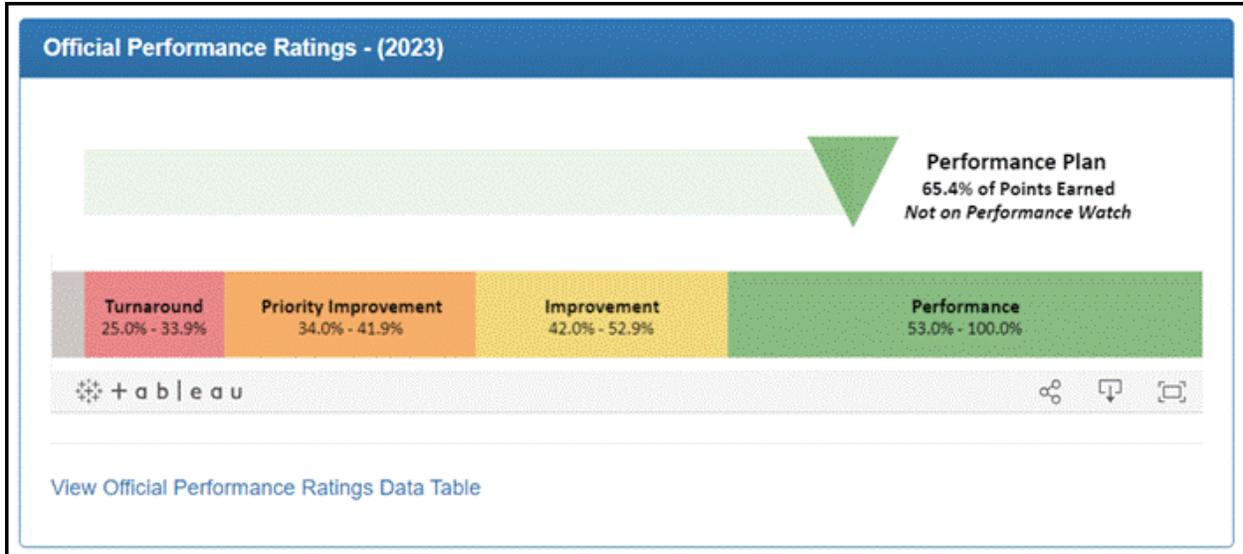
## Appendix A.4.2 – EMO Facility Buyout Agreement

**NOT APPLICABLE**

This appendix does not apply to Cape View Leadership Academy.

## CVLA Question 76 Figures

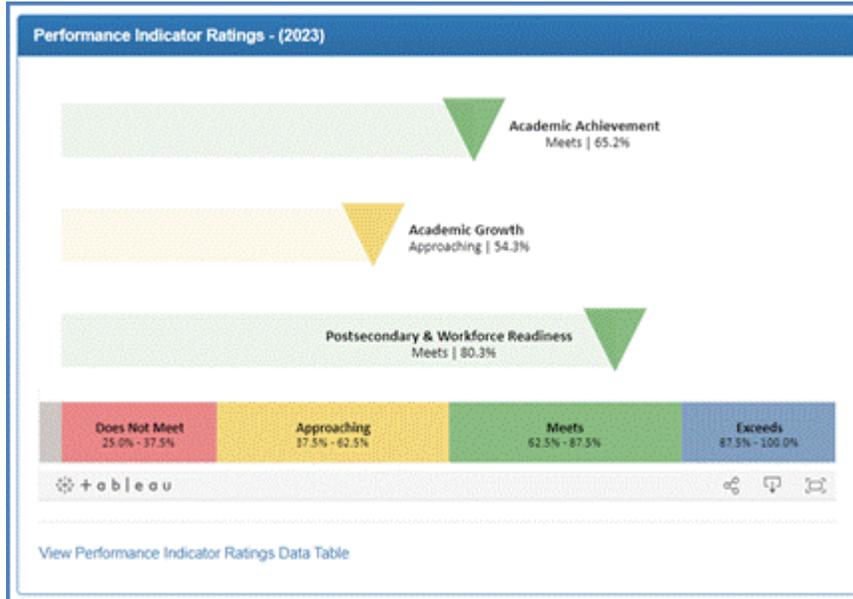
**Figure Q76.1 - Banning Lewis Academy Overall Colorado Performance Rating 2023**



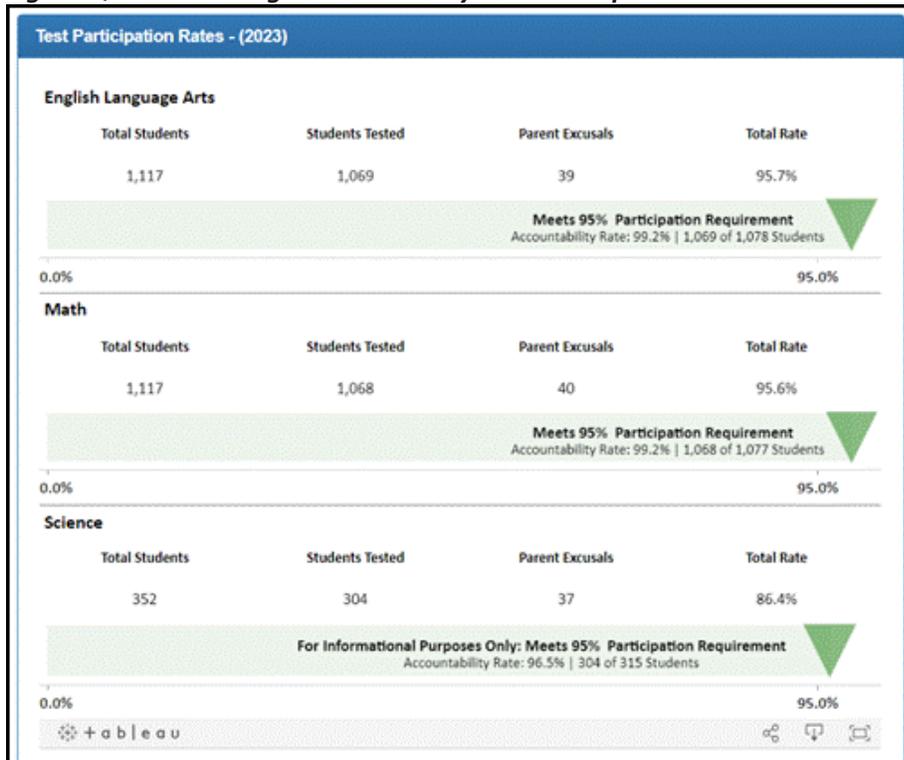
**Figure Q76.2 - Banning Lewis Academy Overall Performance Rating 2016-2022**

NAME	REPORT YEAR	RATING	POINTS EARNED	PARTICIPATING RATING	PERFORMANCE WATCH	NOTES
Banning Lewis Ranch Academy (0555)	2016	Performance Plan	69.6%	Meets 95% Participation	Not on Performance Watch	Rating based on 1-Year Performance Report
Banning Lewis Ranch Academy (0555)	2017	Performance Plan: Meets 95% Participation	77.1%	Meets 95% Participation	Not on Performance Watch	Rating based on 1-Year Performance Report
Banning Lewis Ranch Academy (0555)	2018	Performance Plan: Meets 95% Participation	62.4%	Meets 95% Participation	Not on Performance Watch	Revised 1-Year Report Rating: Not based on Framework Points Earned
Banning Lewis Ranch Academy (0555)	2019	Performance Plan: Meets 95% Participation	60.6%	Meets 95% Participation	Not on Performance Watch	Rating based on 1-Year Performance Report
Banning Lewis Ranch Academy (0555)	2022	Performance Plan: Meets 95% Participation	68%	Meets 95% Participation	Not on Performance Watch	Rating based on 1-Year Performance Report
Banning Lewis Ranch Academy (0555)	2023	Performance Plan	64.8%	Meets 95% Participation	Not on Performance Watch	Rating based on 1-Year Performance Report

**Figure Q76.3 - Colorado 2023 Performance Indicator Rating for Banning Lewis Academy**



**Figure Q76.4 - Banning Lewis Academy Test Participation Rates 2023**





Cape View Leadership Academy

Appendix **A.4.3**

**EMO/CMO Financial History**



KPMG LLP  
Suite 900  
8350 Broad Street  
McLean, VA 22102

## Independent Auditors' Report

Board of Directors  
GSM MidCo LLC:

### *Opinion*

We have audited the consolidated financial statements of GSM MidCo LLC and its subsidiaries (the Company), which comprise the consolidated balance sheet as of June 30, 2024 and the related consolidated statements of operations and comprehensive loss, changes in members' equity, and cash flows for the year then ended, and the related notes to the consolidated financial statements.

In our opinion, the accompanying consolidated financial statements present fairly, in all material respects, the financial position of the Company as of June 30, 2024, and the results of its operations and its cash flows for the year then ended in accordance with U.S. generally accepted accounting principles.

### *Basis for Opinion*

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS). Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Consolidated Financial Statements section of our report. We are required to be independent of the Company and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

### *Other Matter*

The consolidated financial statements of the Company as of and for the year ended June 30, 2023 were audited by another auditor, who expressed an unmodified opinion on those statements on November 17, 2023. The predecessor auditor's report included an emphasis-of-matter paragraph regarding the adoption of ASU No. 2016-02, *Leases*, which is described in Note 3 to the financial statements.

### *Responsibilities of Management for the Consolidated Financial Statements*

Management is responsible for the preparation and fair presentation of the consolidated financial statements in accordance with U.S. generally accepted accounting principles, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the consolidated financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Company's ability to continue as a going concern for one year after the date that the consolidated financial statements are available to be issued.

### *Auditors' Responsibilities for the Audit of the Consolidated Financial Statements*

Our objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS will always detect a material



misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the consolidated financial statements.

In performing an audit in accordance with GAAS, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the consolidated financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the consolidated financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Company's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the consolidated financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Company's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

*KPMG LLP*

McLean, Virginia  
September 30, 2024

## Appendix A.4.4 – IRS Form 990

NOT APPLICABLE

This appendix does not apply to Cape View Leadership Academy. The proposed EMP, ACCEL Schools, is not a non-profit organization.

Semester	Week	Day	Unit	Unit Name	Lesson	Lesson Title	Objectives:	Vocabulary:	Standards:
A	01		01	Hit the Ground Running	01	In the Beginning	<ul style="list-style-type: none"> <li>learn new vocabulary words that you will encounter throughout the unit</li> <li>identify central ideas and details in informational texts</li> </ul>	apprehension arrogant brazenly epiphany extravagance inaugurate inertia spew subsist sweltering apprehension arrogant brazenly epiphany extravagance	RL.9-10.10. RI.9-10.2. RI.9-10.10. L.9-10.6.
A	01		01	Hit the Ground Running	02	The Value of Information	<ul style="list-style-type: none"> <li>learn about objective summaries of informational texts and the best ways to recognize effective summaries</li> <li>discover how Greek and Latin roots and affixes can help determine the meaning of words</li> <li>introduce yourself to the class through a discussion board post</li> </ul>	apprehension arrogant brazenly epiphany extravagance inaugurate inertia spew subsist sweltering apprehension arrogant brazenly epiphany extravagance	RL.9-10.10. RI.9-10.2. RI.9-10.10.
A	02		01	Hit the Ground Running	03	Sound Structures	<ul style="list-style-type: none"> <li>distinguish between different organizational structures in informational texts, including cause and effect, chronological, and comparison/contrast</li> <li>practice writing about yourself, reflecting on a big decision you have made and the ways that decision changed your life</li> </ul>	apprehension arrogant brazenly epiphany extravagance inaugurate inertia spew subsist sweltering apprehension arrogant brazenly epiphany extravagance	RL.9-10.10. RI.9-10.2. RI.9-10.3.
A	02		01	Hit the Ground Running	04	Analyzing Organizing	<ul style="list-style-type: none"> <li>recognize different parts of speech and identify patterns of word change associated with different types of affixes</li> <li>analyze the use of different organizational structures in informational texts, including why the author chose one organizational structure over another</li> <li>practice writing an objective summary in the discussion board</li> </ul>	apprehension arrogant brazenly epiphany extravagance inaugurate inertia spew subsist sweltering apprehension arrogant brazenly epiphany extravagance	RL.9-10.10. RI.9-10.3.
A	03		01	Hit the Ground Running	05	Unit 1 Exam Prep A	<ul style="list-style-type: none"> <li>review central ideas, details, objective summaries of informational texts, and organizational structures</li> <li>review Greek and Latin roots and affixes, parts of speech, and patterns of word change</li> <li>practice writing about yourself one more time, reflecting on the people you love in your life</li> </ul>	apprehension arrogant brazenly epiphany extravagance inaugurate inertia spew subsist sweltering adherence cower disengage inarticulate ironic overwhelming sarcastically sheepish supplementary vestibule adherence cower	RL.9-10.2. RL.9-10.10. W.9-10.1.g. W.9-10.3.a. W.9-10.3.g. L.9-10.6.
A	04		02	A World of Possibilities	06	Literary Minds	<ul style="list-style-type: none"> <li>learn new vocabulary words that you will encounter throughout the unit</li> <li>identify themes, central ideas, and details in literary texts</li> <li>choose a topic for your memoir</li> </ul>	apprehension arrogant brazenly epiphany extravagance inaugurate inertia spew subsist sweltering adherence cower disengage inarticulate ironic overwhelming sarcastically sheepish supplementary vestibule adherence cower	RL.9-10.2. RL.9-10.10. W.9-10.1.g. W.9-10.3.a. W.9-10.3.g.
A	04		02	A World of Possibilities	07	Summing It Up	<ul style="list-style-type: none"> <li>learn about and recognize the different types of reference materials available to you so that you can find information</li> <li>learn about objective summaries of literary texts and the best ways to recognize effective summaries</li> </ul>	apprehension arrogant brazenly epiphany extravagance inaugurate inertia spew subsist sweltering adherence cower disengage inarticulate ironic overwhelming sarcastically sheepish supplementary vestibule adherence cower	RL.9-10.2. RL.9-10.10. W.9-10.1.g. W.9-10.3.a. W.9-10.3.g.
A	05		02	A World of Possibilities	08	Character Study	<ul style="list-style-type: none"> <li>identify different character types, their relationships with each other, and their purpose within stories</li> <li>continue reading The Princess and the Goblin and read a chapter from Tim O'Brien's The Things They Carried</li> </ul>	apprehension arrogant brazenly epiphany extravagance inaugurate inertia spew subsist sweltering adherence cower disengage inarticulate ironic overwhelming sarcastically sheepish supplementary vestibule	RL.9-10.3. RL.9-10.10. W.9-10.1.g. W.9-10.3.a. W.9-10.3.g.

A	05	02	A World of Possibilities	09	People Skills	<ul style="list-style-type: none"> <li>learn about etymology and the information gained from knowing about a word's origins</li> <li>analyze the characters within the reading selections</li> <li>continue planning your memoir by deciding on the characters you want to write about</li> </ul>	adherence cower disengage inarticulate ironic overwhelming sarcastically sheepish supplementary vestibule	RL.9-10.3. RL.9-10.10. W.9-10.1.g. W.9-10.3.a. W.9-10.3.g.
A	06	02	A World of Possibilities	10	Unit 2 Exam Prep A	<ul style="list-style-type: none"> <li>review themes, central ideas, details, objective summaries of literary texts, and character types</li> <li>review reference materials and etymology</li> <li>finish planning your memoir by writing a mini-summary describing the major story elements you will write about</li> </ul>	disengage inarticulate ironic overwhelming sarcastically sheepish supplementary vestibule arbitrary attribute	
A	07	03	Halfway Home	11	Extracting Evidence	<ul style="list-style-type: none"> <li>learn new vocabulary words that you will encounter throughout the unit</li> <li>determine textual evidence to support the explicit meaning in literary texts</li> <li>begin writing the first draft of your personal memoir</li> </ul>	crypt defame extremity humiliation obstinate serene subside vigilance arbitrary attribute	RL.9-10.1. RL.9-10.10. W.9-10.3.b. L.9-10.6.
A	07	03	Halfway Home	12	Hidden Meanings	<ul style="list-style-type: none"> <li>identify clues in context and apply them to discover the meaning of unknown words</li> <li>examine how to use textual evidence to discover implicit meaning within literary texts</li> <li>contribute to a discussion board that asks you to consider being in the shoes of a character from one of the reading selections</li> </ul>	crypt defame extremity humiliation obstinate serene subside vigilance arbitrary attribute	RL.9-10.1. RL.9-10.10. W.9-10.3.c. W.9-10.3.d. W.9-10.3.e.
A	08	03	Halfway Home	13	What It All Means	<ul style="list-style-type: none"> <li>determine textual evidence to use for supporting explicit meaning in informational texts</li> <li>read texts about African brothers who are struggling to adapt to life in America and about the mysteries surrounding a frozen man</li> </ul>	crypt defame extremity humiliation obstinate serene subside vigilance arbitrary attribute	RL.9-10.10. RI.9-10.1. W.9-10.3.f.
A	08	03	Halfway Home	14	Between the Lines	<ul style="list-style-type: none"> <li>learn about the different functions of words within sentences and paragraphs</li> <li>examine ways to use textual evidence to discover implicit meaning in informational texts</li> <li>continue writing your memoir by revising your draft for content and style</li> </ul>	crypt defame extremity humiliation obstinate serene subside vigilance arbitrary attribute	RL.9-10.10. RI.9-10.1. RI.9-10.10. W.9-10.1.g. W.9-10.3.g.
A	09	03	Halfway Home	15	Unit 3 Exam Prep A	<ul style="list-style-type: none"> <li>review explicit meaning, implicit meaning, textual evidence, and inferences in both literary and informational texts</li> <li>review context clues and their relationship to word functions and overall meaning</li> <li>finish writing your memoir by editing and proofreading your draft and then submitting a final copy</li> </ul>	crypt defame extremity humiliation obstinate serene subside vigilance disclose expire	
A	10	04	Rewarding Road	16	Nuances of Language	<ul style="list-style-type: none"> <li>learn new vocabulary words that you will encounter throughout the unit</li> <li>recognize the different types of figurative language and explain why authors use them in their writing</li> <li>read an overview on analyzing literary text</li> </ul>	famished imply lament lore perceive redemption stealthily undaunted	RL.9-10.4. RL.9-10.10. W.9-10.1.g. L.9-10.6.

A	10	04	Rewarding Road	17	Tone Poem	<ul style="list-style-type: none"> <li>learn the nuances of words and ways to apply denotative and connotative meanings</li> <li>distinguish between mood and tone</li> <li>examine the ways an author's specific word choices can affect the mood and tone of a text</li> </ul>	disclose expire famished imply lament lore perceive redemption stealthily undaunted disclose expire	RL.9-10.3. RL.9-10.4. RL.9-10.10. W.9-10.1.g. L.9-10.5.b.
A	11	04	Rewarding Road	18	In Your Eyes	<ul style="list-style-type: none"> <li>determine an author's perspective within a text and analyze how perspective influences writing</li> <li>recognize the difference between a topic and a claim in essay writing</li> <li>experiment with ways to come up with effective topics and claims on your own</li> </ul>	famished imply lament lore perceive redemption stealthily undaunted disclose expire	RL.9-10.3. RL.9-10.6. RL.9-10.10. RI.9-10.6. RI.9-10.10. W.9-10.1.g.
A	11	04	Rewarding Road	19	Culture Club	<ul style="list-style-type: none"> <li>identify figures of speech: euphemism, paradox, and oxymoron</li> <li>gain a new perspective by examining how different cultural experiences can shape people's personalities and beliefs</li> <li>recognize the importance of gathering evidence to support claims and ideas in writing</li> </ul>	famished imply lament lore perceive redemption stealthily undaunted disclose expire	RL.9-10.1. RL.9-10.6. RL.9-10.10. RI.9-10.10. W.9-10.1.g. L.9-10.5.a.
A	12	04	Rewarding Road	20	Unit 4 Exam Prep A	<ul style="list-style-type: none"> <li>review figurative language, mood, and tone</li> <li>review author's perspective and cultural perspective</li> <li>review word nuances, connotation, and figures of speech</li> <li>create an outline and a thesis statement for your literary analysis essay</li> </ul>	famished imply lament lore perceive redemption stealthily undaunted chronic clarity	
A	13	05	The Home Stretch	21	Presenting Art	<ul style="list-style-type: none"> <li>learn new vocabulary words that you will encounter throughout the unit</li> <li>determine the subject and key scenes of literary texts across a variety of mediums</li> <li>begin writing the first draft of your literary analysis</li> </ul>	congregate doff equivalent fray impudence inevitable negotiate vexation chronic clarity	RL.9-10.7. RL.9-10.10. W.9-10.1.a. W.9-10.1.b. L.9-10.6.
A	13	05	The Home Stretch	22	Making the Most of Mediums	<ul style="list-style-type: none"> <li>recognize domain-specific words and dialect within writing</li> <li>examine the subjects and key scenes presented in different artistic mediums, including the details that are emphasized in each</li> </ul>	congregate doff equivalent fray impudence inevitable negotiate vexation chronic clarity	RL.9-10.3. RL.9-10.7. RL.9-10.10. W.9-10.1.c. W.9-10.1.d. W.9-10.1.e.
A	14	05	The Home Stretch	23	Presenting Information	<ul style="list-style-type: none"> <li>recognize different mediums, along with the ways to determine the subject and key scenes of informational texts across a variety of mediums</li> <li>continue reading The Princess and the Goblin and read some informational texts that focus on the same subject across different mediums</li> </ul>	congregate doff equivalent fray impudence inevitable negotiate vexation	RL.9-10.10. RI.9-10.7. RI.9-10.10. W.9-10.1.f.
A	14	05	The Home Stretch	24	Complex Portrayals	<ul style="list-style-type: none"> <li>recognize different mediums, along with the ways to determine the subject and key scenes of informational texts across a variety of mediums</li> <li>continue reading The Princess and the Goblin and read some informational texts that focus on the same subject across different mediums</li> </ul>	chronic clarity congregate doff equivalent fray impudence inevitable negotiate vexation	RL.9-10.7. RL.9-10.10. RI.9-10.7. RI.9-10.10. W.9-10.1.a. W.9-10.1.b. W.9-10.1.c. W.9-10.1.g. W.9-10.5. W.9-10.6.

A	15	05	The Home Stretch	25	Unit 5 Exam Prep A	<ul style="list-style-type: none"> <li>review aspects of different mediums, including subjects, key scenes, and portrayals</li> <li>review domain-specific language, dialect, and language in different contexts</li> <li>finish writing your literary analysis by editing and proofreading your draft and then submitting a final copy</li> </ul>	chronic clarity congregate doff equivalent fray impudence inevitable negotiate vexation	
A	16	06	That's a Wrap!	26	Reviewing the Course, Part 1	<ul style="list-style-type: none"> <li>review Language Skill information from Units 1 and 2</li> <li>review Reading Skill information from Unit 1</li> <li>continue reading George MacDonald's <i>The Princess and the Goblin</i></li> <li>review Language Skill information from Units 3 and 4</li> </ul>		RL.9-10.10. RI.9-10.10.
A	16	06	That's a Wrap!	27	Reviewing the Course, Part 2	<ul style="list-style-type: none"> <li>review Reading Skill information from Unit 2</li> <li>review Unit 4 and 5 Writing Skill information about literary analyses</li> </ul>		RL.9-10.10. RI.9-10.10.
A	17	06	That's a Wrap!	28	Reviewing the Course, Part 3	<ul style="list-style-type: none"> <li>review Reading Skill information from Unit 3</li> <li>complete the Writing Exam</li> </ul>		RL.9-10.10. RI.9-10.10. W.9-10.1.a. W.9-10.1.b. W.9-10.1.c. W.9-10.1.d. W.9-10.1.e. W.9-10.1.f.
A	17	06	That's a Wrap!	29	Reviewing the Course, Part 4	<ul style="list-style-type: none"> <li>read the final reading selections for the course</li> <li>review Reading Skill information from Unit 4</li> <li>contribute to your last Discussion Board post</li> </ul>		RL.9-10.10. RI.9-10.10. W.9-10.4.
A	18	06	That's a Wrap!	30	The End	<ul style="list-style-type: none"> <li>complete the Final Exam</li> </ul>		RL.9-10.1. RL.9-10.2. RL.9-10.4. RL.9-10.5. RL.9-10.6. RL.9-10.10. RI.9-10.1. RI.9-10.2. RI.9-10.3. RI.9-10.4. RI.9-10.6. RI.9-10.8. L.9-10.6.
B	19	01	First Thoughts	01	Let's Get Started!	<ul style="list-style-type: none"> <li>get some tips on studying and testing</li> <li>learn new vocabulary words that you will encounter throughout the unit</li> <li>review themes, central ideas, and details</li> </ul>	avail befall dire dogged entice exasperate impulsively inclination morass vial	RL.9-10.2. RL.9-10.10. RI.9-10.2. RI.9-10.10. L.9-10.6.
B	19	01	First Thoughts	02	Character Review	<ul style="list-style-type: none"> <li>review context clues</li> <li>review the different character types in literary texts, and the ways authors develop those character types</li> <li>gain insight on the methods needed to search for credible and accurate sources and to determine the most valuable information to use in writing</li> </ul>	avail befall dire dogged entice exasperate impulsively inclination morass vial	RL.9-10.3. RL.9-10.10.
B	20	01	First Thoughts	03	Order Up	<ul style="list-style-type: none"> <li>review the ways authors organize and structure their writing based around key ideas and key events</li> <li>begin your first Writing Project by learning about the task, purpose, and audience for informational essays</li> </ul>	avail befall dire dogged entice exasperate impulsively inclination morass vial	RL.9-10.10. RI.9-10.5. RI.9-10.10. W.9-10.1.g. W.9-10.2.a. W.9-10.2.h. W.9-10.5.
B	20	01	First Thoughts	04	Examine the Evidence	<ul style="list-style-type: none"> <li>review word nuances</li> <li>review the concepts of explicit and implicit meaning, including the ways textual evidence supports inferences about a text's meaning</li> <li>determine sources to use for the informational essay Writing Project</li> </ul>	avail befall dire dogged entice exasperate impulsively inclination morass vial	RL.9-10.1. RL.9-10.10. RI.9-10.1. RI.9-10.10. W.9-10.6. L.9-10.5.b.

B	21	01	First Thoughts	05	Unit 1 Exam Prep B	<ul style="list-style-type: none"> <li>review context clues and word nuances</li> <li>review themes, central ideas, details, character types and development, organization and structure, and evidence and inferences</li> <li>write and submit a Works Cited page for your informational essay Writing Project</li> </ul>	avail befall dire dogged entice exasperate impulsively inclination morass vial abyss audible avert grimace ingenuity reconcile reprimand solidarity tarry wistfully	RL.9-10.5. RL.9-10.10. W.9-10.1.g. W.9-10.2.a. W.9-10.2.b. W.9-10.2.h. W.9-10.5. L.9-10.6.
B	22	02	Secondary Thoughts	06	Deciding on a Plan	<ul style="list-style-type: none"> <li>learn new vocabulary words that you will encounter throughout the unit</li> <li>recognize different structural elements in informational texts and the ways these elements influence a text</li> <li>write the thesis statement and create an outline for your informational essay</li> </ul>	abyss audible avert grimace ingenuity reconcile reprimand solidarity tarry wistfully	RL.9-10.5. RL.9-10.10. W.9-10.1.g. W.9-10.2.a. W.9-10.2.b. W.9-10.2.h. W.9-10.5. L.9-10.6.
B	22	02	Secondary Thoughts	07	Never Go Out of Style	<ul style="list-style-type: none"> <li>learn about spelling conventions and identify words that are spelled incorrectly in different types of writing</li> <li>learn the ways organizational structure affects a text's meaning and style</li> <li>write the introductory paragraph for your informational essay</li> <li>engage in a discussion board exercise where you offer your own interpretation of quotations from the reading selections</li> </ul>	abyss audible avert grimace ingenuity reconcile reprimand solidarity tarry wistfully	RL.9-10.5. RL.9-10.10. W.9-10.1.b. W.9-10.5.
B	23	02	Secondary Thoughts	08	History Lesson	<ul style="list-style-type: none"> <li>compare texts for common themes and topics, patterns of events, and character types</li> <li>write the body paragraphs for your informational essay</li> </ul>	abyss audible avert grimace ingenuity reconcile reprimand solidarity tarry wistfully	RL.9-10.3. RL.9-10.9. RL.9-10.10. W.9-10.2.c. W.9-10.2.d. W.9-10.2.e. W.9-10.2.f. W.9-10.5. W.9-10.6.
B	23	02	Secondary Thoughts	09	The Story Remains the Same	<ul style="list-style-type: none"> <li>learn about style manuals, their many purposes, and the ways you can use them to help your writing</li> <li>read a myth about the god Prometheus, a poem by Walt Whitman, and more of Anthem</li> <li>analyze how authors draw on source materials to enhance their writing</li> </ul>	abyss audible avert grimace ingenuity reconcile reprimand solidarity tarry wistfully	RL.9-10.9. RL.9-10.10. W.9-10.2.g. W.9-10.5. L.9-10.3.a.
B	24	02	Secondary Thoughts	10	Unit 2 Exam Prep B	<ul style="list-style-type: none"> <li>review spelling conventions and style manuals</li> <li>review structural elements and their influence on meaning and style, and the ways authors use source materials to strengthen their writing</li> <li>research graphics and multimedia to support your informational essa</li> </ul>	abyss audible avert grimace ingenuity reconcile reprimand solidarity tarry wistfully cringe emit empathy garrison nostalgic pacify strategy team terminate trivial cringe emit empathy garrison nostalgic pacify strategy team terminate trivial	RL.9-10.10. RI.9-10.5. RI.9-10.10. W.9-10.1.g. W.9-10.2.h. L.9-10.6.
B	25	03	Clear Thoughts	11	Section Breaks	<ul style="list-style-type: none"> <li>learn new vocabulary words that you will encounter throughout the unit</li> <li>learn about the function of sentences and paragraphs in informational writing</li> <li>revise your informational essay for content</li> </ul>	abyss audible avert grimace ingenuity reconcile reprimand solidarity tarry wistfully cringe emit empathy garrison nostalgic pacify strategy team terminate trivial cringe emit empathy garrison nostalgic pacify strategy team terminate trivial	RL.9-10.10. RI.9-10.5. RI.9-10.10. W.9-10.1.g. W.9-10.2.h. L.9-10.6.
B	25	03	Clear Thoughts	12	Claim to Fame	<ul style="list-style-type: none"> <li>recognize and use various types of phrases in sentences</li> <li>analyze the function of sentences and paragraphs as they relate to an author's ideas and claims in informational writing</li> <li>edit your informational essay for conventions and review instructor feedback</li> </ul>	abyss audible avert grimace ingenuity reconcile reprimand solidarity tarry wistfully cringe emit empathy garrison nostalgic pacify strategy team terminate trivial	RL.9-10.10. RI.9-10.8. RI.9-10.10. W.9-10.1.g. W.9-10.2.e. W.9-10.2.f. W.9-10.2.h. W.9-10.6. L.9-10.1.

B	26	03	Clear Thoughts	13	For All Intents and Purposes	<ul style="list-style-type: none"> <li>• identify an author's purpose and perspective within an informational text</li> <li>• submit the final version of your informational essay</li> </ul>	<p>cringe emit empathy garrison nostalgic pacify strategy teem terminate trivial cringe emit</p>	<p>RL.9-10.10. RI.9-10.6. RI.9-10.10. W.9-10.4. W.9-10.5.</p>
B	26	03	Clear Thoughts	14	Art of Persuasion	<ul style="list-style-type: none"> <li>• recognize and use various types of clauses in sentences</li> <li>• identify rhetorical devices that authors of informational texts use in their writing</li> <li>• determine a speaker's point of view and the use of rhetoric</li> </ul>	<p>empathy garrison nostalgic pacify strategy teem terminate trivial cringe emit</p>	<p>RL.9-10.10. RI.9-10.6. RI.9-10.10. SL.9-10.3.</p>
B	27	03	Clear Thoughts	15	Unit 3 Exam Prep B	<ul style="list-style-type: none"> <li>• review the various types of phrases and clauses authors use in their writing</li> <li>• review organizational structure, author purpose and perspective, and rhetoric</li> <li>• finish reading Anthem and analyze the main character's closing thought</li> </ul>	<p>empathy garrison nostalgic pacify strategy teem terminate trivial</p>	
B	28	04	Opposing Thoughts	16	Forming an Argument	<ul style="list-style-type: none"> <li>• learn new vocabulary words that you will encounter throughout the unit</li> <li>• identify arguments and claims in informational texts</li> <li>• develop a claim for an argument essay</li> </ul>	<p>adversely askew compulsory denounce evolve integrity optimistic priority righteousness tangible</p>	<p>RL.9-10.10. RI.9-10.8. RI.9-10.10. W.9-10.1.a. W.9-10.1.b. W.9-10.1.g. L.9-10.6.</p>
B	28	04	Opposing Thoughts	17	Listening to Reason	<ul style="list-style-type: none"> <li>• explore parallel structure in writing by using gerunds</li> <li>• examine sound reasoning and illogical reasoning in informational texts</li> <li>• determine a counterclaim and a rebuttal for your argument essay</li> </ul>	<p>adversely askew compulsory denounce evolve integrity optimistic priority righteousness tangible</p>	<p>RL.9-10.10. RI.9-10.8. RI.9-10.10. W.9-10.1.a. W.9-10.1.b. W.9-10.1.g. L.9-10.3.b.</p>
B	29	04	Opposing Thoughts	18	Weighing the Evidence	<ul style="list-style-type: none"> <li>• examine evidence in writing to determine if it is relevant and sufficient</li> <li>• determine reasons that support your argument essay's claim</li> </ul>	<p>adversely askew compulsory denounce evolve integrity optimistic priority righteousness tangible</p>	<p>RL.9-10.10. RI.9-10.8. RI.9-10.10. W.9-10.1.c. W.9-10.1.g.</p>
B	29	04	Opposing Thoughts	19	Evaluating the Argument	<ul style="list-style-type: none"> <li>• explore parallel structure in writing by using infinitive phrases and by using clauses</li> <li>• evaluate arguments and claims within informational texts</li> <li>• find credible evidence to support your argument essay</li> </ul>	<p>adversely askew compulsory denounce evolve integrity optimistic priority righteousness tangible</p>	<p>RL.9-10.10. RI.9-10.8. RI.9-10.10. W.9-10.1.c. W.9-10.1.g. W.9-10.6. L.9-10.3.b.</p>
B	30	04	Opposing Thoughts	20	Unit 4 Exam Prep B	<ul style="list-style-type: none"> <li>• review parallel structure with gerunds, infinitive phrases, and clauses</li> <li>• review arguments and claims, reasoning, and relevant and sufficient evidence</li> <li>• write a thesis statement and create an outline for your argument essay</li> </ul>	<p>adversely askew compulsory denounce evolve integrity optimistic priority righteousness tangible</p>	

B	31	05	Famous Thoughts	21	What Are Words For?	<ul style="list-style-type: none"> <li>• learn new vocabulary words that you will encounter throughout the unit</li> <li>• identify language with figurative, connotative, and/or technical meaning</li> <li>• write the introductory paragraph for your argument essay</li> </ul>	aggressively appraisal contrive enhance glamour haughty listless saunter superficial surly aggressively	RL.9-10.10. RI.9-10.4. RI.9-10.10. W.9-10.1.a. W.9-10.1.b. L.9-10.6.
B	31	05	Famous Thoughts	22	Tone Soul Evolution	<ul style="list-style-type: none"> <li>• learn about the correct ways to use semicolons in writing</li> <li>• understand the impact that language can have on meaning and tone</li> <li>• read about a NASA study on twin astronauts and read a speech delivered by President John F. Kennedy to Congress on the space race</li> </ul>	appraisal contrive enhance glamour haughty listless saunter superficial surly aggressively	RL.9-10.10. RI.9-10.4. RI.9-10.10. W.9-10.1.c. W.9-10.1.d. W.9-10.1.e.
B	32	05	Famous Thoughts	23	History of the Making	<ul style="list-style-type: none"> <li>• identify concepts and themes in seminal US documents</li> <li>• start reading a letter written by Martin Luther King Jr. during his time in a Birmingham jail</li> </ul>	enhance glamour haughty listless saunter superficial surly aggressively	
B	32	05	Famous Thoughts	24	The Rest Is History	<ul style="list-style-type: none"> <li>• learn about the correct ways to use colons in writing</li> <li>• analyze how authors of seminal US documents develop concepts and themes in their writing</li> <li>• revise your argument essay for content and style</li> </ul>	appraisal contrive enhance glamour haughty listless saunter superficial surly aggressively	RL.9-10.10. RI.9-10.9. RI.9-10.10. W.9-10.1.d. W.9-10.1.e. W.9-10.1.g.
B	33	05	Famous Thoughts	25	Unit 5 Exam Prep B	<ul style="list-style-type: none"> <li>• review the use of semicolons and colons in writing</li> <li>• review how to identify and analyze concepts and themes in seminal US documents</li> <li>• revise your argument essay for grammar and conventions, and publish your finalized version</li> </ul>	appraisal contrive enhance glamour haughty listless saunter superficial surly	
B	34	06	Final Thoughts	26	Reviewing the Course, Part 1	<ul style="list-style-type: none"> <li>• review Language Skill information from Units 1 and 2</li> <li>• review Reading Skill information from Units 1 and 2</li> <li>• review Unit 4 Writing Skill information about argument writing</li> <li>• review Language Skill information from Units 3 and 4</li> </ul>		RL.9-10.10. RI.9-10.10.
B	34	06	Final Thoughts	27	Reviewing the Course, Part 2	<ul style="list-style-type: none"> <li>• review Reading Skill information from Unit 3</li> <li>• review Unit 5 Writing Skill information about argument writing</li> </ul>		RL.9-10.10. RI.9-10.10.
B	35	06	Final Thoughts	28	Reviewing the Course, Part 3	<ul style="list-style-type: none"> <li>• review Language Skill information from Unit 5</li> <li>• review Reading Skill information from Unit 4</li> <li>• complete the Writing Exam</li> </ul>		RL.9-10.10. RI.9-10.10. W.9-10.1.a. W.9-10.1.b. W.9-10.1.c. W.9-10.1.d. W.9-10.1.e. W.9-10.1.f.
B	35	06	Final Thoughts	29	Reviewing the Course, Part 4	<ul style="list-style-type: none"> <li>• review Reading Skill information from Unit 5</li> </ul>		RL.9-10.10. RI.9-10.10. W.9-10.4.

B 36 06 Final Thoughts 30 The End • complete the Final Exam

RL.9-10.1.  
RL.9-10.2.  
RL.9-10.4.  
RL.9-10.5.  
RL.9-10.6.  
RL.9-10.10.  
RI.9-10.1.  
RI.9-10.2.  
RI.9-10.3.  
RI.9-10.4.  
RI.9-10.6.  
RI.9-10.8.  
L.9-10.6.

Semester	Week	Day	Unit	Unit Name	Lesson	Lesson Title	Objectives:	Vocabulary:	Standards:
A	01	01	01	Rigid Transformations and Congruence		☀ Day 1			MP.5. MP.7.
A	01	01	01	Rigid Transformations and Congruence	01	Welcome to 8th Grade Math			
A	01	01	01	Rigid Transformations and Congruence	01	Welcome to Rigid Transformations and Congruence	• Explore the content of this unit.		
A	01	02	01	Rigid Transformations and Congruence		☀ Day 2			
A	01	02	01	Rigid Transformations and Congruence	01	Interactive Study Guide: Rigid Transformations and Congruence	• Explore the content of this unit.		
A	01	02	01	Rigid Transformations and Congruence	02	Moving in the Plane	• Describe (orally and in writing) a translation or rotation of a shape using informal language, e.g., "slide," "turn left," etc. • Identify angles and rays that do not belong in a group and justify (orally) why the object does not belong.	vertex - a point where two or more edges meet. When we have more than one vertex, we call them vertices.	MP.6. MP.7. NC.8.G.2.a.
A	01	03	01	Rigid Transformations and Congruence		☀ Day 3			
A	01	03	01	Rigid Transformations and Congruence	02	Activity Page: Moving in the Plane	• Describe (orally and in writing) a translation or rotation of a shape using informal language, e.g., "slide," "turn left," etc. • Identify angles and rays that do not belong in a group and justify (orally) why the object does not belong.	vertex - a point where two or more edges meet. When we have more than one vertex, we call them vertices.	
A	01	03	01	Rigid Transformations and Congruence	02	Interactive Study Guide: Moving in the Plane	• Describe (orally and in writing) a translation or rotation of a shape using informal language, e.g., "slide," "turn left," etc. • Identify angles and rays that do not belong in a group and justify (orally) why the object does not belong.	vertex - a point where two or more edges meet. When we have more than one vertex, we call them vertices.	
A	01	04	01	Rigid Transformations and Congruence		☀ Day 4			
A	01	04	01	Rigid Transformations and Congruence	03	Naming the Moves	• Describe (orally and in writing) the movement of shapes informally and formally using the terms "clockwise," "counterclockwise," "translations," "rotations," and "reflections" of figures.	clockwise - to turn in the same direction as the hands of a clock. counterclockwise - to turn opposite of the way the hands of a clock turn. reflection - moves every point on a figure to a point directly on the opposite side of a line. The new point is the same distance from the line as it was in the original figure. rotation - moves every point on a figure around a center by a given angle in a specific direction. translation - moves every point in a figure a given distance in a given direction. clockwise - to turn in the same direction as the hands of a clock. counterclockwise - to turn opposite of the way the hands of a clock turn.	MP.4. MP.5. MP.6. MP.7. NC.8.G.2.a.
A	01	04	01	Rigid Transformations and Congruence	03	Activity Page: Naming the Moves	• Describe (orally and in writing) the movement of shapes informally and formally using the terms "clockwise," "counterclockwise," "translations," "rotations," and "reflections" of figures.	reflection - moves every point on a figure to a point directly on the opposite side of a line. The new point is the same distance from the line as it was in the original figure. rotation - moves every point on a figure around a center by a given angle in a specific direction. translation - moves every point in a figure a given distance in a given direction. clockwise - to turn in the same direction as the hands of a clock. counterclockwise - to turn opposite of the way the hands of a clock turn.	
A	01	04	01	Rigid Transformations and Congruence	03	Interactive Study Guide: Naming the Moves	• Describe (orally and in writing) the movement of shapes informally and formally using the terms "clockwise," "counterclockwise," "translations," "rotations," and "reflections" of figures.	reflection - moves every point on a figure to a point directly on the opposite side of a line. The new point is the same distance from the line as it was in the original figure. rotation - moves every point on a figure around a center by a given angle in a specific direction. translation - moves every point in a figure a given distance in a given direction. clockwise - to turn in the same direction as the hands of a clock. counterclockwise - to turn opposite of the way the hands of a clock turn.	
A	01	05	01	Rigid Transformations and Congruence		☀ Day 5			
A	01	05	01	Rigid Transformations and Congruence	04	Math in the Real World - Dance	• Apply mathematical knowledge to real-world situations.		MP.7. NC.8.G.2.a.
A	01	05	01	Rigid Transformations and Congruence	04	Discussion: Math in the Real World - Dance	• Apply mathematical knowledge to real-world situations. • Describe (orally) the moves needed to perform a transformation.		
A	01	05	01	Rigid Transformations and Congruence	05	Grid Moves	• Draw and label the image and "corresponding points" of figures that result from translations, rotations, and reflections. • Draw the "image" of a figure that results from a translation, rotation, and reflection in square and isometric grids and justify (orally) that the image is a transformation of the original figure.	image - the result of translations, rotations, and reflections on an object. Every part of the original object moves in the same way to match up with a part of the image.	MP.4. MP.5. MP.7. NC.8.G.2.a. NC.8.G.3.
A	02	06	01	Rigid Transformations and Congruence		☀ Day 6			
A	02	06	01	Rigid Transformations and Congruence	05	Activity Page: Grid Moves	• Describe (orally) the moves needed to perform a transformation. • Draw and label the image and "corresponding points" of figures that result from translations, rotations, and reflections. • Draw the "image" of a figure that results from a translation, rotation, and reflection in square and isometric grids and justify (orally) that the image is a transformation of the original figure. • Describe (orally) the moves needed to perform a transformation.	image - the result of translations, rotations, and reflections on an object. Every part of the original object moves in the same way to match up with a part of the image.	
A	02	06	01	Rigid Transformations and Congruence	05	Interactive Study Guide: Grid Moves	• Draw and label the image and "corresponding points" of figures that result from translations, rotations, and reflections. • Draw the "image" of a figure that results from a translation, rotation, and reflection in square and isometric grids and justify (orally) that the image is a transformation of the original figure.	image - the result of translations, rotations, and reflections on an object. Every part of the original object moves in the same way to match up with a part of the image.	
A	02	07	01	Rigid Transformations and Congruence		☀ Day 7			

A	02	07	01	Rigid Transformations and Congruence	06	Making the Moves	<ul style="list-style-type: none"> <li>Comprehend that a "transformation" is a translation, rotation, reflection, or a combination of these.</li> <li>Draw a transformation of a figure using information given orally.</li> <li>Explain (orally) the "sequence of transformations" that "takes" one figure to its image.</li> <li>Identify (orally and in writing) the features that determine a translation, rotation, or reflection.</li> </ul>	<p>sequence of transformations - a set of translations, rotations, reflections, and dilations on a figure. The transformations are performed in a given order.</p> <p>transformation - a translation, rotation, reflection, or dilation, or a combination of these.</p>	<p>MP.4. MP.5. MP.6. MP.7. NC.8.G.2.a. NC.8.G.2.c. NC.8.G.3.</p>
A	02	07	01	Rigid Transformations and Congruence	06	Activity Page: Making the Moves	<ul style="list-style-type: none"> <li>Comprehend that a "transformation" is a translation, rotation, reflection, or a combination of these.</li> <li>Draw a transformation of a figure using information given orally.</li> <li>Explain (orally) the "sequence of transformations" that "takes" one figure to its image.</li> <li>Identify (orally and in writing) the features that determine a translation, rotation, or reflection.</li> </ul>	<p>sequence of transformations - a set of translations, rotations, reflections, and dilations on a figure. The transformations are performed in a given order.</p> <p>transformation - a translation, rotation, reflection, or dilation, or a combination of these.</p>	
A	02	08	01	Rigid Transformations and Congruence		☀ Day 8			
A	02	08	01	Rigid Transformations and Congruence	06	Interactive Study Guide: Making the Moves	<ul style="list-style-type: none"> <li>Comprehend that a "transformation" is a translation, rotation, reflection, or a combination of these.</li> <li>Draw a transformation of a figure using information given orally.</li> <li>Explain (orally) the "sequence of transformations" that "takes" one figure to its image.</li> <li>Identify (orally and in writing) the features that determine a translation, rotation, or reflection.</li> </ul>	<p>sequence of transformations - a set of translations, rotations, reflections, and dilations on a figure. The transformations are performed in a given order.</p> <p>transformation - a translation, rotation, reflection, or dilation, or a combination of these.</p>	
A	02	08	01	Rigid Transformations and Congruence	07	Coordinate Moves	<ul style="list-style-type: none"> <li>Draw and label a diagram of a line segment rotated 90 degrees clockwise or counterclockwise about a given center.</li> <li>Generalize (orally and in writing) the process to reflect any point in the coordinate plane.</li> <li>Identify (orally and in writing) coordinates that represent a transformation of one figure to another.</li> </ul>	<p>coordinate plane - a system for telling where points are. For example, if point R is located at (3, 2) on the coordinate plane, it is three units to the right and two units up from the origin.</p>	<p>MP.4. MP.7. NC.8.G.2.a. NC.8.G.3.</p>
A	02	09	01	Rigid Transformations and Congruence		☀ Day 9			
A	02	09	01	Rigid Transformations and Congruence	07	Activity Page: Coordinate Moves	<ul style="list-style-type: none"> <li>Draw and label a diagram of a line segment rotated 90 degrees clockwise or counterclockwise about a given center.</li> <li>Generalize (orally and in writing) the process to reflect any point in the coordinate plane.</li> <li>Identify (orally and in writing) coordinates that represent a transformation of one figure to another.</li> </ul>	<p>coordinate plane - a system for telling where points are. For example, if point R is located at (3, 2) on the coordinate plane, it is three units to the right and two units up from the origin.</p>	
A	02	09	01	Rigid Transformations and Congruence	07	Interactive Study Guide: Coordinate Moves	<ul style="list-style-type: none"> <li>Draw and label a diagram of a line segment rotated 90 degrees clockwise or counterclockwise about a given center.</li> <li>Generalize (orally and in writing) the process to reflect any point in the coordinate plane.</li> <li>Identify (orally and in writing) coordinates that represent a transformation of one figure to another.</li> </ul>	<p>coordinate plane - a system for telling where points are. For example, if point R is located at (3, 2) on the coordinate plane, it is three units to the right and two units up from the origin.</p>	
A	02	09	01	Rigid Transformations and Congruence	08	Describing Transformations	<ul style="list-style-type: none"> <li>Create a drawing on a coordinate grid of a transformed object using verbal descriptions.</li> <li>Identify what information is needed to transform a polygon. Ask questions to elicit that information.</li> </ul>		<p>MP.4. MP.5. MP.6. MP.7. NC.8.G.2.a. NC.8.G.2.c. NC.8.G.3.</p>
A	02	10	01	Rigid Transformations and Congruence		☀ Day 10			
A	02	10	01	Rigid Transformations and Congruence	08	Activity Page: Describing Transformations	<ul style="list-style-type: none"> <li>Create a drawing on a coordinate grid of a transformed object using verbal descriptions.</li> <li>Identify what information is needed to transform a polygon. Ask questions to elicit that information.</li> </ul>		
A	02	10	01	Rigid Transformations and Congruence	08	Interactive Study Guide: Describing Transformations	<ul style="list-style-type: none"> <li>Create a drawing on a coordinate grid of a transformed object using verbal descriptions.</li> <li>Identify what information is needed to transform a polygon. Ask questions to elicit that information.</li> </ul>		
A	02	10	01	Rigid Transformations and Congruence	09	No Bending or Stretching	<ul style="list-style-type: none"> <li>Comprehend that the phrase "rigid transformation" refers to a transformation where all pairs of "corresponding distances" and "corresponding angle" measures in the figure and its image are the same.</li> <li>Draw and label a diagram of the image of a polygon under a rigid transformation, including calculating side lengths and angle measures.</li> <li>Identify (orally and in writing) a sequence of rigid transformations using a drawing of a figure and its image.</li> </ul>	<p>corresponding - When part of an original figure matches up with part of a copy, we call them corresponding parts. These could be points, segments, angles, or distances.</p> <p>rigid transformation - a move that does not change any measurements of a figure. Translations, rotations, and reflections are rigid transformations, as is any sequence of these.</p>	<p>MP.2. MP.6. MP.7. NC.8.G.2.a. NC.8.G.2.b. NC.8.G.3.</p>
A	03	11	01	Rigid Transformations and Congruence		☀ Day 11			
A	03	11	01	Rigid Transformations and Congruence	09	Activity Page: No Bending or Stretching	<ul style="list-style-type: none"> <li>Comprehend that the phrase "rigid transformation" refers to a transformation where all pairs of "corresponding distances" and "corresponding angle" measures in the figure and its image are the same.</li> <li>Draw and label a diagram of the image of a polygon under a rigid transformation, including calculating side lengths and angle measures.</li> <li>Identify (orally and in writing) a sequence of rigid transformations using a drawing of a figure and its image.</li> </ul>	<p>corresponding - When part of an original figure matches up with part of a copy, we call them corresponding parts. These could be points, segments, angles, or distances.</p> <p>rigid transformation - a move that does not change any measurements of a figure. Translations, rotations, and reflections are rigid transformations, as is any sequence of these.</p>	

A	03	11	01	Rigid Transformations and Congruence	09	Interactive Study Guide: No Bending or Stretching	<ul style="list-style-type: none"> <li>Comprehend that the phrase "rigid transformation" refers to a transformation where all pairs of "corresponding distances" and "corresponding angle" measures in the figure and its image are the same.</li> <li>Draw and label a diagram of the image of a polygon under a rigid transformation, including calculating side lengths and angle measures.</li> <li>Identify (orally and in writing) a sequence of rigid transformations using a drawing of a figure and its image.</li> </ul>	<p>corresponding - When part of an original figure matches up with part of a copy, we call them corresponding parts. These could be points, segments, angles, or distances.</p> <p>rigid transformation - a move that does not change any measurements of a figure.</p> <p>Translations, rotations, and reflections are rigid transformations, as is any sequence of these.</p>	
A	03	12	01	Rigid Transformations and Congruence		☼ Day 12			
A	03	12	01	Rigid Transformations and Congruence	10	Math in the Real World - Art	<ul style="list-style-type: none"> <li>Apply mathematical knowledge to real-world situations.</li> </ul>		MP.5. MP.7. NC.8.G.2.a. NC.8.G.3.
A	03	12	01	Rigid Transformations and Congruence	11	Rotation Patterns	<ul style="list-style-type: none"> <li>Draw and label rotations of 180 degrees of a line segment from centers of the midpoint, a point on the segment, and a point not on the segment.</li> <li>Generalize (orally and in writing) the outcome when rotating a line segment 180 degrees.</li> <li>Identify (orally and in writing) the rigid transformations that can build a diagram from one starting figure.</li> </ul>		MP.2. MP.7. NC.8.G.2.a. NC.8.G.3.
A	03	13	01	Rigid Transformations and Congruence		☼ Day 13			
A	03	13	01	Rigid Transformations and Congruence	11	Activity Page: Rotation Patterns	<ul style="list-style-type: none"> <li>Draw and label rotations of 180 degrees of a line segment from centers of the midpoint, a point on the segment, and a point not on the segment.</li> <li>Generalize (orally and in writing) the outcome when rotating a line segment 180 degrees.</li> <li>Identify (orally and in writing) the rigid transformations that can build a diagram from one starting figure.</li> </ul>		
A	03	13	01	Rigid Transformations and Congruence	11	Interactive Study Guide: Rotation Patterns	<ul style="list-style-type: none"> <li>Draw and label rotations of 180 degrees of a line segment from centers of the midpoint, a point on the segment, and a point not on the segment.</li> <li>Generalize (orally and in writing) the outcome when rotating a line segment 180 degrees.</li> <li>Identify (orally and in writing) the rigid transformations that can build a diagram from one starting figure.</li> </ul>		
A	03	14	01	Rigid Transformations and Congruence		☼ Day 14			
A	03	14	01	Rigid Transformations and Congruence	12	Moves in Parallel	<ul style="list-style-type: none"> <li>Comprehend that a rotation by 180 degrees about a point of two intersecting lines moves each angle to the angle that is vertical to it.</li> <li>Describe (orally and in writing) observations of lines and parallel lines under rigid transformations, including lines that are taken to lines and parallel lines that are taken to parallel lines.</li> <li>Draw and label rigid transformations of a line and explain the relationship between a line and its image under the transformation.</li> <li>Generalize (orally) that "vertical angles" are congruent using informal arguments about 180-degree rotations of lines.</li> </ul>	<p>vertical angles - opposite angles that share the same vertex. They are formed by a pair of intersecting lines. Their angle measures are equal.</p>	MP.2. MP.5. MP.7. NC.8.G.2.a. NC.8.G.3.
A	03	14	01	Rigid Transformations and Congruence	12	Activity Page: Moves in Parallel	<ul style="list-style-type: none"> <li>Comprehend that a rotation by 180 degrees about a point of two intersecting lines moves each angle to the angle that is vertical to it.</li> <li>Describe (orally and in writing) observations of lines and parallel lines under rigid transformations, including lines that are taken to lines and parallel lines that are taken to parallel lines.</li> <li>Draw and label rigid transformations of a line and explain the relationship between a line and its image under the transformation.</li> <li>Generalize (orally) that "vertical angles" are congruent using informal arguments about 180-degree rotations of lines.</li> </ul>	<p>vertical angles - opposite angles that share the same vertex. They are formed by a pair of intersecting lines. Their angle measures are equal.</p>	
A	03	14	01	Rigid Transformations and Congruence	12	Interactive Study Guide: Moves in Parallel	<ul style="list-style-type: none"> <li>Comprehend that a rotation by 180 degrees about a point of two intersecting lines moves each angle to the angle that is vertical to it.</li> <li>Describe (orally and in writing) observations of lines and parallel lines under rigid transformations, including lines that are taken to lines and parallel lines that are taken to parallel lines.</li> <li>Draw and label rigid transformations of a line and explain the relationship between a line and its image under the transformation.</li> <li>Generalize (orally) that "vertical angles" are congruent using informal arguments about 180-degree rotations of lines.</li> </ul>	<p>vertical angles - opposite angles that share the same vertex. They are formed by a pair of intersecting lines. Their angle measures are equal.</p>	
A	03	15	01	Rigid Transformations and Congruence		☼ Day 15			
A	03	15	01	Rigid Transformations and Congruence	13	Composing Figures	<ul style="list-style-type: none"> <li>Draw and label images of triangles under rigid transformations and then describe (orally and in writing) properties of the composite figure created by the images.</li> <li>Generalize that lengths and angle measures are preserved under any rigid transformation.</li> <li>Identify side lengths and angles that have equivalent measurements in composite shapes and explain (orally and in writing) why they are equivalent.</li> <li>Draw and label images of triangles under rigid transformations and then describe (orally and in writing) properties of the composite figure created by the images.</li> </ul>		MP.3. MP.5. MP.7. NC.8.G.2.a. NC.8.G.3.
A	03	15	01	Rigid Transformations and Congruence	13	Activity Page: Composing Figures	<ul style="list-style-type: none"> <li>Generalize that lengths and angle measures are preserved under any rigid transformation.</li> <li>Identify side lengths and angles that have equivalent measurements in composite shapes and explain (orally and in writing) why they are equivalent.</li> </ul>		

A	03	15	01	Rigid Transformations and Congruence	13	Interactive Study Guide: Composing Figures	<ul style="list-style-type: none"> <li>• Draw and label images of triangles under rigid transformations and then describe (orally and in writing) properties of the composite figure created by the images.</li> <li>• Generalize that lengths and angle measures are preserved under any rigid transformation.</li> <li>• Identify side lengths and angles that have equivalent measurements in composite shapes and explain (orally and in writing) why they are equivalent.</li> </ul>		
A	04	16	01	Rigid Transformations and Congruence		☀ Day 16			
A	04	16	01	Rigid Transformations and Congruence	14	What Is the Same?	<ul style="list-style-type: none"> <li>• Compare and contrast (orally and in writing) side lengths, angle measures, and areas using rigid transformations to explain why a shape is or is not congruent to another.</li> <li>• Comprehend that congruent figures have equal corresponding side lengths, angle measures, and areas.</li> <li>• Describe (orally and in writing) two figures that can be moved to one another using a sequence of rigid transformations as "congruent."</li> </ul>	congruent - one figure is congruent to another if it can be moved with translations, rotations, and reflections to fit exactly over the other.	MP.2 MP.5 MP.7 NC.8.G.2.a NC.8.G.2.b NC.8.G.3.
A	04	16	01	Rigid Transformations and Congruence	14	Activity Page: What Is the Same?	<ul style="list-style-type: none"> <li>• Compare and contrast (orally and in writing) side lengths, angle measures, and areas using rigid transformations to explain why a shape is or is not congruent to another.</li> <li>• Comprehend that congruent figures have equal corresponding side lengths, angle measures, and areas.</li> <li>• Describe (orally and in writing) two figures that can be moved to one another using a sequence of rigid transformations as "congruent."</li> </ul>	congruent - one figure is congruent to another if it can be moved with translations, rotations, and reflections to fit exactly over the other.	
A	04	17	01	Rigid Transformations and Congruence		☀ Day 17			
A	04	17	01	Rigid Transformations and Congruence	14	Interactive Study Guide: What Is the Same?	<ul style="list-style-type: none"> <li>• Compare and contrast (orally and in writing) side lengths, angle measures, and areas using rigid transformations to explain why a shape is or is not congruent to another.</li> <li>• Comprehend that congruent figures have equal corresponding side lengths, angle measures, and areas.</li> <li>• Describe (orally and in writing) two figures that can be moved to one another using a sequence of rigid transformations as "congruent."</li> </ul>	congruent - one figure is congruent to another if it can be moved with translations, rotations, and reflections to fit exactly over the other.	
A	04	17	01	Rigid Transformations and Congruence	15	Congruent Polygons	<ul style="list-style-type: none"> <li>• Comprehend that figures with the same area and perimeter may or may not be congruent.</li> <li>• Critique arguments (orally) that two figures with congruent corresponding sides may be non-congruent figures.</li> <li>• Justify (orally and in writing) that two polygons on a grid are congruent using the definition of congruence in terms of transformations.</li> </ul>	right angle - half of a straight angle. It measures 90 degrees.	MP.3 MP.5 MP.7 NC.8.G.2.a NC.8.G.2.b NC.8.G.3.
A	04	18	01	Rigid Transformations and Congruence		☀ Day 18			
A	04	18	01	Rigid Transformations and Congruence	15	Activity Page: Congruent Polygons	<ul style="list-style-type: none"> <li>• Comprehend that figures with the same area and perimeter may or may not be congruent.</li> <li>• Critique arguments (orally) that two figures with congruent corresponding sides may be non-congruent figures.</li> <li>• Justify (orally and in writing) that two polygons on a grid are congruent using the definition of congruence in terms of transformations.</li> </ul>	right angle - half of a straight angle. It measures 90 degrees.	
A	04	18	01	Rigid Transformations and Congruence	15	Interactive Study Guide: Congruent Polygons	<ul style="list-style-type: none"> <li>• Comprehend that figures with the same area and perimeter may or may not be congruent.</li> <li>• Critique arguments (orally) that two figures with congruent corresponding sides may be non-congruent figures.</li> <li>• Justify (orally and in writing) that two polygons on a grid are congruent using the definition of congruence in terms of transformations.</li> </ul>	right angle - half of a straight angle. It measures 90 degrees.	
A	04	19	01	Rigid Transformations and Congruence		☀ Day 19			
A	04	19	01	Rigid Transformations and Congruence	16	Congruence	<ul style="list-style-type: none"> <li>• Determine whether shapes are congruent by measuring corresponding points.</li> <li>• Draw and label corresponding points on congruent figures.</li> <li>• Justify (orally and in writing) that congruent figures have equal corresponding distances between pairs of points.</li> <li>• Determine whether shapes are congruent by measuring corresponding points.</li> </ul>		MP.2 MP.5 MP.7 NC.8.G.2.b.
A	04	19	01	Rigid Transformations and Congruence	16	Activity Page: Congruence	<ul style="list-style-type: none"> <li>• Draw and label corresponding points on congruent figures.</li> <li>• Justify (orally and in writing) that congruent figures have equal corresponding distances between pairs of points.</li> <li>• Determine whether shapes are congruent by measuring corresponding points.</li> </ul>		
A	04	19	01	Rigid Transformations and Congruence	16	Interactive Study Guide: Congruence	<ul style="list-style-type: none"> <li>• Draw and label corresponding points on congruent figures.</li> <li>• Justify (orally and in writing) that congruent figures have equal corresponding distances between pairs of points.</li> </ul>		
A	04	20	01	Rigid Transformations and Congruence		☀ Day 20			
A	04	20	01	Rigid Transformations and Congruence	17	Alternate Interior Angles	<ul style="list-style-type: none"> <li>• Calculate angle measures using alternate interior, adjacent, vertical, and supplementary angles to solve problems.</li> <li>• Justify (orally and in writing) that "alternate interior angles" made by a "transversal" connecting two parallel lines are congruent using properties of rigid motions.</li> </ul>	alternate interior angles - created when two parallel lines are crossed by another line called a transversal. Alternate interior angles are inside the parallel lines and on opposite sides of the transversal. transversal - a line that crosses parallel lines.	MP.2 MP.6 MP.7 NC.8.G.5.b.
A	04	20	01	Rigid Transformations and Congruence	17	Activity Page: Alternate Interior Angles	<ul style="list-style-type: none"> <li>• Calculate angle measures using alternate interior, adjacent, vertical, and supplementary angles to solve problems.</li> <li>• Justify (orally and in writing) that "alternate interior angles" made by a "transversal" connecting two parallel lines are congruent using properties of rigid motions.</li> </ul>	alternate interior angles - created when two parallel lines are crossed by another line called a transversal. Alternate interior angles are inside the parallel lines and on opposite sides of the transversal. transversal - a line that crosses parallel lines.	

A	04	20	01	Rigid Transformations and Congruence	17	Interactive Study Guide: Alternate Interior Angles	<ul style="list-style-type: none"> <li>Calculate angle measures using alternate interior, adjacent, vertical, and supplementary angles to solve problems.</li> <li>Justify (orally and in writing) that "alternate interior angles" made by a "transversal" connecting two parallel lines are congruent using properties of rigid motions.</li> </ul>	alternate interior angles - created when two parallel lines are crossed by another line called a transversal. Alternate interior angles are inside the parallel lines and on opposite sides of the transversal. transversal - a line that crosses parallel lines.	
A	05	21	01	Rigid Transformations and Congruence		☀ Day 21			
A	05	21	01	Rigid Transformations and Congruence	18	Adding the Angles in a Triangle	<ul style="list-style-type: none"> <li>Comprehend that a straight angle can be decomposed into 3 angles to construct a triangle.</li> <li>Justify (orally and in writing) that the sum of angles in a triangle is 180 degrees using properties of rigid motions.</li> </ul>	straight angle - an angle that forms a straight line. It measures 180 degrees.	MP.7. MP.8. NC.8.G.2.b. NC.8.G.5.a.
A	05	21	01	Rigid Transformations and Congruence	18	Activity Page: Adding the Angles in a Triangle	<ul style="list-style-type: none"> <li>Comprehend that a straight angle can be decomposed into 3 angles to construct a triangle.</li> <li>Justify (orally and in writing) that the sum of angles in a triangle is 180 degrees using properties of rigid motions.</li> </ul>	straight angle - an angle that forms a straight line. It measures 180 degrees.	
A	05	22	01	Rigid Transformations and Congruence		☀ Day 22			
A	05	22	01	Rigid Transformations and Congruence	18	Interactive Study Guide: Adding the Angles in a Triangle	<ul style="list-style-type: none"> <li>Comprehend that a straight angle can be decomposed into 3 angles to construct a triangle.</li> <li>Justify (orally and in writing) that the sum of angles in a triangle is 180 degrees using properties of rigid motions.</li> </ul>	straight angle - an angle that forms a straight line. It measures 180 degrees.	
A	05	22	01	Rigid Transformations and Congruence	19	Parallel Lines and the Angles in a Triangle	<ul style="list-style-type: none"> <li>Create diagrams using 180-degree rotations of triangles to justify (orally and in writing) that the measure of angles in a triangle sum up to 180 degrees.</li> <li>Generalize the Triangle Sum Theorem using rigid transformations or the congruence of alternate interior angles of parallel lines cut by a transversal.</li> </ul>		MP.3. MP.7. NC.8.G.2.b. NC.8.G.3. NC.8.G.5.a. NC.8.G.5.b.
A	05	23	01	Rigid Transformations and Congruence		☀ Day 23			
A	05	23	01	Rigid Transformations and Congruence	19	Activity Page: Parallel Lines and the Angles in a Triangle	<ul style="list-style-type: none"> <li>Create diagrams using 180-degree rotations of triangles to justify (orally and in writing) that the measure of angles in a triangle sum up to 180 degrees.</li> <li>Generalize the Triangle Sum Theorem using rigid transformations or the congruence of alternate interior angles of parallel lines cut by a transversal.</li> </ul>		
A	05	23	01	Rigid Transformations and Congruence	19	Interactive Study Guide: Parallel Lines and the Angles in a Triangle	<ul style="list-style-type: none"> <li>Create diagrams using 180-degree rotations of triangles to justify (orally and in writing) that the measure of angles in a triangle sum up to 180 degrees.</li> <li>Generalize the Triangle Sum Theorem using rigid transformations or the congruence of alternate interior angles of parallel lines cut by a transversal.</li> </ul>		
A	05	24	01	Rigid Transformations and Congruence		☀ Day 24			
A	05	24	01	Rigid Transformations and Congruence	20	Rotate and Tessellate	<ul style="list-style-type: none"> <li>Create tessellations and designs with rotational symmetry using rigid transformations.</li> <li>Explain (orally and in writing) the rigid transformations needed to move a tessellation or design with rotational symmetry onto itself.</li> </ul>	tessellation - a repeating pattern of one or more shapes. The sides of the shapes fit together perfectly and do not overlap. The pattern goes on forever in all directions.	MP.7. NC.8.G.3.
A	05	24	01	Rigid Transformations and Congruence	20	Unit Project: Rotate and Tessellate	<ul style="list-style-type: none"> <li>Create tessellations and designs with rotational symmetry using rigid transformations.</li> <li>Explain (orally and in writing) the rigid transformations needed to move a tessellation or design with rotational symmetry onto itself.</li> </ul>	tessellation - a repeating pattern of one or more shapes. The sides of the shapes fit together perfectly and do not overlap. The pattern goes on forever in all directions.	
A	05	24	01	Rigid Transformations and Congruence	20	Discussion: Rotate and Tessellate	<ul style="list-style-type: none"> <li>Create tessellations and designs with rotational symmetry using rigid transformations.</li> <li>Explain (orally and in writing) the rigid transformations needed to move a tessellation or design with rotational symmetry onto itself.</li> </ul>	tessellation - a repeating pattern of one or more shapes. The sides of the shapes fit together perfectly and do not overlap. The pattern goes on forever in all directions.	
A	05	25	01	Rigid Transformations and Congruence		☀ Day 25			
A	05	25	01	Rigid Transformations and Congruence	21	Unit Review: Rigid Transformations and Congruence	<ul style="list-style-type: none"> <li>Review content from previous lessons</li> <li>Provide differentiated instruction to small groups or individual students</li> <li>Guide students through completion of activity pages</li> <li>Prepare for quizzes</li> <li>Lead classroom discussion/math community building</li> </ul>		MP.2. MP.3. MP.4. MP.5. MP.6. MP.7. MP.8. NC.8.G.2.a. NC.8.G.2.b. NC.8.G.2.c. NC.8.G.3. NC.8.G.5.a. NC.8.G.5.b.
A	05	25	01	Rigid Transformations and Congruence	21	Unit Project continued: Rotate and Tessellate	<ul style="list-style-type: none"> <li>Review content from previous lessons</li> <li>Provide differentiated instruction to small groups or individual students</li> <li>Guide students through completion of activity pages</li> <li>Prepare for quizzes</li> <li>Lead classroom discussion/math community building</li> </ul>		
A	05	25	01	Rigid Transformations and Congruence	21	Graphic Organizer: Rigid Transformations and Congruence	<ul style="list-style-type: none"> <li>Review content from previous lessons</li> <li>Provide differentiated instruction to small groups or individual students</li> <li>Guide students through completion of activity pages</li> <li>Prepare for quizzes</li> <li>Lead classroom discussion/math community building</li> </ul>		
A	06	26	01	Rigid Transformations and Congruence		☀ Day 26			

MP.2.  
MP.3.  
MP.4.  
MP.5.  
MP.6.  
MP.7.  
MP.8.  
NC.8.G.2.a.  
NC.8.G.2.b.  
NC.8.G.2.c.  
NC.8.G.3.  
NC.8.G.5.a.  
NC.8.G.5.b.

MP.1.  
MP.2.  
MP.7.  
NC.8.F.4.d.

MP.3.  
MP.5.  
MP.6.  
MP.7.  
NC.8.G.4.a.

MP.5.  
MP.7.  
NC.8.G.4.a.

MP.5.  
MP.6.  
MP.7.  
NC.8.G.4.a.

MP.5.  
MP.7.  
NC.8.G.3.  
NC.8.G.4.a.

A	06	26	01	Rigid Transformations and Congruence	22	Quiz: Rigid Transformations and Congruence			
A	06	26	01	Rigid Transformations and Congruence	22	Interactive Study Guide: Rigid Transformations and Congruence			
A	06	27	01	Rigid Transformations and Congruence	22	🕒 Day 27			
A	06	27	01	Rigid Transformations and Congruence	22	Unit Project Submission: Rotate and Tessellate			
A	06	27	02	Dilations, Similarity, and Introducing Slope	01	Welcome to Dilations, Similarity, and Introducing Slope	• Explore the content of this unit.		
A	06	28	02	Dilations, Similarity, and Introducing Slope		🕒 Day 28			
A	06	28	02	Dilations, Similarity, and Introducing Slope	01	Interactive Study Guide: Dilations, Similarity, and Introducing Slope	• Explore the content of this unit.		
A	06	28	02	Dilations, Similarity, and Introducing Slope	01	Graphic Organizer: Dilations, Similarity, and Introducing Slope	• Explore the content of this unit.		
A	06	29	02	Dilations, Similarity, and Introducing Slope		🕒 Day 29			
A	06	29	02	Dilations, Similarity, and Introducing Slope	02	Projecting and Scaling	<ul style="list-style-type: none"> <li>• Comprehend the term "dilation" as a process that produces scaled copies.</li> <li>• Describe (orally) features of scaled copies of a rectangle.</li> <li>• Identify rectangles that are scaled copies of one another.</li> </ul>	scale factor - To create a scaled copy, we multiply all the lengths in the original figure by the same number. This number is called the scale factor.	MP.3. MP.5. MP.6. MP.7. NC.8.G.4.a.
A	06	29	02	Dilations, Similarity, and Introducing Slope	02	Activity Page: Projecting and Scaling	<ul style="list-style-type: none"> <li>• Comprehend the term "dilation" as a process that produces scaled copies.</li> <li>• Describe (orally) features of scaled copies of a rectangle.</li> <li>• Identify rectangles that are scaled copies of one another.</li> </ul>	scale factor - To create a scaled copy, we multiply all the lengths in the original figure by the same number. This number is called the scale factor.	
A	06	29	02	Dilations, Similarity, and Introducing Slope	02	Interactive Study Guide: Projecting and Scaling	<ul style="list-style-type: none"> <li>• Comprehend the term "dilation" as a process that produces scaled copies.</li> <li>• Describe (orally) features of scaled copies of a rectangle.</li> <li>• Identify rectangles that are scaled copies of one another.</li> </ul>	scale factor - To create a scaled copy, we multiply all the lengths in the original figure by the same number. This number is called the scale factor.	
A	06	30	02	Dilations, Similarity, and Introducing Slope		🕒 Day 30			
A	06	30	02	Dilations, Similarity, and Introducing Slope	03	Circular Grid	<ul style="list-style-type: none"> <li>• Comprehend that "a point on the circle" (in written and spoken language) refers to a point that lies on the edge of the circle and not in the circle's interior.</li> <li>• Create dilations of polygons using a circular grid given a scale factor and center of dilation.</li> <li>• Explain (orally) how a dilation affects the size, side lengths and angles of polygons.</li> </ul>	center of a dilation - a fixed point on a plane. It is the starting point from which we measure distances in a dilation. dilation - a transformation in which each point on a figure moves along a line and changes its distance from a fixed point. The fixed point is the center of the dilation. All of the original distances are multiplied by the same scale factor.	MP.5. MP.7. NC.8.G.4.a.
A	06	30	02	Dilations, Similarity, and Introducing Slope	03	Activity Page: Circular Grid	<ul style="list-style-type: none"> <li>• Comprehend that "a point on the circle" (in written and spoken language) refers to a point that lies on the edge of the circle and not in the circle's interior.</li> <li>• Create dilations of polygons using a circular grid given a scale factor and center of dilation.</li> <li>• Explain (orally) how a dilation affects the size, side lengths and angles of polygons.</li> </ul>	center of a dilation - a fixed point on a plane. It is the starting point from which we measure distances in a dilation. dilation - a transformation in which each point on a figure moves along a line and changes its distance from a fixed point. The fixed point is the center of the dilation. All of the original distances are multiplied by the same scale factor.	
A	06	30	02	Dilations, Similarity, and Introducing Slope	03	Interactive Study Guide: Circular Grid	<ul style="list-style-type: none"> <li>• Comprehend that "a point on the circle" (in written and spoken language) refers to a point that lies on the edge of the circle and not in the circle's interior.</li> <li>• Create dilations of polygons using a circular grid given a scale factor and center of dilation.</li> <li>• Explain (orally) how a dilation affects the size, side lengths and angles of polygons.</li> </ul>	center of a dilation - a fixed point on a plane. It is the starting point from which we measure distances in a dilation. dilation - a transformation in which each point on a figure moves along a line and changes its distance from a fixed point. The fixed point is the center of the dilation. All of the original distances are multiplied by the same scale factor.	
A	07	31		Dilations, Similarity, and Introducing Slope		🕒 Day 31			
A	07	31	02	Dilations, Similarity, and Introducing Slope	04	Dilations With No Grid	<ul style="list-style-type: none"> <li>• Create a dilation of a figure given a scale factor and center of dilation.</li> <li>• Explain (orally) the effect of the scale factor on the size of the image of a polygon and its distance from the center of dilation.</li> <li>• Identify the center, scale factor, and image of a dilation without a circular grid.</li> <li>• Create a dilation of a figure given a scale factor and center of dilation.</li> </ul>		MP.5. MP.6. MP.7. NC.8.G.4.a.
A	07	31	02	Dilations, Similarity, and Introducing Slope	04	Activity Page: Dilations With No Grid	<ul style="list-style-type: none"> <li>• Explain (orally) the effect of the scale factor on the size of the image of a polygon and its distance from the center of dilation.</li> <li>• Identify the center, scale factor, and image of a dilation without a circular grid.</li> </ul>		
A	07	32		Dilations, Similarity, and Introducing Slope		🕒 Day 32			
A	07	32	02	Dilations, Similarity, and Introducing Slope	04	Interactive Study Guide: Dilations With No Grid	<ul style="list-style-type: none"> <li>• Create a dilation of a figure given a scale factor and center of dilation.</li> <li>• Explain (orally) the effect of the scale factor on the size of the image of a polygon and its distance from the center of dilation.</li> <li>• Identify the center, scale factor, and image of a dilation without a circular grid.</li> </ul>		MP.5. MP.7. NC.8.G.3. NC.8.G.4.a.
A	07	32	02	Dilations, Similarity, and Introducing Slope	05	Dilations on a Square Grid	<ul style="list-style-type: none"> <li>• Create a dilation of a polygon on a square grid given a scale factor and center of dilation.</li> <li>• Identify the image of a figure on a coordinate grid given a scale factor and center of dilation.</li> </ul>		
A	07	33		Dilations, Similarity, and Introducing Slope		🕒 Day 33			
A	07	33	02	Dilations, Similarity, and Introducing Slope	05	Activity Page: Dilations on a Square Grid	<ul style="list-style-type: none"> <li>• Create a dilation of a polygon on a square grid given a scale factor and center of dilation.</li> <li>• Identify the image of a figure on a coordinate grid given a scale factor and center of dilation.</li> </ul>		

A	07	33	02	Dilations, Similarity, and Introducing Slope	05	Interactive Study Guide: Dilations on a Square Grid	<ul style="list-style-type: none"> <li>• Create a dilation of a polygon on a square grid given a scale factor and center of dilation.</li> <li>• Identify the image of a figure on a coordinate grid given a scale factor and center of dilation.</li> </ul>	
A	07	34		Dilations, Similarity, and Introducing Slope		🌀 Day 34		
A	07	34	02	Dilations, Similarity, and Introducing Slope	06	More Dilations	<ul style="list-style-type: none"> <li>• Describe (orally) a figure on a coordinate grid and its image under a dilation, using coordinates to refer to points.</li> <li>• Describe (orally) several dilations of one figure with the same center but different scale factors.</li> <li>• Identify what information is needed to dilate a polygon on a coordinate grid. Ask questions to elicit that information.</li> </ul>	MP.5. MP.7. NC.8.G.3. NC.8.G.4.a.
A	07	34	02	Dilations, Similarity, and Introducing Slope	06	Activity Page: More Dilations	<ul style="list-style-type: none"> <li>• Describe (orally) a figure on a coordinate grid and its image under a dilation, using coordinates to refer to points.</li> <li>• Describe (orally) several dilations of one figure with the same center but different scale factors.</li> <li>• Identify what information is needed to dilate a polygon on a coordinate grid. Ask questions to elicit that information.</li> </ul>	
A	07	34	02	Dilations, Similarity, and Introducing Slope	06	Interactive Study Guide: More Dilations	<ul style="list-style-type: none"> <li>• Describe (orally) a figure on a coordinate grid and its image under a dilation, using coordinates to refer to points.</li> <li>• Describe (orally) several dilations of one figure with the same center but different scale factors.</li> <li>• Identify what information is needed to dilate a polygon on a coordinate grid. Ask questions to elicit that information.</li> </ul>	
A	07	35		Dilations, Similarity, and Introducing Slope		🌀 Day 35		
A	07	35	02	Dilations, Similarity, and Introducing Slope	07	Tessellations of the Plane (teacher-led)	<ul style="list-style-type: none"> <li>• Create and describe patterns with specific polygons that fill the plane.</li> </ul>	MP.6. MP.7. NC.8.G.2.a.
A	07	35	02	Dilations, Similarity, and Introducing Slope	08	Regular Tessellations (teacher-led)	<ul style="list-style-type: none"> <li>• Justify (orally and in writing) that regular triangles, squares, and hexagons are the only regular</li> <li>• polygons that can be used to create a regular tessellation.</li> </ul>	
A	07	35	02	Dilations, Similarity, and Introducing Slope	08	Tessellating Polygons (teacher-led)	<ul style="list-style-type: none"> <li>• Generalize (orally) that any triangle or quadrilateral can be used to tessellate the plane.</li> </ul>	
A	08	36		Dilations, Similarity, and Introducing Slope		🌀 Day 36		
A	08	36	02	Dilations, Similarity, and Introducing Slope	09	Similarity	<ul style="list-style-type: none"> <li>• Comprehend that the phrase "similar figures" (in written and spoken language) means there is a sequence of translations, rotations, reflections, and dilations that takes one figure to the other.</li> <li>• Justify (orally) the similarity of two figures using a sequence of transformations that takes one figure to the other.</li> </ul>	similar - Two figures are similar if one can fit exactly over the other after rigid transformations and dilations. MP.3. MP.5. MP.6. MP.7. NC.8.G.2.a. NC.8.G.2.c. NC.8.G.3. NC.8.G.4.b. NC.8.G.4.c.
A	08	36	02	Dilations, Similarity, and Introducing Slope	09	Activity Page: Similarity	<ul style="list-style-type: none"> <li>• Comprehend that the phrase "similar figures" (in written and spoken language) means there is a sequence of translations, rotations, reflections, and dilations that takes one figure to the other.</li> <li>• Justify (orally) the similarity of two figures using a sequence of transformations that takes one figure to the other.</li> </ul>	similar - Two figures are similar if one can fit exactly over the other after rigid transformations and dilations.
A	08	37		Dilations, Similarity, and Introducing Slope		🌀 Day 37		
A	08	37	02	Dilations, Similarity, and Introducing Slope	09	Interactive Study Guide: Similarity	<ul style="list-style-type: none"> <li>• Comprehend that the phrase "similar figures" (in written and spoken language) means there is a sequence of translations, rotations, reflections, and dilations that takes one figure to the other.</li> <li>• Justify (orally) the similarity of two figures using a sequence of transformations that takes one figure to the other.</li> </ul>	similar - Two figures are similar if one can fit exactly over the other after rigid transformations and dilations.
A	08	37	02	Dilations, Similarity, and Introducing Slope	10	Similar Polygons	<ul style="list-style-type: none"> <li>• Comprehend the phrase "similar polygons" (in written and spoken language) to mean the polygons have congruent corresponding angles and proportional side lengths.</li> <li>• Critique (orally) arguments that claim two polygons are similar.</li> <li>• Justify (orally) the similarity of two polygons given their angle measures and side lengths.</li> </ul>	MP.3. MP.7. NC.8.G.2.a. NC.8.G.2.c. NC.8.G.4.b. NC.8.G.4.c.
A	08	38	02	Dilations, Similarity, and Introducing Slope		🌀 Day 38		
A	08	38	02	Dilations, Similarity, and Introducing Slope	10	Activity Page: Similar Polygons	<ul style="list-style-type: none"> <li>• Comprehend the phrase "similar polygons" (in written and spoken language) to mean the polygons have congruent corresponding angles and proportional side lengths.</li> <li>• Critique (orally) arguments that claim two polygons are similar.</li> <li>• Justify (orally) the similarity of two polygons given their angle measures and side lengths.</li> </ul>	
A	08	38	02	Dilations, Similarity, and Introducing Slope	10	Interactive Study Guide: Similar Polygons	<ul style="list-style-type: none"> <li>• Comprehend the phrase "similar polygons" (in written and spoken language) to mean the polygons have congruent corresponding angles and proportional side lengths.</li> <li>• Critique (orally) arguments that claim two polygons are similar.</li> <li>• Justify (orally) the similarity of two polygons given their angle measures and side lengths.</li> </ul>	
A	08	39	02	Dilations, Similarity, and Introducing Slope		🌀 Day 39		
A	08	39	02	Dilations, Similarity, and Introducing Slope	11	Similar Triangles	<ul style="list-style-type: none"> <li>• Generalize a process for identifying similar triangles and justify (orally) that finding two pairs of congruent angles is sufficient to show similarity.</li> <li>• Justify (orally) that two triangles are similar by finding a sequence of transformations that takes one triangle to the other or checking that two pairs of corresponding angles are congruent.</li> </ul>	MP.2. MP.7. NC.8.G.2.a. NC.8.G.2.c. NC.8.G.4.b. NC.8.G.4.c. NC.8.G.5.c.

A	08	39	02	Dilations, Similarity, and Introducing Slope	11	Activity Page: Similar Triangles	<ul style="list-style-type: none"> <li>Generalize a process for identifying similar triangles and justify (orally) that finding two pairs of congruent angles is sufficient to show similarity.</li> <li>Justify (orally) that two triangles are similar by finding a sequence of transformations that takes one triangle to the other or checking that two pairs of corresponding angles are congruent.</li> </ul>		
A	08	39	02	Dilations, Similarity, and Introducing Slope	11	Interactive Study Guide: Similar Triangles	<ul style="list-style-type: none"> <li>Generalize a process for identifying similar triangles and justify (orally) that finding two pairs of congruent angles is sufficient to show similarity.</li> <li>Justify (orally) that two triangles are similar by finding a sequence of transformations that takes one triangle to the other or checking that two pairs of corresponding angles are congruent.</li> </ul>		
A	08	40	02	Dilations, Similarity, and Introducing Slope		☼ Day 40			
A	08	40	02	Dilations, Similarity, and Introducing Slope	12	Side Length Quotients in Similar Triangles	<ul style="list-style-type: none"> <li>within the triangles and the scale factor between similar triangles.</li> <li>Generalize (orally) that the quotients of pairs of side lengths in similar triangles are equal.</li> </ul>		MP.2. MP.3. MP.7. NC.8.EE.7.a. NC.8.EE.7.b.
A	08	40	02	Dilations, Similarity, and Introducing Slope	12	Activity Page: Side Length Quotients in Similar Triangles	<ul style="list-style-type: none"> <li>within the triangles and the scale factor between similar triangles.</li> <li>Generalize (orally) that the quotients of pairs of side lengths in similar triangles are equal.</li> </ul>		
A	08	40	02	Dilations, Similarity, and Introducing Slope	12	Interactive Study Guide: Side Length Quotients in Similar Triangles	<ul style="list-style-type: none"> <li>within the triangles and the scale factor between similar triangles.</li> <li>Generalize (orally) that the quotients of pairs of side lengths in similar triangles are equal.</li> </ul>		
A	09	41	02	Dilations, Similarity, and Introducing Slope		☼ Day 41			
A	09	41	02	Dilations, Similarity, and Introducing Slope	13	Math in the Real World - Triangles in Architecture	<ul style="list-style-type: none"> <li>Apply mathematical knowledge to real-world situations.</li> </ul>		MP.2. MP.7.
A	09	41	02	Dilations, Similarity, and Introducing Slope	14	Meet Slope	<ul style="list-style-type: none"> <li>Comprehend the term "slope" to mean the quotient of the vertical distance and the horizontal distance between any two points on a line.</li> <li>Draw a line on a coordinate grid given its slope and describe (orally) observations about lines with the same slope.</li> <li>Justify (orally) that all "slope triangles" on one line are similar by using transformations or Angle-Angle Similarity.</li> </ul>	similar - Two figures are similar if one can fit exactly over the other after rigid transformations and dilations.  slope - The slope of a line is a number we can calculate using any two points on the line. To find the slope, divide the vertical distance between the points by the horizontal distance.	MP.3. MP.7. NC.8.F.4.d. NC.8.G.2.a. NC.8.G.2.c. NC.8.G.4.a. NC.8.G.4.b. NC.8.G.4.c. NC.8.G.5.c.
A	09	42	02	Dilations, Similarity, and Introducing Slope		☼ Day 42			
A	09	42	02	Dilations, Similarity, and Introducing Slope	14	Activity Page: Meet Slope	<ul style="list-style-type: none"> <li>Comprehend the term "slope" to mean the quotient of the vertical distance and the horizontal distance between any two points on a line.</li> <li>Draw a line on a coordinate grid given its slope and describe (orally) observations about lines with the same slope.</li> <li>Justify (orally) that all "slope triangles" on one line are similar by using transformations or Angle-Angle Similarity.</li> </ul>	similar - Two figures are similar if one can fit exactly over the other after rigid transformations and dilations.  slope - The slope of a line is a number we can calculate using any two points on the line. To find the slope, divide the vertical distance between the points by the horizontal distance.	
A	09	42	02	Dilations, Similarity, and Introducing Slope	14	Interactive Study Guide: Meet Slope	<ul style="list-style-type: none"> <li>Comprehend the term "slope" to mean the quotient of the vertical distance and the horizontal distance between any two points on a line.</li> <li>Draw a line on a coordinate grid given its slope and describe (orally) observations about lines with the same slope.</li> <li>Justify (orally) that all "slope triangles" on one line are similar by using transformations or Angle-Angle Similarity.</li> </ul>	similar - Two figures are similar if one can fit exactly over the other after rigid transformations and dilations.  slope - The slope of a line is a number we can calculate using any two points on the line. To find the slope, divide the vertical distance between the points by the horizontal distance.	
A	09	43	02	Dilations, Similarity, and Introducing Slope		☼ Day 43			
A	09	43	02	Dilations, Similarity, and Introducing Slope	15	Writing Equations for Lines	<ul style="list-style-type: none"> <li>Create an equation relating the quotient of the vertical and horizontal side lengths of a slope triangle to the slope of a line.</li> <li>Justify (orally) whether a point is on a line by finding quotients of horizontal and vertical distances.</li> <li>Create an equation relating the quotient of the vertical and horizontal side lengths of a slope triangle to the slope of a line.</li> <li>Justify (orally) whether a point is on a line by finding quotients of horizontal and vertical distances.</li> </ul>		MP.2. MP.7. NC.8.F.4.b.
A	09	43	02	Dilations, Similarity, and Introducing Slope	15	Activity Page: Writing Equations for Lines	<ul style="list-style-type: none"> <li>Create an equation relating the quotient of the vertical and horizontal side lengths of a slope triangle to the slope of a line.</li> <li>Justify (orally) whether a point is on a line by finding quotients of horizontal and vertical distances.</li> </ul>		
A	09	44	02	Dilations, Similarity, and Introducing Slope		☼ Day 44			
A	09	44	02	Dilations, Similarity, and Introducing Slope	15	Interactive Study Guide: Writing Equations for Lines	<ul style="list-style-type: none"> <li>Create an equation relating the quotient of the vertical and horizontal side lengths of a slope triangle to the slope of a line.</li> <li>Justify (orally) whether a point is on a line by finding quotients of horizontal and vertical distances.</li> <li>Create an equation of a line with a positive slope on a coordinate grid using knowledge of similar triangles.</li> </ul>		MP.2. MP.7. NC.8.F.4.b. NC.8.G.3. NC.8.G.4.a.
A	09	44	02	Dilations, Similarity, and Introducing Slope	16	Using Equations for Lines	<ul style="list-style-type: none"> <li>Generalize (orally) a process for dilating a slope triangle ABC on a coordinate plane with a center of dilation A and scale factor s.</li> <li>Justify (orally) that a point (x, y) is on a line by verifying that the values of x and y satisfy the equation of the line.</li> <li>Create an equation of a line with a positive slope on a coordinate grid using knowledge of similar triangles.</li> </ul>		
A	09	44	02	Dilations, Similarity, and Introducing Slope	16	Activity Page: Using Equations for Lines	<ul style="list-style-type: none"> <li>Generalize (orally) a process for dilating a slope triangle ABC on a coordinate plane with a center of dilation A and scale factor s.</li> <li>Justify (orally) that a point (x, y) is on a line by verifying that the values of x and y satisfy the equation of the line.</li> </ul>		
A	09	45	02	Dilations, Similarity, and Introducing Slope		☼ Day 45			

A	09	45	02	Dilations, Similarity, and Introducing Slope	16	Interactive Study Guide: Using Equations for Lines	<ul style="list-style-type: none"> <li>• Create an equation of a line with a positive slope on a coordinate grid using knowledge of similar triangles.</li> <li>• Generalize (orally) a process for dilating a slope triangle ABC on a coordinate plane with a center of dilation A and scale factor s.</li> <li>• Justify (orally) that a point (x, y) is on a line by verifying that the values of x and y satisfy the equation of the line.</li> </ul>	
A	09	45	02	Dilations, Similarity, and Introducing Slope	17	The Shadow Knows	<ul style="list-style-type: none"> <li>• Calculate the unknown heights of objects by using proportional reasoning and explain (orally) the solution method.</li> <li>• Justify (orally) why the relationship between the height of objects and the length of their shadows cast by the sun is approximately proportional.</li> </ul>	MP.3. MP.7.
A	09	45	02	Dilations, Similarity, and Introducing Slope	17	Unit Project: The Shadow Knows	<ul style="list-style-type: none"> <li>• Calculate the unknown heights of objects by using proportional reasoning and explain (orally) the solution method.</li> <li>• Justify (orally) why the relationship between the height of objects and the length of their shadows cast by the sun is approximately proportional.</li> </ul>	
A	10	46	02	Dilations, Similarity, and Introducing Slope		☀ Day 46		
A	10	46	02	Dilations, Similarity, and Introducing Slope	18	Unit Review: Dilations, Similarity, and Introducing Slope	<ul style="list-style-type: none"> <li>• Review content from previous lessons</li> <li>• Provide differentiated instruction to small groups or individual students</li> <li>• Guide students through completion of activity pages</li> <li>• Prepare for quizzes</li> <li>• Lead classroom discussion/math community building</li> </ul>	MP.2. MP.3. MP.5. MP.6. MP.7. NC.8.EE.7.a. NC.8.EE.7.b. NC.8.F.4.b. NC.8.F.4.d. NC.8.G.2.a. NC.8.G.2.c. NC.8.G.3. NC.8.G.4.a. NC.8.G.4.b. NC.8.G.4.c. NC.8.G.5.a. NC.8.G.5.c.
A	10	46	02	Dilations, Similarity, and Introducing Slope	18	Unit Project continued: The Shadow Knows	<ul style="list-style-type: none"> <li>• Review content from previous lessons</li> <li>• Provide differentiated instruction to small groups or individual students</li> <li>• Guide students through completion of activity pages</li> <li>• Prepare for quizzes</li> <li>• Lead classroom discussion/math community building</li> </ul>	
A	10	47	02	Dilations, Similarity, and Introducing Slope		☀ Day 47		
A	10	47	02	Dilations, Similarity, and Introducing Slope	18	Graphic Organizer: Dilations, Similarity, and Introducing Slope	<ul style="list-style-type: none"> <li>• Review content from previous lessons</li> <li>• Provide differentiated instruction to small groups or individual students</li> <li>• Guide students through completion of activity pages</li> <li>• Prepare for quizzes</li> <li>• Lead classroom discussion/math community building</li> </ul>	MP.2. MP.3. MP.5. MP.6. MP.7. NC.8.EE.7.a. NC.8.EE.7.b. NC.8.F.4.b. NC.8.F.4.d. NC.8.G.2.a. NC.8.G.2.c. NC.8.G.3. NC.8.G.4.a. NC.8.G.4.b. NC.8.G.4.c. NC.8.G.5.a. NC.8.G.5.c.
A	10	47	02	Dilations, Similarity, and Introducing Slope	19	Quiz: Dilations, Similarity, and Introducing Slope		MP.2. MP.3. MP.5. MP.6. MP.7. NC.8.EE.7.a. NC.8.EE.7.b. NC.8.F.4.b. NC.8.F.4.d. NC.8.G.2.a. NC.8.G.2.c. NC.8.G.3. NC.8.G.4.a. NC.8.G.4.b. NC.8.G.4.c. NC.8.G.5.a. NC.8.G.5.c.
A	10	48	02	Dilations, Similarity, and Introducing Slope		☀ Day 48		
A	10	48	02	Dilations, Similarity, and Introducing Slope	19	Unit Project Submission: The Shadow Knows		
A	10	48	02	Dilations, Similarity, and Introducing Slope	19	Interactive Study Guide: Dilations, Similarity, and Introducing Slope		
A	10	49	03	Linear Relationships		☀ Day 49		
A	10	49	03	Linear Relationships	01	Welcome to Linear Relationships	<ul style="list-style-type: none"> <li>• Explore the content of this unit.</li> </ul>	MP.1. MP.7. NC.8.F.4.b. NC.8.G.2.a.
A	10	49	03	Linear Relationships	01	Interactive Study Guide: Linear Relationships	<ul style="list-style-type: none"> <li>• Explore the content of this unit.</li> </ul>	
A	10	49	03	Linear Relationships	02	Understanding Proportional Relationships	<ul style="list-style-type: none"> <li>• Comprehend that for the equation of a proportional relationship given by <math>y=kx</math>, k represents the constant of proportionality.</li> <li>• Create graphs and equations of proportional relationships in context, including an appropriate scale.</li> <li>• Interpret diagrams or graphs of proportional relationships in context.</li> </ul>	constant of proportionality - In a proportional relationship, the values for one quantity are each multiplied by the same number to get the values for the other quantity. This number is called the constant of proportionality. MP.7. NC.8.F.4.b. NC.8.F.4.c.
A	10	50	03	Linear Relationships		☀ Day 50		
A	10	50	03	Linear Relationships	02	Activity Page: Understanding Proportional Relationships	<ul style="list-style-type: none"> <li>• Comprehend that for the equation of a proportional relationship given by <math>y=kx</math>, k represents the constant of proportionality.</li> <li>• Create graphs and equations of proportional relationships in context, including an appropriate scale.</li> <li>• Interpret diagrams or graphs of proportional relationships in context.</li> </ul>	constant of proportionality - In a proportional relationship, the values for one quantity are each multiplied by the same number to get the values for the other quantity. This number is called the constant of proportionality.

A	10	50	03	Linear Relationships	02	Interactive Study Guide: Understanding Proportional Relationships	<ul style="list-style-type: none"> <li>Comprehend that for the equation of a proportional relationship given by <math>y=kx</math>, <math>k</math> represents the constant of proportionality.</li> <li>Create graphs and equations of proportional relationships in context, including an appropriate scale.</li> <li>Interpret diagrams or graphs of proportional relationships in context.</li> <li>Compare graphs that represent the same proportional relationship using differently scaled axes.</li> </ul>	constant of proportionality - In a proportional relationship, the values for one quantity are each multiplied by the same number to get the values for the other quantity. This number is called the constant of proportionality.	
A	10	50	03	Linear Relationships	03	Graphs of Proportional Relationships	<ul style="list-style-type: none"> <li>Create graphs representing the same proportional relationship using differently scaled axes, and identify which graph to use to answer specific questions.</li> </ul>	rate of change - in a linear relationship, the amount $y$ changes when $x$ increases by 1. The rate of change in a linear relationship is also called the slope of the graph of the corresponding line.	MP.2 MP.7 NC.8.F.4.b. NC.8.F.4.c.
A	11	51	03	Linear Relationships		🌀 Day 51			
A	11	51	03	Linear Relationships	03	Activity Page: Graphs of Proportional Relationships	<ul style="list-style-type: none"> <li>Compare graphs that represent the same proportional relationship using differently scaled axes.</li> <li>Create graphs representing the same proportional relationship using differently scaled axes, and identify which graph to use to answer specific questions.</li> <li>Compare graphs that represent the same proportional relationship using differently scaled axes.</li> </ul>	rate of change - in a linear relationship, the amount $y$ changes when $x$ increases by 1. The rate of change in a linear relationship is also called the slope of the graph of the corresponding line.	
A	11	51	03	Linear Relationships	03	Interactive Study Guide: Graphs of Proportional Relationships	<ul style="list-style-type: none"> <li>Create graphs representing the same proportional relationship using differently scaled axes, and identify which graph to use to answer specific questions.</li> </ul>	rate of change - in a linear relationship, the amount $y$ changes when $x$ increases by 1. The rate of change in a linear relationship is also called the slope of the graph of the corresponding line.	
A	11	52	03	Linear Relationships		🌀 Day 52			
A	11	52	03	Linear Relationships	04	Representing Proportional Relationships	<ul style="list-style-type: none"> <li>Create an equation and a graph to represent proportional relationships, including an appropriate scale and axes.</li> <li>Determine what information is needed to create graphs that represent proportional relationships. Ask questions to elicit that information.</li> </ul>	rate of change - in a linear relationship, the amount $y$ changes when $x$ increases by 1. The rate of change in a linear relationship is also the slope of its graph.	
A	11	52	03	Linear Relationships	04	Activity Page: Representing Proportional Relationships	<ul style="list-style-type: none"> <li>Create an equation and a graph to represent proportional relationships, including an appropriate scale and axes.</li> <li>Determine what information is needed to create graphs that represent proportional relationships. Ask questions to elicit that information.</li> </ul>	rate of change - in a linear relationship, the amount $y$ changes when $x$ increases by 1. The rate of change in a linear relationship is also the slope of its graph.	
A	11	53	03	Linear Relationships		🌀 Day 53			
A	11	53	03	Linear Relationships	04	Interactive Study Guide: Representing Proportional Relationships	<ul style="list-style-type: none"> <li>Create an equation and a graph to represent proportional relationships, including an appropriate scale and axes.</li> <li>Determine what information is needed to create graphs that represent proportional relationships. Ask questions to elicit that information.</li> <li>Compare the rates of change for two proportional relationships, given multiple representations.</li> </ul>	rate of change - in a linear relationship, the amount $y$ changes when $x$ increases by 1. The rate of change in a linear relationship is also the slope of its graph.	
A	11	53	03	Linear Relationships	05	Comparing Proportional Relationships	<ul style="list-style-type: none"> <li>Interpret multiple representations of a proportional relationship in order to answer questions (in writing), and explain the solution method.</li> <li>Present a comparison of two proportional relationships (using words and multiple other representations).</li> </ul>		MP.4 NC.8.F.2. NC.8.F.4.b. NC.8.F.4.c. NC.8.F.4.d.
A	11	54	03	Linear Relationships		🌀 Day 54			
A	11	54	03	Linear Relationships	05	Activity Page: Comparing Proportional Relationships	<ul style="list-style-type: none"> <li>Compare the rates of change for two proportional relationships, given multiple representations.</li> <li>Interpret multiple representations of a proportional relationship in order to answer questions (in writing), and explain the solution method.</li> <li>Present a comparison of two proportional relationships (using words and multiple other representations).</li> <li>Compare the rates of change for two proportional relationships, given multiple representations.</li> </ul>		
A	11	54	03	Linear Relationships	05	Interactive Study Guide: Comparing Proportional Relationships	<ul style="list-style-type: none"> <li>Interpret multiple representations of a proportional relationship in order to answer questions (in writing), and explain the solution method.</li> <li>Present a comparison of two proportional relationships (using words and multiple other representations).</li> </ul>		
A	11	54	03	Linear Relationships	06	Introduction to Linear Relationships	<ul style="list-style-type: none"> <li>Compare and contrast (orally and in writing) proportional and non-proportional linear relationships.</li> <li>Interpret (orally and in writing) features of the graph (i.e., slope and <math>y</math>-intercept) of a non-proportional linear relationship.</li> </ul>	linear relationship - A linear relationship between two quantities means they are related like this: When one quantity changes by a certain amount, the other quantity always changes by a set amount. In a linear relationship, one quantity has a constant rate of change with respect to the other.	MP.4 NC.8.F.4.b. NC.8.F.4.c. NC.8.F.4.d.
A	11	55	03	Linear Relationships		🌀 Day 55			
A	11	55	03	Linear Relationships	06	Activity Page: Introduction to Linear Relationships	<ul style="list-style-type: none"> <li>Compare and contrast (orally and in writing) proportional and non-proportional linear relationships.</li> <li>Interpret (orally and in writing) features of the graph (i.e., slope and <math>y</math>-intercept) of a non-proportional linear relationship.</li> </ul>	linear relationship - A linear relationship between two quantities means they are related like this: When one quantity changes by a certain amount, the other quantity always changes by a set amount. In a linear relationship, one quantity has a constant rate of change with respect to the other.	
A	11	55	03	Linear Relationships	06	Interactive Study Guide: Introduction to Linear Relationships	<ul style="list-style-type: none"> <li>Compare and contrast (orally and in writing) proportional and non-proportional linear relationships.</li> <li>Interpret (orally and in writing) features of the graph (i.e., slope and <math>y</math>-intercept) of a non-proportional linear relationship.</li> </ul>	linear relationship - A linear relationship between two quantities means they are related like this: When one quantity changes by a certain amount, the other quantity always changes by a set amount. In a linear relationship, one quantity has a constant rate of change with respect to the other.	

A	11	55	03	Linear Relationships	07	More Linear Relationships	<ul style="list-style-type: none"> <li>Describe (orally and in writing) how the slope and vertical intercept influence the graph of a line.</li> <li>Identify and interpret the positive vertical intercept of the graph of a linear relationship.</li> </ul>	vertical intercept - the point where the graph of a line crosses the vertical axis.	MP.2. MP.4. MP.8. NC.8.F.4.b. NC.8.F.4.d. NC.8.F.5.b.
A	12	56	03	Linear Relationships		☀ Day 56			
A	12	56	03	Linear Relationships	07	Activity Page: More Linear Relationships	<ul style="list-style-type: none"> <li>Describe (orally and in writing) how the slope and vertical intercept influence the graph of a line.</li> <li>Identify and interpret the positive vertical intercept of the graph of a linear relationship.</li> </ul>	vertical intercept - the point where the graph of a line crosses the vertical axis.	
A	12	56	03	Linear Relationships	07	Interactive Study Guide: More Linear Relationships	<ul style="list-style-type: none"> <li>Describe (orally and in writing) how the slope and vertical intercept influence the graph of a line.</li> <li>Identify and interpret the positive vertical intercept of the graph of a linear relationship.</li> </ul>	vertical intercept - the point where the graph of a line crosses the vertical axis.	
A	12	57	03	Linear Relationships		☀ Day 57			
A	12	57	03	Linear Relationships	08	Representations of Linear Relationships	<ul style="list-style-type: none"> <li>Create an equation that represents a linear relationship.</li> <li>Generalize (orally and in writing) a method for calculating slope based on the coordinates of two points.</li> <li>Interpret the slope and y-intercept of the graph of a line in context.</li> <li>Create an equation that represents a linear relationship.</li> </ul>		MP.2. MP.4. NC.8.F.4.b. NC.8.F.4.c. NC.8.F.4.d.
A	12	57	03	Linear Relationships	08	Activity Page: Representations of Linear Relationships	<ul style="list-style-type: none"> <li>Generalize (orally and in writing) a method for calculating slope based on the coordinates of two points.</li> <li>Interpret the slope and y-intercept of the graph of a line in context.</li> </ul>		
A	12	58	03	Linear Relationships		☀ Day 58			
A	12	58	03	Linear Relationships	08	Interactive Study Guide: Representations of Linear Relationships	<ul style="list-style-type: none"> <li>Generalize (orally and in writing) a method for calculating slope based on the coordinates of two points.</li> <li>Interpret the slope and y-intercept of the graph of a line in context.</li> </ul>		
A	12	58	03	Linear Relationships	09	Translating to $y=mx+b$	<ul style="list-style-type: none"> <li>Coordinate (orally) features of the equation <math>y=mx+b</math> to the graph, including lines with a negative y-intercept.</li> <li>Create and compare (orally and in writing) graphs that represent linear relationships with the same rate of change but different initial values.</li> </ul>		MP.4. MP.7. NC.8.F.4.a. NC.8.F.4.b. NC.8.F.4.d. NC.8.G.2.a.
A	12	59	03	Linear Relationships		☀ Day 59			
A	12	59	03	Linear Relationships	09	Activity Page: Translating to $y=mx+b$	<ul style="list-style-type: none"> <li>Coordinate (orally) features of the equation <math>y=mx+b</math> to the graph, including lines with a negative y-intercept.</li> <li>Create and compare (orally and in writing) graphs that represent linear relationships with the same rate of change but different initial values.</li> </ul>		
A	12	59	03	Linear Relationships	09	Interactive Study Guide: Translating to $y=mx+b$	<ul style="list-style-type: none"> <li>Coordinate (orally) features of the equation <math>y=mx+b</math> to the graph, including lines with a negative y-intercept.</li> <li>Create and compare (orally and in writing) graphs that represent linear relationships with the same rate of change but different initial values.</li> </ul>		
A	12	59	03	Linear Relationships	10	Slopes Don't Have To Be Positive	<ul style="list-style-type: none"> <li>Create a graph of a line representing a linear relationship with a non-positive rate of change.</li> <li>Interpret the slope of a non-increasing line in context.</li> </ul>		MP.4. MP.7. NC.8.F.4.b. NC.8.F.4.c. NC.8.F.4.d.
A	12	60	03	Linear Relationships		☀ Day 60			
A	12	60	03	Linear Relationships	10	Activity Page: Slopes Don't Have To Be Positive	<ul style="list-style-type: none"> <li>Create a graph of a line representing a linear relationship with a non-positive rate of change.</li> <li>Interpret the slope of a non-increasing line in context.</li> </ul>		
A	12	60	03	Linear Relationships	10	Interactive Study Guide: Slopes Don't Have To Be Positive	<ul style="list-style-type: none"> <li>Create a graph of a line representing a linear relationship with a non-positive rate of change.</li> <li>Interpret the slope of a non-increasing line in context.</li> </ul>		
A	12	60	03	Linear Relationships	11	Calculating Slope	<ul style="list-style-type: none"> <li>Create a graph of a line using a verbal description of its features.</li> <li>Describe (orally) the graph of a line using formal or informal language precisely enough to identify a unique line.</li> <li>Generate a method to find slope values given two points on the line.</li> </ul>		MP.1. MP.4. MP.7. NC.8.F.4.b. NC.8.F.4.d.
A	13	61	03	Linear Relationships		☀ Day 61			
A	13	61	03	Linear Relationships	11	Activity Page: Calculating Slope	<ul style="list-style-type: none"> <li>Create a graph of a line using a verbal description of its features.</li> <li>Describe (orally) the graph of a line using formal or informal language precisely enough to identify a unique line.</li> <li>Generate a method to find slope values given two points on the line.</li> <li>Create a graph of a line using a verbal description of its features.</li> </ul>		
A	13	61	03	Linear Relationships	11	Interactive Study Guide: Calculating Slope	<ul style="list-style-type: none"> <li>Describe (orally) the graph of a line using formal or informal language precisely enough to identify a unique line.</li> <li>Generate a method to find slope values given two points on the line.</li> </ul>		
A	13	62	03	Linear Relationships		☀ Day 62			
A	13	62	03	Linear Relationships	12	Equations of All Kinds of Lines	<ul style="list-style-type: none"> <li>Comprehend that for the graph of a vertical or horizontal line, one variable does not vary, while the other can take any value.</li> <li>Create multiple representations of a linear relationship, including a graph, equation, and table.</li> <li>Generalize (in writing) that a set of points of the form <math>(x,b)</math> satisfy the equation <math>y=b</math> and that a set of points of the form <math>(a,y)</math> satisfy the equation <math>x=a</math>.</li> </ul>		MP.4. MP.7. NC.8.F.4.b.

A	13	62	03	Linear Relationships	12	Activity Page: Equations of All Kinds of Lines	<ul style="list-style-type: none"> <li>Comprehend that for the graph of a vertical or horizontal line, one variable does not vary, while the other can take any value.</li> <li>Create multiple representations of a linear relationship, including a graph, equation, and table.</li> <li>Generalize (in writing) that a set of points of the form <math>(x,b)</math> satisfy the equation <math>y=b</math> and that a set of points of the form <math>(a,y)</math> satisfy the equation <math>x=a</math>.</li> </ul>	
A	13	63	03	Linear Relationships		Day 63		
A	13	63	03	Linear Relationships	12	Interactive Study Guide: Equations of All Kinds of Lines	<ul style="list-style-type: none"> <li>Comprehend that for the graph of a vertical or horizontal line, one variable does not vary, while the other can take any value.</li> <li>Create multiple representations of a linear relationship, including a graph, equation, and table.</li> <li>Generalize (in writing) that a set of points of the form <math>(x,b)</math> satisfy the equation <math>y=b</math> and that a set of points of the form <math>(a,y)</math> satisfy the equation <math>x=a</math>.</li> </ul>	
A	13	63	03	Linear Relationships	13	Solutions to Linear Equations	<ul style="list-style-type: none"> <li>Comprehend that the points that lie on the graph of an equation represent exactly the solution set of the equation of the line (i.e., that every point on the line is a solution, and any point not on the line is not a solution).</li> <li>Create a graph and an equation in the form <math>Ax+By=C</math> that represents a linear relationship.</li> <li>Determine pairs of values that satisfy or do not satisfy a linear relationship using an equation or graph.</li> </ul>	<p>solution to an equation with two variables - a pair of values of the variables that make the equation true.</p> <p>MP.1. NC.8.F.4.b. NC.8.F.4.c.</p>
A	13	64	03	Linear Relationships		Day 64		
A	13	64	03	Linear Relationships	13	Activity Page: Solutions to Linear Equations	<ul style="list-style-type: none"> <li>Comprehend that the points that lie on the graph of an equation represent exactly the solution set of the equation of the line (i.e., that every point on the line is a solution, and any point not on the line is not a solution).</li> <li>Create a graph and an equation in the form <math>Ax+By=C</math> that represents a linear relationship.</li> <li>Determine pairs of values that satisfy or do not satisfy a linear relationship using an equation or graph.</li> </ul>	<p>solution to an equation with two variables - a pair of values of the variables that make the equation true.</p>
A	13	64	03	Linear Relationships	13	Interactive Study Guide: Solutions to Linear Equations	<ul style="list-style-type: none"> <li>Comprehend that the points that lie on the graph of an equation represent exactly the solution set of the equation of the line (i.e., that every point on the line is a solution, and any point not on the line is not a solution).</li> <li>Create a graph and an equation in the form <math>Ax+By=C</math> that represents a linear relationship.</li> <li>Determine pairs of values that satisfy or do not satisfy a linear relationship using an equation or graph.</li> </ul>	<p>solution to an equation with two variables - a pair of values of the variables that make the equation true.</p>
A	13	64	03	Linear Relationships	14	More Solutions to Linear Equations	<ul style="list-style-type: none"> <li>Calculate the solution to a linear equation given one variable, and explain (orally) the solution method.</li> <li>Determine whether a point is a solution to an equation of a line using a graph of the line.</li> </ul>	<p>MP.1. MP.4. NC.8.F.4.b. NC.8.F.4.c.</p>
A	13	65	03	Linear Relationships		Day 65		
A	13	65	03	Linear Relationships	14	Activity Page: More Solutions to Linear Equations	<ul style="list-style-type: none"> <li>Calculate the solution to a linear equation given one variable, and explain (orally) the solution method.</li> <li>Determine whether a point is a solution to an equation of a line using a graph of the line.</li> <li>Calculate the solution to a linear equation given one variable, and explain (orally) the solution method.</li> <li>Determine whether a point is a solution to an equation of a line using a graph of the line.</li> </ul>	
A	13	65	03	Linear Relationships	14	Interactive Study Guide: More Solutions to Linear Equations	<ul style="list-style-type: none"> <li>Calculate the solution to a linear equation given one variable, and explain (orally) the solution method.</li> <li>Determine whether a point is a solution to an equation of a line using a graph of the line.</li> <li>Describe (orally) the limitations of a graphical representation of a situation based on real-world constraints on the quantities.</li> </ul>	<p>MP.1. MP.3. MP.4.</p>
A	13	65	03	Linear Relationships	15	Using Linear Relations to Solve Problems	<ul style="list-style-type: none"> <li>Interpret the graph of a linear equation in context, including slope, intercept, and solution, in contexts using multiple representations of non-proportional linear relationships.</li> </ul>	<p>NC.8.F.4.b. NC.8.F.4.c. NC.8.F.4.d.</p>
A	14	66	03	Linear Relationships		Day 66		
A	14	66	03	Linear Relationships	15	Unit Project: Linear Relations to Solve Problems	<ul style="list-style-type: none"> <li>Describe (orally) the limitations of a graphical representation of a situation based on real-world constraints on the quantities.</li> <li>Interpret the graph of a linear equation in context, including slope, intercept, and solution, in contexts using multiple representations of non-proportional linear relationships.</li> </ul>	<p>MP.2. MP.3. MP.4. MP.7. MP.8.</p>
A	14	66	03	Linear Relationships	16	Unit Review: Linear Relationships	<ul style="list-style-type: none"> <li>Review content from previous lessons</li> <li>Provide differentiated instruction to small groups or individual students</li> <li>Guide students through completion of activity pages</li> <li>Prepare for quizzes</li> <li>Lead classroom discussion/math community building</li> </ul>	<p>NC.8.F.2. NC.8.F.4.a. NC.8.F.4.b. NC.8.F.4.c. NC.8.F.4.d. NC.8.F.5.b. NC.8.G.2.a.</p>
A	14	67	03	Linear Relationships		Day 67		
A	14	67	03	Linear Relationships	16	Unit Project continued: Linear Relations to Solve Problems	<ul style="list-style-type: none"> <li>Review content from previous lessons</li> <li>Provide differentiated instruction to small groups or individual students</li> <li>Guide students through completion of activity pages</li> <li>Prepare for quizzes</li> <li>Lead classroom discussion/math community building</li> </ul>	

A	14	67	03	Linear Relationships	16	Graphic Organizer: Linear Relationships	<ul style="list-style-type: none"> <li>Review content from previous lessons</li> <li>Provide differentiated instruction to small groups or individual students</li> <li>Guide students through completion of activity pages</li> <li>Prepare for quizzes</li> <li>Lead classroom discussion/math community building</li> </ul>	
A	14	68	03	Linear Relationships		🌀 Day 68		MP.2 MP.3 MP.4 MP.7 MP.8 NC.8.F.2 NC.8.F.4.a NC.8.F.4.b NC.8.F.4.c NC.8.F.4.d NC.8.F.5.b NC.8.G.2.a
A	14	68	03	Linear Relationships	17	Quiz: Linear Relationships		
A	14	68	03	Linear Relationships	17	Unit Project Submission: Linear Relations to Solve Problems		
A	14	69	03	Linear Relationships		🌀 Day 69		
A	14	69	03	Linear Relationships	17	Interactive Study Guide: Linear Relationships		
A	14	69	04	Linear Equations and Linear Systems	01	Welcome to Linear Equations and Linear Systems	<ul style="list-style-type: none"> <li>Explore the content of this unit.</li> </ul>	MP.1 NC.8.EE.7.a NC.8.EE.7.b
A	14	69	04	Linear Equations and Linear Systems	01	Interactive Study Guide: Linear Equations and Linear Systems	<ul style="list-style-type: none"> <li>Explore the content of this unit.</li> </ul>	
A	14	70	04	Linear Equations and Linear Systems		🌀 Day 70		
A	14	70	04	Linear Equations and Linear Systems	02	Number Puzzles	<ul style="list-style-type: none"> <li>Calculate a missing value for a number puzzle that can be represented by a linear equation in one variable, and explain (orally and in writing) the solution method.</li> <li>Create a number puzzle that can be represented by a linear equation in one variable.</li> </ul>	MP.1 MP.2 MP.3 NC.8.EE.7.a NC.8.EE.7.b
A	14	70	04	Linear Equations and Linear Systems	02	Activity Page: Number Puzzles	<ul style="list-style-type: none"> <li>Calculate a missing value for a number puzzle that can be represented by a linear equation in one variable, and explain (orally and in writing) the solution method.</li> <li>Create a number puzzle that can be represented by a linear equation in one variable.</li> </ul>	
A	14	70	04	Linear Equations and Linear Systems	02	Interactive Study Guide: Number Puzzles	<ul style="list-style-type: none"> <li>Calculate a missing value for a number puzzle that can be represented by a linear equation in one variable, and explain (orally and in writing) the solution method.</li> <li>Create a number puzzle that can be represented by a linear equation in one variable.</li> </ul>	
A	15	71	04	Linear Equations and Linear Systems		🌀 Day 71		
A	15	71	04	Linear Equations and Linear Systems	03	Keeping the Equation Balanced	<ul style="list-style-type: none"> <li>Calculate the weight of an unknown object using a hanger diagram, and explain (orally) the solution method.</li> <li>Comprehend that adding and removing equal items from each side of a hanger diagram or multiplying and dividing items on each side of the hanger by the same amount are moves that keep the hanger balanced.</li> <li>Calculate the weight of an unknown object using a hanger diagram, and explain (orally) the solution method.</li> </ul>	MP.4
A	15	71	04	Linear Equations and Linear Systems	03	Activity Page: Keeping the Equation Balanced	<ul style="list-style-type: none"> <li>Comprehend that adding and removing equal items from each side of a hanger diagram or multiplying and dividing items on each side of the hanger by the same amount are moves that keep the hanger balanced.</li> </ul>	
A	15	72	04	Linear Equations and Linear Systems		🌀 Day 72		
A	15	72	04	Linear Equations and Linear Systems	03	Interactive Study Guide: Keeping the Equation Balanced	<ul style="list-style-type: none"> <li>Calculate the weight of an unknown object using a hanger diagram, and explain (orally) the solution method.</li> <li>Comprehend that adding and removing equal items from each side of a hanger diagram or multiplying and dividing items on each side of the hanger by the same amount are moves that keep the hanger balanced.</li> </ul>	
A	15	72	04	Linear Equations and Linear Systems	04	Balanced Moves	<ul style="list-style-type: none"> <li>Compare and contrast (orally and in writing) solution paths to solve an equation in one variable by performing the same operation on each side.</li> <li>Correlate (orally and in writing) changes on hanger diagrams with moves that create equivalent equations.</li> </ul>	MP.1 MP.3 NC.8.EE.7.a NC.8.EE.7.b
A	15	73	04	Linear Equations and Linear Systems		🌀 Day 73		
A	15	73	04	Linear Equations and Linear Systems	04	Activity Page: Balanced Moves	<ul style="list-style-type: none"> <li>Compare and contrast (orally and in writing) solution paths to solve an equation in one variable by performing the same operation on each side.</li> <li>Correlate (orally and in writing) changes on hanger diagrams with moves that create equivalent equations.</li> </ul>	
A	15	73	04	Linear Equations and Linear Systems	04	Interactive Study Guide: Balanced Moves	<ul style="list-style-type: none"> <li>Compare and contrast (orally and in writing) solution paths to solve an equation in one variable by performing the same operation on each side.</li> <li>Correlate (orally and in writing) changes on hanger diagrams with moves that create equivalent equations.</li> </ul>	
A	15	74	04	Linear Equations and Linear Systems		🌀 Day 74		
A	15	74	04	Linear Equations and Linear Systems	05	More Balanced Moves	<ul style="list-style-type: none"> <li>Calculate a value that is a solution for a linear equation in one variable, and compare and contrast (orally) solution strategies with others.</li> <li>Critique (in writing) the reasoning of others in solving a linear equation in one variable.</li> </ul>	MP.1 MP.3 NC.8.EE.7.a NC.8.EE.7.b

A	15	74	04	Linear Equations and Linear Systems	05	Activity Page: More Balanced Moves	<ul style="list-style-type: none"> <li>Calculate a value that is a solution for a linear equation in one variable, and compare and contrast (orally) solution strategies with others.</li> <li>Critique (in writing) the reasoning of others in solving a linear equation in one variable.</li> <li>Calculate a value that is a solution for a linear equation in one variable, and compare and contrast (orally) solution strategies with others.</li> <li>Critique (in writing) the reasoning of others in solving a linear equation in one variable.</li> </ul>		
A	15	74	04	Linear Equations and Linear Systems	05	Interactive Study Guide: More Balanced Moves			
A	15	75	04	Linear Equations and Linear Systems		Day 75			
A	15	75	04	Linear Equations and Linear Systems	06	Solving Any Linear Equation	<ul style="list-style-type: none"> <li>Calculate a value that is a solution to a linear equation in one variable, and explain (orally) the steps used to solve.</li> <li>Create an expression to represent a number puzzle, and justify (orally) that it is equivalent to another expression.</li> <li>Justify (orally) that each step used in solving a linear equation maintains equality.</li> <li>Calculate a value that is a solution to a linear equation in one variable, and explain (orally) the steps used to solve.</li> <li>Create an expression to represent a number puzzle, and justify (orally) that it is equivalent to another expression.</li> <li>Justify (orally) that each step used in solving a linear equation maintains equality.</li> </ul>	term - a part of an expression. It can be a single number, a variable, or a number and a variable that are multiplied together. For example, the expression $5x+18$ has two terms. The first term is $5x$ and the second term is $18$ .	MP.1. MP.3. NC.8.EE.7.a. NC.8.EE.7.b.
A	15	75	04	Linear Equations and Linear Systems	06	Activity Page: Solving Any Linear Equation	<ul style="list-style-type: none"> <li>Justify (orally) that each step used in solving a linear equation maintains equality.</li> <li>Calculate a value that is a solution to a linear equation in one variable, and explain (orally) the steps used to solve.</li> <li>Create an expression to represent a number puzzle, and justify (orally) that it is equivalent to another expression.</li> <li>Justify (orally) that each step used in solving a linear equation maintains equality.</li> </ul>	term - a part of an expression. It can be a single number, a variable, or a number and a variable that are multiplied together. For example, the expression $5x+18$ has two terms. The first term is $5x$ and the second term is $18$ .	
A	15	75	04	Linear Equations and Linear Systems	06	Interactive Study Guide: Solving Any Linear Equations	<ul style="list-style-type: none"> <li>Justify (orally) that each step used in solving a linear equation maintains equality.</li> <li>Create an expression to represent a number puzzle, and justify (orally) that it is equivalent to another expression.</li> <li>Justify (orally) that each step used in solving a linear equation maintains equality.</li> </ul>	term - a part of an expression. It can be a single number, a variable, or a number and a variable that are multiplied together. For example, the expression $5x+18$ has two terms. The first term is $5x$ and the second term is $18$ .	
A	16	76	04	Linear Equations and Linear Systems		Day 76			
A	16	76	04	Linear Equations and Linear Systems	07	Strategic Solving	<ul style="list-style-type: none"> <li>Categorize (orally and in writing) linear equations in one variable based on their structure, and solve equations from each category.</li> <li>Describe (orally and in writing) features of linear equations that have one solution, no solution, or many solutions.</li> <li>Describe (orally) strategies for solving linear equations in one variable with different features or structures.</li> </ul>		MP.1. NC.8.EE.7.a. NC.8.EE.7.b.
A	16	76	04	Linear Equations and Linear Systems	07	Activity Page: Strategic Solving	<ul style="list-style-type: none"> <li>Categorize (orally and in writing) linear equations in one variable based on their structure, and solve equations from each category.</li> <li>Describe (orally and in writing) features of linear equations that have one solution, no solution, or many solutions.</li> <li>Describe (orally) strategies for solving linear equations in one variable with different features or structures.</li> </ul>		
A	16	77	04	Linear Equations and Linear Systems		Day 77			
A	16	77	04	Linear Equations and Linear Systems	07	Interactive Study Guide: Strategic Solving	<ul style="list-style-type: none"> <li>Categorize (orally and in writing) linear equations in one variable based on their structure, and solve equations from each category.</li> <li>Describe (orally and in writing) features of linear equations that have one solution, no solution, or many solutions.</li> <li>Describe (orally) strategies for solving linear equations in one variable with different features or structures.</li> </ul>		
A	16	77	04	Linear Equations and Linear Systems	08	All, Some, or No Solutions	<ul style="list-style-type: none"> <li>Compare and contrast (orally and in writing) equations that have no solutions or infinitely many solutions.</li> <li>Create linear equations in one variable that have either no solutions or infinitely many solutions, using structure, and explain (orally) the solution method.</li> </ul>		MP.1. MP.2. NC.8.EE.7.a. NC.8.EE.7.b.
A	16	78	04	Linear Equations and Linear Systems		Day 78			
A	16	78	04	Linear Equations and Linear Systems	08	Activity Page: All, Some, or No Solutions	<ul style="list-style-type: none"> <li>Compare and contrast (orally and in writing) equations that have no solutions or infinitely many solutions.</li> <li>Create linear equations in one variable that have either no solutions or infinitely many solutions, using structure, and explain (orally) the solution method.</li> <li>Compare and contrast (orally and in writing) equations that have no solutions or infinitely many solutions.</li> </ul>		
A	16	78	04	Linear Equations and Linear Systems	08	Interactive Study Guide: All, Some, or No Solutions	<ul style="list-style-type: none"> <li>Create linear equations in one variable that have either no solutions or infinitely many solutions, using structure, and explain (orally) the solution method.</li> </ul>		
A	16	79	04	Linear Equations and Linear Systems		Day 79			
A	16	79	04	Linear Equations and Linear Systems	09	How Many Solutions?	<ul style="list-style-type: none"> <li>Describe (orally) a linear equation as having "one solution," "no solutions," or "an infinite number of solutions," and solve equations in one variable with one solution.</li> <li>Describe (orally) features of linear equations with one solution, no solution, or an infinite number of solutions.</li> <li>Describe (orally) a linear equation as having "one solution," "no solutions," or "an infinite number of solutions," and solve equations in one variable with one solution.</li> <li>Describe (orally) features of linear equations with one solution, no solution, or an infinite number of solutions.</li> <li>Describe (orally) a linear equation as having "one solution," "no solutions," or "an infinite number of solutions," and solve equations in one variable with one solution.</li> <li>Describe (orally) features of linear equations with one solution, no solution, or an infinite number of solutions.</li> </ul>	coefficient - a number that is multiplied by a variable. constant term - In an expression like $5x+2$ , the number 2 is called the constant term because it doesn't change when $x$ changes.	MP.1. MP.2. NC.8.EE.7.a. NC.8.EE.7.b.
A	16	79	04	Linear Equations and Linear Systems	09	Activity Page: How Many Solutions?	<ul style="list-style-type: none"> <li>Describe (orally) features of linear equations with one solution, no solution, or an infinite number of solutions.</li> <li>Describe (orally) a linear equation as having "one solution," "no solutions," or "an infinite number of solutions," and solve equations in one variable with one solution.</li> <li>Describe (orally) features of linear equations with one solution, no solution, or an infinite number of solutions.</li> </ul>	coefficient - a number that is multiplied by a variable. constant term - In an expression like $5x+2$ , the number 2 is called the constant term because it doesn't change when $x$ changes.	
A	16	79	04	Linear Equations and Linear Systems	09	Interactive Study Guide: How Many Solutions?	<ul style="list-style-type: none"> <li>Describe (orally) a linear equation as having "one solution," "no solutions," or "an infinite number of solutions," and solve equations in one variable with one solution.</li> <li>Describe (orally) features of linear equations with one solution, no solution, or an infinite number of solutions.</li> </ul>	coefficient - a number that is multiplied by a variable. constant term - In an expression like $5x+2$ , the number 2 is called the constant term because it doesn't change when $x$ changes.	

A	16	80	04	Linear Equations and Linear Systems		☼ Day 80						MP.1. MP.2. NC.8.EE.7.a. NC.8.EE.7.b. NC.8.F.4.d.	
A	16	80	04	Linear Equations and Linear Systems	10	When Are They the Same?							
													<ul style="list-style-type: none"> <li>• Create an equation in one variable to represent a situation in which two conditions are equal.</li> <li>• Interpret the solution of an equation in one variable in context.</li> </ul>
A	16	80	04	Linear Equations and Linear Systems	10	Activity Page: When Are They the Same?							
													<ul style="list-style-type: none"> <li>• Create an equation in one variable to represent a situation in which two conditions are equal.</li> <li>• Interpret the solution of an equation in one variable in context.</li> </ul>
A	16	80	04	Linear Equations and Linear Systems	10	Interactive Study Guide: When Are They the Same?							
													<ul style="list-style-type: none"> <li>• Create an equation in one variable to represent a situation in which two conditions are equal.</li> <li>• Interpret the solution of an equation in one variable in context.</li> </ul>
A	17	81	04	Linear Equations and Linear Systems		☼ Day 81							
A	17	81	04	Linear Equations and Linear Systems	11	On or Off the Line?							MP.4. NC.8.F.4.d.
													<ul style="list-style-type: none"> <li>• Determine (in writing) a point that satisfies two relationships simultaneously, using tables or graphs.</li> <li>• Interpret (orally and in writing) points that lie on one, both, or neither line on a graph of two simultaneous equations in context.</li> <li>• Determine (in writing) a point that satisfies two relationships simultaneously, using tables or graphs.</li> </ul>
A	17	81	04	Linear Equations and Linear Systems	11	Activity Page: On or Off the Line?							
													<ul style="list-style-type: none"> <li>• Interpret (orally and in writing) points that lie on one, both, or neither line on a graph of two simultaneous equations in context.</li> </ul>
A	17	82	04	Linear Equations and Linear Systems		☼ Day 82							
A	17	82	04	Linear Equations and Linear Systems	11	Interactive Study Guide: On or Off the Line?							
													<ul style="list-style-type: none"> <li>• Determine (in writing) a point that satisfies two relationships simultaneously, using tables or graphs.</li> <li>• Interpret (orally and in writing) points that lie on one, both, or neither line on a graph of two simultaneous equations in context.</li> </ul>
A	17	82	04	Linear Equations and Linear Systems	12	On Both of the Lines							MP.4. MP.5. NC.8.EE.8.a. NC.8.EE.8.b. NC.8.F.4.b. NC.8.F.4.c. NC.8.F.4.d.
													<ul style="list-style-type: none"> <li>• Create a graph that represents two linear relationships in context, and interpret (orally and in writing) the point of intersection.</li> <li>• Interpret a graph of two equivalent lines in context.</li> </ul>
A	17	83	04	Linear Equations and Linear Systems		☼ Day 83							
A	17	83	04	Linear Equations and Linear Systems	12	Activity Page: On Both of the Lines							
													<ul style="list-style-type: none"> <li>• Create a graph that represents two linear relationships in context, and interpret (orally and in writing) the point of intersection.</li> <li>• Interpret a graph of two equivalent lines in context.</li> </ul>
A	17	83	04	Linear Equations and Linear Systems	12	Interactive Study Guide: On Both of the Lines							
													<ul style="list-style-type: none"> <li>• Create a graph that represents two linear relationships in context, and interpret (orally and in writing) the point of intersection.</li> <li>• Interpret a graph of two equivalent lines in context.</li> </ul>
A	17	83	04	Linear Equations and Linear Systems	13	Systems of Equations							MP.4. MP.5. MP.6. NC.8.EE.8.a. NC.8.EE.8.b. NC.8.F.4.c. NC.8.F.4.d.
													<ul style="list-style-type: none"> <li>• Comprehend that solving a system of equations means finding values of the variables that makes both equations true at the same time.</li> <li>• Coordinate (orally and in writing) graphs of parallel lines and a system of equations that has no solutions.</li> <li>• Create a graph of two lines that represents a system of equations in context.</li> </ul>
										system of equations - a set of two or more equations. Each equation contains two or more variables. We want to find values for the variables that make all the equations in the system true.			
A	17	84	04	Linear Equations and Linear Systems		☼ Day 84							
A	17	84	04	Linear Equations and Linear Systems	13	Activity Page: Systems of Equations							
													<ul style="list-style-type: none"> <li>• Comprehend that solving a system of equations means finding values of the variables that makes both equations true at the same time.</li> <li>• Coordinate (orally and in writing) graphs of parallel lines and a system of equations that has no solutions.</li> <li>• Create a graph of two lines that represents a system of equations in context.</li> </ul>
										system of equations - a set of two or more equations. Each equation contains two or more variables. We want to find values for the variables that make all the equations in the system true.			
A	17	84	04	Linear Equations and Linear Systems	13	Interactive Study Guide: Systems of Equations							
													<ul style="list-style-type: none"> <li>• Comprehend that solving a system of equations means finding values of the variables that makes both equations true at the same time.</li> <li>• Coordinate (orally and in writing) graphs of parallel lines and a system of equations that has no solutions.</li> <li>• Create a graph of two lines that represents a system of equations in context.</li> </ul>
										system of equations - a set of two or more equations. Each equation contains two or more variables. We want to find values for the variables that make all the equations in the system true.			
A	17	84	04	Linear Equations and Linear Systems	14	Solving Systems of Equations							MP.4. NC.8.EE.8.a. NC.8.EE.8.b.
													<ul style="list-style-type: none"> <li>• Coordinate (orally) the solution of an equation with variables on each side to the solution of a system of two linear equations.</li> <li>• Create a graph of a system of equations, and identify (orally and in writing) the number of solutions of the system of equations.</li> </ul>
A	17	85	04	Linear Equations and Linear Systems		☼ Day 85							
A	17	85	04	Linear Equations and Linear Systems	14	Activity Page: Solving Systems of Equations							
													<ul style="list-style-type: none"> <li>• Coordinate (orally) the solution of an equation with variables on each side to the solution of a system of two linear equations.</li> <li>• Create a graph of a system of equations, and identify (orally and in writing) the number of solutions of the system of equations.</li> <li>• Coordinate (orally) the solution of an equation with variables on each side to the solution of a system of two linear equations.</li> </ul>
A	17	85	04	Linear Equations and Linear Systems	14	Interactive Study Guide: Solving Systems of Equations							
													<ul style="list-style-type: none"> <li>• Create a graph of a system of equations, and identify (orally and in writing) the number of solutions of the system of equations.</li> <li>• Calculate values that are a solution for a system of equations, and explain (orally) the solution method.</li> </ul>
A	17	85	04	Linear Equations and Linear Systems	15	Solving More Systems							MP.1. MP.4. NC.8.EE.8.a. NC.8.EE.8.b.
													<ul style="list-style-type: none"> <li>• Generalize (orally) a process for solving systems of equations using substitution.</li> <li>• Justify (orally and in writing) that a particular system of equations has no solutions using the structure of the equations.</li> </ul>

A	18	86	04	Linear Equations and Linear Systems		☀ Day 86		<ul style="list-style-type: none"> <li>Calculate values that are a solution for a system of equations, and explain (orally) the solution method.</li> </ul>	
A	18	86	04	Linear Equations and Linear Systems	15	Activity Page: Solving More Systems		<ul style="list-style-type: none"> <li>Generalize (orally) a process for solving systems of equations using substitution.</li> <li>Justify (orally and in writing) that a particular system of equations has no solutions using the structure of the equations.</li> <li>Calculate values that are a solution for a system of equations, and explain (orally) the solution method.</li> </ul>	
A	18	86	04	Linear Equations and Linear Systems	15	Interactive Study Guide: Solving More Systems		<ul style="list-style-type: none"> <li>Generalize (orally) a process for solving systems of equations using substitution.</li> <li>Justify (orally and in writing) that a particular system of equations has no solutions using the structure of the equations.</li> <li>Categorize (in writing) systems of equations, including systems with infinitely many or no solutions, and calculate the solution for a system using a variety of strategies.</li> </ul>	
A	18	86	04	Linear Equations and Linear Systems	16	Writing Systems of Equations		<ul style="list-style-type: none"> <li>Create a system of equations that represents a situation and interpret (orally and in writing) the solution in context.</li> </ul>	MP.1 MP.4 NC.8.EE.8.a NC.8.EE.8.b.
A	18	87	04	Linear Equations and Linear Systems		☀ Day 87			
A	18	87	04	Linear Equations and Linear Systems	16	Activity Page: Writing Systems of Equations		<ul style="list-style-type: none"> <li>Categorize (in writing) systems of equations, including systems with infinitely many or no solutions, and calculate the solution for a system using a variety of strategies.</li> <li>Create a system of equations that represents a situation and interpret (orally and in writing) the solution in context.</li> <li>Categorize (in writing) systems of equations, including systems with infinitely many or no solutions, and calculate the solution for a system using a variety of strategies.</li> <li>Create a system of equations that represents a situation and interpret (orally and in writing) the solution in context.</li> </ul>	
A	18	87	04	Linear Equations and Linear Systems	16	Interactive Study Guide: Writing Systems of Equations		<ul style="list-style-type: none"> <li>Create a system of equations that represents a situation and interpret (orally and in writing) the solution in context.</li> </ul>	
A	18	87	04	Linear Equations and Linear Systems	17	Math in the Real World - Investing in Your Future		<ul style="list-style-type: none"> <li>Apply mathematical knowledge to real-world situations.</li> </ul>	MP.1 NC.8.EE.8.a NC.8.EE.8.b.
A	18	88	04	Linear Equations and Linear Systems		☀ Day 88			
A	18	88	04	Linear Equations and Linear Systems	17	Math in the Real World - Investing in Your Future Discussion		<ul style="list-style-type: none"> <li>Apply mathematical knowledge to real-world situations.</li> </ul>	
A	18	88	04	Linear Equations and Linear Systems	18	Solving Problems With Systems of Equations (teacher-led)		<ul style="list-style-type: none"> <li>Calculate the solution to a system of equations in context, and present (using words and other representations) the solution method.</li> <li>Create a system of equations to solve a problem in context.</li> <li>Critique (orally) peer solutions to a system of equations.</li> </ul>	
A	18	88	04	Linear Equations and Linear Systems	18	Unit Project Discussion: Making Your Own System of Equations		<ul style="list-style-type: none"> <li>Calculate the solution to a system of equations in context, and present (using words and other representations) the solution method.</li> <li>Create a system of equations to solve a problem in context.</li> <li>Critique (orally) peer solutions to a system of equations.</li> </ul>	
A	18	89	04	Linear Equations and Linear Systems		☀ Day 89			
A	18	89	04	Linear Equations and Linear Systems	19	Unit Review - Linear Equations and Linear Systems		<ul style="list-style-type: none"> <li>Review content from previous lessons</li> <li>Provide differentiated instruction to small groups or individual students</li> <li>Guide students through completion of activity pages</li> <li>Prepare for quizzes</li> <li>Lead classroom discussion/math community building</li> <li>Review content from previous lessons</li> <li>Provide differentiated instruction to small groups or individual students</li> </ul>	
A	18	89	04	Linear Equations and Linear Systems	19	Graphic Organizer: Linear Equations and Linear Systems		<ul style="list-style-type: none"> <li>Guide students through completion of activity pages</li> <li>Prepare for quizzes</li> <li>Lead classroom discussion/math community building</li> <li>Review content from previous lessons</li> <li>Provide differentiated instruction to small groups or individual students</li> </ul>	
A	18	89	04	Linear Equations and Linear Systems	19	Interactive Study Guide: Linear Equations and Linear Systems		<ul style="list-style-type: none"> <li>Guide students through completion of activity pages</li> <li>Prepare for quizzes</li> <li>Lead classroom discussion/math community building</li> </ul>	
A	18	90	04	Linear Equations and Linear Systems		☀ Day 90			
A	18	90	04	Linear Equations and Linear Systems	20	Semester Exam			MP.1 MP.7 NC.8.F.4.b. NC.8.G.3. MP.4 NC.8.NS.1. NC.8.NS.2.a. NC.8.EE.1. NC.8.EE.2.a. NC.8.EE.3. NC.8.EE.4. NC.8.F.1.a. NC.8.F.1.b. NC.8.F.2. NC.8.F.4.d. NC.8.G.8. NC.8.G.9. NC.8.SP.1. NC.8.SP.3.
A	18	90	04	Linear Equations and Linear Systems	20	Interactive Study Guide: Linear Equations and Linear Systems			
B	19	91	05	Unit 5: Functions and Volume		☀ Day 91			

B	19	91	05	Unit 5: Functions and Volume	01	Welcome to Functions and Volume		<p>MP.1. MP.7. NC.8.EE.7.a. NC.8.EE.7.b. NC.8.F.4.b. NC.8.G.9.</p> <p>MP.3. NC.8.F.1.a. NC.8.F.1.b. NC.8.F.2. NC.8.F.4.b. NC.8.F.4.d. NC.8.F.5.b. NC.8.G.9.</p>
B	19	91	05	Unit 5: Functions and Volume	01	Interactive Study Guide: Functions and Volume		
B	19	92	05	Unit 5: Functions and Volume		🌀 Day 92		
B	19	92	05	Unit 5: Functions and Volume	02	Inputs and Outputs		<ul style="list-style-type: none"> <li>Describe (orally) how input-output diagrams represent rules.</li> <li>Identify a rule that describes the relationship between input-output pairs and explain (orally) a strategy used for figuring out the rule.</li> </ul> <p>MP.1. MP.2. MP.3.</p>
B	19	92	05	Unit 5: Functions and Volume	02	Activity Page: Inputs and Outputs		<p>MP.1. MP.4. NC.8.EE.7.a. NC.8.EE.7.b. NC.8.F.4.b.</p>
B	19	92	05	Unit 5: Functions and Volume	02	Interactive Study Guide: Inputs and Outputs		MP.3.
B	19	93	05	Unit 5: Functions and Volume		🌀 Day 93		
B	19	93	05	Unit 5: Functions and Volume	03	Introduction to Functions	function	<ul style="list-style-type: none"> <li>Comprehend the structure of a function as having one and only one output for each allowable input.</li> <li>Describe (orally and in writing) a context using function language, e.g., "the [output] is a function of the [input]" or "the [output] depends on the [input]".</li> <li>Identify (orally) rules that produce exactly one output for each allowable input and rules that do not.</li> </ul> <p>MP.1. MP.2. MP.3. NC.8.EE.2.b. NC.8.F.1.a. NC.8.F.1.b.</p>
B	19	93	05	Unit 5: Functions and Volume	03	Activity Page: Introduction to Functions		<p>MP.1. MP.2. NC.8.F.1.a. NC.8.F.1.b.</p>
B	19	93	05	Unit 5: Functions and Volume	03	Interactive Study Guide: Introduction to Functions		<p>MP.3. NC.8.F.1.a. NC.8.F.1.b.</p>
B	19	94	05	Unit 5: Functions and Volume		🌀 Day 94		
B	19	94	05	Unit 5: Functions and Volume	04	Equations for Functions	radius dependent variable independent variable	<ul style="list-style-type: none"> <li>Calculate the output of a function for a given input using an equation in two variables, and interpret (orally and in writing) the output in context.</li> <li>Create an equation that represents a function rule.</li> <li>Determine (orally and in writing) the independent and dependent variables of a function, and explain (orally) the reasoning.</li> </ul> <p>MP.1. MP.3. NC.8.EE.7.a. NC.8.EE.7.b. NC.8.F.1.a. NC.8.F.1.b.</p>
B	19	94	05	Unit 5: Functions and Volume	04	Activity Page: Equations for Functions		<p>MP.1. MP.4. NC.8.EE.8.a. NC.8.EE.8.b. NC.8.F.4.b.</p>
B	19	94	05	Unit 5: Functions and Volume	04	Interactive Study Guide: Equations for Functions		<p>MP.3. NC.8.F.4.b.</p>
B	19	95	05	Unit 5: Functions and Volume		🌀 Day 95		
B	19	95	05	Unit 5: Functions and Volume	05	Tables, Equations, and Graphs of Functions		<ul style="list-style-type: none"> <li>Determine whether a graph represents a function, and explain (orally) the reasoning.</li> <li>Identify the graph of an equation that represents a function, and explain (orally and in writing) the reasoning.</li> <li>Interpret (orally and in writing) points on a graph, including a graph of a function and a graph that does not represent a function.</li> </ul> <p>MP.1. MP.2. MP.4. MP.7. NC.8.F.1.a. NC.8.F.4.d.</p>
B	19	95	05	Unit 5: Functions and Volume	05	Activity Page: Tables, Equations, and Graphs of Functions		<p>MP.1. MP.4. MP.7. NC.8.F.1.a. NC.8.F.1.b. NC.8.F.4.b. NC.8.F.4.c. NC.8.SP.1.</p>
B	19	95	05	Unit 5: Functions and Volume	05	Interactive Study Guide: Tables, Equations, and Graphs of Functions		<p>MP.3. NC.8.F.1.a.</p>
B	20	96	05	Unit 5: Functions and Volume		🌀 Day 96		
B	20	96	05	Unit 5: Functions and Volume	06	More Graphs of Functions		<ul style="list-style-type: none"> <li>Describe (orally and in writing) a graph of a function as "increasing" or "decreasing" over an interval, and explain (orally) the reasoning.</li> <li>Interpret (orally and in writing) a graph of temperature as a function of time, using language such as "input" and "output".</li> </ul> <p>MP.1. MP.2. MP.4. MP.7. NC.8.F.1.a. NC.8.F.5.a.</p>
B	20	96	05	Unit 5: Functions and Volume	06	Activity Page: More Graphs of Functions		<p>MP.1. MP.2. MP.7. NC.8.F.4.d.</p>
B	20	96	05	Unit 5: Functions and Volume	06	Interactive Study Guide: More Graphs of Functions		MP.3.
B	20	97	05	Unit 5: Functions and Volume		🌀 Day 97		

B	20	97	05	Unit 5: Functions and Volume	07	Even More Graphs of Functions	<ul style="list-style-type: none"> <li>Compare and contrast (orally) peers' graphs that represent the same context.</li> <li>Comprehend that graphs representing the same context can appear different, depending on the variables chosen.</li> <li>Draw the graph of a function that represents a context, and explain (orally) which quantity is a function of which.</li> </ul>	MP.1 MP.4 MP.7 NC.8.F.5.b.
B	20	97	05	Unit 5: Functions and Volume	07	Activity Page: Even More Graphs of Functions		MP.1 MP.2 MP.7 NC.8.F.1.a. NC.8.F.1.b. NC.8.F.4.b. NC.8.F.4.c.
B	20	97	05	Unit 5: Functions and Volume	07	Interactive Study Guide: Even More Graphs of Functions		MP.3 NC.8.F.5.b.
B	20	98	05	Unit 5: Functions and Volume		🌀 Day 98		
B	20	98	05	Unit 5: Functions and Volume	08	Connecting Representations of Functions	<ul style="list-style-type: none"> <li>Compare and contrast (orally) representations of functions, and describe (orally) the strengths and weaknesses of each type of representation.</li> <li>Interpret multiple representations of functions, including graphs, tables, and equations, and explain (orally) how to find information in each type of representation.</li> </ul>	MP.1 MP.4 MP.7 NC.8.F.2.
B	20	98	05	Unit 5: Functions and Volume	08	Activity Page: Connecting Representations of Functions		MP.1 MP.2 MP.4 NC.8.EE.7.a. NC.8.EE.7.b. NC.8.F.1.a. NC.8.F.1.b. NC.8.F.2. NC.8.F.4.c. NC.8.F.5.b.
B	20	98	05	Unit 5: Functions and Volume	08	Interactive Study Guide: Connecting Representations of Functions		MP.3 NC.8.F.2.
B	20	99	05	Unit 5: Functions and Volume		🌀 Day 99		
B	20	99	05	Unit 5: Functions and Volume	09	Linear Functions	<ul style="list-style-type: none"> <li>Comprehend that any linear function can be represented by an equation in the form <math>y = mx + b</math>, where <math>m</math> and <math>b</math> are rate of change and initial value of the function, respectively.</li> <li>Coordinate (orally and in writing) the graph of a linear function and its rate of change and initial value.</li> </ul>	MP.1 MP.2 MP.4 MP.7 NC.8.F.2. NC.8.F.4.a. NC.8.F.4.b. NC.8.F.4.c. NC.8.F.4.d.
B	20	99	05	Unit 5: Functions and Volume	09	Activity Page: Linear Functions		MP.1 MP.2 MP.4 NC.8.F.4.b. NC.8.F.4.d.
B	20	99	05	Unit 5: Functions and Volume	09	Interactive Study Guide: Linear Functions		MP.3 NC.8.F.4.b. NC.8.F.4.d.
B	20	100	05	Unit 5: Functions and Volume		🌀 Day 100		
B	20	100	05	Unit 5: Functions and Volume	10	Linear Models	<ul style="list-style-type: none"> <li>Compare and contrast (orally and in writing) different linear models of the same data, and determine (in writing) the range of values for which a given model is a good fit for the data.</li> <li>Create a model of a non-linear data using a linear function, and justify (orally and in writing) whether the model is a good fit for the data.</li> </ul>	MP.1 MP.2 MP.4 MP.7 NC.8.F.1.a. NC.8.F.1.b. NC.8.SP.2.a. NC.8.SP.2.b.
B	20	100	05	Unit 5: Functions and Volume	10	Activity Page: Linear Models		MP.1 MP.2 MP.4 MP.7 NC.8.EE.7.a. NC.8.EE.7.b. NC.8.F.1.a. NC.8.F.1.b. NC.8.F.4.d.
B	20	100	05	Unit 5: Functions and Volume	10	Interactive Study Guide: Linear Models		MP.3 NC.8.F.4.b.
B	21	101	05	Unit 5: Functions and Volume		🌀 Day 101		
B	21	101	05	Unit 5: Functions and Volume	11	Piecewise Linear Functions	<ul style="list-style-type: none"> <li>Calculate the different rates of change of a piecewise linear function using a graph, and interpret (orally and in writing) the rates of change in context.</li> <li>Create a model of a non-linear function using a piecewise linear function, and describe (orally) the benefits of having more or less segments in the model.</li> </ul>	MP.1 MP.4 MP.7 NC.8.F.4.b. NC.8.F.4.d.
B	21	101	05	Unit 5: Functions and Volume	11	Activity Page: Piecewise Linear Functions		MP.1 MP.2 NC.8.F.2.
B	21	101	05	Unit 5: Functions and Volume	11	Interactive Study Guide: Piecewise Linear Functions		MP.3 NC.8.F.4.b.

B	21	102	05	Unit 5: Functions and Volume	12	Filling Containers	<ul style="list-style-type: none"> <li>Create a graph of a function from collected data, and interpret (in writing) a point on the graph.</li> <li>Draw a container for which the height of water as a function of volume would be represented as a piecewise linear function, and explain (orally) the reasoning.</li> <li>Interpret (orally and in writing) a graph of heights of certain cylinders as a function of volume, and compare the rates of change of the functions.</li> </ul>	cylinder MP.1. MP.3. MP.4. MP.7. NC.8.F.3. NC.8.F.4.b. NC.8.F.5.a.
B	21	102	05	Unit 5: Functions and Volume		☀ Day 102		MP.1. MP.2. MP.4. NC.8.F.4.b.
B	21	102	05	Unit 5: Functions and Volume	12	Activity Page: Filling Containers		MP.3.
B	21	102	05	Unit 5: Functions and Volume	12	Interactive Study Guide: Filling Containers		
B	21	103	05	Unit 5: Functions and Volume		☀ Day 103		
B	21	103	05	Unit 5: Functions and Volume	13	How Much Will Fit?	<ul style="list-style-type: none"> <li>Draw a cylinder and label its height and radius, describe (in writing) the shape of the "base" of the figure.</li> <li>Estimate the volumes of various containers using different units of measure, and explain (orally) the reasoning.</li> </ul>	cone sphere MP.1. MP.7.
B	21	103	05	Unit 5: Functions and Volume	13	Activity Page: How Much Will Fit?		MP.1. MP.4. MP.7. NC.8.F.2. NC.8.G.9.
B	21	103	05	Unit 5: Functions and Volume	13	Interactive Study Guide: How Much Will Fit?		MP.3. NC.8.G.9.
B	21	104	05	Unit 5: Functions and Volume		☀ Day 104		
B	21	104	05	Unit 5: Functions and Volume	14	The Volume of a Cylinder	<ul style="list-style-type: none"> <li>Calculate the volume of a cylinder, and compare and contrast (orally) the formula for volume of a cylinder with the formula for volume of a prism.</li> <li>Explain (orally) how to find the volume of a cylinder using the area of the base and height of the cylinder.</li> </ul>	MP.1. MP.4. MP.7. NC.8.G.9.
B	21	104	05	Unit 5: Functions and Volume	14	Activity Page: The Volume of a Cylinder		MP.1. MP.4. NC.8.F.4.b. NC.8.G.9.
B	21	104	05	Unit 5: Functions and Volume	14	Interactive Study Guide: The Volume of a Cylinder		MP.3. NC.8.G.9.
B	21	105	05	Unit 5: Functions and Volume		☀ Day 105		
B	21	105	05	Unit 5: Functions and Volume	15	Finding Cylinder Dimensions	<ul style="list-style-type: none"> <li>Calculate the value of one dimension of a cylinder, and explain (orally and in writing) the reasoning.</li> <li>Create a table of dimensions of cylinders, and describe (orally) patterns that arise.</li> </ul>	MP.1. MP.7. NC.8.G.9.
B	21	105	05	Unit 5: Functions and Volume	15	Activity Page: Finding Cylinder Dimensions		MP.1. MP.4. MP.7. NC.8.G.9.
B	21	105	05	Unit 5: Functions and Volume	15	Interactive Study Guide: Finding Cylinder Dimensions		MP.3. NC.8.G.9.
B	22	106	05	Unit 5: Functions and Volume		☀ Day 106		
B	22	106	05	Unit 5: Functions and Volume	16	The Volume of a Cone	<ul style="list-style-type: none"> <li>Calculate the volume of a cone and cylinder given the height and radius, and explain (orally) the solution method.</li> <li>Compare the volumes of a cone and a cylinder with the same base and height, and explain (orally and in writing) the relationship between the volumes.</li> </ul>	MP.1. MP.4. MP.7. NC.8.G.9.
B	22	106	05	Unit 5: Functions and Volume	16	Activity Page: The Volume of a Cone		MP.1. MP.2. MP.4. NC.8.F.4.b. NC.8.F.5.b. NC.8.G.9.
B	22	106	05	Unit 5: Functions and Volume	16	Interactive Study Guide: The Volume of a Cones		MP.3. NC.8.G.9.
B	22	107	05	Unit 5: Functions and Volume		☀ Day 107		
B	22	107	05	Unit 5: Functions and Volume	17	Finding Cone Dimensions	<ul style="list-style-type: none"> <li>Calculate the value of one dimension of a cylinder, and explain (orally and in writing) the reasoning.</li> <li>Compare volumes of a cone and cylinder in context, and justify (orally) which volume is a better value for a given price.</li> <li>Create a table of dimensions of cylinders, and describe (orally) patterns that arise.</li> </ul>	MP.1. MP.7. NC.8.G.9.
B	22	107	05	Unit 5: Functions and Volume	17	Activity Page: Finding Cone Dimensions		MP.1. MP.4. MP.7. NC.8.F.4.d. NC.8.G.9.
B	22	107	05	Unit 5: Functions and Volume	17	Interactive Study Guide: Finding Cone Dimensions		MP.3. NC.8.G.9.
B	22	108	05	Unit 5: Functions and Volume		☀ Day 108		
B	22	108	05	Unit 5: Functions and Volume		Flex Day		
B	22	109	05	Unit 5: Functions and Volume		☀ Day 109		

B	22	109	05	Unit 5: Functions and Volume	18	Scaling One Dimension (teacher-led)	<ul style="list-style-type: none"> <li>Create a graph and an equation to represent the function relationship between the volume of a cylinder and its height, and justify (orally) that the relationship is linear.</li> <li>Interpret (in writing) a point on a graph representing the volume of a cone as a function of its height, and explain (orally) how changing one dimension affects the other.</li> </ul>	MP.1. MP.2. MP.4. MP.7. NC.8.F.1.a. NC.8.F.1.b. NC.8.F.4.b. NC.8.F.4.c. NC.8.F.4.d. NC.8.G.9.
B	22	109	05	Unit 5: Functions and Volume	18	Activity Page: Scaling One Dimension		MP.1. MP.2. MP.7. NC.8.F.1.a. NC.8.F.1.b. NC.8.G.9.
B	22	110	05	Unit 5: Functions and Volume		☼ Day 110		
B	22	110	05	Unit 5: Functions and Volume	19	Scaling Two Dimensions (teacher-led)	<ul style="list-style-type: none"> <li>Compare and contrast (orally) graphs of linear and nonlinear functions.</li> <li>Create an equation and a graph representing the volume of a cone as a function of its radius, and describe (orally and in writing) how a change in radius affects the volume.</li> <li>Describe (orally and in writing) how changing the input of a certain nonlinear function affects the output.</li> </ul>	MP.1. MP.2. MP.4. MP.7. NC.8.F.3. NC.8.F.4.b. NC.8.F.4.d. NC.8.F.5.a. NC.8.G.9.
B	22	110	05	Unit 5: Functions and Volume	19	Activity Page: Scaling Two Dimensions		MP.1. MP.2. MP.4. MP.7. NC.8.F.3. NC.8.F.4.b. NC.8.F.4.d. NC.8.F.5.a. NC.8.G.9.
B	23	111	05	Unit 5: Functions and Volume		☼ Day 111		
B	23	111	05	Unit 5: Functions and Volume	20	Estimating a Hemisphere	<ul style="list-style-type: none"> <li>Calculate the volume of a cylinder and cone with the same radius and height, and justify (orally and in writing) that the volumes are an upper and lower bound for the volume of a hemisphere of the same radius.</li> <li>Estimate the volume of a hemisphere using the formulas for volume of a cone and cylinder, and explain (orally) the estimation strategy.</li> </ul>	MP.1. MP.7. NC.8.G.9.
B	23	111	05	Unit 5: Functions and Volume	20	Activity Page: Estimating a Hemisphere		MP.1. MP.2. MP.4. MP.7. NC.8.F.3. NC.8.F.5.a. NC.8.G.9. NC.8.SP.2.a. NC.8.SP.2.b.
B	23	111	05	Unit 5: Functions and Volume	20	Interactive Study Guide: Estimating a Hemisphere		MP.3. NC.8.G.9.
B	23	112	05	Unit 5: Functions and Volume		☼ Day 112		
B	23	112	05	Unit 5: Functions and Volume	21	The Volume of a Sphere	<ul style="list-style-type: none"> <li>Calculate the volume of a sphere, cylinder, and cone which have a radius of <math>r</math> and height of <math>h</math>, and explain (orally) the relationship between their volumes.</li> <li>Create an equation to represent the volume of a sphere as a function of its radius, and explain (orally and in writing) the reasoning.</li> </ul>	MP.1. MP.4. MP.7. NC.8.G.9.
B	23	112	05	Unit 5: Functions and Volume	21	Activity Page: The Volume of a Sphere		MP.1. MP.4. MP.7. NC.8.G.9.
B	23	112	05	Unit 5: Functions and Volume	21	Interactive Study Guide: The Volume of a Sphere		MP.3. NC.8.G.9.
B	23	113	05	Unit 5: Functions and Volume		☼ Day 113		
B	23	113	05	Unit 5: Functions and Volume	22	Cylinders, Cones, and Spheres	<ul style="list-style-type: none"> <li>Calculate the value of the radius of a sphere with a given volume using the structure of the equation, and explain (orally) the solution method.</li> <li>Determine what information is needed to solve a problem involving volumes of cones, cylinders, and spheres. Ask questions to elicit that information.</li> </ul>	MP.1. MP.3. MP.4. MP.7. NC.8.G.9.
B	23	113	05	Unit 5: Functions and Volume	22	Activity Page: Cylinders, Cones, and Spheres		MP.1. MP.4. MP.7. NC.8.G.9.
B	23	113	05	Unit 5: Functions and Volume	22	Interactive Study Guide: Cylinders, Cones, and Spheres		MP.3. NC.8.G.9.
B	23	114	05	Unit 5: Functions and Volume		☼ Day 114		
B	23	114	05	Unit 5: Functions and Volume	23	Volume As a Function of...(teacher-led)	<ul style="list-style-type: none"> <li>Describe (orally) how a change in the radius of a sphere affects the volume.</li> <li>Interpret (orally and in writing) functions that represent the volume of a sphere, cone, and cylinder, using different representations.</li> </ul>	MP.1. MP.4. MP.7. NC.8.F.1.a. NC.8.F.1.b. NC.8.F.2. NC.8.F.3. NC.8.F.4.d. NC.8.F.5.a. NC.8.G.9.
B	23	114	05	Unit 5: Functions and Volume	23	Activity Page: Volume As a Function of...		MP.1. MP.4. MP.7. NC.8.G.9.
B	23	115	05	Unit 5: Functions and Volume		☼ Day 115		

B	23	115	05	Unit 5: Functions and Volume	Flex Day						
B	24	116	05	Unit 5: Functions and Volume	☀ Day 116						
B	24	116	05	Unit 5: Functions and Volume	Unit Review - Functions and Volume	24	Graphic Organizer: Functions and Volume	• Review unit content and prepare for unit quiz.			NC.8.F.1.a. NC.8.F.1.b. NC.8.F.2. NC.8.F.4.b. NC.8.F.4.d. NC.8.F.5.b. NC.8.G.9.
B	24	116	05	Unit 5: Functions and Volume		24	Graphic Organizer: Functions and Volume				
B	24	117	05	Unit 5: Functions and Volume	☀ Day 117						
B	24	117	05	Unit 5: Functions and Volume	Quiz: Functions and Volume	25					MP.3. NC.8.F.1.a. NC.8.F.1.b. NC.8.F.2. NC.8.F.4.b. NC.8.F.4.d. NC.8.F.5.b. NC.8.G.9.
B	24	117	05	Unit 5: Functions and Volume		25	Interactive Study Guide: Functions and Volume				
B	24	118	06	Unit 6: Associations in Data	☀ Day 118						MP.1. MP.4. MP.7. NC.8.F.4.b. NC.8.F.4.d.
B	24	118	06	Unit 6: Associations in Data		01	Welcome to Associations in Data				MP.3. NC.8.SP.1. NC.8.SP.2.a. NC.8.SP.2.b. NC.8.SP.3. NC.8.SP.4.b.
B	24	118	06	Unit 6: Associations in Data		01	Interactive Study Guide: Associations in Data				
B	24	119	06	Unit 6: Associations in Data	☀ Day 119						
B	24	119	06	Unit 6: Associations in Data		02	Organizing Data	• Comprehend that a "scatter plot" represents data with two variables and does not represent a function. • Coordinate (orally and in writing) representations of data in scatter plots and tables. • Describe (orally and in writing) patterns in representations of data in scatter plots and tables, and use these representations to make predictions.			MP.2. MP.4. MP.7. NC.8.SP.1.
B	24	119	06	Unit 6: Associations in Data		02	Activity Page: Organizing Data				MP.1. MP.4. MP.7. NC.8.G.9.
B	24	119	06	Unit 6: Associations in Data		02	Interactive Study Guide: Organizing Data				MP.3. NC.8.SP.1.
B	24	120	06	Unit 6: Associations in Data	☀ Day 120						
B	24	120	06	Unit 6: Associations in Data		03	Plotting Data	• Create a representation of single-variable data using a box plot, histogram, or dot plot, and compare and contrast (orally) these representations with a scatter plot. • Create a scatter plot from a table of data, and describe (orally and in writing) the trend of the data. • Create a table of collected data, and explain (orally) how to organize the data.			MP.1. MP.2. MP.4. MP.7. NC.8.SP.1.
B	24	120	06	Unit 6: Associations in Data		03	Activity Page: Plotting Data				MP.1. MP.2. MP.4. MP.7. NC.8.F.4.b. NC.8.F.4.c. NC.8.F.4.d. NC.8.SP.1.
B	24	120	06	Unit 6: Associations in Data		03	Interactive Study Guide: Plotting Data				MP.3. NC.8.SP.1.
B	25	121	06	Unit 6: Associations in Data	☀ Day 121						
B	25	121	06	Unit 6: Associations in Data	Flex Day						
B	25	122	06	Unit 6: Associations in Data	☀ Day 122						
B	25	122	06	Unit 6: Associations in Data		04	What a Point in a Scatter Plot Means	• Coordinate (orally and in writing) data in a table and points on a scatter plot. • Describe (orally) the trend of the data, and use the trend to predict unknown values. • Interpret (orally and in writing) a point on a scatter plot in context.			MP.1. MP.2. MP.4. MP.7. NC.8.SP.1.
B	25	122	06	Unit 6: Associations in Data		04	Activity Page: What a Point in a Scatter Plot Means				MP.1. MP.4. MP.7. NC.8.G.9. NC.8.SP.1.
B	25	122	06	Unit 6: Associations in Data		04	Interactive Study Guide: What a Point in a Scatter Plot Means				MP.3. NC.8.SP.1.
B	25	123	06	Unit 6: Associations in Data	☀ Day 123						
B	25	123	06	Unit 6: Associations in Data		05	Fitting a Line to Data	• Compare and contrast (orally) values in a data set with predictions made using a given line. • Comprehend that a model of data, such as a line of fit, can be used to predict values that are not given in the data. • Identify (orally) obvious outliers on a scatter plot.			MP.1. MP.4. MP.7. NC.8.SP.1. NC.8.SP.3.
B	25	123	06	Unit 6: Associations in Data		05	Activity Page: Fitting a Line to Data				MP.1. MP.2. MP.4. MP.7. NC.8.SP.1. NC.8.SP.3.

B	25	123	06	Unit 6: Associations in Data	05	Interactive Study Guide: Fitting a Line to Data		MP.3. NC.8.SP.1. NC.8.SP.3.
B	25	124	06	Unit 6: Associations in Data		🌀 Day 124		MP.1. MP.4. MP.7.
B	25	124	06	Unit 6: Associations in Data	06	Describing Trends in Scatter Plots	negative association positive association	NC.8.SP.2.a. NC.8.SP.2.b.
B	25	124	06	Unit 6: Associations in Data	06	Activity Page: Describing Trends in Scatter Plots		MP.1. MP.2. MP.4. MP.7. NC.8.F.4.b. NC.8.F.4.c. NC.8.SP.2.a. NC.8.SP.2.b.
B	25	124	06	Unit 6: Associations in Data	06	Interactive Study Guide: Describing Trends in Scatter Plots		MP.3. NC.8.SP.2.a. NC.8.SP.2.b.
B	25	125	06	Unit 6: Associations in Data		🌀 Day 125		MP.1. MP.4. MP.7.
B	25	125	06	Unit 6: Associations in Data	07	The Slope of a Fitted Line	<ul style="list-style-type: none"> <li>Describe (orally and in writing) the relationship between two variables using a line fit to data on a scatter plot.</li> <li>Interpret (orally and in writing) points on the scatter plot, including points that do and do not lie on a line fit to the data.</li> <li>Interpret (orally and in writing) the slope of a line fit to data in context.</li> </ul>	NC.8.SP.2.b. NC.8.SP.3.
B	25	125	06	Unit 6: Associations in Data	07	Activity Page: The Slope of a Fitted Line		MP.1. MP.2. MP.4. MP.7. NC.8.SP.3.
B	25	125	06	Unit 6: Associations in Data	07	Interactive Study Guide: The Slope of a Fitted Line		NC.8.SP.3.
B	26	126	06	Unit 6: Associations in Data		🌀 Day 126		MP.1. MP.2. MP.4. MP.7.
B	26	126	06	Unit 6: Associations in Data	08	Observing More Patterns in Scatter Plots	<ul style="list-style-type: none"> <li>Categorize data sets, and describe (orally) the properties used to create categories.</li> <li>Describe (orally) features of data on scatter plots, including "linear" and "nonlinear association" and "clustering" using informal language.</li> <li>Explain (orally) what might cause a nonlinear association or clustering of data points in context.</li> </ul>	MP.1. MP.2. MP.4. MP.7.
B	26	126	06	Unit 6: Associations in Data	08	Activity Page: Observing More Patterns in Scatter Plots		MP.1. MP.2. MP.4. MP.7. NC.8.SP.2.a. NC.8.SP.2.b.
B	26	126	06	Unit 6: Associations in Data	08	Interactive Study Guide: Observing More Patterns in Scatter Plots		MP.3.
B	26	127	06	Unit 6: Associations in Data		🌀 Day 127		MP.1. MP.2. MP.4. MP.7.
B	26	127	06	Unit 6: Associations in Data	09	Analyzing Data Connections	<ul style="list-style-type: none"> <li>Create a scatter plot and draw a line to fit bivariate data, and identify (orally and in writing) outliers that appear in the data.</li> <li>Interpret (orally and in writing) features of a scatter plot with a line of fit, including outliers, slope of the line, and clustering.</li> </ul>	NC.8.SP.2.a. NC.8.SP.2.b. NC.8.SP.3.
B	26	127	06	Unit 6: Associations in Data	09	Activity Page: Analyzing Data Connections		MP.1. MP.2. MP.4. MP.7. NC.8.SP.1. NC.8.SP.2.a. NC.8.SP.2.b.
B	26	127	06	Unit 6: Associations in Data	09	Interactive Study Guide: Analyzing Data Connections		MP.3. NC.8.SP.2.b. NC.8.SP.3.
B	26	128	06	Unit 6: Associations in Data		🌀 Day 128		MP.1. MP.2. MP.4. MP.7.
B	26	128	06	Unit 6: Associations in Data	10	Looking for Associations	relative frequency segmented bar graph two-way table	NC.8.SP.4.b.
B	26	128	06	Unit 6: Associations in Data	10	Activity Page: Looking for Associations		MP.1. MP.2. MP.4. MP.7. NC.8.SP.3. NC.8.SP.4.b.
B	26	128	06	Unit 6: Associations in Data	10	Interactive Study Guide: Looking for Associations		MP.3. NC.8.SP.4.b.
B	26	129	06	Unit 6: Associations in Data		🌀 Day 129		MP.1. MP.2. MP.4. MP.7.
B	26	129	06	Unit 6: Associations in Data	11	Using Data Displays To Find Associations	<ul style="list-style-type: none"> <li>Create a two-way table and a segmented bar graph that represent relative frequencies, and interpret (orally) the frequencies in context.</li> <li>Determine (in writing) whether categorical data has a positive, negative, or no association using a relative frequency table or segmented bar graph, and justify (orally) the reasoning.</li> </ul>	NC.8.SP.4.b.

B	26	129	06	Unit 6: Associations in Data	11	Activity Page: Using Data Displays to Find Associations		MP.1. MP.2. MP.4. MP.7. NC.8.SP.4.b.
B	26	129	06	Unit 6: Associations in Data	11	Interactive Study Guide: Using Data Displays To Find Associations		MP.3. NC.8.SP.4.b.
B	26	130	06	Unit 6: Associations in Data		☀ Day 130		
B	26	130	06	Unit 6: Associations in Data	12	Gone in 30 Seconds (teacher-led)	<ul style="list-style-type: none"> <li>Compare and contrast (orally) representations of bivariate data, including scatter plots, two-way tables, segmented bar graphs, and relative frequency tables.</li> <li>Describe (orally and in writing) associations in bivariate data using different representations of the same data.</li> </ul>	MP.1. MP.2. MP.4. MP.7. NC.8.SP.1. NC.8.SP.4.b.
B	26	130	06	Unit 6: Associations in Data	12	Activity Page: Gone in 30 Seconds		
B	27	131	06	Unit 6: Associations in Data		☀ Day 131		
B	27	131	06	Unit 6: Associations in Data		Flex Day		
B	27	132	06	Unit 6: Associations in Data		☀ Day 132		
B	27	132	06	Unit 6: Associations in Data	13	Unit Review - Associations in Data	<ul style="list-style-type: none"> <li>Review unit content and prepare for unit quiz.</li> </ul>	NC.8.SP.1. NC.8.SP.2.a. NC.8.SP.2.b. NC.8.SP.3. NC.8.SP.4.b.
B	27	132	06	Unit 6: Associations in Data	13	Graphic Organizer: Associations in Data	<ul style="list-style-type: none"> <li>Review unit content and prepare for unit quiz.</li> </ul>	
B	27	133	06	Unit 6: Associations in Data		☀ Day 133		
B	27	133	06	Unit 6: Associations in Data	14	Quiz: Associations in Data	<ul style="list-style-type: none"> <li>Assess unit content.</li> </ul>	
B	27	133	06	Unit 6: Associations in Data	14	Unit Project: Gone in 30 Seconds	<ul style="list-style-type: none"> <li>Review unit content and prepare for unit quiz.</li> </ul>	
B	27	133	06	Unit 6: Associations in Data	14	Interactive Study Guide: Associations in Data		MP.3. NC.8.SP.1. NC.8.SP.2.a. NC.8.SP.2.b. NC.8.SP.3. NC.8.SP.4.b.
B	27	134	07	Unit 7: Exponents and Scientific Notation		☀ Day 134		
B	27	134	07	Unit 7: Exponents and Scientific Notation	01	Welcome to Exponents and Scientific Notation		MP.1. MP.4. NC.8.EE.1.
B	27	134	07	Unit 7: Exponents and Scientific Notation	01	Interactive Study Guide: Exponents and Scientific Notations		MP.3. NC.8.EE.1. NC.8.EE.3. NC.8.EE.4.
B	27	135	07	Unit 7: Exponents and Scientific Notation		☀ Day 135		
B	27	135	07	Unit 7: Exponents and Scientific Notation	02	Exponent Review	<ul style="list-style-type: none"> <li>Comprehend that repeated division by 2 is equivalent to repeated multiplication by one-half.</li> <li>Create an expression that represents repeated multiplication, and explain (orally) how the structure of the expression helps compare quantities.</li> </ul>	MP.1. MP.2. MP.7. MP.8.
B	27	135	07	Unit 7: Exponents and Scientific Notation	02	Activity Page: Exponent Review		MP.1. MP.2. MP.7. NC.8.F.4.b. NC.8.F.4.d. NC.8.G.4.a.
B	27	135	07	Unit 7: Exponents and Scientific Notation	02	Interactive Study Guide: Exponent Review		MP.3.
B	28	136	07	Unit 7: Exponents and Scientific Notation		☀ Day 136		
B	28	136	07	Unit 7: Exponents and Scientific Notation	03	Multiplying Powers of 10	<ul style="list-style-type: none"> <li>Generalize a process for multiplying exponential expressions with the same base, and justify (orally and in writing) that <math>10^n \cdot 10^m = 10^{n+m}</math></li> </ul>	MP.1. MP.2. MP.8. NC.8.EE.1.
B	28	136	07	Unit 7: Exponents and Scientific Notation	03	Activity Page: Multiplying Powers of Ten		MP.1. MP.2. MP.7. MP.8. NC.8.EE.1. NC.8.F.4.c. NC.8.G.9.
B	28	136	07	Unit 7: Exponents and Scientific Notation	03	Interactive Study Guide: Multiplying Powers of 10		MP.3. NC.8.EE.1.
B	28	137	07	Unit 7: Exponents and Scientific Notation		☀ Day 137		
B	28	137	07	Unit 7: Exponents and Scientific Notation	04	Powers of Powers of 10	<ul style="list-style-type: none"> <li>Generalize a process for finding a power raised to a power, and justify (orally and in writing) that <math>(10^n)^m = 10^{n \cdot m}</math></li> </ul>	MP.1. MP.2. MP.3. MP.7. MP.8. NC.8.EE.1.
B	28	137	07	Unit 7: Exponents and Scientific Notation	04	Activity Page: Powers of Powers of 10		MP.1. MP.2. MP.7. NC.8.EE.1.
B	28	137	07	Unit 7: Exponents and Scientific Notation	04	Interactive Study Guide: Powers of Powers of 10		MP.3. NC.8.EE.1.
B	28	138	07	Unit 7: Exponents and Scientific Notation		☀ Day 138		
B	28	138	07	Unit 7: Exponents and Scientific Notation	05	Dividing Powers of 10	<ul style="list-style-type: none"> <li>Generalize a process for dividing powers of 10, and justify (orally and in writing) that <math>10^n/10^m = 10^{n-m}</math>.</li> <li>Use exponent rules to multiply and divide with 10 to the zero power, and justify (orally) that 10 to the zero power is 1.</li> </ul>	MP.1. MP.2. MP.8. NC.8.EE.1.

B	28	138	07	Unit 7: Exponents and Scientific Notation	05	Activity Page: Dividing Powers of 10		MP.1. MP.2. MP.4. MP.7. NC.8.EE.1. NC.8.F.4.b. NC.8.F.4.c.
B	28	138	07	Unit 7: Exponents and Scientific Notation	05	Interactive Study Guide: Dividing Powers of 10		MP.3. NC.8.EE.1.
B	28	139	07	Unit 7: Exponents and Scientific Notation		☀ Day 139		
B	28	139	07	Unit 7: Exponents and Scientific Notation	06	Negative Exponents With Powers of 10	<ul style="list-style-type: none"> <li>Describe (orally and in writing) how exponent rules extend to expressions involving negative exponents.</li> <li>Describe patterns in repeated multiplication and division with 10 and <math>1/10</math>, and justify (orally and in writing) that <math>10^{-n} = 1/10^n</math>.</li> </ul>	MP.1. MP.7. MP.8. NC.8.EE.1.
B	28	139	07	Unit 7: Exponents and Scientific Notation	06	Activity Page: Negative Exponents with Powers of 10		MP.1. MP.7. NC.8.EE.1. NC.8.F.4.d. NC.8.G.5.c.
B	28	139	07	Unit 7: Exponents and Scientific Notation	06	Interactive Study Guide: Negative Exponents With Powers of 10		MP.3. NC.8.EE.1.
B	28	140	07	Unit 7: Exponents and Scientific Notation		☀ Day 140		
B	28	140	07	Unit 7: Exponents and Scientific Notation	07	What About Other Bases?	<ul style="list-style-type: none"> <li>Generalize exponent rules for nonzero bases, including bases other than 10.</li> <li>Use exponent rules to identify (in writing) equivalent exponential expressions, and explain (orally) the reasoning.</li> </ul>	MP.1. MP.3. MP.7. MP.8. NC.8.EE.1.
B	28	140	07	Unit 7: Exponents and Scientific Notation	07	Activity Page: What About Other Bases?		MP.1. MP.2. MP.4. MP.8. NC.8.EE.1. NC.8.F.5.b.
B	28	140	07	Unit 7: Exponents and Scientific Notation	07	Interactive Study Guide: What About Other Bases?		MP.3. NC.8.EE.1.
B	29	141	07	Unit 7: Exponents and Scientific Notation		☀ Day 141		
B	29	141	07	Unit 7: Exponents and Scientific Notation	08	Practice With Rational Bases	<ul style="list-style-type: none"> <li>Identify (orally) misapplications of exponent rules to expressions with multiple bases (orally and in writing).</li> <li>Use exponent rules to rewrite exponential equations involving negative exponents to have a single positive exponent, and explain (orally) the strategy.</li> </ul>	MP.1. MP.3. MP.7. NC.8.EE.1.
B	29	141	07	Unit 7: Exponents and Scientific Notation	08	Activity Page: Practice with Rational Bases		MP.1. MP.3. NC.8.EE.1.
B	29	141	07	Unit 7: Exponents and Scientific Notation	08	Interactive Study Guide: Practice With Rational Bases		MP.3. NC.8.EE.1.
B	29	142	07	Unit 7: Exponents and Scientific Notation		☀ Day 142		
B	29	142	07	Unit 7: Exponents and Scientific Notation	09	Combining Bases	<ul style="list-style-type: none"> <li>Generalize a process for multiplying expressions with different bases having the same exponent, and justify (orally and in writing) that <math>(ab)^n = a^n \cdot b^n</math>.</li> </ul>	MP.1. MP.2. MP.3. MP.7. MP.8. NC.8.EE.1.
B	29	142	07	Unit 7: Exponents and Scientific Notation	09	Activity Page: Combining Bases		MP.1. MP.2. MP.7. NC.8.EE.1. NC.8.F.4.d.
B	29	142	07	Unit 7: Exponents and Scientific Notation	09	Interactive Study Guide: Combining Bases		MP.3. NC.8.EE.1.
B	29	143	07	Unit 7: Exponents and Scientific Notation		☀ Day 143		
B	29	143	07	Unit 7: Exponents and Scientific Notation	10	Math in the Real World - Exponents and Powers of 10		MP.1. MP.3. NC.8.EE.1.
B	29	143	07	Unit 7: Exponents and Scientific Notation	10	Discussion: Math in the Real World - Exponents and Powers of 10		
B	29	144	07	Unit 7: Exponents and Scientific Notation		☀ Day 144		
B	29	144	07	Unit 7: Exponents and Scientific Notation		Flex Day		
B	29	145	07	Unit 7: Exponents and Scientific Notation		☀ Day 145		
B	29	145	07	Unit 7: Exponents and Scientific Notation	11	Describing Large and Small Numbers Using Powers of 10	<ul style="list-style-type: none"> <li>Describe (orally and in writing) large and small numbers as multiples of powers of 10.</li> <li>Interpret a diagram for base-ten units, and explain (orally) how the small squares, long rectangles, and large squares relate to each other.</li> </ul>	MP.1. MP.4. MP.7. MP.8.
B	29	145	07	Unit 7: Exponents and Scientific Notation	11	Activity Page: Describing Large and Small Numbers Using Powers of 10		MP.1. MP.4. MP.7. NC.8.EE.7.a. NC.8.EE.7.b. NC.8.F.4.c. NC.8.G.9.
B	29	145	07	Unit 7: Exponents and Scientific Notation	11	Interactive Study Guide: Describing Large and Small Numbers Using Powers of 10		MP.3.
B	30	146	07	Unit 7: Exponents and Scientific Notation		☀ Day 146		
B	30	146	07	Unit 7: Exponents and Scientific Notation	12	Representing Large Numbers on the Number Line	<ul style="list-style-type: none"> <li>Compare large numbers using powers of 10, and explain (orally) the solution method.</li> <li>Use number lines to represent (orally and in writing) large numbers as multiples of powers of 10.</li> </ul>	MP.1. MP.4. MP.7.

B	30	146	07	Unit 7: Exponents and Scientific Notation	12	Activity Page: Representing Large Numbers on the Number Line		MP.1. MP.2. MP.4. MP.7. NC.8.F.1.a. NC.8.SP.1.
B	30	146	07	Unit 7: Exponents and Scientific Notation	12	Interactive Study Guide: Representing Large Numbers on the Number Line		MP.3.
B	30	147	07	Unit 7: Exponents and Scientific Notation		☀ Day 147		
B	30	147	07	Unit 7: Exponents and Scientific Notation	13	Representing Small Numbers on the Number Line	<ul style="list-style-type: none"> <li>Coordinate (orally and in writing) decimals and multiples of powers of 10 representing the same small number.</li> <li>Use number lines to represent (orally and in writing) small numbers as multiples of powers of 10 with negative exponents.</li> </ul>	MP.1. MP.4. MP.7.
B	30	147	07	Unit 7: Exponents and Scientific Notation	13	Activity Page: Representing Small Numbers on the Number Line		MP.1. MP.4. MP.7. NC.8.F.4.d.
B	30	147	07	Unit 7: Exponents and Scientific Notation	13	Interactive Study Guide: Representing Small Numbers on the Number Line		MP.3.
B	30	148	07	Unit 7: Exponents and Scientific Notation		☀ Day 148		
B	30	148	07	Unit 7: Exponents and Scientific Notation	14	Applications of Arithmetic With Powers of 10	<ul style="list-style-type: none"> <li>Determine what information is needed to answer a question about large numbers, and explain (orally) how that information would help solve the problem.</li> <li>Use exponent rules and powers of 10 to solve problems in context, and explain (orally) the steps used to organize thinking.</li> </ul>	MP.1. MP.3. MP.4. MP.7. NC.8.EE.1.
B	30	148	07	Unit 7: Exponents and Scientific Notation	14	Activity Page: Applications of Arithmetic with Powers of 10		MP.1. MP.3. MP.4. MP.7. NC.8.EE.7.a. NC.8.EE.7.b. NC.8.SP.2.a. NC.8.SP.2.b. NC.8.SP.3.
B	30	148	07	Unit 7: Exponents and Scientific Notation	14	Interactive Study Guide: Applications of Arithmetic With Powers of 10		MP.3.
B	30	149	07	Unit 7: Exponents and Scientific Notation		☀ Day 149		
B	30	149	07	Unit 7: Exponents and Scientific Notation	15	Definition of Scientific Notation	scientific notation	MP.1. MP.4. MP.7. NC.8.EE.3.
B	30	149	07	Unit 7: Exponents and Scientific Notation	15	Activity Page: Definition of Scientific Notation		MP.1. MP.2. MP.7. NC.8.EE.3. NC.8.EE.4. NC.8.EE.8.a. NC.8.EE.8.b.
B	30	149	07	Unit 7: Exponents and Scientific Notation	15	Interactive Study Guide: Definition of Scientific Notations		MP.3. NC.8.EE.3.
B	30	150	07	Unit 7: Exponents and Scientific Notation		☀ Day 150		
B	30	150	07	Unit 7: Exponents and Scientific Notation	16	Multiplying, Dividing, and Estimating With Scientific Notation	<ul style="list-style-type: none"> <li>Generalize (orally and in writing) a process of multiplying and dividing numbers in scientific notation.</li> <li>Use scientific notation and estimation to compare quantities and interpret (orally and in writing) results in context.</li> </ul>	MP.1. MP.7. NC.8.EE.1. NC.8.EE.4.
B	30	150	07	Unit 7: Exponents and Scientific Notation	16	Activity Page: Multiplying, Dividing, and Estimating with Scientific Notation		MP.1. MP.2. MP.7. NC.8.EE.4. NC.8.F.4.b. NC.8.F.4.d.
B	30	150	07	Unit 7: Exponents and Scientific Notation	16	Interactive Study Guide: Multiplying, Dividing, and Estimating With Scientific Notation		MP.3. NC.8.EE.3. NC.8.EE.4.
B	31	151	07	Unit 7: Exponents and Scientific Notation		☀ Day 151		
B	31	151	07	Unit 7: Exponents and Scientific Notation	17	Adding and Subtracting With Scientific Notation	<ul style="list-style-type: none"> <li>Generalize (orally and in writing) a process of adding and subtracting numbers in scientific notation and interpret results in context.</li> </ul>	MP.1. MP.3. MP.7. NC.8.EE.4.
B	31	151	07	Unit 7: Exponents and Scientific Notation	17	Activity Page: Adding and Subtracting with Scientific Notation		MP.1. MP.2. MP.7. NC.8.EE.4. NC.8.EE.7.a. NC.8.EE.7.b. NC.8.EE.8.a. NC.8.EE.8.b. NC.8.F.5.b.
B	31	151	07	Unit 7: Exponents and Scientific Notation	17	Interactive Study Guide: Adding and Subtracting with Scientific Notation		MP.3. NC.8.EE.4.
B	31	152	07	Unit 7: Exponents and Scientific Notation		☀ Day 152		
B	31	152	07	Unit 7: Exponents and Scientific Notation	18	Is a Smartphone Smart Enough To Go to the Moon? (teacher-led)	<ul style="list-style-type: none"> <li>Use scientific notation to compare quantities in context, and describe (orally) how using scientific notation helps with making comparisons between very large and very small quantities.</li> </ul>	MP.1. MP.2. MP.7. NC.8.EE.3. NC.8.EE.4.
B	31	152	07	Unit 7: Exponents and Scientific Notation	18	Activity Page: Is a Smartphone Smart Enough To Go to the Moon?		
B	31	153	07	Unit 7: Exponents and Scientific Notation		☀ Day 153		
B	31	153	07	Unit 7: Exponents and Scientific Notation	19	Unit Review - Exponents and Scientific Notation		

B	31	153	07	Unit 7: Exponents and Scientific Notation	19	Graphic Organizer: Exponents and Scientific Notation			NC.8.EE.1. NC.8.EE.3. NC.8.EE.4.
B	31	154	07	Unit 7: Exponents and Scientific Notation		☼ Day 154			
B	31	154	07	Unit 7: Exponents and Scientific Notation	20	Quiz: Exponents and Scientific Notation			
B	31	154	07	Unit 7: Exponents and Scientific Notation	20	Unit Project: Is a Smartphone Smart Enough to Go to the Moon?			
B	31	154	07	Unit 7: Exponents and Scientific Notation	20	Interactive Study Guide: Exponents and Scientific Notations			MP.3. NC.8.EE.1. NC.8.EE.3. NC.8.EE.4.
B	31	155	08	Unit 8: Pythagorean Theorem and Irrational Numbers		☼ Day 155			
B	31	155	08	Unit 8: Pythagorean Theorem and Irrational Numbers	01	Unit 8: Pythagorean Theorem and Irrational Numbers			MP.1. MP.2. MP.4. MP.7. NC.8.EE.2.b. NC.8.G.8.
B	31	155	08	Unit 8: Pythagorean Theorem and Irrational Numbers	01	Welcome to Pythagorean Theorem and Irrational Numbers			MP.3. NC.8.NS.1. NC.8.NS.2.a. NC.8.EE.2.a. NC.8.G.6. NC.8.G.7. NC.8.G.8. NC.8.G.9.
B	31	155	08	Unit 8: Pythagorean Theorem and Irrational Numbers	01	Interactive Study Guide: Pythagorean Theorem and Irrational Numbers			
B	32	156	08	Unit 8: Pythagorean Theorem and Irrational Numbers		☼ Day 156			
B	32	156	08	Unit 8: Pythagorean Theorem and Irrational Numbers	02	The Areas of Squares and Their Side Lengths	<ul style="list-style-type: none"> <li>Calculate the area of a tilted square on a grid by using decomposition, and explain (orally) the solution method.</li> <li>Estimate the side length of a square by comparing it to squares with known areas, and explain (orally) the reasoning.</li> </ul>		MP.1. MP.2. MP.4. MP.7. NC.8.EE.2.b.
B	32	156	08	Unit 8: Pythagorean Theorem and Irrational Numbers	02	Activity Page: The Areas of Squares and Their Side Lengths			MP.1. MP.3. MP.7. NC.8.EE.1. NC.8.EE.2.b. NC.8.EE.3. NC.8.EE.4.
B	32	156	08	Unit 8: Pythagorean Theorem and Irrational Numbers	02	Interactive Study Guide: The Areas of Squares and Their Side Lengths			MP.3.
B	32	157	08	Unit 8: Pythagorean Theorem and Irrational Numbers		☼ Day 157			
B	32	157	08	Unit 8: Pythagorean Theorem and Irrational Numbers	03	Side Lengths and Areas	<ul style="list-style-type: none"> <li>Comprehend the term "square root of a" (in spoken language) and the notation <math>\sqrt{a}</math> (in written language) to mean the side length of a square whose area is a square units.</li> <li>Create a table and graph that represents the relationship between side length and area of a square, and use the graph to estimate the side lengths of squares with non-integer side lengths.</li> <li>Determine the exact side length of a square and express it (in writing) using square root notation.</li> </ul>	square root	MP.1. MP.4. MP.6. NC.8.NS.2.a. NC.8.EE.2.a.
B	32	157	08	Unit 8: Pythagorean Theorem and Irrational Numbers	03	Activity Page: Side Lengths and Areas			MP.1. MP.2. MP.4. MP.6. NC.8.NS.2.a. NC.8.EE.1. NC.8.EE.2.a. NC.8.EE.4.
B	32	157	08	Unit 8: Pythagorean Theorem and Irrational Numbers	03	Interactive Study Guide: Side Lengths and Areas			MP.3. NC.8.NS.2.a. NC.8.EE.2.a.
B	32	158	08	Unit 8: Pythagorean Theorem and Irrational Numbers		☼ Day 158			
B	32	158	08	Unit 8: Pythagorean Theorem and Irrational Numbers	04	Rational and Irrational Numbers	<ul style="list-style-type: none"> <li>Comprehend the term "irrational number" (in spoken language) to mean a number that is not rational and that <math>\sqrt{2}</math> is an example of an irrational number.</li> <li>Comprehend the term "rational number" (in written and spoken language) to mean a fraction or its opposite.</li> <li>Determine whether a given rational number is a solution to the equation <math>x^2 = 2</math> and explain (orally) the reasoning.</li> </ul>		MP.1. NC.8.NS.1. NC.8.NS.2.a. NC.8.EE.2.a.
B	32	158	08	Unit 8: Pythagorean Theorem and Irrational Numbers	04	Activity Page: Rational and Irrational Numbers			MP.1. MP.4. MP.7. NC.8.NS.1. NC.8.NS.2.a. NC.8.EE.1. NC.8.EE.2.a.
B	32	158	08	Unit 8: Pythagorean Theorem and Irrational Numbers	04	Interactive Study Guide: Rational and Irrational Numbers			MP.3. NC.8.NS.1.
B	32	159	08	Unit 8: Pythagorean Theorem and Irrational Numbers		☼ Day 159			
B	32	159	08	Unit 8: Pythagorean Theorem and Irrational Numbers	05	Square Roots on the Number Line	<ul style="list-style-type: none"> <li>Calculate an approximate value of a square root to the nearest tenth, and represent the square root as a point on the number line.</li> <li>Determine the exact length of a line segment on a coordinate grid and express the length (in writing) using square root notation.</li> <li>Explain (orally) how to verify that a value is a close approximation of a square root.</li> </ul>		MP.1. MP.6.

B	32	159	08	Unit 8: Pythagorean Theorem and Irrational Numbers	05	Activity Page: Square Roots on the Number Line		MP.1. MP.4. MP.6. MP.7. NC.8.EE.3. NC.8.EE.4. NC.8.F.4.b. NC.8.SP.3.
B	32	159	08	Unit 8: Pythagorean Theorem and Irrational Numbers	05	Interactive Study Guide: Square Roots on the Number Line		MP.3.
B	32	160	08	Unit 8: Pythagorean Theorem and Irrational Numbers		☀ Day 160		
B	32	160	08	Unit 8: Pythagorean Theorem and Irrational Numbers	06	Reasoning About Square Roots	<ul style="list-style-type: none"> <li>Comprehend that <math>-a</math> represents the opposite of <math>a</math>.</li> <li>Determine a solution to an equation of the form <math>x^2 = a</math> and represent the solution as a point on the number line.</li> <li>Identify the two whole number values that a square root is between and explain (orally) the reasoning.</li> </ul>	MP.1. MP.4. NC.8.NS.2.a. NC.8.EE.2.a. NC.8.EE.2.b.
B	32	160	08	Unit 8: Pythagorean Theorem and Irrational Numbers	06	Activity Page: Reasoning About Square Roots		MP.1. MP.2. MP.4. MP.7. NC.8.NS.1. NC.8.NS.2.a. NC.8.EE.2.a. NC.8.EE.7.a. NC.8.EE.7.b. NC.8.SP.1.
B	32	160	08	Unit 8: Pythagorean Theorem and Irrational Numbers	06	Interactive Study Guide: Reasoning About Square Roots		MP.3.
B	33	161	08	Unit 8: Pythagorean Theorem and Irrational Numbers		☀ Day 161		
B	33	161	08	Unit 8: Pythagorean Theorem and Irrational Numbers	07	Finding Side Lengths of Triangles	<ul style="list-style-type: none"> <li>Comprehend the term "Pythagorean Theorem" (in written and spoken language) as the equation <math>a^2 + b^2 = c^2</math> where <math>a</math> and <math>b</math> are the lengths of the legs and <math>c</math> is the length of the hypotenuse of a right triangle.</li> <li>Describe (orally) patterns in the relationships between the side lengths of triangles.</li> <li>Determine the exact side lengths of a triangle in a coordinate grid and express them (in writing) using square root notation.</li> </ul>	MP.1. MP.2. MP.7. MP.8. NC.8.G.6. NC.8.G.7.
B	33	161	08	Unit 8: Pythagorean Theorem and Irrational Numbers	07	Activity Page: Finding Side Lengths of Triangles		MP.1. MP.2. MP.3. MP.4. NC.8.NS.1. NC.8.EE.3. NC.8.G.6. NC.8.G.7.
B	33	161	08	Unit 8: Pythagorean Theorem and Irrational Numbers	07	Interactive Study Guide: Finding Side Lengths of Triangles		MP.3. NC.8.G.6. NC.8.G.7.
B	33	162	08	Unit 8: Pythagorean Theorem and Irrational Numbers		☀ Day 162		
B	33	162	08	Unit 8: Pythagorean Theorem and Irrational Numbers	08	A Proof of the Pythagorean Theorem	<ul style="list-style-type: none"> <li>Calculate an unknown side length of a right triangle using the Pythagorean Theorem, and explain (orally) the reasoning.</li> <li>Explain (orally) an area-based algebraic proof of the Pythagorean Theorem.</li> </ul>	MP.1. MP.3. MP.4. MP.7. NC.8.G.6. NC.8.G.7.
B	33	162	08	Unit 8: Pythagorean Theorem and Irrational Numbers	08	Activity Page: A Proof of the Pythagorean Theorem		MP.1. MP.7. NC.8.NS.1. NC.8.EE.1. NC.8.G.6. NC.8.G.7.
B	33	162	08	Unit 8: Pythagorean Theorem and Irrational Numbers	08	Interactive Study Guide: A Proof of the Pythagorean Theorem		MP.3. NC.8.G.6. NC.8.G.7.
B	33	163	08	Unit 8: Pythagorean Theorem and Irrational Numbers		☀ Day 163		
B	33	163	08	Unit 8: Pythagorean Theorem and Irrational Numbers		Flex Day		
B	33	164	08	Unit 8: Pythagorean Theorem and Irrational Numbers		☀ Day 164		
B	33	164	08	Unit 8: Pythagorean Theorem and Irrational Numbers	09	Finding Unknown Side Lengths	<ul style="list-style-type: none"> <li>Calculate unknown side lengths of a right triangle by using the Pythagorean Theorem, and explain (orally) the solution method.</li> <li>Label the "legs" and "hypotenuse" on a diagram of a right triangle.</li> </ul>	MP.1. MP.7. NC.8.G.6. NC.8.G.7.
B	33	164	08	Unit 8: Pythagorean Theorem and Irrational Numbers	09	Activity Page: Finding Unknown Side Lengths		MP.1. MP.4. MP.7. NC.8.EE.1. NC.8.EE.4. NC.8.G.6. NC.8.G.7. NC.8.SP.1. NC.8.SP.3.
B	33	164	08	Unit 8: Pythagorean Theorem and Irrational Numbers	09	Interactive Study Guide: Finding Unknown Side Lengths		MP.3. NC.8.G.6. NC.8.G.7.
B	33	165	08	Unit 8: Pythagorean Theorem and Irrational Numbers		☀ Day 165		

B	33	165	08	Unit 8: Pythagorean Theorem and Irrational Numbers	10	The Converse	<ul style="list-style-type: none"> <li>Determine whether a triangle with given side lengths is a right triangle using the converse of the Pythagorean Theorem.</li> <li>Generalize (orally) that if the side lengths of a triangle satisfy the equation <math>a^2 + b^2 = c^2</math> then the triangle must be a right triangle.</li> <li>Justify (orally) that a triangle with side lengths 3, 4, and 5 must be a right triangle.</li> </ul>	MP.1. MP.3. MP.7. MP.8. NC.8.G.6. NC.8.G.7.
B	33	165	08	Unit 8: Pythagorean Theorem and Irrational Numbers	10	Activity Page: The Converse		MP.1. MP.2. MP.4. MP.7. NC.8.G.6. NC.8.G.7.
B	33	165	08	Unit 8: Pythagorean Theorem and Irrational Numbers	10	Interactive Study Guide: The Converse		MP.3. NC.8.G.6. NC.8.G.7.
B	34	166	08	Unit 8: Pythagorean Theorem and Irrational Numbers		☀ Day 166		
B	34	166	08	Unit 8: Pythagorean Theorem and Irrational Numbers	11	Applications of the Pythagorean Theorem	<ul style="list-style-type: none"> <li>Describe (orally) situations that use right triangles, and explain how the Pythagorean Theorem could help solve problems in those situations.</li> <li>Use the Pythagorean Theorem to solve problems within a context, and explain (orally) how to organize the reasoning.</li> </ul>	MP.1. MP.2. MP.7. NC.8.G.6. NC.8.G.7.
B	34	166	08	Unit 8: Pythagorean Theorem and Irrational Numbers	11	Activity Page: Applications of the Pythagorean Theorem		MP.1. MP.2. NC.8.F.2. NC.8.F.4.b. NC.8.G.6. NC.8.G.7.
B	34	166	08	Unit 8: Pythagorean Theorem and Irrational Numbers	11	Interactive Study Guide: Applications of the Pythagorean Theorem		MP.3. NC.8.G.6. NC.8.G.7.
B	34	167	08	Unit 8: Pythagorean Theorem and Irrational Numbers		☀ Day 167		
B	34	167	08	Unit 8: Pythagorean Theorem and Irrational Numbers	12	Finding Distances in the Coordinate Plane	<ul style="list-style-type: none"> <li>Calculate the distance between two points in the coordinate plane by using the Pythagorean Theorem and explain (orally) the solution method.</li> <li>Generalize (orally) a method for calculating the length of a line segment in the coordinate plane using the Pythagorean Theorem.</li> </ul>	MP.1. MP.4. NC.8.G.6. NC.8.G.7. NC.8.G.8.
B	34	167	08	Unit 8: Pythagorean Theorem and Irrational Numbers	12	Activity Page: Finding Distances in the Coordinate Plane		MP.1. MP.2. MP.4. MP.7. NC.8.F.4.b. NC.8.G.6. NC.8.G.7. NC.8.G.8.
B	34	167	08	Unit 8: Pythagorean Theorem and Irrational Numbers	12	Interactive Study Guide: Finding Distances in the Coordinate Plane		MP.3. NC.8.G.8.
B	34	168	08	Unit 8: Pythagorean Theorem and Irrational Numbers		☀ Day 168		
B	34	168	08	Unit 8: Pythagorean Theorem and Irrational Numbers	13	Math in the Real World - Animating with the Pythagorean Theorem		MP.1. MP.4. NC.8.G.6. NC.8.G.7. NC.8.G.8.
B	34	168	08	Unit 8: Pythagorean Theorem and Irrational Numbers	13	Discussion: Math in the Real World - the Pythagorean Theorem		
B	34	169	08	Unit 8: Pythagorean Theorem and Irrational Numbers		☀ Day 169		
B	34	169	08	Unit 8: Pythagorean Theorem and Irrational Numbers	14	Edge Lengths and Volumes	<ul style="list-style-type: none"> <li>Comprehend the term "cube root of <math>a</math>" (in spoken language) and the notation <math>\sqrt[3]{a}</math> (in written language) to mean the side length of a cube whose volume is <math>a</math> cubic units.</li> <li>Coordinate representations of a cube root, including cube root notation, decimal representation, the side length of a cube of given volume, and a point on the number line.</li> </ul>	MP.1. MP.4. MP.7. NC.8.NS.2.a. NC.8.EE.2.a. NC.8.EE.2.b. NC.8.G.9.
B	34	169	08	Unit 8: Pythagorean Theorem and Irrational Numbers	14	Activity Page: Edge Lengths and Volumes		MP.1. MP.2. MP.7. NC.8.NS.2.a. NC.8.EE.2.a. NC.8.G.6. NC.8.G.7. NC.8.G.8. NC.8.G.9.
B	34	169	08	Unit 8: Pythagorean Theorem and Irrational Numbers	14	Interactive Study Guide: Edge Lengths and Volumes		MP.3. NC.8.NS.2.a. NC.8.EE.2.a. NC.8.G.9.
B	34	170	08	Unit 8: Pythagorean Theorem and Irrational Numbers		☀ Day 170		
B	34	170	08	Unit 8: Pythagorean Theorem and Irrational Numbers		Flex Day		
B	35	171	08	Unit 8: Pythagorean Theorem and Irrational Numbers		☀ Day 171		
B	35	171	08	Unit 8: Pythagorean Theorem and Irrational Numbers	15	Cube Roots	<ul style="list-style-type: none"> <li>Determine the whole numbers that a cube root lies between, and explain (orally) the reasoning.</li> <li>Generalize a process for approximating the value of a cube root, and justify (orally and in writing) that if <math>x^3 = a</math>, then <math>x = \sqrt[3]{a}</math>.</li> </ul>	MP.1. MP.4. MP.7. NC.8.NS.2.a. NC.8.EE.2.a. NC.8.EE.2.b.

B	35	171	08	Unit 8: Pythagorean Theorem and Irrational Numbers	15	Activity Page: Cube Roots		MP.1. MP.4. NC.8.NS.2.a. NC.8.EE.2.a. NC.8.G.6. NC.8.G.7.
B	35	171	08	Unit 8: Pythagorean Theorem and Irrational Numbers	15	Interactive Study Guide: Cube Roots		MP.3. NC.8.NS.2.a. NC.8.EE.2.a.
B	35	172	08	Unit 8: Pythagorean Theorem and Irrational Numbers		☀ Day 172		
B	35	172	08	Unit 8: Pythagorean Theorem and Irrational Numbers	16	Decimal Representations of Rational Numbers	repeating decimal	MP.1. MP.4. NC.8.NS.1.
B	35	172	08	Unit 8: Pythagorean Theorem and Irrational Numbers	16	Activity Page: Decimal Representations of Rational Numbers		MP.1. MP.3. MP.7. NC.8.NS.1. NC.8.NS.2.a. NC.8.EE.2.a. NC.8.G.6. NC.8.G.7.
B	35	172	08	Unit 8: Pythagorean Theorem and Irrational Numbers	16	Interactive Study Guide: Decimal Representations of Rational Numbers		MP.3. NC.8.NS.1.
B	35	173	08	Unit 8: Pythagorean Theorem and Irrational Numbers		☀ Day 173		
B	35	173	08	Unit 8: Pythagorean Theorem and Irrational Numbers	17	Infinite Decimal Expansions		MP.1. MP.2. MP.7. MP.8. NC.8.NS.1.
B	35	173	08	Unit 8: Pythagorean Theorem and Irrational Numbers	17	Activity Page: Infinite Decimal Expansions		MP.1. MP.3. NC.8.NS.1.
B	35	173	08	Unit 8: Pythagorean Theorem and Irrational Numbers	17	Interactive Study Guide: Infinite Decimal Expansions		MP.3. NC.8.NS.1.
B	35	174	08	Unit 8: Pythagorean Theorem and Irrational Numbers		☀ Day 174		
B	35	174	08	Unit 8: Pythagorean Theorem and Irrational Numbers	18	When Is the Same Size Not the Same Size? (teacher-led)		MP.1. MP.7. NC.8.G.6. NC.8.G.7.
B	35	174	08	Unit 8: Pythagorean Theorem and Irrational Numbers	18	Activity Page: When Is the Same Size Not the Same Size?		
B	35	175	08	Unit 8: Pythagorean Theorem and Irrational Numbers		☀ Day 175		
B	35	175	08	Unit 8: Pythagorean Theorem and Irrational Numbers	18	What Influences Temperature? (teacher-led)		MP.2. MP.7. NC.8.F.1.a. NC.8.F.1.b.
B	36	176	08	Unit 8: Pythagorean Theorem and Irrational Numbers		☀ Day 176		
B	36	176	08	Unit 8: Pythagorean Theorem and Irrational Numbers	19	Plotting the Weather (teacher-led)		MP.1. MP.4. NC.8.SP.1. NC.8.SP.2.a. NC.8.SP.2.b. NC.8.SP.3.
B	36	177	08	Unit 8: Pythagorean Theorem and Irrational Numbers		☀ Day 177		
B	36	177	08	Unit 8: Pythagorean Theorem and Irrational Numbers	19	Using and Interpreting a Mathematical Model (teacher-led)		MP.1. MP.4. NC.8.SP.3.
B	36	178	08	Unit 8: Pythagorean Theorem and Irrational Numbers		☀ Day 178		
B	36	178	08	Unit 8: Pythagorean Theorem and Irrational Numbers		Flex Day		
B	36	179	08	Unit 8: Pythagorean Theorem and Irrational Numbers		☀ Day 179		
B	36	179	08	Unit 8: Pythagorean Theorem and Irrational Numbers	20	Unit Review - Pythagorean Theorem and Irrational Numbers		MP.3. NC.8.NS.1. NC.8.NS.2.a. NC.8.EE.2.a. NC.8.G.6. NC.8.G.7. NC.8.G.8. NC.8.G.9.
B	36	179	08	Unit 8: Pythagorean Theorem and Irrational Numbers	20	Graphic Organizer: Pythagorean Theorem and Irrational Numbers		MP.3. NC.8.NS.1. NC.8.NS.2.a. NC.8.EE.2.a. NC.8.G.6. NC.8.G.7. NC.8.G.8. NC.8.G.9.
B	36	180	08	Unit 8: Pythagorean Theorem and Irrational Numbers		☀ Day 180		
B	36	180	08	Unit 8: Pythagorean Theorem and Irrational Numbers	21	Semester Exam		
B	36	180	08	Unit 8: Pythagorean Theorem and Irrational Numbers	21	Unit Project: When Is the Same Size Not the Same Size?		MP.3. NC.8.NS.1. NC.8.NS.2.a. NC.8.EE.2.a. NC.8.G.6. NC.8.G.7. NC.8.G.8. NC.8.G.9.

B

36

180

08

Unit 8: Pythagorean Theorem and Irrational Numbers

21

Interactive Study Guide: Pythagorean Theorem and Irrational Numbers

• Assess unit content.

MP.3.  
NC.8.NS.1.  
NC.8.NS.2.a.  
NC.8.EE.2.a.  
NC.8.G.6.  
NC.8.G.7.  
NC.8.G.8.  
NC.8.G.9.

# Cape View Leadership Academy School Year Calendar 2026-2027

JULY						
S	M	T	W	T	F	S
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Instructional Days   
 Holiday/Break   
 Teacher Work/Inservice Day 

Non-School Days   
 Staff Development Days   
 First and Last Day of School 

# Cape View Leadership Academy School Year Calendar 2026-2027

JULY						
S	M	T	W	T	F	S
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SEPTEMBER						
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NOVEMBER						
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MARCH						
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JUNE						
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Instructional Days 176  
 Non-School Days

Holiday/Break   
 Teacher Work/Inservice Day #

Staff Development Days   
 First and Last Day of School

School days begin at 7:45 with breakfast. Instruction begins at 8:15. Students are dismissed at 4:00pm.  
 Instructional hours, excluding lunch, amounts to 1188 hours per year, exceeding the state minimum of 1025.

## 6-8 Core Courses

Indicates NEW Course or Vendor;    Indicates Updated Course

SCED Codes	Course Name	Content Mapping	Subject	Vendor	Course Description
4060	AMP Middle School World History- Ancient	S (1 Semester ONLY)  *Schools to work with CAT to determine appropriate 6th, 7th, or 8th grade alignment.	Social Studies	AMP	<p>The World History 1 course recounts important historical themes and events in world history from the ancient world to the Medieval era. Topics include the following:</p> <ul style="list-style-type: none"> <li>• Complex societies developed independently in different cradles of civilization, including Mesopotamia, Egypt, the Indus Valley, China, and Mesoamerica.</li> <li>• Ancient Greece and Rome laid the foundations for Western civilization.</li> <li>• The modern world religions of Judaism, Christianity, Buddhism, Hinduism, and Islam have their roots in ancient and medieval civilizations.</li> <li>• China introduced the world to new technologies—for example, silk making, paper, gunpowder, and new philosophies, such as Confucianism and Daoism.</li> <li>• Mesoamerica and South America were home to developed civilizations such as the Maya, Aztec, and Inca before the arrival of European conquerors.</li> <li>• The African kingdoms of Ghana, Mali, and Songhai dominated West Africa during Europe’s medieval period.</li> </ul> <p>Students learn and apply skills related to geography, historical analysis and reasoning, evaluating and using primary and secondary sources, and developing logical arguments. Additionally, special topics, like ecotourism, are introduced and examined. Projects are provided to allow for a deeper application of skills. The projects are designed to foster independent learning by empowering students to make their own choices about the types of work products they create, the specific areas they wish to research, and the practical application of concepts. As students navigate these decisions, they develop self-management skills that help them organize, plan, and complete their activities effectively.</p>
4053	AMP Middle School World History- Modern	S (1 Semester ONLY)  *Schools to work with CAT to determine appropriate 6th, 7th, or 8th grade alignment.	Social Studies	AMP	<p>The World History 2 course recounts important historical themes and events in world history from the Renaissance to modern day. Topics include the following:</p> <ul style="list-style-type: none"> <li>• The Renaissance marked a renewed interest in the past as well as exploration of philosophy and artistic styles.</li> <li>• The Protestant Reformation and the Counter-Reformation transformed European religion and politics.</li> <li>• Interest in Asian trade and the development of new technologies sparked European exploration and colonization.</li> <li>• During the Scientific Revolution and Enlightenment, Western scientists and thinkers applied reason and systematic study to seek to understand the physical world, human nature, and society.</li> <li>• World War I was shaped by new technologies such as tanks, machine guns, and poison gas.</li> <li>• World War II was a global effort to stop German expansionism in Europe and Japanese expansionism in Asia.</li> <li>• After World War II, the Cold War between the United States and the Soviet Union helped shape events in Europe, Asia, and Latin America.</li> <li>• The dissolution of colonial empires after World War II included conflicts in South Asia, Southwest Asia, Southeast Asia, and Africa.</li> <li>• The early twenty-first century has been shaped by globalization, migration, terrorism, regional conflict, eradication of disease, and climate change.</li> </ul> <p>Students learn and apply skills related to geography, historical analysis and reasoning, analyzing visual sources, and developing logical arguments. Additionally, special topics, like chronological thinking, fact versus opinion, analyzing continuity and change, cultural diffusion and economic specialization, are introduced and examined. Projects are provided to allow for a deeper application of skills. The projects are designed to foster independent learning by empowering students to make their own choices about the types of work products they create, the specific areas they wish to research, and the practical application of concepts. As students navigate these decisions, they develop self-management skills that help them organize, plan, and complete their activities effectively.</p>
4102	AMP Middle School US History- Through Civil War	S (1 Semester ONLY)  *Schools to work with CAT to determine appropriate 6th, 7th, or 8th grade alignment.	Social Studies	AMP	<p>The U.S. History 1 course recounts important historical themes and events in United States history from the precolonial era to the 1800s. Topics include the following:</p> <ul style="list-style-type: none"> <li>•Theories of how the Americas were inhabited by diverse indigenous peoples.</li> <li>•How the thirteen English colonies were established.</li> <li>•How the Americans fought the British for liberty and justice.</li> <li>•The creation of the Constitution and Bill of Rights soon after America’s independence from England, and the U.S. became the first country to create a government of the people.</li> <li>•Compromise over the issue of slavery eventually led to the Civil War.</li> <li>•The Westward expansion of the United States provided economic opportunity for many and contributed to the growth of the nation, but it came at the price of Native-American sovereignty.</li> </ul> <p>Students learn and apply skills related to geography, historical analysis and reasoning, evaluating and using primary and secondary sources, determining credibility or bias when gathering evidence, and developing claims and counterclaims. Additionally, special topics, like the electoral college, are introduced and examined. Projects are provided to allow for a deeper application of skills. The projects are designed to foster independent learning by empowering students to make their own choices about the types of work products they create, the specific areas they wish to research, and the practical application of concepts. As students navigate these decisions, they develop self-management skills that help them organize, plan, and complete their activities effectively.</p>

## 6-8 Core Courses

Indicates NEW Course or Vendor;    Indicates Updated Course

SCED Codes	Course Name	Content Mapping	Subject	Vendor	Course Description
4103	AMP Middle School US History-After Civil War	S (1 Semester ONLY)  *Schools to work with CAT to determine appropriate 6th, 7th, or 8th grade alignment.	Social Studies	AMP	<p>The U.S. History 2 course recounts important historical themes and events in modern United States history from the late 1800s to the 2000s. Topics include the following:</p> <ul style="list-style-type: none"> <li>• The U.S. became a world power during the late 1800s and early 1900s, a period marked by immigration, industrialization, and urbanization.</li> <li>• The U.S. experienced economic, technological, scientific, and social changes during the 1900s.</li> <li>• The U.S. supported the Allies in World War I.</li> <li>• The U.S. experienced highs and lows during the Roaring Twenties, the stock market crash, and the Great Depression.</li> <li>• The U.S. entered World War II after Japan's attack on Pearl Harbor.</li> <li>• The U.S. developed the atomic bomb.</li> <li>• The U.S. and the Soviet Union competed for global influence during the Cold War.</li> <li>• The 1960s and 1970s were decades of social change.</li> <li>• The 1980s and 1990s saw economic growth and involvement in regional conflicts.</li> <li>• The early 2000s brought economic, environmental, political, and international challenges, including 9/11 and the war in Iraq.</li> </ul> <p>Students learn and apply skills related to geography, problem solving, constructing historical arguments using reasoning, evaluating primary sources from multiple perspectives, distinguishing fact from opinion, and developing claims and counterclaims. Additionally, special topics, like analyzing political cartoons, are introduced and examined. Projects are provided to allow for a deeper application of skills. The projects are designed to foster independent learning by empowering students to make their own choices about the types of work products they create, the specific areas they wish to research, and the practical application of concepts. As students navigate these decisions, they develop self-management skills that help them organize, plan, and complete their activities effectively.</p>
4161	AMP Middle School Civics	S (1 Semester ONLY)  *Schools to work with CAT to determine appropriate 6th, 7th, or 8th grade alignment.	Social Studies	AMP	<p>*This course will be available December 2024.</p> <p>From the earliest human societies, principles of civics have influenced the way people live together and interact. Decisions about citizenship, distribution of power, and access to rights helped shape the governments of historical and contemporary societies, including the United States. The middle school civics course recounts important concepts in civics and related events in world and U.S. history, including:</p> <ul style="list-style-type: none"> <li>• Citizens have both rights and responsibilities.</li> <li>• The roots of modern democracy can be traced to the direct democracy of ancient Athens and the republic, or representative democracy, of ancient Rome.</li> <li>• Medieval European monarchs ruled with absolute authority until the Magna Carta placed the first limits on royal power in England.</li> <li>• Enlightenment ideas such as natural rights, the social contract, and popular sovereignty influenced events in the centuries that followed and continue to influence events today.</li> <li>• Governments come in many different forms, but they always serve the same purposes.</li> <li>• The Articles of Confederation created an ineffective first government of the United States, so they were replaced by the U.S. Constitution.</li> <li>• The U.S. Constitution built on ideas from American colonial history, British history, and the European Enlightenment.</li> <li>• The Constitution separated powers among three branches of government and included a system of checks and balances.</li> <li>• The amendment process has allowed the Constitution to change over time.</li> <li>• The Bill of Rights explicitly protects individual rights.</li> <li>• Other amendments expanded the definition of citizenship and the right to vote.</li> </ul> <p>Students will engage in learning and applying skills connected to understanding government structures, the rights and responsibilities of citizens, the importance of civic participation, how laws are made and changed, and the role of media in shaping public opinion. These skills will help students become informed and active members of their community.</p> <p>Projects are provided to allow for a deeper application of skills and to create a personal connection between students and content. The projects are designed to foster independent learning and promote students to take action, use their voices, and get involved as a citizen. As students navigate these decisions, they develop self-management skills that help them organize, plan, and complete their activities effectively.</p>

## 6-8 Core Courses

Indicates NEW Course or Vendor;    Indicates Updated Course

SCED Codes	Course Name	Content Mapping	Subject	Vendor	Course Description
4201	AMP Middle School Economics	S (1 Semester ONLY)  *Schools to work with CAT to determine appropriate 6th, 7th, or 8th grade alignment.	Social Studies	AMP	<p>*This course will be available December 2024.</p> <p>From the earliest human societies, principles of economics have influenced the way people live together and interact. Decisions about the production of goods and services, money, and trade helped shape the economies of historical and contemporary societies, including the United States. The middle school economics course recounts important concepts in economics and related events in world and U.S. history, including:</p> <ul style="list-style-type: none"> <li>• People use natural resources, human resources, and capital resources to produce goods and services.</li> <li>• Economies are shaped by interactions between consumers and producers.</li> <li>• Scarcity, opportunity costs, and incentives all influence economic decision-making.</li> <li>• Prices are largely influenced by the principles of supply and demand.</li> <li>• A budget can be a helpful decision-making tool.</li> <li>• Goods and services can be exchanged by barter, money, or credit.</li> <li>• Anywhere—real or virtual—where people buy, sell, or trade goods and services is a marketplace.</li> <li>• Economies are shaped by interactions between consumers and producers.</li> <li>• Scarcity and opportunity cost influence economic decision-making.</li> <li>• Prices are largely influenced by the principles of supply and demand.</li> <li>• Anywhere—real or virtual—where people buy, sell, or trade goods and services is a marketplace.</li> <li>• A society's standard of living is influenced by factors such as availability of resources, availability of goods and services, and education.</li> <li>• Examples of these economic principles can be found throughout world history.</li> </ul> <p>Students explore and develop skills in understanding economic principles, analyzing market behaviors, recognizing the roles of consumers and producers, evaluating economic decisions based on resource allocation, and understanding the impact of government policies on the economy. These skills will equip students to better understand the economic world around them.</p> <p>Projects are provided to allow for a deeper application of skills and to create a personal connection between students and content. The projects are designed to foster independent learning by empowering students to make their own choices about the types of work products they create, the specific areas they wish to research, and the practical application of concepts. As students navigate these decisions, they develop self-management skills that help them organize, plan, and complete their activities effectively.</p>
4001	SM World Geography-Western Hemisphere	S (1 Semester ONLY)  *Schools to work with CAT to determine appropriate 6th, 7th, or 8th grade alignment.	Social Studies	SM	<p>*This is a high school level course and may require modifications.</p> <p>World Geography (Western focus) explores the five themes of geography, analyzes the earth's processes, and how the processes impact both physical and human geography. Both physical and political maps are studied to examine trends and impacts with a focus on the Americas, Central Asia, and Europe.</p>
4001	SM World Geography-Eastern Hemisphere	S (1 Semester ONLY)  *Schools to work with CAT to determine appropriate 6th, 7th, or 8th grade alignment.	Social Studies	SM	<p>*This is a high school level course and may require modifications.</p> <p>World Geography (Eastern focus) continues the exploration of the five themes of geography with a focus on the Middle East, Africa, and Asia. Cultural beliefs and social and political systems are examined within the context of countries, regions, and global interactions.</p>
4161	SM Middle School Civics	S (1 Semester ONLY)  *Schools to work with CAT to determine appropriate 6th, 7th, or 8th grade alignment.	Social Studies	SM	<p>*This course will be used Fall 2024 then replaced with NEW AMP versions releasing for 2nd semester.</p> <p>MS Civics and Economics examines the general structure and functions of the US systems of government, the roles and responsibilities of citizens to participate in the political process, and the relationship of the individual to the law and legal system. Topics include: The Declaration of Independence, analysis of the principles US Constitution and the debates surrounding its ratification, examining validity of sources, landmark Supreme Court cases, and the voting process.</p>
4201	SM Middle School Economics	S (1 Semester ONLY)  *Schools to work with CAT to determine appropriate 6th, 7th, or 8th grade alignment.	Social Studies	SM	<p>*This course will be used Fall 2024 then replaced with NEW AMP versions releasing for 2nd semester.</p> <p>MS Civics and Economics explores the economic structures for individuals, businesses, and government; the examination of how institutions influence the market economy, and how government interacts and influences the private sector. Topics include: personal finance, preparing a personal budget, national budget, analysis of interest rates, investing, debt, influence of natural resources on economies, trade, market systems, taxes, labor, and regulatory agencies.</p>

## 6-8 Core Courses

Indicates NEW Course or Vendor;    Indicates Updated Course

SCED Codes	Course Name	Content Mapping	Subject	Vendor	Course Description
1034	6th Grade Language Arts	A	Language Arts	AMP	<p>Middle school students are able to independently read increasingly complex text, as well as respond in writing to these same texts. Readings include classic short stories and a variety of informational texts related to historical topics. Students will also have the opportunity to read and study a novel of their choice. Each unit in 6th grade Language Arts includes explicit instruction and practice in writing, grammar, morphology, spelling, and reading.</p> <p>Grade 6 writing expands in scope and complexity, consisting of a robust series of unit-long writing activities that incorporate language skills and focus on developing craft and structure while incorporating and building upon writing skills learned in the earlier grades. These writing projects are intended to prepare middle school students for the writing they will do in high school, college, and the professional world.</p> <p>The semester culminates with a project in which students apply the learning from the semester to complete a comprehensive activity. The projects are intended to promote independent learning as students make choices about work products and apply self-management skills to plan activities.</p>
1034	6th Grade Language Arts	B	Language Arts	AMP	<p>Middle school students are able to independently read increasingly complex text, as well as respond in writing to these same texts. Readings include classic and contemporary poetry, including Iliad and Odyssey, as well as a student-friendly version of Shakespeare's Julius Caesar. Students will also have the opportunity to read and study a nonfiction work of their choice. Each unit in 6th grade Language Arts includes explicit instruction and practice in writing, grammar, morphology, spelling, and reading.</p> <p>Grade 6 writing expands in scope and complexity, consisting of a robust series of unit-long writing activities that incorporate language skills and focus on developing craft and structure while incorporating and building upon writing skills learned in the earlier grades. These writing projects are intended to prepare middle school students for the writing they will do in high school, college, and the professional world.</p> <p>The semester culminates with a project in which students apply the learning from the semester to complete a comprehensive activity. The projects are intended to promote independent learning as students make choices about work products and apply self-management skills to plan activities.</p>
2036	6th Grade Math	A	Math	AMP	<p>In this problem-based curriculum, students will build on their math skills through exploration. Throughout this course, students will use interactives and offline tools to explore math concepts. Students learn by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language. Students hear thoughts and ideas from their "virtual classmates" as they explore mathematical concepts and are encouraged to explain their thinking in writing throughout the course.</p> <p>Students begin the year exploring geometry through the study of area and surface area of figures. They then move into a study of ratios, unit rates, unit pricing, and percentages. The semester concludes with an in-depth dive into dividing fractions, focusing not only on algorithms, but also conceptualizing and applying this skill. Additional course elements include real-world applications, discussions, graphic organizers, and unit projects.</p>
2036	6th Grade Math	B	Math	AMP	<p>In this problem-based curriculum, students will build on their math skills through exploration. Throughout this course, students will use interactives and offline tools to explore math concepts. Students learn by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language. Students hear thoughts and ideas from their "virtual classmates" as they explore mathematical concepts and are encouraged to explain their thinking in writing throughout the course.</p> <p>Students begin this semester by exploring decimals, and learn how to perform operations with decimals in context of real-world situations and problems. They then begin to delve into algebraic concepts such as expressions, equations with exponents, and equations with one variable. Students begin to learn about negative numbers and plot positive and negative numbers on a coordinate grid. Finally, students explore data analysis and statistical questions through the study of dot plots, histograms, median, IQR, and measures of center. Additional course elements include real-world applications, discussions, graphic organizers, and unit projects.</p>
3236	6th Grade Science	A	Science	AMP	<p>In this inquiry-based curriculum, students engage with science questions with the goal of explaining a phenomenon and/or solving a problem. Students begin by posing questions, developing models, proposing ideas for investigation, investigating and gathering data, applying data to answer questions and revise models, and then forming new questions to answer. They question, investigate, and build understanding as they read, complete interactive activities and simulations, and engage in virtual labs.</p> <p>Students begin the semester with a study of light and matter, exploring the phenomenon of one-way mirrors which act as both a window and a mirror. They will investigate how light transmission and reflection impacts how we see an object. Next, they will study thermal energy and learn how containers can keep materials hot or cold. During this study, they will investigate closed and open systems and the movement of particles. Finally, they will learn about cells and systems. Students will explore the systems of the body and investigate how we heal from injuries at a cellular level. Additional course elements include readings, discussions, and unit projects.</p>

## 6-8 Core Courses

Indicates NEW Course or Vendor;    Indicates Updated Course

SCED Codes	Course Name	Content Mapping	Subject	Vendor	Course Description
3236	6th Grade Science	B	Science	AMP	<p>In this inquiry-based curriculum, students engage with science questions with the goal of explaining a phenomenon and/or solving a problem. Students begin by posing questions, developing models, proposing ideas for investigation, investigating and gathering data, applying data to answer questions and revise models, and then forming new questions to answer. They question, investigate, and build understanding as they read, complete interactive activities and simulations, and engage in virtual labs.</p> <p>Students begin the semester with a study of weather, climate, and water cycling. They investigate the movement of air in the atmosphere and the impact that it has on the weather. Students explore precipitation and storms and investigate why some storms are more severe than others. Next, student will learn about plate tectonics and rock cycling. They study Earth's surface and how tectonic plate movement has impacted land. Finally, students will focus on tsunamis as they investigate natural hazards and how to prepare for them. Additional course elements include readings, discussions, and unit projects.</p>
1035	7th Grade Language Arts	A	Language Arts	AMP	<p>Middle school students are able to independently read increasingly complex text, as well as respond in writing to these same texts. Readings include classic short stories and a variety of fiction and nonfiction selections from the Harlem Renaissance, as well as a student-friendly version of Strange Case of Dr. Jekyll and Mr. Hyde. Students will also have the opportunity to read and study a novel of their choice. Each unit in 7th grade Language Arts includes explicit instruction and practice in writing, grammar, morphology, spelling, and reading.</p> <p>Grade 7 writing expands in scope and complexity, consisting of a robust series of unit-long writing activities that incorporate language skills and focus on developing craft and structure while incorporating and building upon writing skills learned in the earlier grades. These writing projects are intended to prepare middle school students for the writing they will do in high school, college, and the professional world.</p> <p>The semester culminates with a project in which students apply the learning from the semester to complete a comprehensive activity. The projects are intended to promote independent learning as students make choices about work products and apply self-management skills to plan activities.</p>
1035	7th Grade Language Arts	B	Language Arts	AMP	<p>Middle school students are able to independently read increasingly complex text, as well as respond in writing to these same texts. Readings include classic and contemporary poetry as well as student-friendly versions of Shakespeare's The Tempest and The Time Machine by H.B. Wells. Students will also have the opportunity to read and study a nonfiction work of their choice. Each unit in 7th grade Language Arts includes explicit instruction and practice in writing, grammar, morphology, spelling, and reading.</p> <p>Grade 7 writing expands in scope and complexity, consisting of a robust series of unit-long writing activities that incorporate language skills and focus on developing craft and structure while incorporating and building upon writing skills learned in the earlier grades. These writing projects are intended to prepare middle school students for the writing they will do in high school, college, and the professional world.</p> <p>The semester culminates with a project in which students apply the learning from the semester to complete a comprehensive activity. The projects are intended to promote independent learning as students make choices about work products and apply self-management skills to plan activities.</p>
2037	7th Grade Math	A	Math	AMP	<p>In this problem-based curriculum, students will build on their math skills through exploration. Throughout this course, students will use interactives and offline tools to explore math concepts. Students learn by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language. Students hear thoughts and ideas from their "virtual classmates" as they explore mathematical concepts and are encouraged to explain their thinking in writing throughout the course.</p> <p>Students begin the year exploring relationships between figures as they examine scaled copies and scale drawings. This transitions into learning about proportional and nonproportional relationships as well as how to represent proportional relationships with tables, graphs, and equations. Next, students learn about relationships within circles: measuring circles and finding the area and circumference of a circle. Finally, students conclude their study of proportional relationships by studying proportional relationships with fractions, percent increase and decrease, and application of percentages. Additional course elements include real-world applications, discussions, graphic organizers, and unit projects.</p>
2037	7th Grade Math	B	Math	AMP	<p>In this problem-based curriculum, students will build on their math skills through exploration. Throughout this course, students will use interactives and offline tools to explore math concepts. Students learn by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language. Students hear thoughts and ideas from their "virtual classmates" as they explore mathematical concepts and are encouraged to explain their thinking in writing throughout the course.</p> <p>Students begin this semester with rational number arithmetic, learning how to interpret negative numbers and complete all 4 operations with rational numbers. They are also introduced to solving equations with negative numbers. Next, students apply their skills to solving expressions, equations, and inequalities, as well as writing equivalent expressions. Students then transition to geometry, working with angles, triangles, and prisms. They study relationships between angles and learn how to draw figures with given specifications. The course concludes with a study of probability of single- and multi-step events and sampling. Additional course elements include real-world applications, discussions, graphic organizers, and unit projects.</p>

## 6-8 Core Courses

Indicates NEW Course or Vendor;    Indicates Updated Course

SCED Codes	Course Name	Content Mapping	Subject	Vendor	Course Description
3237	7th Grade Science	A	Science	AMP	<p>In this inquiry-based curriculum, students engage with science questions with the goal of explaining a phenomenon and/or solving a problem. Students begin by posing questions, developing models, proposing ideas for investigation, investigating and gathering data, applying data to answer questions and revise models, and then forming new questions to answer. They question, investigate, and build understanding as they read, complete interactive activities and simulations, and engage in virtual labs.</p> <p>This semester begins with an investigation of both bombs and the chemical reactions that happen when they are placed in water. Students will learn how matter can change forms while total mass remains the same. Next, students continue their study of chemical reactions as they learn about chemical reactions and energy. They investigate how to heat up food and how to create a flameless heater. Finally, they will explore ecosystems and how changing an ecosystem impacts living things. They will study the impact of various products on rainforests and on the plant and animal life within them. Additional course elements include readings, discussions, and unit projects.</p>
3237	7th Grade Science	B	Science	AMP	<p>In this inquiry-based curriculum, students engage with science questions with the goal of explaining a phenomenon and/or solving a problem. Students begin by posing questions, developing models, proposing ideas for investigation, investigating and gathering data, applying data to answer questions and revise models, and then forming new questions to answer. They question, investigate, and build understanding as they read, complete interactive activities and simulations, and engage in virtual labs.</p> <p>This semester begins with a study of metabolic reactions. Students will learn about what happens to food molecules as they pass through the digestive system and will study the chemical reactions that happen within the human body. Next, students will investigate how plants get their food and the cycling of matter in the plant life cycle. Finally, students will study the impact of humans on Earth's resources and will learn strategies to work together to help battle climate change and changes to our atmosphere. Additional course elements include readings, discussions, and unit projects.</p>
1036	8th Grade Language Arts	A	Language Arts	AMP	<p>Middle school students are able to independently read increasingly complex text, as well as respond in writing to these same texts. Readings include classic short stories and a variety of fiction and nonfiction selections from the Harlem Renaissance, as well as a student-friendly version of Mary Shelly's Frankenstein. Students will also have the opportunity to read and study a novel of their choice. Each unit in 8th grade Language Arts includes explicit instruction and practice in writing, grammar, morphology, and reading.</p> <p>Grade 8 writing expands in scope and complexity, consisting of a robust series of unit-long writing activities that incorporate language skills and focus on developing craft and structure while incorporating and building upon writing skills learned in the earlier grades. These writing projects are intended to prepare middle school students for the writing they will do in high school, college, and the professional world.</p> <p>The semester culminates with a project in which students apply the learning from the semester to complete a comprehensive activity. The projects are intended to promote independent learning as students make choices about work products and apply self-management skills to plan activities.</p>
1036	8th Grade Language Arts	B	Language Arts	AMP	<p>Middle school students are able to independently read increasingly complex text, as well as respond in writing to these same texts. Readings include classic and contemporary poetry as well as student-friendly versions of Narrative of the Life of Frederick Douglass and The Importance of Being Earnest by Oscar Wilde. Students will also have the opportunity to read and study a nonfiction work of their choice. Each unit in 8th grade Language Arts includes explicit instruction and practice in writing, grammar, morphology, and reading.</p> <p>Grade 8 writing expands in scope and complexity, consisting of a robust series of unit-long writing activities that incorporate language skills and focus on developing craft and structure while incorporating and building upon writing skills learned in the earlier grades. These writing projects are intended to prepare middle school students for the writing they will do in high school, college, and the professional world.</p> <p>The semester culminates with a project in which students apply the learning from the semester to complete a comprehensive activity. The projects are intended to promote independent learning as students make choices about work products and apply self-management skills to plan activities.</p>
2038	8th Grade Math	A	Math	AMP	<p>In this problem-based curriculum, students will build on their math skills through exploration. Throughout this course, students will use interactives and offline tools to explore math concepts. Students learn by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language. Students hear thoughts and ideas from their "virtual classmates" as they explore mathematical concepts and are encouraged to explain their thinking in writing throughout the course.</p> <p>This semester begins with an in-depth study of transformations. Students first learn about rigid transformations and congruence of shapes and angles in triangles. They then expand this knowledge to work with dilations and similarity of figures. Next, they begin to explore linear relationships as they find slopes and solve and graph linear equations. Finally, students learn more about linear equations in one variable and are introduced to systems of linear equations. Additional course elements include real-world applications, discussions, graphic organizers, and unit projects.</p>

## 6-8 Core Courses

Indicates NEW Course or Vendor;    Indicates Updated Course

SCED Codes	Course Name	Content Mapping	Subject	Vendor	Course Description
2038	8th Grade Math	B	Math	AMP	<p>In this problem-based curriculum, students will build on their math skills through exploration. Throughout this course, students will use interactives and offline tools to explore math concepts. Students learn by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language. Students hear thoughts and ideas from their "virtual classmates" as they explore mathematical concepts and are encouraged to explain their thinking in writing throughout the course.</p> <p>This semester begins with an in-depth study of functions as students learn to represent and interpret functions. Students evaluate linear functions and apply them to rates of change. They then shift to geometry skills, working to find the volume of cones, cylinders, and spheres. Next, students analyze data by looking for associations, analyzing patterns, and trends. Students then review previous learning about exponents, learn about rules of exponents, and apply exponents to scientific notation. Finally, students apply computational skills to geometric figures, work with the Pythagorean Theorem and find side lengths and volume of cubes. Additional course elements include real-world applications, discussions, graphic organizers, and unit projects.</p>
3238	8th Grade Science	A	Science	AMP	<p>In this inquiry-based curriculum, students engage with science questions with the goal of explaining a phenomenon and/or solving a problem. Students begin by posing questions, developing models, proposing ideas for investigation, investigating and gathering data, applying data to answer questions and revise models, and then forming new questions to answer. They question, investigate, and build understanding as they read, complete interactive activities and simulations, and engage in virtual labs.</p> <p>This semester begins with a study of motion and contact forces. Students will investigate how changing the mass or speed of an object can affect forces in a collision, as well as learn ways to protect objects in a collision. Next, students investigate sound and how sounds can make matter move. They study sound waves and frequency and examine the effects of different pitches and volumes of sounds. Finally, students continue their study of forces by investigating magnets and the forces that they can apply on objects. They investigate magnetic fields, energy transfer, and the force pairs in magnetic fields. Additional course elements include readings, discussions, and unit projects.</p>
3238	8th Grade Science	B	Science	AMP	<p>In this inquiry-based curriculum, students engage with science questions with the goal of explaining a phenomenon and/or solving a problem. Students begin by posing questions, developing models, proposing ideas for investigation, investigating and gathering data, applying data to answer questions and revise models, and then forming new questions to answer. They question, investigate, and build understanding as they read, complete interactive activities and simulations, and engage in virtual labs.</p> <p>This semester begins with an exploration of patterns in the sky and in space. Students investigate phenomena with the Moon, Sun, and other objects within and beyond our solar system. Next, students explore the world of genetics, as they learn how traits are passed from parents to offspring. They model trait variations and learn about the reproduction of plants and animals. Finally, students explore the connection between living beings of today and those of long ago as they investigate the process of natural selection. They engage in case studies about population changes and the impact of the environment on various living beings. Additional course elements include readings, discussions, and unit projects.</p>
1066	Intensive Reading	S (1 Semester ONLY)	Language Arts	SM	Intensive Reading (1 of 1) explores foundational reading skills for middle-school students to remediate gaps in reading fluency, comprehension, vocabulary and vocabulary skills, grammar skills, and writing fluency through responses to a variety of literary and informational texts.
2051	PreAlgebra	A	Math	FLEX	Read, set, go! Grade 8 Pre-Algebra is all about training to run the race of high school math. Students will strengthen their skills in topics like linear relationships, functions, and equations, and learn new skills that prepare them for Algebra 1. This course is designed with interactive learning and real-world activities to strengthen students' math muscles for the race ahead.
2051	PreAlgebra	B	Math	FLEX	Read, set, go! Grade 8 Pre-Algebra is all about training to run the race of high school math. Students will strengthen their skills in topics like linear relationships, functions, and equations, and learn new skills that prepare them for Algebra 1. This course is designed with interactive learning and real-world activities to strengthen students' math muscles for the race ahead.

## 6-8 Honors Courses

Indicates NEW Course or Vendor;    Indicates Updated Course

SCED Codes	Course Name	Content Mapping	Subject	Vendor	Course Description
1034	Honors 6th Grade ELA	A	Language Arts	SM	English 6 (1 of 2) analyzes informational texts, including biographies, primary documents, instructional documents, film reviews, and persuasive letters. Reading selections include the novel <i>The Road</i> by Jack London and informational texts on topics such as the science behind sunsets, the lives of important historical figures, the history of the Olympics, and the process of flotation used by archaeologists. Reading selections demonstrate concepts such as explicit and implicit information, central ideas and key details, and claims and arguments.
1034	Honors 6th Grade ELA	B	Language Arts	SM	English 6 (2 of 2) explores literary texts from various genres, including novels, short stories, poems, and plays. Readings include <i>The Wonderful Wizard of Oz</i> by L. Frank Baum, excerpts from <i>Little Women</i> and <i>The Adventures of Tom Sawyer</i> , and poetry by Robert Louis Stevenson, Robert Frost, and Carl Sandburg as well multimedia readings of several videos of famous poems to demonstrate explicit and implicit information, theme, characters, plot, poetic techniques, and figurative language.
2036	Honors 6th Grade Math	A	Math	SM	Math 6 (1 of 2) builds on previously learned concepts such as adding, subtracting, multiplying, and dividing and deepening knowledge of arithmetic with fractions, decimals, and negative numbers to solve real-world problems. Topics included: statistics, ratios, unit conversions, geometry, writing and evaluating expressions with variables and exponents, and working with equations.
2036	Honors 6th Grade Math	B	Math	SM	Math 6 (2 of 2) builds on concepts such as positive and negative integers and fractions to learn about rational numbers and how to compare them. Topics included: finding the distance between points on the number line and in the coordinate plane, solving geometry problems, relationships between variables and how to represent them, ratios and unit rates, solving real-world problems, data and how to display and mathematically describe data.
1035	Honors 7th Grade ELA	A	Language Arts	SM	English 7 (1 of 2) explores informational texts, including biographies, personal accounts of events, presidential speeches, persuasive letters, and differences between types of musical genres. Readings include texts about historical figures such as <i>The Story of My Life</i> by Helen Keller, Jane Goodall, and Zora Neale Hurston to demonstrate concepts such as explicit and implicit information, central ideas and key details, and claims and arguments.
1035	Honors 7th Grade ELA	B	Language Arts	SM	English 7 (2 of 2) analyzes literary texts from novels, short stories, fairy tales, poems, and plays. Readings include <i>Alice's Adventures in Wonderland</i> by Lewis Carroll, excerpts from <i>Black Beauty</i> , and poetry by Emily Dickinson, Robert Frost, William Wordsworth to demonstrate concepts such as comparing how written texts are portrayed in film or audio and ways to understand explicit and implicit information, theme, characters, plot, poetic and dramatic techniques, and figurative language.
2037	Honors 7th Grade Math	A	Math	SM	Math 7 (1 of 2) explores adding and multiplying rational numbers by using number lines, rules, and properties. Topics included: how to solve problems by finding and comparing unit rates, writing expressions using properties, writing and solving simple linear equations using different methods, probability and statistics to interpret and calculate simple probabilities, and populations and samples. Geometry topics include solving problems involving scale drawings, circles, and angle relationships.
2037	Honors 7th Grade Math	B	Math	SM	Math 7 (2 of 2) explores subtracting and dividing rational numbers by using different methods to perform four operations. Topics included: interpreting proportional relationships and equivalent expressions, writing and solving linear equations and inequalities to solve real world problems, comparing two data sets of random samples using center values and variability measures to make conclusions about populations. Geometry topics include solving problems that involve the area, surface area, volume, and cross-sections of two- or three-dimensional objects.
1036	Honors 8th Grade ELA	A	Language Arts	SM	English 8 (1 of 2) explores analysis of literary and informational texts, including novels, short stories, myths, poems, magazine articles, and autobiographies. Readings include <i>The Call of the Wild</i> , short stories such as "The Lottery" and "The Tell-Tale Heart," and infographics and videos to demonstrate concepts such as explicit and implicit information, theme, central idea, figurative language, grammar, usage, and punctuation. Writings include the planning, creating, writing, revising, and editing of a fictional narrative.
1036	Honors 8th Grade ELA	B	Language Arts	SM	English 8 (2 of 2) explores literary and informational texts, including novels, short stories, poems, articles, and political speeches. Readings include excerpts from the novels <i>Fahrenheit 451</i> , <i>Hatchet</i> , and <i>Black Beauty</i> , informational texts about topics such as global warming, fast food, the widespread presence of corn in food, and how sleep affects learning ability, infographics and videos to demonstrate concepts such as explicit and implicit information, theme, central idea, figurative language, grammar, usage, punctuation. Writings include informational and argument.
2038	Honors 8th Grade Math	A	Math	SM	Math 8 (1 of 2) explores rational and irrational numbers, solving linear equations from contextual situations, analyzing properties of functions with a focus on linear functions, and scientific notation. Geometric topics include rigid transformations on figures and proving congruence of figures through a series of rigid transformations.
2038	Honors 8th Grade Math	B	Math	SM	Math 8 (2 of 2) explores multi-step equations and proportions, applies knowledge of proportional relationships to geometry to perform transformations on figures, and prove similarity of figures through a series of transformations. Topics included: analyzing linear relationships and functions, solving systems of linear equations using different methods, application of algebraic skills to statistics, analyze and interpret patterns in bivariate data, and finding volumes of circular three-dimensional objects.

## 6-8 Elective Courses

Indicates NEW Course or Vendor;    Indicates Updated Course

SCED Codes	Course Name	Content Mapping	Subject	Vendor	Course Description
8036	6th Grade Physical Education	S (1 Semester ONLY)	Physical Education	SM	Physical Education 6 (1 of 1) explores fitness, nutrition, exercise basics, and specific sports. Topics include fundamental aspects of physical activity (safety tips, warm-up and cooldown exercises, and good sportsmanship), personal fitness and nutrition, and the importance of regular exercise to encourage lifelong healthy activity. Sports in the course include dance, baseball, basketball, pickleball, volleyball, soccer, and football. Project 1 creates a health and fitness log and project 2 explores the basics of golf.
8111	7th Grade Physical Education	S (1 Semester ONLY)	Physical Education	SM	Physical Education 7 (1 of 1) explores the importance of physical fitness for good health and provides opportunities to participate in a wide variety of activities. Topics include running, strength training, dancing, swimming, pickleball, tennis, volleyball, baseball, bowling, basketball, soccer, and football. Other activities include keeping an exercise and nutrition log and creating an exercise routine for themselves, as well as the importance of warming up and cooling down muscles before and after exercise, health-related versus skill-related fitness, goal setting, and safety.
8112	8th Grade Physical Education	S (1 Semester ONLY)	Physical Education	SM	Physical Education 8 (1 of 1) explores personal health and wellness benefits of physical fitness with a variety of activities, a fitness and nutrition log, and two projects. Project one creates a personal fitness plan and project two creates a synchronized swim routine. Topics include endurance and flexibility applied in activities such as running, hiking, stretching, and dancing, as well as improving fitness and well-being with heart-rate monitoring, nutrition tracking, and interval training. Sports skills are practiced in pickleball, tennis, soccer, hockey, football, baseball, basketball, and bowling.
19258	Art Explorations	S (1 Semester ONLY)	Electives	AED	Introducing students to diverse areas in the arts can broaden their perspective on the arts in general. Arts Explorations encourages students to experience each of the modern arts disciplines including Visual Arts, Theatre, Music, Media Arts and Dance. Students will also be able to identify areas of special interest where they would like continued study and the ways that the arts can be a part of their career paths.  <i>Designed for grades 6-12</i>
5156	Basic Drawing	S (1 Semester ONLY)	Electives	AED	In Drawing, students will experiment with several different art materials and tools to see what each tool can do best. Students will explore ordinary things around them to become more observant of the structures and meanings of things which can be seen in their home and community. Student work will be their own study of the forms, textures, movements, and patterns of the things that are seen every day.  Each project and each lesson is based on the one before it; so lessons should be completed in the order they are given. Directions should be followed exactly regarding which materials, sizes, and subject matter to use for each project. Each lesson will be a study of a new way of drawing. The examples given will show only the method and materials to be used, never the same subject or size as the project assigned. The examples are never to be copied. An example will only show one way of using the technique described.  By becoming more observant, experimenting with new materials, and exploring a variety of methods, students will continue to grow in artistic skill and enjoyment. Beyond fundamental skills built are various levels of creativity. Each lesson provides room for expressing the technical skill learned in a unique, creative way.  <i>Designed for grades 6-12</i>
22253	Character Education	S (1 Semester ONLY)	Electives	SM	Character Education (1 of 1) explores values of truthfulness, trustworthiness, responsibility, diligence, and integrity. The course offers specific, real world situations to interpret and connect to these traits to provide safe and appropriate ways to respond in real time. Topics included: identifying bullying, how to develop a bullying-prevention mindset.
10004	Computer Applications	S (1 Semester ONLY)	Electives	SM	Computer Applications (1 of 1) explores online networks and software. Topics include word processing software, organizing data, selecting the correct digital tools, analysis of data, visual representation of data, and troubleshooting software and operating systems. Additional topics include safe digital citizenship, data security, intellectual property, file management, and intellectual property rights.  <i>Designed for Grades 4-8</i>
10008	Computer Basics	S (1 Semester ONLY)	Electives	AED	In this course you will learn how to use productivity and collaboration tools, such as G Suite by Google Cloud to create word processing documents, spreadsheets, surveys and forms such as personal budgets and invitations.
10205	Gaming Unlocked	S (1 Semester ONLY)	Electives	SM	Gaming Unlocked (1 of 1) researches the basics of gaming, from what makes games fun to what makes them work by exploring quality in a variety of games such as mental games, board games, and video games.
12005	Keyboarding for Younger Students	S (1 Semester ONLY)	Electives	AED	The keyboarding course is appropriate for elementary and middle school students. The curriculum introduces new keys by rows where students first learn the middle row, then the top row and the bottom row of the keyboard. The content is designed with a strong focus on sight and high frequency words. This course assumes no keyboarding experience and will guide them through the keyboard.  <i>Designed for grades 3-8</i>
5155	MS 2D studio art	S (1 Semester ONLY)	Electives	EDL	Do you like to draw, paint, or take pictures? Whatever medium you prefer, this course will teach you the design elements and principles needed to create a work of art and explore your artistic inspirations. You'll also travel back in time to look at art in different cultures and learn about the art of critiquing. Let's turn your creative dreams into reality!
22151	MS Career Exploration I	S (1 Semester ONLY)	Electives	EDL	How do you pick a career path when you're not sure what's even out there? This course allows you to begin exploring options in fields such as teaching, business, government, hospitality, health science, IT, and more! you'll align your interests, wants, and needs to career possibilities, including the required education for each. Let's find a pathway that works for you.

## 6-8 Elective Courses

Indicates NEW Course or Vendor;    Indicates Updated Course

SCED Codes	Course Name	Content Mapping	Subject	Vendor	Course Description
22151	MS Career Exploration II	S (1 Semester ONLY)	Electives	EDL	Imagine that it's 20 years from now. What career do you see yourself in? What do you imagine that you'll be doing? In this course, you'll explore more careers and what it takes to succeed in different fields. You'll learn more about what steps are needed to prepare for your career and how to compare the pros and cons of different career choices to find one that's best for you.
22003	MS Critical Thinking	A	Electives	EDL	Our brains are incredible tools, and they help us observe, analyze, create, and take action every single day. In this course, you are going to learn to unlock one of your brain's most stunning powers: critical thinking! Get ready to go on an adventure and solve mysteries by applying your own critical thinking skills as you make your way through your units. Then, you'll use these specialized skills towards issues in the real-world both inside and outside of the classroom. Tap into your most powerful tool today!
22003	MS Critical Thinking	B	Electives	EDL	You have already learned that critical thinking skills are, well, critical to possess but they're especially important for you as you are experiencing emotional and physical changes and trying to determine friendships, interests, politics, and more! In this course, you'll learn more about the foundational skills you need to think logically and critically: observation, evaluation, and analysis. You'll also learn about things like deductive and inductive reasoning, logical fallacies, verbal and nonverbal communication, components of a debate and debate etiquette, and more. The time has come, let's get critical!
11153	MS Digital Art & Design	S (1 Semester ONLY)	Electives	EDL	The world is filled with so many different forms of art – including digital art. In this course, you'll explore this special genre of art found in everything from advertising to animation to photography and beyond. Additionally, you'll tap into your creative side to create digital art and make it come alive!
22151	MS Exploring Business	S (1 Semester ONLY)	Electives	EDL	Are you interested in business, leading people, or making decisions to help a business be successful? While there are many different career choices in the field of business, in this course, you'll discover options such as management, human resources, business operations, information management, and accounting. Explore the skills you'll need, common tasks, the technology used, and characteristics of various business careers.
22151	MS Exploring Health Science	S (1 Semester ONLY)	Electives	EDL	Where do healthcare workers spend their days? What do they really do? From cruise ships to sports arenas, you can find healthcare workers in many places that you might not expect. Explore this field, including what it would be like to work in a medical lab. Learn what it takes to keep you and your patients safe, and begin to learn about the human body and basic first-aid.
5118	MS Exploring Music	S (1 Semester ONLY)	Electives	EDL	What comes to mind when you hear the word 'music'? Do you think about your favorite band or artist? In this course, you'll learn about how we hear music; how music affects our lives; essential elements of music like rhythm, pitch, and harmony; different musical genres; singing and your voice; various instruments; music composition; and the history and culture of music over the years.
19262	MS Financial Literacy	S (1 Semester ONLY)	Electives	EDL	"Money makes the world go round," but that's only because we move it through exchanges, transactions, and financial tools. In this course, you will examine how our economy works through decisions about spending and saving, lending and borrowing, and how institutions play a key role in moving money. You will also explore how credit and interest work, investing, and what you can expect to earn over the length of your career. Once all of the pieces are in place, you'll discover how you can begin investing in yourself today so your future is everything you dream it can be. Let's get started!
8005	MS Fitness	S (1 Semester ONLY)	Physical Education	EDL	What does being fit mean to you? It's more than just a number on a scale, and this course will help you understand the basics behind what it means to be physically fit. Learn how your body functions; learn the complex science behind exercise; explore what it means to be mindful and what inspires you, and determine how you can test your current level of fitness.
8079	MS Health	S (1 Semester ONLY)	Health	SM	Middle School Health (1 of 1) explores how behavioral choices, such as nutrition and physical activity, affect health, then provides information to make healthy choices. Topics included: nutrition and physical activity; growth, development, and sexual health; safety and injury prevention; alcohol, tobacco, and other drugs; mental, emotional, and social health; and personal and community health.
11101	MS Journalism	S (1 Semester ONLY)	Electives	EDL	Are you someone who likes to write to get the story straight? Skilled journalists know how to find key facts and write them up in a way that makes it easy for others to read. In this course, you'll learn how to ask the right questions, how to gather information effectively, organize ideas, format stories, and edit your articles. Get ready to break that news!
5167	MS Photography I	A	Electives	EDL	Photographs are all around us, and each helps to tell a story. Now it's time for you to create your story through photos you learn how to take in this course. Learn the basics of using a camera, lighting, and how to choose great subjects to create magazine-worthy photos and amaze your friends and family with your skills.
5167	MS Photography I	B	Electives	EDL	Do you have vacation photos or pics of your pet that need a little editing? How about getting ready to add that new selfie you took to your social media platform? Taking photos is an art, and editing photos is a skill that many photographers seek to master. Explore how to manipulate angles and lighting, the purpose for different types of photo files, how to use different software to edit photos, and safe places you can store them. You'll be well on your way to being an editing guru when you're done with this course.
21999	MS STEM	S (1 Semester ONLY)	Electives	EDL	You've probably heard of STEM, but what exactly is it? STEM is the process of applying a combination of science, technology, engineering, and math and brainstorming, building, testing, and seeking answers through research. In this course, you'll begin to develop these skills and learn how STEM can shape the future and even solve the world's biggest problems through innovation. Seems pretty cool, right? Let's start digging for answers into this groundbreaking subject!
10156	Scratch Coding	S (1 Semester ONLY)	Electives	SM	Scratch Coding (1 of 1) introduces the basics and logic of programming language in Scratch. Topics include introducing and using the different tools in Scratch; creating programs that include loops, variables, lists, or conditionals; and identifying and fixing errors in a program. The course concludes with putting the tools and concepts altogether to create a larger program.
24050	Spanish for Young Learners 7th Grade	A	World Language	SM	Spanish 7 (1 of 2) introduces the basics of the Spanish language by learning through reading, writing, listening, and speaking about personal interests and hobbies, asking for directions, and discovering the cultures of some Spanish-speaking countries, such Mexico and Colombia.

## 6-8 Elective Courses

Indicates NEW Course or Vendor;    Indicates Updated Course

SCED Codes	Course Name	Content Mapping	Subject	Vendor	Course Description
24050	Spanish for Young Learners 7th Grade	B	World Language	SM	Spanish 7 (2 of 2) explores how to discuss activities with friends, using vocabulary associated with restaurants, traveling, vacations, and exploring cultures of some Spanish-speaking countries, such as Argentina, Spain, and Peru.
24050	Spanish for Young Learners 8th Grade	A	World Language	SM	Spanish 8 (1 of 2) explores how to discuss school subjects, various professions, and daily routines through practice reading, writing, listening, and speaking. The course also explores cultures of some Spanish-speaking countries, such as Venezuela and Chile.
24050	Spanish for Young Learning 8th Grade	B	World Language	SM	Spanish 8 (2 of 2) explores how to discuss illness and injury, shopping, and money through reading, writing, listening, and speaking. The course also explores cultures of some Spanish Speaking countries, such as Ecuador, Guatemala, and Cuba.

## 9-12 Core Courses

Indicates NEW Course or Vendor;    Indicates Updated Course

SCED Codes	Course Name	Content Mapping	Subject	Vendor	Course Description
4151	American Government	S (1 Semester ONLY)	Social Studies	SM	US Government (1 of 1) examines the history and philosophy of the United States government and the guiding principles of democracy. Topics included: analysis of the United States Constitution, functions and duties of the three branches of government, the role of the Supreme Court, civic engagement in political process, the rights and responsibilities of citizens, government systems of the world, political parties, interest groups, and the media in shaping the government.
4105	Civics: Citizenship	S (1 Semester ONLY)	Social Studies	SM	Civics: Citizenship prepares for the Naturalization Test designed by the United States federal government. The course is for high school students in order to fulfill the requirement for graduation.
4201	Economics	S (1 Semester ONLY)	Social Studies	SM	Economics (1 of 1) explores principles to make informed decisions about personal finance, develop a broader understanding of national and international economic decisions and policies. Topics included: why economics impacts history, distribution of wealth, and quality of life for all members of society.
4101	US History	A	Social Studies	SM	US History (1 of 2) explores European exploration and the impact Europeans had on the lives of those native to North America. Topics included: the development of the English colonies in North America, causes and effects of the American Revolution, the ratification of the Constitution, causes of the War of 1812, analysis of sectionalism as a common thread, westward expansion, Civil War, and Reconstruction, Indian Wars, immigration, and the Second Industrial Revolution.
4101	US History	B	Social Studies	SM	US History (2 of 2) traces pivotal events in American history and presidential administrations as the 21st century dawns. Topic included: The Gilded Age, Progressive Era, World War I, the Roaring Twenties, Great Depression, New Deal, World War II, the Cold War, and proxy conflicts like the Vietnam War and Korean War, technology innovations, global communications, and the rise of terrorism.
4001	World Geography	A	Social Studies	SM	World Geography (1 of 2) explores the five themes of geography, analyzes the earth's processes, and how the processes impact both physical and human geography. Both physical and political maps are studied to examine trends and impacts with a focus on the Americas, Central Asia, and Europe.
4001	World Geography	B	Social Studies	SM	World Geography (2 of 2) continues the exploration of the five themes of geography with a focus on the Middle East, Africa, and Asia. Cultural beliefs and social and political systems are examined within the context of countries, regions, and global interactions.
4051	World History	A	Social Studies	SM	World History (1 of 2) explores key events and historical developments from hunter-gatherer societies to the Industrial Revolution. Beginning with the analysis of prehistoric people from the Paleolithic era to the Agricultural Revolution, the course follows the rise and fall of early empires including the Roman Empire. Topics included: The Crusades, feudalism, the plague, Asian empires and trade routes, effects of the Renaissance and Protestant Reformation, and important revolutions that shaped history.
4051	World History	B	Social Studies	SM	World History (2 of 2) traces the developments of the last 250 years by examining the origins of modern Western imperialism and analyzing the cultural, economic, and political impacts on Africa and Asia. Topics include: the influence of the Industrial Revolution, the impact of imperialism and nationalism on World War I, how the Treaty of Versailles contributed to the rise of fascism in Europe and the start of World War II, 20th-century warfare, the Armenian Genocide, and the Holocaust.
1002	English 10	A	Language Arts	SM	English II (1 of 2) examines reading, writing, and analysis of informational texts, argument texts, and videos to demonstrate understanding of explicit and inferred meaning, textual evidence, central ideas, arguments and claims, organizational structures, figurative and rhetorical language, and the effect of word choice on tone. Skill building focuses on spelling, grammar, usage, punctuation, domain-specific vocabulary, context clues, and affixes. Writing topics include an informational essay and an argument essay.
1002	English 10	B	Language Arts	SM	English II (2 of 2) explores reading, writing, and analysis of literary texts from around the world and across history. Readings include Antigone by Sophocles, among others to demonstrate understanding of textual evidence, themes, inferences, characterization, figurative language, figures of speech, and literary devices, as well as building about foundational knowledge of context clues, word nuances, affixes, phrases, clauses, and parallel construction. Writing topics include a literary analysis essay and a personal narrative essay.
1003	English 11	A	Language Arts	SM	English III (1 of 2) examines reading, writing, and analysis using both informational and argument texts. Readings include seminal US texts such as "What to the Slave Is the Fourth of July?" by Frederick Douglass, speeches, court documents, and scientific articles to explore textual evidence, central ideas, inferences, word choice, figurative language, spelling, hyphens, contested usage, figures of speech, and reference materials. Writing topics include a researched informational essay and a researched argument essay.
1003	English 11	B	Language Arts	SM	English III (2 of 2) explores reading, writing, and analysis using both informational and literary texts. Readings include poetry and drama, such The Crucible by Arthur Miller to demonstrate literary elements of plot, setting, character, themes, and central ideas. Comparing works from different time periods, reviewing context and word nuances, and learning about punctuation, style manuals, phrases, clauses, and parallel structure to improve reading and writing skills. Writing topics include a fictional narrative and a literary analysis.
1004	English 12	A	Language Arts	SM	English IV (1 of 2) explores analysis of informational and argument texts. Readings include seminal US texts such as the Declaration of Independence, presidential speeches, court documents, and articles related to innovative technology to demonstrate rhetoric, figurative language, theme, purpose, specialized vocabulary, text structure, word nuances, inferences, research, evidence, and reference sources. In addition, students learn about context clues, contested usage, and syntax errors. Writings include a researched informational essay and a researched argument essay.

## 9-12 Core Courses

Indicates NEW Course or Vendor;    Indicates Updated Course

SCED Codes	Course Name	Content Mapping	Subject	Vendor	Course Description
1004	English 12	B	Language Arts	SM	English IV (2 of 2) analyzes narrative texts from British literature—from the Middle Ages through modern times. Demonstrated skills include explicit and implicit meanings, figurative language, literary devices, central ideas, themes, and narrative and structural elements. Writings include a fictional narrative in the style of Gothic Romanticism and a literary analysis comparing and contrasting two British literature texts of different eras.
1001	English 9	A	Language Arts	SM	English I (1 of 2) explores reading, writing, and analysis using both informational and literary texts, as well as comparison of texts in different mediums. Readings include <i>The Princess and the Goblin</i> by George MacDonald, among others to demonstrate understanding of textual evidence, themes, central ideas, inferences, word choice, and figurative and connotative language, and grammar and usage. Writings include a personal narrative (memoir) and a literary analysis.
1001	English 9	B	Language Arts	SM	English I (2 of 2) explores reading, writing, and analysis using both informational and literary texts. Readings include <i>Anthem</i> by Ayn Rand, among other texts of varying time periods to demonstrate concepts such as textual evidence, themes, central ideas, characters, inferences, rhetorical techniques, structure and style, and arguments and claims. Writing topics include grammar, usage, punctuation, spelling, style manuals, phrases, and clauses, culminating in an informational essay and an argument essay.
3051	Biology	B	Science	SM	Biology (2 of 2) examines the basics of genetics, natural selection, ecology, model how matter and energy flow through ecosystems, and the technology to see the larger context and implications. Topics included: biological research topics of ethical guidelines in new biotechnology.
3051	Biology	A	Science	SM	Biology (1 of 2) examines the basics of biochemistry and how it helps understand biological systems on Earth. Using logical thinking to identify relationships and draw conclusions, the course expands out from the building blocks of biochemistry to individual cells and cell membranes to understand cell division, reproduction, cell energy and metabolism, and photosynthesis.
3101	Chemistry	B	Science	SM	Chemistry (2 of 2) examines basic principles and properties of matter to see its everyday uses. Topics included: atomic models, predicting chemical reactions to see how scientists can engineer them to solve problems.
3101	Chemistry	A	Science	SM	Chemistry (1 of 2) examines basic principles and properties of matter to see its everyday uses. Topics included: atomic models, predicting chemical reactions to see how scientists can engineer them to solve problems.
3001	Earth Science	A	Science	AED	The first three modules of Semester 1 cover Scientific Inquiry, the Structure and Composition of the Universe, and the Features of the Solar System. Students learn the importance of scientific inquiry and how to communicate the results of scientific investigations. They then have material on the formation of the universe, including the Big Bang Theory, the motions of celestial objects, and stellar evolution. The third module covers material related to the Solar System, including features of the Sun and the planets and the movements of Earth. The second three modules of Semester 1 cover Weather, Climate, and Earth's Water Cycle. Students first learn in Module 4 about the atmosphere and clouds, as well as the factors that influence local and global climate. In Module 5 they continue by learning about weather and air masses, meteorology and storms. Module 6 then discusses the water cycle, including groundwater and ocean features, as well as water scarcity and pollution.
3001	Earth Science	B	Science	AED	The first three modules of Semester 2 cover the physical structure of the Earth and Earth's tectonic system, including the rock cycle, tectonic activity, and mountain building. It then covers weathering and erosion and soil formation. The next material in the course then addresses the concept of systems; it addresses the Earth as a system, feedback in systems, and Earth's major nutrient cycles. The second three modules of Semester 2 cover geologic history, including the evolution of Earth's atmosphere, the geologic time scale, and the fossil record. It then goes over natural resources and the effects of human population on natural resources. The course wraps up with a discussion of human society and its interconnectedness with the Earth's environment, how science and technology work together, and the technological design process in earth science applications.
3003	Environmental Science	A	Science	SM	Environmental Science (1 of 2) examines the relationships between organisms and the environment, including impacts of research on scientific thought and the environment by using scientific practices, evidence-based data and its display, as well understanding how data informs societal decision making.
3003	Environmental Science	B	Science	SM	Environmental Science (2 of 2) examines the relationship between humans and the environment including the past, present and future impacts of resource utilization, identifies pollution of the air, soil and water and its sources and discusses regulations and actions that can and have been taken to mitigate harm to the Earth.
3159	Physical Science	B	Science	SM	Physical Science (2 of 2) explores physics, introduces topics in engineering, and the ways scientists think, communicate, and do their jobs. The topics of motion and force, including the motion of fluids and Newton's law build a foundation to explore thermodynamics, energy, work, machines, waves, electricity, and magnetism.
3159	Physical Science	A	Science	SM	Physical Science (1 of 2) examines science as a whole and leads to how methods and tools provide scientists meaningful results. Topics included: chemistry to interpret chemical names, formulas, equations, and models to discover the types and properties of reactions and nuclear reactions and their uses, historical perspectives, and the social impacts.

## 9-12 Core Courses

Indicates NEW Course or Vendor;    Indicates Updated Course

SCED Codes	Course Name	Content Mapping	Subject	Vendor	Course Description
3151	Physics	A	Science	FLEX	In this course, students will be immersed in the contributions of scientific geniuses that have changed the way we observe and think about matter, forces, and energy in the universe. Starting with how matter moves, students will learn that all motion can be described, analyzed, and predicted. Then students will explore the causes of changing motion, forces! Energy is a fundamental property essential to human existence, and physics will take students through all the forms of it: electricity, light, sound, heat, and more. Discover how waves travel and interact with matter and the smallest particles in the universe. From tiny atoms to galaxies with millions of stars, the universal laws of physics are explained through real-world examples. Through laboratory activities, simulations, and graphical analysis, combined with rigorous mathematical efforts and problem solving, students follow in the footsteps of some of the world's greatest thinkers and learn to process their world in a unique way.
3151	Physics	B	Science	FLEX	In this course, students will be immersed in the contributions of scientific geniuses that have changed the way we observe and think about matter, forces, and energy in the universe. Starting with how matter moves, students will learn that all motion can be described, analyzed, and predicted. Then students will explore the causes of changing motion, forces! Energy is a fundamental property essential to human existence, and physics will take students through all the forms of it: electricity, light, sound, heat, and more. Discover how waves travel and interact with matter and the smallest particles in the universe. From tiny atoms to galaxies with millions of stars, the universal laws of physics are explained through real-world examples. Through laboratory activities, simulations, and graphical analysis, combined with rigorous mathematical efforts and problem solving, students follow in the footsteps of some of the world's greatest thinkers and learn to process their world in a unique way.
2052	Algebra I	B	Math	SM	Algebra 1 (2 of 2) explores the analysis of different types of functions presented as equations, graphs, tables, verbal descriptions, identifying key features applied to real-world problems, using key features to compare different types of functions, transformations of functions, statistics, interpreting and analyzing data sets, as well as causation and correlation.
2052	Algebra I	A	Math	SM	Algebra 1 (1 of 2) explores the application of properties to simplify expressions with exponents and radicals, relationships between rational and irrational numbers, solving linear equations and inequalities, applying knowledge of linear equations and inequalities to solve and graph systems of linear equations and inequalities, applying operations on polynomials, factoring quadratic expressions, and solving quadratic equations using different methods.
2056	Algebra II	B	Math	SM	Algebra 2 (2 of 2) explores radical equations, rewriting expressions involving radicals, and graphing and solve radical equations. Concepts of trigonometry include ratios and using the unit circle to understand them, graph sine, cosine, and tangent functions, and explore key features to prove and apply trigonometric identities.
2056	Algebra II	A	Math	SM	Algebra 2 (1 of 2) explores solving quadratic equations with complex solutions and performs operations on polynomials, uses polynomial identities to solve problems, analyzes polynomial functions using different representations, and solves polynomial equations graphically, works with rational functions, and performing arithmetic operations on rational functions to graph them.
2152	Applied Math	S (1 Semester ONLY)	Math	SM	Applied Mathematics (1 of 1) examines how artists, video game developers, and musicians apply mathematical concepts to create, and how biologists use mathematics to measure the distances between cells and gain new insights about the body by applying concepts from geometry, functions, probability, and statistics.
2121	Calculus	A	Math	FLEX	Students in this course will walk in the footsteps of Newton and Leibniz. An interactive course framework combines with the exciting online course delivery to make calculus an adventure. The course includes a study of limits, continuity, differentiation, and integration of algebraic, trigonometric, and transcendental functions, and the applications of derivatives and integrals.
2121	Calculus	B	Math	FLEX	Students in this course will walk in the footsteps of Newton and Leibniz. An interactive course framework combines with the exciting online course delivery to make calculus an adventure. The course includes a study of limits, continuity, differentiation, and integration of algebraic, trigonometric, and transcendental functions, and the applications of derivatives and integrals.
2138	College Math Prep	A	Math	SM	College Math Preparation (1 of 2) explores mathematics in real-life situations, such as investments and interest, calculating loans, and annuities. Topics included: comparing and contrasting solutions; interpreting results of calculations in context to a problem; calculating perimeter, area, surface area, and volume; converting units of measurement between different systems; and solving problems using exponential growth.
2138	College Math Prep	B	Math	SM	College Math Preparation (2 of 2) explores how to make probability decisions, as well as how to use basic statistics and sampling processes to understand data sets and answer questions about samples and populations. Topics included: distinguishing between sets, using Venn diagrams to solve applied problems, probability and permutations, statistics, and calculating and interpreting data.
2157	Consumer Math	A	Math	AED	This course focuses on the mathematics involved in making wise consumer decisions. Students explore the many ways in which mathematics affects their daily lives. The first semester will cover paychecks and wages, taxes, insurance, budgets, bank accounts, credit cards, interest calculations, and comparison shopping. Second semester topics include vehicle and home purchasing, investing, and business and employee management.
2157	Consumer Math	B	Math	AED	This course focuses on the mathematics involved in making wise consumer decisions. Students explore the many ways in which mathematics affects their daily lives. The first semester will cover paychecks and wages, taxes, insurance, budgets, bank accounts, credit cards, interest calculations, and comparison shopping. Second semester topics include vehicle and home purchasing, investing, and business and employee management.

## 9-12 Core Courses

Indicates NEW Course or Vendor;    Indicates Updated Course

SCED Codes	Course Name	Content Mapping	Subject	Vendor	Course Description
2056	Extended Algebra II (Pt 1)	A	Math	SM	Extended Algebra 2 (1 of 4) explores solving quadratic equations with complex solutions and performing operations on polynomials, using polynomial identities to solve problems, analyzing polynomial functions using different representations, solving polynomial equations graphically, working with rational functions, and performing arithmetic operations on rational functions to graph them.
2056	Extended Algebra II (Pt 2)	B	Math	SM	Extended Algebra 2 (2 of 4) explores radical equations, rewriting expressions involving radicals, and graphing and solving radical equations. Concepts of trigonometry include ratios and using the unit circle to understand them, graph sine, cosine, tangent functions, and exploring their key features to prove and apply trigonometric identities.
2056	Extended Algebra II (Pt 3)	A	Math	SM	Extended Algebra 2 (3 of 4) explores modeling real-life situations with equations and inequalities, solving exponential equations with logarithms, and synthesizing and generalizing a variety of function families.
2056	Extended Algebra II (Pt 4)	B	Math	SM	Extended Algebra 2 (4 of 4) explores how to make probability decisions, as well as how to use basic statistics and sampling processes to understand data sets and answer questions about samples and populations.
2072	Geometry	B	Math	SM	Geometry (2 of 2) explores writing formal proofs and constructing geometric figures. Topics included: slopes, midpoints, distance formula with a focus on their applications in coordinate proofs, theorems about circles as well as concepts related to circles, and two- and three-dimensional figures and probability.
2072	Geometry	A	Math	SM	Geometry (1 of 2) explores writing formal proofs and constructing geometric figures. Topics included: transformations to explain the concepts of congruent and similar figures with a focus on the properties of congruent and similar triangles. Properties are proved with postulates, theorems, and formal proofs, as well as trigonometric ratios and their applications to real-world situations.
2062	Integrated Math I	A	Math	AED	In Integrated Math 1, students use arithmetic properties of subsets of integers and rational, irrational and real numbers by simplifying expressions, solving linear equations and inequalities, graphing equations, finding the equation of a line, working with monomials and polynomials, and factoring and completing the square. Students use properties of the number system to judge the validity of results, justifying each step of the procedure to prove or disprove statements. Students compute perimeter, circumference, area, volume and surface area of geometric figures. Students also use basic trigonometric functions defined by the angles of a right triangle.
2062	Integrated Math I	B	Math	AED	In Integrated Math 1, students use arithmetic properties of subsets of integers and rational, irrational and real numbers by simplifying expressions, solving linear equations and inequalities, graphing equations, finding the equation of a line, working with monomials and polynomials, and factoring and completing the square. Students use properties of the number system to judge the validity of results, justifying each step of the procedure to prove or disprove statements. Students compute perimeter, circumference, area, volume and surface area of geometric figures. Students also use basic trigonometric functions defined by the angles of a right triangle.
2063	Integrated Math II	A	Math	AED	Students begin the course learning about the algebraic concepts of functions, equations, inequalities, and complex numbers. They explore exponential and radical expressions, work with polynomials, and apply their knowledge to real-world problems by using algebraic expressions, pictorial and symbolic representation.
2063	Integrated Math II	B	Math	AED	Students begin this course by studying probability and then transition into the study of logic and geometric proofs. They continue their geometry study of triangles, parallel and perpendicular lines and angles, and then transition into the study of trigonometric ratios and the application of trigonometry. This course ends with a comprehensive look at circles.
2064	Integrated Math III	B	Math	AED	In this semester, students begin by studying counting methods, probabilities, distributions, area, volume, parabolas, circles, ellipses, hyperbolas and systems of equations and inequalities. They finish their course of study learning about trigonometry functions and identities.
2064	Integrated Math III	A	Math	AED	This course blends algebra, geometry, number and quantity, functions, modeling and statistics and probability into one course. Students begin the course learning about the algebraic concepts of functions, equations, logarithms, and graphs and then transitions into triangle and trig ratios. They dive into rational functions and sequences and series.
2110	Pre-Calculus	A	Math	AED	In this course, students will understand and apply concepts, graphs and applications of a variety of families of functions, including polynomial, exponential, logarithmic, logistic and trigonometric. An emphasis will be placed on use of appropriate functions to model real world situations and solve problems that arise from those situations. A focus is also on graphing functions by hand and understanding and identifying the parts of a graph. A scientific and/or graphics calculator is recommended for work on assignments, and on examinations.
2110	Pre-Calculus	B	Math	AED	Pre-Calculus Part B covers the major units of Introductory Trigonometry and Graphs, Trigonometric Equations and Identities, Analytical Trigonometry, Sequences and Series, Conic Sections and an Introduction to Calculus. A focus is also on graphing functions by hand and understanding and identifying the parts of a graph.
2051	PreAlgebra	A	Math	FLEX	Read, set, go! Pre-Algebra is all about training to run the race of high school math. Students will strengthen their skills in topics like linear relationships, functions, and equations, and learn new skills that prepare them for Algebra 1. This course is designed with interactive learning and real-world activities to strengthen students' math muscles for the race ahead.
2051	PreAlgebra	B	Math	FLEX	Read, set, go! Pre-Algebra is all about training to run the race of high school math. Students will strengthen their skills in topics like linear relationships, functions, and equations, and learn new skills that prepare them for Algebra 1. This course is designed with interactive learning and real-world activities to strengthen students' math muscles for the race ahead.

## 9-12 Elective Courses

Indicates NEW Course or Vendor;    Indicates Updated Course

SCED Codes	Course Name	Content Mapping	Subject	Vendor	Course Description
12104	Accounting 1	A	Electives	EDL	<i>Description coming soon.</i>
12104	Accounting 1	B	Electives	EDL	<i>Description coming soon.</i> <b>*Available only for Semester 2!</b>
5163	Advertising and Sales Promotion	S (1 Semester ONLY)	Electives	EDL	Great marketing strategies can be powerful. Every year companies spend approximately \$200 billion promoting their products and services – and that’s just in the United States alone! Explore how marketing campaigns, ads, and commercials are brought to life and meet some of the creative folks who produce them. Learn about different marketing career opportunities and discover ways to be part of this exciting, fast-paced industry.
18001	Agriscience I	S (1 Semester ONLY)	Electives	EDL	The word “agriculture” often evokes images of farms, fields, and livestock, and while all of these representations are correct and essential, the field of Agriculture is so much more! In Agriscience I: Introduction, you’ll explore how agri scientists play key roles in improving agriculture, food production, and the conservation of natural resources along with the technologies used to keep the field thriving. Are you ready to explore the diverse careers in agriscience and how you can prepare to positively impact the planet? Let’s get growing!
18310	Agriscience II	S (1 Semester ONLY)	Electives	EDL	Have you ever strolled past a bright green cauliflower at the market and paused to ponder its unusual color? Ever wonder why “broccolini” is suddenly a thing? Well, if you find yourself curiously questioning these, and other, peculiar vegetables and wondering about the role of agriculture in the modern world, Agriscience II is for you. Learn how science and technology are revolutionizing our food supply and promoting innovative ways to produce healthy plant-based foods, such as developing better hybrids and growing edible plants in challenging places. Food is our most essential resource; see how plant science will change the face of eating in the 21st century and give us the knowledge to continually improve our green thumbs!
24852	American Sign Language I	A	World Language	EDL	Did you know that American Sign Language (ASL) is the third most commonly used language in North America? Learn introductory vocabulary and simple sentences so that you can start communicating right away. Importantly, explore Deaf culture – social beliefs, traditions, history, values, and communities influenced by deafness.
24852	American Sign Language I	B	World Language	EDL	The predominant sign language of Deaf communities in the United States, American Sign Language, is complex and robust. Discover more of this language and its grammatical structures through expanding your vocabulary with acquiring hundreds of new signs. Additionally, explore interesting topics like Deaf education and Deaf arts and culture, and learn about careers where you can use your ASL skills.
24853	American Sign Language II	A	World Language	EDL	It’s time to move beyond introductory ASL signs and start forming more compelling signs for communication. Explore how expressions can enhance signs and lend dimension to conversations, while learning vocabulary for descriptions, directions, shopping, making purchases, and dealing with emergencies.
24853	American Sign Language II	B	World Language	EDL	Ready to dive deeper into learning about the Deaf community, culture, and language? Learn about sequencing, transitions, role-shifts, and future tenses. Discover how to tell a story and ask questions, benefiting with greater exposure to deaf culture. Speed, conversations, signing skills, and cultural awareness are characteristics of this course.
24854	American Sign Language III	A	World Language	EDL	As you dive into more advanced ASL signing, including unique grammar features and advanced classifiers and locatives, you’ll learn, compose, and present your new-found vocabulary and narratives by immersing yourself in Deaf culture and community. From opinions, slang, and idioms, to using technology and media that offers authentic Deaf perspectives. Explore how travel, cultural differences, and geography affect sign language. And gain a better understanding of Deaf culture by learning important events and examining topics such as education, science, and literature.
24854	American Sign Language III	B	World Language	EDL	Are you ready to discover ways in which Deaf culture influences the world in general? After all, the concept of culture goes far beyond an understanding of Deaf history. Through discussing Deaf culture and experiences, you’ll advance your signing skills by developing verb tenses, grammar, and syntax. Apply your language skills in real conversation activities and through opportunities to debate real issues. It’s also time to explore the next steps in education and career opportunities for your new intermediate ASL skills.
3053	Anatomy and Physiology I	A	Electives	EDL	Whether you plan on pursuing a career in health sciences or simply looking to gain an understanding of how the human body works, you’ll first need to understand the relationship between anatomy and physiology. Learn how to read your body’s story through understanding cell structure and their processes, and discover the functions and purposes of the skeletal, muscular, nervous, and cardiovascular systems, as well as diseases that affect those systems.
3053	Anatomy and Physiology I	B	Electives	EDL	Examine the form and function of even more body systems. Learn about the structure, function, and interrelation between the lymphatic, immune, respiratory, digestive, urinary, and endocrine systems. The reproductive system is also discussed along with hereditary traits and genetics. And discover the importance of accurate patient documentation as well as the technology used in the industry.
19258	Art Explorations	S (1 Semester ONLY)	Electives	AED	Introducing students to diverse areas in the arts can broaden their perspective on the arts in general. Arts Explorations encourages students to experience each of the modern arts disciplines including Visual Arts, Theatre, Music, Media Arts and Dance. Students will also be able to identify areas of special interest where they would like continued study and the ways that the arts can be a part of their career paths.  <i>Designed for grades 6-12</i>
5152	Art History Modern	S (1 Semester ONLY)	Electives	SM	Art History: Modern (1 of 1) explores art of the late 1700s to modernity from Western movements in artworks and architecture to China, Japan, Africa, Oceania, Southeast Asia, India.
5152	Art History Origins	S (1 Semester ONLY)	Electives	SM	Art History: Origins (1 of 1) explores art of the prehistoric, ancient, medieval, Renaissance and Rococo periods to understand how to read and interpret art.
55189	Art in World Cultures	S (1 Semester ONLY)	Electives	EDL	Art tells a story. Go on a journey of when humans began creating art in prehistoric times to ancient Roman, early Christian, and Medieval periods. Explore the artistic characteristics of the Renaissance, Americas, Baroque, Romantic, and more. Learn the elements and design principles of art, and about some of the greatest artists in the world, while creating your own art, both on paper and digitally. It’s time to tell your story through art.

## 9-12 Elective Courses

Indicates NEW Course or Vendor;    Indicates Updated Course

SCED Codes	Course Name	Content Mapping	Subject	Vendor	Course Description
3004	Astronomy I	A	Electives	EDL	Ever wondered how the Earth developed and exists in the vastness of space? How do the scientific laws of motion and gravity play a role in its existence? Discover answers to these questions and explore the origin of the universe, the Milky Way, and other galaxies and stars, including the concepts of modern astronomy and the methods used by astronomers to learn more about the universe.
3004	Astronomy I	B	Electives	EDL	Building upon the prior prerequisite course, dive deeper into the universe and develop a lifelong passion for space exploration and investigation. Become familiar with the inner and outer planets of the solar system as well as the sun, comets, asteroids, and meteors. Additional topics include space travel and settlements as well as the formation of planets.
5156	Basic Drawing	S (1 Semester ONLY)	Electives	AED	<p>In Drawing, students will experiment with several different art materials and tools to see what each tool can do best. Students will explore ordinary things around them to become more observant of the structures and meanings of things which can be seen in their home and community. Student work will be their own study of the forms, textures, movements, and patterns of the things that are seen every day.</p> <p>Each project and each lesson is based on the one before it; so lessons should be completed in the order they are given. Directions should be followed exactly regarding which materials, sizes, and subject matter to use for each project. Each lesson will be a study of a new way of drawing. The examples given will show only the method and materials to be used, never the same subject or size as the project assigned. The examples are never to be copied. An example will only show one way of using the technique described.</p> <p>By becoming more observant, experimenting with new materials, and exploring a variety of methods, students will continue to grow in artistic skill and enjoyment. Beyond fundamental skills built are various levels of creativity. Each lesson provides room for expressing the technical skill learned in a unique, creative way.</p> <p><i>Designed for grades 6-12</i></p>
4107	Black History in America I	A	Electives	EDL	Throughout U.S. history, how have African Americans helped shaped American culture? This course answers that question by tracing African Americans' accomplishments and obstacles, beginning with the slave trade on up to the modern Civil Rights movement. Learn about the political, economic, social, religious, and cultural factors that have influenced African American life, meet individuals who changed the course of history, and explore how the African American story still influences current events.
4107	Black History in America I	B	Electives	EDL	<i>Due to Trigger Warnings, we recommend administration to review the course.</i>
10051	Business Information Management I	A	Electives	EDL	<b><i>*This course will be available for Fall 2024</i></b>
10051	Business Information Management I	B	Electives	EDL	Do you dream of owning your own business someday, or working for a company in a leadership position? Wherever your path may lead you, having the essential knowledge of business types, requirements to start a business, understanding of finances, business law, marketing, sales, customer service, and more, will ensure you're on the path to success. Let's explore your passion for business in this course!
4164	Business Law I	A	Electives	EDL	Now that you have the basics of business down from the previous course, it's time to become better acquainted with the application of information management in business. Learn about professional conduct, teamwork, and managerial skills, while also examining careers in business technology. The basics of word processing, spreadsheets, databases, and presentation software are also explored so that you become better prepared for jobs in this field.
4164	Business Law I	B	Electives	EDL	Whether you plan on starting your own business or being in charge of one, it is crucial you understand how to keep the company compliant. Explore what it means to run an ethical business, how to keep intellectual property, technology, and e-commerce safe and protected, understand insurance and taxes, and how to have a healthy workplace environment. Keep the business safe and growing by following the law.
22253	Character Education	S (1 Semester ONLY)	Electives	SM	Whether you plan to start your own business, work for an organization, or go into law, it's essential to understand more complex legal requirements that impact business operations and decisions. This is especially true as companies grow and expand domestically and internationally. Explore the differences between criminal and civil law. Examine how state and federal regulations work to protect consumer and employees' rights, protect society and the environment, and understand how business contracts can work to protect everyone.
21049	Concepts of Engineering	S (1 Semester ONLY)	Electives	EDL	Character Education (1 of 1) explores values of truthfulness, trustworthiness, responsibility, diligence, and integrity. The course offers specific, real world situations to interpret and connect to these traits to provide safe and appropriate ways to respond in real time. Topics included: identifying bullying, how to develop a bullying-prevention mindset.
1104	Creative Writing	S (1 Semester ONLY)	Electives	EDL	Learn how the momentum of science is continually propelling engineers in new directions towards a future full of insight and opportunity. Explore the different branches of engineering and how problem-solving, sketching, collaboration, and experimentation can change the very fiber of our human lives. By examining astounding engineering feats and complex ongoing issues, you'll begin to question whether the word impossible really exists.
15051	Criminology	S (1 Semester ONLY)	Electives	EDL	Literature is an important form of art that allows us to give voice to our emotions, create imaginary worlds, express ideas, and escape the confines of reality. Explore the writing process and find inspiration to build a story of your own, and learn literary techniques to create hybrid forms of poetry and prose. Let's turn your creative thoughts and ideas into pieces of creative writing.
					Why do certain people commit horrible acts? Can we ever begin to understand their reasoning and motivation? Perhaps. The mental state of a criminal can be affected by many different aspects of life: psychological, biological, sociological, all of which have different perspectives and influences. Investigate not only how these variables affect the criminal mind but also how crimes are investigated and handled in the criminal justice system.

## 9-12 Elective Courses

Indicates NEW Course or Vendor;    Indicates Updated Course

SCED Codes	Course Name	Content Mapping	Subject	Vendor	Course Description
16056	Culinary Arts	A	Electives	EDL	Thinking of a career in the foodservice industry or looking to develop your culinary skills? Explore basic cooking and knife skills while preparing you for entry into the culinary world. Discover the history of food culture, food service, and global cuisines while learning about food science principles and preservation. Prepare for your future by building the professional, communication, leadership, and teamwork skills that are crucial to a career in the culinary arts.
16056	Culinary Arts	B	Electives	EDL	Did you know that baking is considered a science? Discover how to elevate your culinary skills through the creation of stocks, soups, sauces, and learn baking techniques. Examine sustainable food practices and the benefits of nutrition while maintaining taste, plating, and presentation to truly wow your guests. Explore careers in the culinary arts for ways to channel your newfound passion!
11151	Digital Media Fundamentals I	A	Electives	EDL	Discover your talent for building digital media applications using text, graphics, animations, sounds, videos, and more! Learn about the elements that make impressive media, such as typography, color theory, design, and manipulation. Explore careers to apply your digital media skills and find your place in this fast-paced and exciting field!
11151	Digital Media Fundamentals I	B	Electives	EDL	Let's polish your digital media skills and help you learn all about web design. Incorporate your creative ideas into websites and discover the basics of marketing to understand how your work can be used effectively. You'll also explore the world of podcasts and audio editing to construct a solid foundation from which you can pursue a career in this exciting field.
11153	Digital Media Web Design II	A	Electives	EDL	Did you know that you are consuming digital media every time you open an app or use your computer or tablet? Digital media may be a webpage, video, image, podcast, form, or more. Explore how you can develop web pages that embed different media and interactivity for excellent user experience through programming languages such as HTML and CSS. Examine trends and opportunities, education requirements, student organizations, and industry certification options. It's your turn to start designing websites and experiences for digital media consumers.
11153	Digital Media Web Design II	B	Electives	EDL	Think of the best online stores you've visited. What do you think makes them unique? How do they keep buyers engaged and purchasing? Before you can design a great eCommerce store, it's essential to understand how one works. Learn the trends, design principles, and security strategies. Explore what it means to adhere to ethical and legal requirements and complying with industry standards and accessibility. It's time to start designing the next best eCommerce site!
11054	Digital Photography	A	Electives	EDL	Have you wondered how professional photographers manage to capture that perfect image? Gain a better understanding of photography by exploring camera functions and the elements of composition while putting theory into practice by taking your own spectacular shots! Learn how to display your work for exhibitions and develop skills important for a career as a photographer.
11054	Digital Photography	B	Electives	EDL	Let's further develop your photography skills by learning more professional tips, tricks, and techniques to elevate your images. Explore various photographic styles, themes, genres, and artistic approaches. Learn more about photojournalism and how to bring your photos to life, and using this knowledge, build a portfolio of your work to pursue a career in this field!
23001	Early Childhood Education	A	Electives	EDL	Are you curious to see what it takes to educate and nurture early learners? Use your curiosity to explore the fundamentals of childcare, like nutrition and safety, but also the complex relationships caregivers have with parents and their children. Examine the various life stages of child development and the best educational practices to enrich their minds while thinking about a possible future as a childcare provider!
23001	Early Childhood Education	B	Electives	EDL	Discover the joys of providing exceptional childcare and helping to develop future generations. Learn the importance of play and use it to build engaging educational activities that build literacy and math skills through each stage of childhood and special need. Use this knowledge to develop your professional skills well suited to a career in childcare.
12053	Entrepreneurship I	A	Electives	EDL	Starting a business is more than just having a good idea. Successful entrepreneurs know how to use and apply fundamental business concepts to turn their ideas into thriving businesses. Explore topics such as identifying the best business structure, business functions and operations, finance, business laws, regulations, and more! If you have ever dreamed of making a business idea a reality, take the time to establish a solid foundation of business skills to make your business dreams come true!
12053	Entrepreneurship I	B	Electives	EDL	You have the business idea; now it's time to go from dream to reality. Throughout this course, you'll explore different topics representing the major parts of a business plan, such as risk, hiring, pricing, marketing, and more. By completing activities, you'll create a viable document you can use to help you start your business by the end of the course. Let's bring your dream to life!
4107	Ethnic Studies I	A	Electives	EDL	Learning about cultures outside of our own is important when it comes to understanding the human condition. In this course, you will learn about the histories, experiences, cultures, and issues of different racial and ethnic groups all living within United States. You will examine the concepts of identity, dominant culture, and perspective including bias, stereotyping, discrimination, and prejudice. You will also study key events that shaped the nation's history to help you build a better understanding of the United States' varied cultures and their point of view. Let's work to develop a deeper understanding of our peers and embrace our diversity.
4107	Ethnic Studies I	B	Electives	EDL	You have studied the big picture of diverse cultures around you, but now it's time to zoom in and investigate what ethnic studies means to the individual. In this course, you will explore how knowledge of different cultures shapes our views of ourselves, our communities, and the world around us. You will examine the reasons for and outcomes of people moving place to place, mitigation and healing of intergenerational trauma, social movements, alternative futures for marginalized groups, and more. Let's work to develop a deeper understanding of ethnic studies for ourselves and our peers.
5190	Fashion Design	A	Electives	SM	Fashion Design (1 of 2) explores the tools and principles of fashion design. Topics included: the use of color, creation of an inspiration board, fabrics and materials, and tools and machines used by fashion designers.
5190	Fashion Design	B	Electives	SM	Fashion Design (2 of 2) explores the skills and education required in the fashion industry. Topics included: the range of jobs in the industry, skills for success, such as interviewing, workplace communication, and teamwork.
2151	Financial Math	S (1 Semester ONLY)	Moth	SM	Financial Mathematics (1 of 1) investigates how to solve real-life problems, analyze current financial issues of taxes, loans, car leases, mortgages, and insurance. Mathematical processes are used to study patterns and analyze data, algebraic formulas, graphs, and amortization modeling.

## 9-12 Elective Courses

Indicates NEW Course or Vendor;    Indicates Updated Course

SCED Codes	Course Name	Content Mapping	Subject	Vendor	Course Description
15055	Forensics I	S (1 Semester ONLY)	Electives	EDL	Fingerprints. Blood spatters. Gunshot residue. If these things intrigue you rather than scare you, then forensic science may be for you. Explore the riveting job of crime scene analysis, and learn the techniques and practices applied during a crime scene investigation, including how clues and data are recorded and preserved. Discover how technology is applied to make discoveries and bring criminals to justice.
15055	Forensics II	S (1 Semester ONLY)	Electives	EDL	The best way to battle crime these days is not with a weapon, but with science. Dig deeper into the science of forensics and the basic scientific principles used in the lab, such as toxicology, material analysis, microscopy, and forensic anthropology. Find out how scientists use everything from insects to bones to help them solve crimes. And discover how advanced techniques and technology can lead to catching even the craftiest criminal.
15055	Forensics: The Science of Crime	A	Electives	EDL	Fingerprints. Blood spatter. DNA analysis. Law enforcement is increasingly making use of the techniques and knowledge from the sciences to better understand the crimes that are committed and to catch those individuals responsible for the crimes. Explore techniques and practices used by forensic scientists during a crime scene investigation (CSI). Starting with how clues and data are recorded and preserved, you'll follow evidence trails until the CSI goes to trial in the criminal justice system, examining how various elements of the crime scene are analyzed and processed.
15055	Forensics: The Science of Crime	B	Electives	EDL	You've investigated the surface and have started building a case, but now it's time to examine the field of forensics further. In this course, you will delve into the details, studying DNA analysis, forensic anthropology, tool marks, arson, impressions, toxicology, questioned documents, and digital forensics. You will also explore the different specialties within a forensics team, you'll learn more about what each field entails, what that specialist does at the scene and in the lab, and what conclusions can be made based on their analysis. Let's continue strengthening your case and interests for this fascinating field.
24102	French I	A	World Language	FLEX	In this course, students learn the basic French language. After one semester, students will be able to engage in conversation in French including greeting people, introducing themselves, and exchanging basic information with others. Students learn to count from one to 1,000 and make simple sentences in both spoken and written French. Students continue to develop their French skills in semester two.
24102	French I	B	World Language	FLEX	In this course, students learn the basic French language. After one semester, students will be able to engage in conversation in French including greeting people, introducing themselves, and exchanging basic information with others. Students learn to count from one to 1,000 and make simple sentences in both spoken and written French. Students continue to develop their French skills in semester two.
24103	French II	A	World Language	FLEX	Salut! Get set for some more adventure! The French 2 course is full of engaging and interactive videos, dialogs, presentations, self-checks, and much more! Further develop your French listening, speaking, reading and writing skills while broadening your vocabulary and knowledge of grammar. In the French 2 course you will experience the beauty and expressiveness of a language that is shared by different people and cultures throughout the world.
24103	French II	B	World Language	FLEX	Salut! Get set for some more adventure! The French 2 course is full of engaging and interactive videos, dialogs, presentations, self-checks, and much more! Further develop your French listening, speaking, reading and writing skills while broadening your vocabulary and knowledge of grammar. In the French 2 course you will experience the beauty and expressiveness of a language that is shared by different people and cultures throughout the world.
24104	French III	A	World Language	AED	French 3 Semester A contains six modules. Each module contains ten lessons. The purpose of the French 3 course is to further students' language acquisition and to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where French is spoken.  This course is based on the ACTFL standards and provides students with opportunities to expand their listening, speaking, reading, and writing skills as they create with the language and access various materials on generally familiar topics.  Students identify the main idea(s) and details in texts, dialogues, and videos within a cultural context. They read and interpret authentic materials. They read, speak, write, and listen to short, cohesive passages in the present, past, and future times.  Students extend their knowledge and understanding of the target language and culture(s). They learn the interrelationship of other cultures to their own by identifying behaviors appropriate in target cultures. Students will have a module exam after each module and will finish the semester with a semester exam.

## 9-12 Elective Courses

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SCED Codes	Course Name	Content Mapping	Subject	Vendor	Course Description
24104	French III	B	World Language	AED	<p>French 3 Semester B contains six modules. Each module contains ten lessons. The purpose of the French 3 course is to further students' language acquisition and to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where French is spoken.</p> <p>This course is based on the ACTFL standards and provides students with opportunities to expand their listening, speaking, reading, and writing skills as they create with the language and access various materials on generally familiar topics.</p> <p>Students identify the main idea(s) and details in texts, dialogues, and videos within a cultural context. They read and interpret authentic materials. They read, speak, write, and listen to short cohesive passages in present, past, and future times.</p> <p>Students extend their knowledge and understanding of the target language and culture(s). They learn the interrelationship of other cultures to their own, by identifying behaviors appropriate in target cultures. Students will have a module exam after each module and will finish the semester with a semester exam.</p>
10205	Gaming Unlocked	S (1 Semester ONLY)	Electives	SM	Gaming Unlocked (1 of 1) researches the basics of gaming, from what makes games fun to what makes them work by exploring quality in a variety of games such as mental games, board games, and video games.
24252	German I	A	World Language	AED	This German 1A course is an introductory course teaching basic comprehension and communication in German. It coordinates the study of language with culture through the use of video, audio and mass media production. This course assumes prior or no knowledge of the German language. It introduces the fundamentals of conversational and grammatical patterns of the German language with presentations to present the material. Students who complete the course successfully will begin to develop a functional competency in the four primary language areas: speaking, reading, listening and writing, while establishing a solid grammatical base and exploration into German culture.
24252	German I	B	World Language	AED	The second semester course will expand on the knowledge gained from German 1A and further develop their skills in pronunciation, grammar skills, grammar structures and vocabulary. Oral practice (via Voice Tools), homework assignments, games, songs, watching videos, quizzes, tests, projects and other activities such as writing wikis and journal entries, will be emphasized to accomplish this goal. The different cultures of the German-speaking world are emphasized through readings, videos and other activities. Taking the time to learn another language is a mind-expanding activity that can open up a world of opportunities and advantages.
24253	German II	A	World Language	AED	In this course, students build on grammar and language skills that they acquired during their GIA and GIB courses. While reviewing basic grammar skills, (present and past tenses), students learn and study stem-changing verb conjugation and explore cultural themes regarding current events, famous German people, music and famous festivals.
24253	German II	B	World Language	AED	In the second semester course, students increase their proficiency in being able to communicate by forming more complex German sentences in a variety of tenses using all four cases (Nominative, Accusative, Dative and Genitive). The variety of topics increases also, from exploring different careers to discussing relationships. Cultural themes are entwined throughout this course related to going shopping, to going to the zoo and also to travel throughout the German-speaking world.
8051	Health	S (1 Semester ONLY)	Health	SM	Health 101 (1 of 1) explores how behavioral choices, such as nutrition and physical activity, affect health, then provides information to make healthy choices. Topics included: nutrition and physical activity; growth, development, and sexual health; safety and injury prevention; alcohol, tobacco, and other drugs; mental, emotional, and social health; and personal and community health.
22151	High School Career Discovery	S (1 Semester ONLY)	Electives	EDL	Your future career is likely something You've dreamed about since you were a child. Now it's time to turn that dream into a reality! In this course, you will explore your own strengths, interests, and preferences and use that information to uncover the best career for you! You will explore 17 career clusters, learn about the skills needed to work in different industries, and choose a path to pursue. you'll build a plan to get you from high school to your first day on the job, and craft a strong portfolio to land your perfect job. You've dreamed about your future career. Now it's time to create a plan and turn that dream into a goal!
4099	History of the Holocaust	S (1 Semester ONLY)	Electives	EDL	"For the dead and the living, we must bear witness." Discover the harrowing details of the history of the rise of anti-Semitism that contributed to the start of the Holocaust and the power of the Nazi party. Learn of the persecution of European Jews and other groups, and the tremendous aftermath for everyone involved in World War II, and what has been done since to combat genocide.
8051	HS Health: Living Your Best Life	S (1 Semester ONLY)	Health	AED	<p><i>Description coming soon.</i></p> <p><b>Topics covered:</b>            Dimensions of good health            Nutrition            Elements of physical fitness            Infectious and noninfectious diseases            Substance use and abuse            Environmental health            Personal safety</p>

## 9-12 Elective Courses

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SCED Codes	Course Name	Content Mapping	Subject	Vendor	Course Description
8051	HS Health: Mental Health & Well Being	S (1 Semester ONLY)	Health	AED	<i>Description coming soon.</i> <b>Topics covered:</b> Healthy relationships Managing stress Neurodiversity Mental health & mental illness Violence Death and dying
8051	HS Health: Sexuality & Gender	S (1 Semester ONLY)	Health	AED	<i>Description coming soon.</i> <b>Topics covered:</b> Human development Gender, sex, and human sexuality Male and female reproductive systems Abstinence and contraception Sexually transmitted infections Pregnancy and childbirth Parenting
5193	Interior Design	A	Electives	SM	Interior Design (1 of 2) explores the principles and elements of design. Topics included: skills, roles and responsibilities of interior designers, specialties of interior design, history of design, design materials, furniture, accessories, and modern developments affecting interior design, such as the Americans with Disabilities Act (ADA), universal design, and green design.
5193	Interior Design	B	Electives	SM	Interior Design (2 of 2) explores career options in residential, commercial, and mobile design, getting credentialed, and networking in professional organizations. Topics included: leadership, group dynamics, codes of ethics; lighting, windows, walls, furniture, accessories, textiles, and floor treatments in residential and commercial designs as well as related information on materials, fabrication, and installation; review of the elements and principles of design, the Americans with Disabilities Act (ADA), and universal design.
9999	Introduction to Military Careers	S (1 Semester ONLY)	Electives	EDL	Do you really understand how the military works or what it can do for you? The military offers far more career diversity than most people imagine. You will learn about the five military branches – Air Force, Army, Coast Guard, Marines Corps, and Navy – and examine which jobs you might like to pursue. From aviation to medicine, to law enforcement, the military can be an outstanding place to achieve your dreams in a supportive and well-structured environment.
4306	Introduction to Philosophy: The Big Picture	S (1 Semester ONLY)	Electives	EDL	Have you ever thought about 'deep' questions like "Who am I?" "What do I really know about the world?" If so, you're not alone. Philosophers are some of the most brilliant and influential thinkers, some of whom have influenced many of our fundamental ideas in Western civilization, such as government, law, and society. Learn about famous philosophers and explore some of the same questions these great thinkers pondered.
11101	Journalism I	A	Electives	EDL	Does your curiosity lead you to the heart of the matter? Channel this curiosity into developing strong writing, critical thinking, and research skills to perform interviews and write influential pieces, such as articles and blog posts. Learn about the evolution of journalism and its ethics, bias, and career directions to forge your path in this field.
11101	Journalism I	B	Electives	EDL	Journalists are asked to tell the world a story every single day—and their job is, to tell the truth. Learn how to choose a topic, structure your story, research facts, hone your observational skills, and write an article following journalism tradition. Go beyond the print world and discover how journalism can lead to exciting careers that will put you right in the action.
12005	Keyboarding Touch Systems	S (1 Semester ONLY)	Electives	EDL	Watching a keyboard wizard work their magic over the keys is mesmerizing, and now, you can learn the magic of their movements! In this course, you'll build a solid foundation of typing skills, develop good habits and techniques, and build confidence as you become a typing wiz. You'll also learn proper finger placement, correct posture to improve speed and accuracy, and explore future careers where typists thrive. Get ready to become a typing magician today!
4162	Law and Order	S (1 Semester ONLY)	Electives	EDL	Imagine if there were no laws and people could do anything they wanted. Every society needs some form of regulation to ensure peace in our daily lives and in the broader areas of business, family disputes, traffic violations, and the protection of children. Explore the importance of laws and how their application affects us as individuals and communities. Through understanding the court system and how laws are actually enacted, you'll learn to appreciate the larger legal process and how it safeguards us all.
10009	Learning in a Digital World	S (1 Semester ONLY)	Electives	EDL	The digital world seems to change every day, and touch more of our lives. We use technology to communicate with friends and family, find never-ending entertainment options, follow our favorite sports teams and fashion trends, and do our school work. In Learning in a Digital World you will get the tools to navigate this exciting and always changing world. Learn about real-world issues and how to solve real-world problems through interactive and hands-on assignments. Discover what it means to be a responsible digital citizen, expand your digital literacy, and become a successful online student. Consider the best ways to find, create, and share information, learn to maximize information and communication technologies, and explore digital content creation, from emails and blogs to social media, videos, and podcasts.
19257	Life Skills	S (1 Semester ONLY)	Electives	EDL	What do you want out of life? How do you achieve your dreams for the future? These can be difficult questions to answer, but they don't have to be with the right tools. Learn more about yourself and prepare for the future through goal setting, decision making, surviving college and career, and how to become a valuable contributing member of society. It's your life; make it count!

## 9-12 Elective Courses

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SCED Codes	Course Name	Content Mapping	Subject	Vendor	Course Description
3005	Marine Science	A	Electives	EDL	Have you ever wondered about the secrets of the deep and the creatures below the ocean's surface? It is truly a new frontier of discovery. Begin to better understand the aquatic cycles, structures, and processes that generate and sustain life in the sea. You'll use scientific inquiry, research, and problem-solving to conduct various scientific procedures and become a more capable marine scientist.
3005	Marine Science	B	Electives	EDL	Water is the flowing lifeline of the Earth, and it impacts the life of every living creature. But have you ever stopped to think about human impact on water? In this course, you will discover more about the role we play in both threatening and protecting water sources. You will explore climate change and other events that concern Earth's water sources and expand your knowledge of marine science careers. You will also plan and execute a cumulative research project exploring an aquatic environment near you using the Scientific Method. Let's dive in and continue your exploration of the World's water!
12152	Marketing Foundations I	A	Electives	EDL	Explore the fast-paced and exciting world of marketing! Learn about the role of marketing in business in addition to the basics of business management, customer service, and economics. Examine how to identify target markets, perform market research, and develop successful marketing strategies. Discover the legal and ethical considerations of business and marketing, along with the impact of government on business.
12152	Marketing Foundations I	B	Electives	EDL	Dig deeper into the world of marketing and what it means for business success! Become a marketing mix pro by studying understanding branding, advertising, promotion strategies, and more, through real-world applications and practices. And explore the secrets of advertising and promotion. Learn about effective sales techniques and discover employment opportunities to pursue a career in this exciting field!
10110	Microsoft Excel	S (1 Semester ONLY)	Electives	AED	This course introduces students to Microsoft Excel. Knowledge of this fundamental spreadsheet software has proven to boost career and employment prospects. Excel skills can boost productivity as a student and are useful in daily life, such as managing personal finances. Through an engaging and scaffolded approach, students advance from absolute basics like formatting and navigation, to performing complex tasks like data manipulation, macros, and PivotTables.  <i>*If you are looking to take this course as part of a CTE pathway, please contact the CTE team first!</i>
10110	Microsoft PowerPoint	S (1 Semester ONLY)	Electives	AED	This course introduces students to Microsoft PowerPoint. Students will gain critical skills in this essential presentation software, which will benefit them in their education and professional futures! Students start by learning fundamentals like slide creation and navigation, and progress to more complex tasks like 3D Models, Animations, and Transitions.  <i>*If you are looking to take this course as part of a CTE pathway, please contact the CTE team first!</i>
10110	Microsoft Word	S (1 Semester ONLY)	Electives	AED	This course introduces students to Microsoft Word. Students will gain insights into the features and capabilities of this essential software within personal, educational, and business settings. Over 11 modules, students progress from absolute basics like navigation, to performing complex tasks like graphic elements and collaboration.  <i>*If you are looking to take this course as part of a CTE pathway, please contact the CTE team first!</i>
5118	Music Appreciation	S (1 Semester ONLY)	Electives	EDL	Have you ever heard a music piece that made you want to get up and dance, sing, or even cry? Regardless of the genre, music moves us. Explore the elements and pieces of music. And learn through the historical context, musicians and composers, and influence of music from the Middle Ages to the 21st century, on how to listen and really hear the different music that makes up our world.
1069	Mythology	S (1 Semester ONLY)	Electives	EDL	Since the beginning of time, people have gathered around fires to tell stories of angry gods, harrowing journeys, cunning animals, horrible beasts, and the mighty heroes who vanquished them. Mythology and folklore have provided a way for these colorful stories to spring to life for thousands of years and helped humans make sense of the world. Explore how these compelling tales continue to shape society even today.
14051	Nursing	S (1 Semester ONLY)	Electives	EDL	The demand for nurses has never been higher! Learn what it takes to become a nurse, pursue a career, and understand the practice of nursing and the healthcare system. With a strong focus on patient care, you'll explore safety, communication and ethics, relationship building, and how to develop wellness strategies for your patients. From emergency to rehabilitative care, to advances and challenges in the healthcare industry, di
14051	Nursing Assistant	A	Electives	EDL	If you ever wanted a career that is centered around the care of others and that directly impacts the most vulnerable populations, then it's time to explore what it means to be a Nursing Assistant. This role can be the first step on your nursing career ladder or into other healthcare positions. Learn career options, ethical and legal responsibilities, anatomy and physiology, patient care, and safety. Discover what it takes to start your journey into this highly needed field.
14051	Nursing Assistant	B	Electives	EDL	As a Nursing Assistant, you are heavily involved in the care of your patients. But what does a typical day look like? How do you care for your patients during your shift? From hospital settings to home health care, from pre- and postoperative to rehabilitation. Discover how best to communicate and work with your team to ensure a safe environment, prevent and control infectious diseases, advocate for your patient's rights, and provide appropriate care - even for the most complex patient needs.
19253	Nutrition and Wellness	S (1 Semester ONLY)	Electives	EDL	To keep our body and our mind running like finely tuned machines, we need to use the right fuel. For humans, that means nourishing our bodies with the right foods. In this course, you'll explore how food affects essential aspects of your life from your weight to how you age to how well you think. You'll also examine how outside influences- family, peers, and the media- can affect your diet and your perception of food and how to set yourself up for nutritional success. Are you interested in a career in holistic wellness? Start your health journey now with Nutrition and Wellness.
3009	Paleontology	S (1 Semester ONLY)	Electives	AED	From Godzilla to Jurassic Park, dinosaurs continue to captivate us. In this course, students will learn about the fascinating creatures both large and small that roamed the earth before modern man. Watch interesting videos from experts at The Royal Tyrrell Museum, a leading paleontology research facility, and discover how the field of paleontology continues to provide amazing insight into early life on earth.

## 9-12 Elective Courses

Indicates NEW Course or Vendor;    Indicates Updated Course

SCED Codes	Course Name	Content Mapping	Subject	Vendor	Course Description
12149	Personal and Family Finance	S (1 Semester ONLY)	Electives	EDL	We all know money is essential in life, and the financial decisions you make today may have a lasting effect on your future. Explore how to spend and save your money wisely, and learn key financial concepts around taxes, credit, and money management. Discover how education, career choices, and financial planning can lead you in the right direction to making your life simpler, steadier, and more enjoyable.
8005	Personal Fitness	A	Physical Education	SM	Personal Fitness A (1 of 1) explores key concepts from combative sports, gymnastics and tumbling, and a variety of team sports and activities. The focus is on advanced fitness guidelines and cognitive factors that affect performance. Topics included: motor skill development, game strategy, self-evaluation of fitness, setting goals, designing an exercise plan, and tracking results.
8005	Personal Fitness	B	Physical Education	SM	Personal Fitness B (1 of 2) explores how to develop personalized physical fitness plans while completing physical activities throughout the course. Topics included: how to assess fitness levels, modify fitness goals, evaluate fitness products and programs, leadership, and progress tracking in a daily physical activity log.
22101	Personal Leadership	S (1 Semester ONLY)	Electives	AED	<i>Description coming soon.</i>
4254	Personal Psychology I	S (1 Semester ONLY)	Electives	EDL	Get ready to delve into some of life's biggest questions and begin the journey to uncovering those answers for yourself! In this course, you'll explore the broad scope of psychology from biology's impact on our psychological makeup to society's impact on who we become. You'll look closely at the changing and sometimes conflicting thoughts of researchers and scientists and how the field of psychology has changed. You'll also explore clinical psychology and how people find treatment. Let's begin the journey to discovery today!
4254	Personal Psychology II	S (1 Semester ONLY)	Electives	EDL	Why do you sometimes remember complex things but forget all of a sudden where you left your shoes? Why is your personality similar or different from your siblings? Why do some things motivate you more than others? Discover how you learn and remember, the impact of stress on your emotions and mental health, and what influences your personality and emotions. Basically, let's explore what makes you 'you'!
8001	Physical Education-High School	A	Physical Education	SM	Physical Education 1A (1 of 2) examines the importance of physical activity, personal fitness, and healthy eating habits. Topics included: useful techniques and different aspects of sport and recreation, a personal fitness evaluation, the design of a personal exercise plan and tracking of results.
8001	Physical Education-High School	B	Physical Education	SM	Physical Education 1B (2 of 2) explores key concepts that lead to improved fitness, wellness, and overall health. Topics included: description of the human body, including anatomy, physiology, and nutrition; practical applications, such as metabolism manipulation, correct exercise form, and effective programming for personal health goals.
12164	Principles of Business, Marketing, and Finance I	A	Electives	EDL	Discover the fundamental knowledge that will help you pursue a career in business, as well as always generating interest and buzz around the products and services offered. Explore different types of businesses and ownership forms, the impact of governments on business, and the marketing of goods and services. Learn about globalization, free trade, and various economic systems, as well as the impact of technology on business, business ethics, and social responsibility.
12164	Principles of Business, Marketing, and Finance I	B	Electives	EDL	Take your knowledge of business basics, finance, and marketing to the next level. Learn how to create a marketing strategy that promotes and attracts customers in order to sell a product or service. Explore important basics of business finance, including accounting, budgeting, and investing. And learn what careers are available in business and the important employability skills you'll need to ace the interview and land the job!
3153	Principles of IT I	A	Electives	EDL	Ready to develop your understanding and proficiency in computers? Explore a range of concepts to gain the foundational knowledge you'll need to start exploring careers in this field to find out which ones suit your interests and abilities. Learn about computer hardware and maintenance to data management and storage options to network systems, administration, and troubleshooting. Then dive into word processing, spreadsheets, and databases to cement your knowledge of information technology!
3153	Principles of IT I	B	Electives	EDL	Take the IT knowledge you have to a more advanced level. Starting with an overview of programming, algorithms, and compilers, you'll then learn the basics of web page design and creating graphics. Explore security and cybercrime, emerging technologies, presentation software, and intellectual property laws. Finally, you will prepare for the future by discovering various careers in this field and planning your education!
4254	Psychology	A	Electives	SM	Psychology (1 of 2) explores human behavior, behavior interaction and the progressive development of individuals. Topics included: major theories and orientations of psychology, psychological methodology, human growth and development, individual variation and personality, psychobiology, as well as sensation and perception.
4254	Psychology	B	Electives	SM	Psychology (2 of 2) explores human social interactions, psychological therapies, and careers in the field. Topics included: psychological perspectives, positive relationships, social and cultural diversity, language structures, memory and cognition, psychological testing, statistical research, stress/coping strategies, and mental health.
1151	Public Speaking	A	Electives	EDL	Do you strive to gain more confidence when speaking in front of people? Learn techniques from famous speakers throughout history while learning what it takes to make a great speech. Develop skills that will serve you well throughout your career and personal life.
1151	Public Speaking	B	Electives	EDL	Bring your speeches to life by learning about body language, vocal, and other techniques. Learn about logic and reason while gaining the confidence to help create and deliver great presentations and speeches. You will also critically examine your speeches and presentations and those of others to improve upon your in-person and virtual presentation skills.
1105	Reading and Writing for Purpose	S (1 Semester ONLY)	Electives	EDL	As you move through high school to college or to your career, the types of writing and documents become more high stakes. Real-world information can be journalistic and researched-based articles, legal, insurance, college entrance forms, employment, vehicle-related documents, and more. Learn how to critically read, write, and evaluate real-world writings to set you up for your future success.

## 9-12 Elective Courses

Indicates NEW Course or Vendor;    Indicates Updated Course

SCED Codes	Course Name	Content Mapping	Subject	Vendor	Course Description
4258	Sociology	S (1 Semester ONLY)	Electives	AED	Sociology examines the basics of sociology, which is the study of society including individuals, human groups, and organizations. The course is divided into four main areas: the sociological perspective, social structures, inequality in society, and social institutions and change. Students will examine controversies around social change, inequality, gender, and race. The course revolves around an overview of the field with projects that offer the student a chance to explore from a sociologist's perspective.
24052	Spanish I	A	World Language	SM	Spanish 1 (1 of 2) introduces the basics of the Spanish language by learning through reading, writing, listening, and speaking about personal interests and hobbies, asking for directions, and how to discuss activities with friends using vocabulary associated with restaurants, traveling, vacations. The course also explores cultures of some Spanish-speaking countries, such as Mexico, Colombia, Argentina, Spain, and Peru.
24052	Spanish I	B	World Language	SM	Spanish 1 (2 of 2) explores how to discuss school subjects, professions, and daily routines, as well as illness and injury, shopping, and money through reading, writing, listening, and speaking. The course also explores cultures of some Spanish-speaking countries, such as Venezuela, Chile, Ecuador, Guatemala, and Cuba.
24053	Spanish II	A	World Language	SM	Spanish 2 (1 of 2) introduces the basics of the Spanish language by learning through reading, writing, listening, and speaking about personal interests and hobbies, asking for directions, and discussing activities with friends using vocabulary associated with restaurants, traveling, vacations. The course also explores cultures of some Spanish-speaking countries, such as Mexico, Colombia, Argentina, Spain, and Peru.
24053	Spanish II	B	World Language	SM	Spanish 2 (2 of 2) continues to build reading, writing, listening, and speaking skills in order to discuss transportation, extracurricular interests, professions, cuisine, clothing, health, and technology. Topics included: present, past, future, and conditional tenses, present subjunctive mood, explores cultures of some Spanish-speaking countries, such as the Dominican Republic, Equatorial Guinea, Honduras, Uruguay, and Panama.
24054	Spanish III	A	World Language	SM	Spanish 3 (1 of 2) builds reading and writing of informative, argumentative, and descriptive texts, listening, and speaking skills using the indicative subjunctive, and imperative moods. The course also explores significant historical events of some Spanish-speaking countries, as well as cultural products, practices, and philosophies.
24054	Spanish III	B	World Language	SM	Spanish 3 (2 of 2) continues acquiring the Spanish language through reading poems and short stories by notable Spanish-language authors. The continuation of writing, listening, and speaking includes exploring behavioral norms in different Spanish-speaking cultures, in order to discuss these topics in the indicative and subjunctive moods in a variety of tenses.
24055	Spanish IV	A	World Language	FLEX	Spanish 4 will certainly expand your language skills. However, it will also take you on a fascinating cultural journey, you'll experience the language's rich traditions and superstitions. Through exploring the past, you'll come to understand the importance of community, family, and personal relationships. You will be immersed in culture—movement, art, music, literature. Meeting real people and hearing their stories will allow you to gain new vocabulary, have better command of the language, and understand your role as a global citizen.
24055	Spanish IV	B	World Language	FLEX	Spanish 4 will certainly expand your language skills. However, it will also take you on a fascinating cultural journey, you'll experience the language's rich traditions and superstitions. Through exploring the past, you'll come to understand the importance of community, family, and personal relationships. You will be immersed in culture—movement, art, music, literature. Meeting real people and hearing their stories will allow you to gain new vocabulary, have better command of the language, and understand your role as a global citizen.
12163	Sports and Entertainment Marketing I	A	Electives	EDL	The bright lights. The roaring crowds. The chants and cheers and applause. If you are drawn to the electricity of large events and the challenge of making events successful, a career in sports and entertainment marketing may be for you! In this course, you will trace the development of these industries, dissect their dual nature, and discover what it takes to pitch, promote, and deliver on these services. You 'll also explore the necessary steps to chart your own career path from among the professional roles that these industries need to operate. Let's get off the sidelines and hop into the primetime of the sporting and entertainment worlds!
12163	Sports and Entertainment Marketing I	B	Electives	EDL	Get ready to drop your spectator status for an all-access pass to enter the exciting world of sports and entertainment marketing! In this course, you'll secure a solid foundation of effective marketing by studying the different roles and levels and how they relate to one another. Then, you'll explore the modern marketing methods professionals use to take an event concept and make it successful. Finally, you'll get up to speed on industry terminology and touchpoints with the help of HR. Get ready to flash that pass and gain all-star access to the stage and arena!
22003	Study Skills	S (1 Semester ONLY)	Electives	AED	The Study Skills and Strategies course equips students with skills and understandings critical to effective learning. Using a unique approach to the traditional topic of study skills, this course weaves understanding regarding the role of the brain in learning into the instruction of discrete learning skills and strategies. Moving beyond a list of good tips and ideas, the Study Skills and Strategies course will challenge students to develop intentional approaches to learning. They will be required to make connections between the strategies and skills they learn in this course and the implementation of those strategies and skills in their other coursework. Upon completion of the course, students will have learned a variety of specific learning skills and strategies, gained greater understanding of their own learning preferences, and become prepared to develop and implement specific learning and study plans for any academic course or other learning needs.
5099	Theatre, Cinema and Film Production I	A	Electives	EDL	Lights! Camera! Action! Theater and cinema are both forms of art that tell a story. Let's explore the enchanting world of live theater and its fascinating relationship to the silver screen. Explore the different genres of both and how to develop the script for stage and film. Then dive into how to bring the script to life with acting and directing. If you have a passion for the art of film and stage, let's bring your creativity to life!
5099	Theatre, Cinema and Film Production I	B	Electives	EDL	Lights, camera, action ... take two! Whether you're a performer, critic, or fan, you'll pull back the curtain to dive deeper into the making of movies and theater performances. Explore multiple facets of the production process from both theater and film. Gain insights from industry leaders along the way and learn to think critically about different aspects to develop your unit-by-unit blog. You'll fully understand how high-quality entertainment and art are crafted for the theater and the silver screen.

## 9-12 Elective Courses

Indicates NEW Course or Vendor;    Indicates Updated Course

SCED Codes	Course Name	Content Mapping	Subject	Vendor	Course Description
18105	Veterinary Science	S (1 Semester ONLY)	Electives	EDL	Whether you want to step into the wild side of veterinary medicine or just take care of loveable dogs and cats, explore how to care for domestic, farm, and wild animals, diagnose their common diseases and ailments, and learn about different veterinary treatments. If you have always been drawn to the world of our furry, scaly, and feathered friends, this is the course for you!
22114	Workplace and Internship Readiness	S (1 Semester ONLY)	Electives	EDL	Starting your first "real" job can be intimidating. But when you know what to expect and learn how to be successful, you'll feel confident about the hiring process and prepared to put yourself out there! Discover how to build a well-rounded set of employability and personal leadership skills that allow you to guide your own career. Learn how to communicate with others, take initiative, set goals, problem-solve, research different career options, and envision your own personal career path. Get ready to create a powerful launching pad that will help you blast off into a great first job experience!

## 9-12 Honors/AP Courses

Indicates NEW Course or Vendor;    Indicates Updated Course

SCED Codes	Course Name	Content Mapping	Subject	Vendor	Course Description
5153	AP Art History <i>* Incremental charges will apply</i>	A	Social Studies	FLEX	Within AP Art History, students will explore the interconnections between art, culture, and historical context using critical analysis through the critical lenses of artistic expression, cultural awareness, and purpose. Using a defined art historical skill set and reflective learning, students will analyze relationships across cultures with a global lens. The examination of how people have responded to and communicated their experiences through art will enable students to think conceptually about art ranging from prehistoric to contemporary. Students will be active participants, engaging with art and its context as they read, research, and collaborate to learn about art, artists, art making, and responses to and interpretations of art.
5153	AP Art History <i>* Incremental charges will apply</i>	B	Social Studies	FLEX	Within AP Art History, students will explore the interconnections between art, culture, and historical context using critical analysis through the critical lenses of artistic expression, cultural awareness, and purpose. Using a defined art historical skill set and reflective learning, students will analyze relationships across cultures with a global lens. The examination of how people have responded to and communicated their experiences through art will enable students to think conceptually about art ranging from prehistoric to contemporary. Students will be active participants, engaging with art and its context as they read, research, and collaborate to learn about art, artists, art making, and responses to and interpretations of art.
3056	AP Biology <i>* Incremental charges will apply</i>	A	Science	FLEX	This course is designed to provide a college-level experience and prepare students for the AP exam in early May. Students will be provided with a foundation for developing an understanding for biological concepts through scientific inquiry, investigations, interactive experiences, higher-order thinking, real-world applications, writing analytical essays, statistical analysis, interpreting and collecting data. The key big ideas of the AP Biology course are system interactions, evolution, energetics, information storage, and transmission. Students will participate in a variety of engaging activities that enhance their mastery of biology concepts.
3056	AP Biology <i>* Incremental charges will apply</i>	B	Science	FLEX	This course is designed to provide a college-level experience and prepare students for the AP exam in early May. Students will be provided with a foundation for developing an understanding for biological concepts through scientific inquiry, investigations, interactive experiences, higher-order thinking, real-world applications, writing analytical essays, statistical analysis, interpreting and collecting data. The key big ideas of the AP Biology course are system interactions, evolution, energetics, information storage, and transmission. Students will participate in a variety of engaging activities that enhance their mastery of biology concepts.
2124	AP Calculus AB <i>* Incremental charges will apply</i>	A	Math	FLEX	An interactive course framework combines with the exciting online course delivery to make calculus an adventure. The course includes a study of limits, continuity, differentiation, integration, differential equations, and the applications of derivatives and integrals.
2124	AP Calculus AB <i>* Incremental charges will apply</i>	B	Math	FLEX	An interactive course framework combines with the exciting online course delivery to make calculus an adventure. The course includes a study of limits, continuity, differentiation, integration, differential equations, and the applications of derivatives and integrals.
2125	AP Calculus BC <i>* Incremental charges will apply</i>	A	Math	FLEX	Students in this course will walk in the footsteps of Newton and Leibniz. An interactive course framework combines with the exciting online course delivery to make calculus an adventure. The course includes a study of limits, continuity, differentiation, integration, differential equations, and the applications of derivatives and integrals, parametric and polar equations, and infinite sequences and series.
2125	AP Calculus BC <i>* Incremental charges will apply</i>	B	Math	FLEX	Students in this course will walk in the footsteps of Newton and Leibniz. An interactive course framework combines with the exciting online course delivery to make calculus an adventure. The course includes a study of limits, continuity, differentiation, integration, differential equations, and the applications of derivatives and integrals, parametric and polar equations, and infinite sequences and series.
3106	AP Chemistry <i>* Incremental charges will apply</i>	A	Science	AED	College level AP Chemistry is taught at the college level and is designed to prepare students to take the Advanced Placement Examination and to score high enough to earn college credit in those colleges that recognize the examination. College level textbooks are used. The course will cover all of the topics in the AP Chemistry Course Description. These include an introduction to chemistry as the study of change, gases, thermochemistry, quantum theory, chemical bonding, crystals, phase changes, solutions, chemical kinetics, chemical equilibrium, acids and bases, entropy, electrochemistry, nuclear chemistry, metallurgy, alkali and alkaline metals, non metallic metals, transition metals, organic chemistry, and synthetic and natural organic polymers.
3106	AP Chemistry <i>* Incremental charges will apply</i>	B	Science	AED	College level AP Chemistry is taught at the college level and is designed to prepare students to take the Advanced Placement Examination and to score high enough to earn college credit in those colleges that recognize the examination. College level textbooks are used. The course will cover all of the topics in the AP Chemistry Course Description. These include an introduction to chemistry as the study of change, gases, thermochemistry, quantum theory, chemical bonding, crystals, phase changes, solutions, chemical kinetics, chemical equilibrium, acids and bases, entropy, electrochemistry, nuclear chemistry, metallurgy, alkali and alkaline metals, non metallic metals, transition metals, organic chemistry, and synthetic and natural organic polymers.
1005	AP English Language and Composition <i>* Incremental charges will apply</i>	A	Language Arts	FLEX	This course provides high school students with college-level instruction in analyzing and writing various texts. The course covers topics in language and rhetoric as well as expository and persuasive writing. Students become skilled readers of prose written in various periods, disciplines, and rhetorical contexts. The study of texts from both the reader and writer perspectives develops an understanding of the function, effect, and purpose behind the choices writers make, leading students to improve their own composition skills.
1005	AP English Language and Composition <i>* Incremental charges will apply</i>	B	Language Arts	FLEX	This course provides high school students with college-level instruction in analyzing and writing various texts. The course covers topics in language and rhetoric as well as expository and persuasive writing. Students become skilled readers of prose written in various periods, disciplines, and rhetorical contexts. The study of texts from both the reader and writer perspectives develops an understanding of the function, effect, and purpose behind the choices writers make, leading students to improve their own composition skills.

## 9-12 Honors/AP Courses

Indicates NEW Course or Vendor;    Indicates Updated Course

SCED Codes	Course Name	Content Mapping	Subject	Vendor	Course Description
1006	AP English Literature <i>* Incremental charges will apply</i>	A	Language Arts	FLEX	This course provides high school students with college-level instruction in active, close reading and analysis of imaginative literature. Through the close reading of carefully selected works of literary merit, students learn to consider how a work's style, figurative language, theme, and other literary elements contribute to its cultural significance. The approach to analyzing prose and poetry allows students to establish connections, make observations about textual details, and sharpen their understanding of these nuances through their own writing.
1006	AP English Literature <i>* Incremental charges will apply</i>	B	Language Arts	FLEX	This course provides high school students with college-level instruction in active, close reading and analysis of imaginative literature. Through the close reading of carefully selected works of literary merit, students learn to consider how a work's style, figurative language, theme, and other literary elements contribute to its cultural significance. The approach to analyzing prose and poetry allows students to establish connections, make observations about textual details, and sharpen their understanding of these nuances through their own writing.
3207	AP Environmental Science <i>* Incremental charges will apply</i>	A	Science	FLEX	With the current changes in global climate, rising sea levels, and warming oceans, it is important for students to discover the state of Earth's systems and the consequences of human activities. AP Environmental Science provides students with a global view of their world and their role in it. It examines the scientific principles and concepts required to understand the interrelationships between ocean, land, and atmosphere that guide the natural world and allow Earth to be a planet suitable for life. Laboratory activities within the course support their learning of these relationships through reflective, hands-on, or virtual experiences. In addition, students identify and analyze environmental problems that are natural and human-made, determining their own ecological footprint in the world to discover how their activities affect the world around them. They evaluate the relative risks associated with environmental problems and examine alternative solutions, such as clean energy, sustainable practices, and conservation, for resolving or preventing future environmental problems.
3207	AP Environmental Science <i>* Incremental charges will apply</i>	B	Science	FLEX	With the current changes in global climate, rising sea levels, and warming oceans, it is important for students to discover the state of Earth's systems and the consequences of human activities. AP Environmental Science provides students with a global view of their world and their role in it. It examines the scientific principles and concepts required to understand the interrelationships between ocean, land, and atmosphere that guide the natural world and allow Earth to be a planet suitable for life. Laboratory activities within the course support their learning of these relationships through reflective, hands-on, or virtual experiences. In addition, students identify and analyze environmental problems that are natural and human-made, determining their own ecological footprint in the world to discover how their activities affect the world around them. They evaluate the relative risks associated with environmental problems and examine alternative solutions, such as clean energy, sustainable practices, and conservation, for resolving or preventing future environmental problems.
4157	AP Government and Politics <i>* Incremental charges will apply</i>	S (1 Semester ONLY)	Social Studies	FLEX	Students investigate key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study the structure of the Constitution throughout the course, as well as its implications for the functioning of government today. Other foundational documents, landmark Supreme Court cases, and opportunities for research and civic action are key elements in this rich course that prepares students to be informed and active participants in U.S. society.
4004	AP Human Geography <i>* Incremental charges will apply</i>	A	Social Studies	FLEX	Explore the patterns and processes that impact the way humans understand, use, and change Earth's surface. Geographic models, methods, and tools help you examine the effect that human social organization and interconnections have on our world. This course provides elective credit.
4004	AP Human Geography <i>* Incremental charges will apply</i>	B	Social Studies	FLEX	Explore the patterns and processes that impact the way humans understand, use, and change Earth's surface. Geographic models, methods, and tools help you examine the effect that human social organization and interconnections have on our world. This course provides elective credit.
4204	AP Macroeconomics <i>* Incremental charges will apply</i>	S (1 Semester ONLY)	Social Studies	FLEX	In this course, students establish the fundamentals of economics, with a survey of scarcity, opportunity cost, supply, demand, and market equilibrium. They then zoom out to the largest scale of economic analysis, learning the indicators of whole countries' economic health, specifically gross domestic product, unemployment, and price level. With that foundation, the rest of the course looks at fiscal and monetary policies, their consequences, and the basics of international trade and the foreign exchange market. Besides being intentionally prepared for the AP Exam, students will gain a much deeper understanding of the world around them, the roles that government and banks play in an economy, and the economic outcomes generated by their policy decisions.
4203	AP Microeconomics <i>* Incremental charges will apply</i>	S (1 Semester ONLY)	Social Studies	FLEX	In this course, students explore the power of marginal thinking and apply it to common decisions that individuals and business firms encounter each day. Students examine, interpret, analyze, and model key microeconomics concepts and processes, from the shifting supply and demand for familiar products to the model of the labor market and how wages are determined. This rich course provides students with all the material and practice needed for success on the AP Exam. Yet, this is just the beginning—in the long run, taking AP Microeconomics will develop the critical thinking and analytical skills that empower students for a lifetime.
3165	AP Physics 1 <i>* Incremental charges will apply</i>	A	Science	FLEX	AP Physics 1 is an algebra-based, introductory physics course that will guide students through a college-level learning experience. This two-segment course is designed for students to develop an understanding of physics through rich content, engaging activities, and inquiry-based laboratory. Students will explore concepts such as analyzing motion, force interactions, energy, rotational motion, waves, and periodic motion. Students cultivate their understanding of physics through classroom study, in-class activity, and virtual and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, and waves.
3165	AP Physics 1 <i>* Incremental charges will apply</i>	B	Science	FLEX	AP Physics 1 is an algebra-based, introductory physics course that will guide students through a college-level learning experience. This two-segment course is designed for students to develop an understanding of physics through rich content, engaging activities, and inquiry-based laboratory. Students will explore concepts such as analyzing motion, force interactions, energy, rotational motion, waves, and periodic motion. Students cultivate their understanding of physics through classroom study, in-class activity, and virtual and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, and waves.

## 9-12 Honors/AP Courses

Indicates NEW Course or Vendor;    Indicates Updated Course

SCED Codes	Course Name	Content Mapping	Subject	Vendor	Course Description
4256	AP Psychology <i>* Incremental charges will apply</i>	A	Social Studies	AED	This course will be utilized for students wishing to take the AP Psychology exam. All modules in this course are geared towards a content area covered on the AP exam. The course begins with an introduction to the course as well as the origins of psychology to strengthen students' scientific foundations that other modules will build upon. The semester then focuses on biology with an emphasis on the brain. With having a strong grasp of neuropsychology, students will then expand their knowledge to learning with topics such as operant and classical conditioning and cognitive psychology with topics like storing and retrieving memories. The semester ends reviewing testing, bias, and individual differences. Throughout the semester, there will be progress checks sprinkled in each module to help the students conduct a self-check of their knowledge.
4256	AP Psychology <i>* Incremental charges will apply</i>	B	Social Studies	AED	This semester kicks off with development psychology from prenatal all the way to adulthood. Next, students will be guided into theories of motivation and emotions and how these can impact happiness. Moving along to the next module, students will be introduced to different theories of personality including different approaches to analyzing personality. Once students have understood happiness and theories of personality, students will then take an in-depth look at clinical and abnormal psychology focusing on different types of therapies for different types of disorders. The last area that students will learn about is social psychology covering topics such as conformity, attraction, and aggression. The semester wraps up with a thorough review of the entire course as well as MCQ and FRQ practice in preparation for the AP Exam.
24064	AP Spanish <i>* Incremental charges will apply</i>	A	World Language	AED	In AP Spanish Language and Culture, students will use the three modes of communication – interpretive, interpersonal, and presentational – as defined by the World Readiness Standards for Learning Languages. Using the ACTFL Performance descriptors for Language Learners, students will be provided opportunities demonstrate their proficiency in each of the three modes. Each module is theme-based, providing ample opportunities to interpret written, print, visual, audiovisual, and audio text; speak with and write to others, and present by speaking and writing for an audience.  Themes in Semester A include Families & Communities, Education & Careers, Entertainment & Travel, Global Citizenship & Human Geography, Lifestyle and Traditions, Social Awareness, Historical Figures and Ethnic Identity.
24064	AP Spanish <i>* Incremental charges will apply</i>	B	World Language	AED	In order to demonstrate all three modes of communication, students will engage with their instructor and students in collaborative discussions, personal opinion & persuasive essays, interpretation activities, and oral & audiovisual presentations. In both semesters, students will encounter similar tasks as found on the AP exam, but by Semester B, the difficulty and complexity will have increased to match the exam's expectations.  Themes in Semester B include Technology, Healthcare & Medicine, Architecture, Beauty & Creativity, Personal Beliefs & Interests, Fashion, Design, Literature & the Arts, Science & Ethics, Economics, and Philosophy & Religion.
2203	AP Statistics <i>* Incremental charges will apply</i>	A	Social Studies	FLEX	Advanced Placement Statistics will introduce students to exploring data, sampling and experimentation by planning and conducting studies, anticipating patterns using probability and simulation, and using statistical inference to analyze data and draw conclusions.
2203	AP Statistics <i>* Incremental charges will apply</i>	B	Social Studies	FLEX	Advanced Placement Statistics will introduce students to exploring data, sampling and experimentation by planning and conducting studies, anticipating patterns using probability and simulation, and using statistical inference to analyze data and draw conclusions.
4104	AP US History <i>* Incremental charges will apply</i>	A	Social Studies	FLEX	Within AP U.S. History, students will develop and use historical thinking skills (chronological reasoning, comparison and contextualization, crafting historical arguments from historical evidence, and historical interpretation and synthesis) to examine the history of the United States from 1491 to the present. Students will learn through active participation as they analyze sources and collaborate to gain a conceptual understanding of U.S. history. The AP U.S. History course is structured around nine time periods outlined within the College Board Advanced Placement United States History Framework. Each time period is divided into key concepts meant to contextualize history and show continuity and well as change over time. The intention is for students to explore history, establishing economic, political, and social patterns.
4104	AP US History <i>* Incremental charges will apply</i>	B	Social Studies	FLEX	Within AP U.S. History, students will develop and use historical thinking skills (chronological reasoning, comparison and contextualization, crafting historical arguments from historical evidence, and historical interpretation and synthesis) to examine the history of the United States from 1491 to the present. Students will learn through active participation as they analyze sources and collaborate to gain a conceptual understanding of U.S. history. The AP U.S. History course is structured around nine time periods outlined within the College Board Advanced Placement United States History Framework. Each time period is divided into key concepts meant to contextualize history and show continuity and well as change over time. The intention is for students to explore history, establishing economic, political, and social patterns.
4067	AP World History <i>* Incremental charges will apply</i>	A	Social Studies	AED	The first semester of AP World History Modern delves into the history of mankind. Looking back to the prehistoric times, students will develop the connections between the early river valleys, the beginnings of civilizations, and governments. Through this semester, students will be introduced to concepts that will be placed on the AP examination, and will also be given multiple opportunities to practice skills necessary for the AP exam. This specific time will start from the First Agricultural Revolution to the Age of Exploration.
4067	AP World History <i>* Incremental charges will apply</i>	B	Social Studies	AED	The second semester of this course is a continuation of semester one, starting with how Europe evolved from the colonies being brought into the New World. This course will continue to make connections between nations and look at the big picture concepts of the world until present day. This semester will also spend one time preparing specifically for the AP exam. Through review materials and practicing skills needed for the AP exam, students will work on being prepared for the exam.
2052	Honors Algebra I	A	Math	SM	Algebra 1A explores algebraic problems and applies the knowledge to real-life situations. Topics included: linear inequalities, forms of linear equations, relate linear equations and functions, solve systems of equations and systems of inequalities, interpret solutions mathematically and contextually, statistics, measures of central tendency, relative frequencies, and scatter plots.

## 9-12 Honors/AP Courses

Indicates NEW Course or Vendor;    Indicates Updated Course

SCED Codes	Course Name	Content Mapping	Subject	Vendor	Course Description
2052	Honors Algebra I	B	Math	SM	Algebra 1B explores functions by exploring new families of functions, the effect of different transformations, key features of their graphs, and how they compare functions represented in different ways. Additional topics included: polynomials on quadratics, quadratic equations and their graphs, various methods of factoring and solving quadratic equations, exponential growth and decay, and how linear, quadratic, and exponential functions compare to one another.
2056	Honors Algebra II	A	Math	SM	Algebra 2A explores polynomial, rational, radical, and trigonometric functions, solving equations, including quadratic equations over the complex numbers, as well as rational and radical equations.
2056	Honors Algebra II	B	Math	SM	Algebra 2B explores modeling real-life situations with equations and inequalities, solving exponential equations with logarithms, and synthesizing and generalizing a variety of functions families, how to make probability decisions and how to use statistics and sampling processes to understand data sets and answer questions about samples and populations.
3051	Honors Biology	A	Science	SM	Biology (1 of 2) examines life at the cellular level by understanding how the scientific method is used by scientists to investigate questions and present their findings. Topics include chemical makeup and size of cells, cell structure, the flow of energy, and how traits are inherited.
3051	Honors Biology	B	Science	SM	Biology (2 of 2) examines life on Earth from a big picture perspective by exploring the evolution of species and history of life on Earth. Topics included: living organisms from microorganisms to plants and animals, the human body systems, ecology, and how humans interact with the environment. Historical perspectives and societal impact of biology are included in each lesson.
3101	Honors Chemistry	A	Science	SM	Chemistry (1 of 2) examines basic principles and properties of matter to see its everyday uses. Topics include atomic models, predicting chemical reactions to see how scientists can engineer them to solve problems. The honors course offers additional examples and practice.
3101	Honors Chemistry	B	Science	SM	Chemistry (2 of 2) culminates in the ability to evaluate the ethical and social implications of chemistry-related technologies. Topics included: matter, types of bonds and forces that hold atoms and molecules together, states of matter, phase changes, gas laws, solutions, thermodynamics and kinetics of chemical reactions, chemical equilibrium and electrochemistry, radiation and the difference between nuclear fission and fusion. The honors course offers additional examples and practice.
1002	Honors English 10	A	Language Arts	SM	English 10A investigates the writing and discourse processes while supplementing them with the reading and grammar strategies necessary to comprehend and compose nonfiction texts. Exploration of language skills in writing topics include researching, organizing, and developing descriptive, persuasive narrative, and expository compositions.
1002	Honors English 10	B	Language Arts	SM	English 10B explores literature from multiple eras and cultures. Readings include epic poetry, folktales, ancient verses, Greek tragedy such as Antigone by Sophocles, short stories, and excerpts from novels to examine language, ideas, characters, and literary elements. Exploration of evidence, context clues, symbolism, affixes, and denotative and connotative meanings are provided in short research and writing projects. Writing topics also include a character analysis and a personal narrative.
1003	Honors English 11	A	Language Arts	SM	English 11A examine seminal US documents ranging from Thomas Paine's Common Sense through contemporary speeches by the President, among other texts to demonstrate knowledge of the use of rhetorical devices, inference, symbolism, bias, and the drawing of conclusions. The course focuses on argument and persuasion through formal speaking and writing.
1003	Honors English 11	B	Language Arts	SM	English 11B explores American writers and the historical events that influenced their works. Reading selections include The Red Badge of Courage by Stephen Crane, works the following eras and influences: Transcendentalism, Romanticism, American Gothic, American Civil War, Regionalism, Realism, Naturalism, Imagist, Harlem Renaissance, and Modernism. The course emphasizes critical and analytical thinking as well as reading and writing skills.
1004	Honors English 12	A	Language Arts	SM	English 12A explores rhetoric using informational texts, including seminal US documents that shaped legal and social policy to examine reasoning including the chain of legal reasoning.
1004	Honors English 12	B	Language Arts	SM	English 12B synthesize knowledge and uses critical thinking to analyze narrative texts from British literature across different eras—from the Middle Ages through modern times. Students read Frankenstein by Mary Shelley along with works by British writers such as Shakespeare and Tolkien. These reading selections demonstrate concepts such as narrative elements and structures, literary devices such as symbolism and sarcasm, and inference. Topic include: vocabulary, context clues, word choice, and affixes. In addition, students write a fictional narrative and a literary analysis.
1001	Honors English 9	A	Language Arts	SM	English 9A explores reading, writing, and analysis using both informational and literary texts, as well as comparison of texts in different mediums. Readings include The Princess and the Goblin by George MacDonald, among others to demonstrate understanding of textual evidence, themes, central ideas, inferences, word choice, and figurative and connotative language, and grammar and usage. Writings include a personal narrative (memoir) and a literary analysis.
1001	Honors English 9	B	Language Arts	SM	English 9B explores reading, writing, and analysis using both informational and literary texts. Readings include Anthem by Ayn Rand, among other texts of varying time periods to demonstrate concepts such as textual evidence, themes, central ideas, characters, inferences, rhetorical techniques, structure and style, and arguments and claims. Writing topics include grammar, usage, punctuation, spelling, style manuals, phrases, and clauses, culminating in an informational essay and an argument essay.
2072	Honors Geometry	A	Math	SM	Geometry A examines congruence, proofs, and constructions to prove statements about lines, angles, triangles, and quadrilaterals; applies the knowledge of transformations to learn a formal definition for similarity to write proofs, introduces trigonometry through its connection to the concept of similarity, derive and use formulas for the areas and volumes of two- and three dimensional figures, and they investigate cross sections and solids of revolutions.
2072	Honors Geometry	B	Math	SM	Geometry B explores the Pythagorean theorem, distance formula, midpoint formula, and slope formula to solve geometric problems and develop coordinate proofs. Topics included: understand and apply theorems about circles to find arc lengths and areas of sectors of circles; apply the distance formula to write equations of circles in the coordinate system; and understand the concepts of permutations and combinations to explore the concept of probability.

## 9-12 Honors/AP Courses

Indicates NEW Course or Vendor;    Indicates Updated Course

SCED Codes	Course Name	Content Mapping	Subject	Vendor	Course Description
4151	Honors Government	S (1 Semester ONLY)	Social Studies	SM	Civics: Government examines early political ideas that led to the development of the United States government, and the various smaller governments that operate within the United States provides insights of local, state, and national levels of government. By examining how the United States interacts with the world regarding trade, immigration, and global conflicts, students discover how civic engagement influences the government.
3151	Honors Physics	A	Science	FLEX	In this course, students will be immersed in the contributions of scientific geniuses that have changed the way we observe and think about matter, forces, and energy in the universe. Starting with how matter moves, students will learn that all motion can be described, analyzed, and predicted. Then students will explore the causes of changing motion, forces! Energy is a fundamental property essential to human existence, and physics will take students through all the forms of it: electricity, light, sound, heat, and more. Discover how waves travel and interact with matter and the smallest particles in the universe. From tiny atoms to galaxies with millions of stars, the universal laws of physics are explained through real-world examples. Through laboratory activities, simulations, and graphical analysis, combined with rigorous mathematical efforts and problem solving, students follow in the footsteps of some of the worlds greatest thinkers and learn to process their world in a unique way.
3151	Honors Physics	B	Science	FLEX	In this course, students will be immersed in the contributions of scientific geniuses that have changed the way we observe and think about matter, forces, and energy in the universe. Starting with how matter moves, students will learn that all motion can be described, analyzed, and predicted. Then students will explore the causes of changing motion, forces! Energy is a fundamental property essential to human existence, and physics will take students through all the forms of it: electricity, light, sound, heat, and more. Discover how waves travel and interact with matter and the smallest particles in the universe. From tiny atoms to galaxies with millions of stars, the universal laws of physics are explained through real-world examples. Through laboratory activities, simulations, and graphical analysis, combined with rigorous mathematical efforts and problem solving, students follow in the footsteps of some of the worlds greatest thinkers and learn to process their world in a unique way.
4101	Honors US History	A	Social Studies	SM	US History (1 of 2) explores European exploration and the impact Europeans had on the lives of those native to North America. Topics included: the development of the English colonies in North America, causes and effects of the American Revolution, the ratification of the Constitution, the causes of the War of 1812, analysis of sectionalism as a common thread, westward expansion, Civil War, and Reconstruction, Indian Wars, immigration, and the Second Industrial Revolution.
4101	Honors US History	B	Social Studies	SM	US History (2 of 2) traces pivotal events in American history and presidential administrations as the 21st century dawns. Topic included: The Gilded Age, Progressive Era, World War I, the Roaring Twenties, Great Depression, New Deal, World War II, the Cold War, and proxy conflicts like the Vietnam War and Korean War, technology innovations, global communications, and the rise of terrorism.
4051	Honors World History	A	Social Studies	SM	World History (1 of 2) explores the key events and global historical developments from hunter gatherer societies to the Industrial Revolution. From the Paleolithic era and the Agricultural Revolution, students follow the rise and fall of early empires including Rome, and Asian empires. Topics included: exploration of the impact of the Renaissance, Protestant Reformation, Age of Exploration, and the American colonies, analysis of important revolutions in history, including the Scientific, American, and Industrial.
4051	Honors World History	B	Social Studies	SM	World History (2 of 2) examines revolutions in the world and the establishment of European colonies around the globe by tracing the effects of imperialism and nationalism, eventually resulting World War I and II and the Cold War. Topics included: analyzing modern-day issues including social media, globalization, and technological advances and threats associated with them.

## 6-12 Credit Recovery Courses

Indicates NEW Course or Vendor;    Indicates Updated Course

SCED Codes	Course Name	Content Mapping	Subject	Vendor	Course Description
01034	6th Grade Language Arts CR	A	Language Arts	AED	Through a study of myths, fables, and folk tales from different cultures—as well as novels and other modern forms of narrative, students learn the elements common to all forms of literature and also the elements that are unique to each form. In lessons focused on writing and language study, students craft essays in several different modes and learn how to create the more formal style expected for school writing assignments. Lessons in this semester guide students to recognize and reproduce text structures and organizational patterns that work for different types of essays. The writing lessons also demonstrate the kinds of changes that students should make during the revising and editing stages of the writing process. Opportunities for teacher feedback are frequent, detailed, and varied.
01034	6th Grade Language Arts CR	B	Language Arts	AED	The second semester of grade 6 English Language Arts online course builds on the skills and concepts introduced in the first semester. Students tackle more difficult texts in Semester B and apply more advanced analysis skills to reading and writing tasks. They also study some of the more subtle aspects of language, such as the role of connotation and nuance in an author's word choices and how those choices affect readers. Reading assignments are selected, in part, to provide models for students' own writing in specific modes, forms, or genres. Several lessons demonstrate methods of sharing and publishing writing using 21st century technology.
02036	6th Grade Math CR	A	Math	AED	Students begin the first semester of this course with a review of how to use basic arithmetic operations with whole numbers, fractions, mixed numbers, and decimals. More complex concepts are built on these basics. Students learn how to express, work with, and solve problems using percentages. They also learn the similarities and differences between ratios, rates, and proportions. They apply these ideas to solving problems involving measurement. This semester ends with an introduction to integers, and how to perform operations on this number set.
02036	6th Grade Math CR	B	Math	AED	In the second semester of grade 6 Math online course, we introduce students to expressions, equations, and inequalities. They learn how to simplify, solve, and plot both solutions and solution sets on a number line. Building on these concepts, students are then introduced to the coordinate plane and linear equations. Students then learn how to apply what they've learned so far to geometric concepts like perimeter, area, and volume. An exploration of statistical concepts concludes the second semester.
03236	6th Grade Science CR	A	Science	AED	Science 6 is an integrated course in which the fields of science are not compartmentalized. Instead, earth and space science, life science, and physical science are integrated within each semester. Semester A begins with instruction on the nature of science.  The course focuses on both the understanding and application of science topics. It includes a variety of assignments that help students apply their knowledge of science concepts. Throughout each module, there are multiple opportunities for formative assessment.
03236	6th Grade Science CR	B	Science	AED	Semester B of Integrated Science grade 6 builds on the concepts learned in the first semester and prepares the learners with the building blocks needed to dive deeper into earth and space science, life science, and physical science.
04436	6th Grade Social Studies CR	A	Social Studies	AED	The first semester of Social Studies 6 introduces students to the beginnings of ancient civilization. We will trace the path of human origins in Africa and follow the path of migration around the Earth. This course will help students understand why we study history and the process in which we form conclusions about events in the past. Students will begin to learn about the major ancient civilization around the world and their cultures. Modern civilizations can trace their foundations to these ancient civilizations, and their cultures and histories teach us much about ourselves and the modern world in which we live.
04436	6th Grade Social Studies CR	B	Social Studies	AED	In the second semester of Social Studies grade 6, students will continue to examine ancient civilizations and their cultures. In this semester we will continue to trace the path of human civilization from the Mediterranean through the Eastern world. An emphasis will be placed on critical thinking and connecting themes in history to our modern world.
01035	7th Grade Language Arts CR	A	Language Arts	AED	Through analysis of written, spoken, and multimedia texts, students will become more critical consumers of information and of various forms of media. They will also synthesize and organize ideas to prepare structured essays in several different modes, including narrative, persuasive, and expository. Each lesson will guide students in learning and applying specific strategies for reading and writing different types of texts. A review of basic English mechanics is included in many of the writing lessons, along with a discussion of levels of formality required for different purposes and audiences. This course provides instruction in many modalities, including audiovisual presentations and videos, interactive activities, projects, and discussions. Opportunities for teacher feedback are frequent, detailed, and varied.
01035	7th Grade Language Arts CR	B	Language Arts	AED	The second semester of grade 7 English Language Arts online course builds on the skills and concepts introduced in the first semester. Students tackle more difficult texts and themes in Semester B, and the level of analysis demonstrated and required is more in-depth. In this part of the course, students study the English language closely—both its history and evolution, and the less obvious ways it can be used to convey meaning. The reading assignments are selected to guide students in understanding how language can be used to convey broader themes in poetry, drama, and humorous or satirical texts. Students continue to develop their writing skills through multi-draft assignments and projects. Emphasis in this semester is on recognizing the multiple levels of meaning that any word or phrase might convey, and in writing one's own texts with these concepts in mind.
02037	7th Grade Math CR	A	Math	AED	In this first semester of grade 7 math online course, students work with problem-solving skills, beginning algebra skills, geometry, decimals, fractions, data analysis, number theory and patterns, percents, and integer use. Projects measure the student's ability to integrate and apply the course objectives.
02037	7th Grade Math CR	B	Math	AED	In this continuation of the first semester, students work with fractions; unit conversions; proportions and rates; percents; geometry topics including lines, angles, polygons, polyhedrons, perimeter, area, surface area, volume, and transformations; squares and square roots; permutations and combinations; and probability. Real-life application of concepts is emphasized in all units.

## 6-12 Credit Recovery Courses

Indicates NEW Course or Vendor;    Indicates Updated Course

SCED Codes	Course Name	Content Mapping	Subject	Vendor	Course Description
03237	7th Grade Science CR	A	Science	AED	Science 7 is an integrated course in which the fields of science are not compartmentalized. Instead, earth and space science, life science, and physical science are integrated within each semester. Semester A begins with instruction on the nature of science.  The course focuses on both the understanding and application of science topics. It includes a variety of assignments that help students apply their knowledge of science concepts. Throughout each module, there are multiple opportunities for formative assessment.
03237	7th Grade Science CR	B	Science	AED	Semester B of Integrated Science Grade 7 builds on the concepts learned in the first semester and prepares the learners with the building blocks needed to dive deeper into earth and space science, life science, and physical science.
04437	7th Grade Social Studies CR	A	Social Studies	AED	This study of the history of the United States emphasizes how ideas, events, and philosophies have shaped the nation. Students will learn about America's past while mastering the skills of historical interpretation. Study begins with the earliest arrivals of people and ends with the conclusion of the Civil War.
04437	7th Grade Social Studies CR	B	Social Studies	AED	Social Studies grade 7 is a continuation of the first semester with an emphasis on how historical ideas, events, and philosophies have shaped the United States. Beginning with Reconstruction, this course uses the same skill development approach to guide students through U.S. history to the present.
01036	8th Grade Language Arts CR	A	Language Arts	AED	During the first semester of this year-long course, students will read and analyze various kinds of written texts, include novels and short fiction, informational texts representing a wide range of topics and forms, and several one-act plays. Lessons in Semester A will also guide students in writing their own narratives and essays, using the readings in the course as both examples and sources of ideas for reflection, analysis, and argument. Students will learn better ways to discuss their thoughts and perceptions with others—they will practice their skills in collaborative discussions as well as informal journal entries, presentations, and speeches. Writing assignments include personal narratives, analytical and persuasive essays, and an original one-act play. Special emphasis is placed on reading in certain content areas, such as science and history, as well as understanding and thinking critically about news and media sources.
01036	8th Grade Language Arts CR	B	Language Arts	AED	In Semester B of grade 8 English Language Arts online course, students will examine the role of historical autobiographies and diaries in our understanding of history. In the process, they'll study the impact of point of view on nonfiction texts. Students will be given opportunities to write autobiographical narratives of their own and then asked to connect their experiences to universal themes or philosophical positions, which they explore through writing about them. In the second half of the semester, students will study the relationship between poetic expression and several conventions of language, including syntax, voice, sentence types, and punctuation. Next, they will explore the nature of creativity, the processes that tend to produce good literature, and the features of experimental and multi-genre forms of fiction. Near the end of the semester, students will reflect on their own growth and development throughout the year, compiling a portfolio that illustrates the progress they've made. Finally, students will consider what high school will ask of them and how they might fulfill those expectations, having gained a better understanding of their strengths as well as areas ripe for continued learning and progress.
02038	8th Grade Math CR	A	Math	AED	The first semester of grade 8 Math online course will help students move from the world of simple mathematics to the exciting world of Algebra and Geometry and will provide them with a concrete understanding of the basics for algebraic thinking. Students will develop a deeper understanding of the math concepts they have already learned and will stretch their thinking by solving real world problems.
02038	8th Grade Math CR	B	Math	AED	The second semester of Math 8 builds on the concepts learned in the first semester and prepares students with the building blocks needed to dive deeper into the exciting world of Algebra and Geometry.
03238	8th Grade Science CR	A	Science	AED	Science 8 is an integrated course in which the fields of science are not compartmentalized. Instead, earth and space science, life science, and physical science are integrated within each semester. Semester A begins with instruction on the nature of science.  The course focuses on both the understanding and application of science topics. It includes a variety of assignments that help students apply their knowledge of science concepts. Throughout each module, there are multiple opportunities for formative assessment.
03238	8th Grade Science CR	B	Science	AED	Semester B of Integrated Science Grade 8 builds on the concepts learned in the first semester and prepares the learners with the building blocks needed to dive deeper into earth and space science, life science, and physical science.
04438	8th Grade Social Studies CR	A	Social Studies	AED	In this course students will understand the significance of government, law, and politics. They will examine the United States foundational documents and how they shaped the United States government. Students will examine the purposes and functions of federal and state government, law, and political systems. Learners will evaluate their role and civic responsibility to their families, communities, and country including voting and being a productive member of society. Learners will follow a step-by-step approach for successfully completing each lesson, which includes textbook reading, interactive activities, supplemental reading, lecture, video clips, and Powerpoint presentations to enhance and reinforce learning. Learners receive frequent feedback from teacher and peers through discussions.
04438	8th Grade Social Studies CR	B	Social Studies	AED	Social Studies grade 8 takes a more individualistic approach as students closely examine topics such as the justice system, local government, the environment, and the economy. Learners will understand the role that they play in each of these topics and the differences that they can make. Students will get to know leaders and influential people that have championed many causes including civil rights and the environment. Learners will also learn proper ways to interact in society including interpersonal skills and respecting differences in others including disabilities. By the end of semester B students will have a deeper understanding of their civic responsibilities as well as the difference one individual can make in society.

## 6-12 Credit Recovery Courses

Indicates NEW Course or Vendor;    Indicates Updated Course

SCED Codes	Course Name	Content Mapping	Subject	Vendor	Course Description
03999	Middle School Life Science CR	A	Science	AED	Life Science is the study of cells, heredity, biological populations and their changes over time. It includes human biology, ecology, diversity of organisms and the history and nature of science. In this course, students will have the opportunity to conduct and design experiments, identify and classify organisms. Students will work on developing skills in data recording, classifying, measuring, observing, hypothesizing, analyzing, evaluation and inferring.
03999	Middle School Life Science CR	B	Science	AED	Life Science Grade 6 is the study of cells, heredity, biological populations and their changes over time. It includes human biology, ecology, diversity of organisms and the history and nature of science. In this course, students will have the opportunity to conduct and design experiments, identify and classify organisms. Students will work on developing skills in data recording, classifying, measuring, observing, hypothesizing, analyzing, evaluation and inferring.
03008	Middle School Earth and Space Science CR	A	Science	AED	<p>In the first semester students will learn about the scientific method and hone their understanding of using scientific measurements to Earth and Space Science. Also included are lessons on Earth maps and globes including detailed instruction on how to find specific locations using latitude and longitude.</p> <p>Much of the first semester focuses on space science. Students will learn about Earth movements, seasons, the Moon, tides, solar and lunar eclipses, the Sun and its role as the main source of light and energy in the solar system. They will learn about planets, asteroids, meteors, comets and their orbits and how force gravity holds it all together.</p> <p>Outside the solar system there are lessons on stars, constellations, nebula, the Milky Way and galaxies beyond.</p> <p>There have been many recent discoveries in space science. Accordingly, careful attention has been given to presenting the most updated information available in areas of discovery such as stars with planets and the latest methods of detecting them as well as a look at NASA's most recent Curiosity landing on the Martian surface.</p>
03008	Middle School Earth and Space Science CR	B	Science	AED	<p>In the second semester study zeros in closer to home: Earth science. Yet, the coursework is uniquely integrated and applied to disciplines of study outside of Earth science. Starting with the Earth's interior students study rocks and minerals, volcanoes, earthquakes, undersea ridges, trenches and mountains and how the study of Earth's geologic history helps explain these phenomena.</p> <p>On the Earth's surface students study weathering, soil and erosion as well as water in all its forms the water cycle, oceans and ocean currents.</p> <p>Above the Earth they will study the atmosphere: its composition, air pressure and air movement. This knowledge is then applied to lessons on how human populations are affected by natural resources, renewable and non-renewable, both on and inside the Earth.</p> <p>These Earth and Space Science Grade 7 lessons are integrated with lessons that discuss how humans and living organisms are affected by air and water pollution, acid rain, changes in the ozone layer and how these conditions influence biodiversity, habitat loss and species survival.</p> <p>The course is capped off by lessons that take an in-depth look at the process of technology design giving students a look at of how scientists and technical designers work together to achieve common goals.</p> <p>Lastly, students are taught about the kinds of professions that currently exist in the science and technology fields and learn about the necessary academic preparation needed to gain employment in these branches of study.</p>
03159	Middle School Physical Science CR	A	Science	AED	This is an introduction to the Physical Sciences and scientific methodology. The objectives are to impart a basic knowledge of the physical properties and chemistry of matter. Skills are developed in the classroom, and reinforced through homework reading, and interesting labs that relate to everyday life.
03159	Middle School Physical Science CR	B	Science	AED	Physical Science Grade 8 is an introduction to the Physical Sciences and scientific methodology. The objectives are to impart a basic knowledge of the physical properties and chemistry of matter. Skills are developed in the classroom, and reinforced through homework reading, and interesting labs that relate to everyday life.
2052	Algebra I CR	A	Math	AED	<p>Algebra 1 (semester A) introduces students to the world of Algebra through expressions and equations. Students will evaluate algebraic expressions, solve linear equations and graph them. This course also steers students through various real-world scenarios with the emphasis on using basic statistics to interpret the information given and found.</p> <p>Students learn through online lesson materials, videos and interactive activities. The end of each unit tests students' understanding with a self-check quiz with feedback. Also included is a unit exam and project for students to apply what they have learned.</p>
2052	Algebra I CR Adaptive	A	Math	AED	<p>Algebra 1 (semester A) introduces students to the world of Algebra through expressions and equations. Students will evaluate algebraic expressions, solve linear equations and graph them. This course also steers students through various real-world scenarios with the emphasis on using basic statistics to interpret the information given and found.</p> <p>Students learn through online lesson materials, videos and interactive activities. The end of each unit tests students' understanding with a self-check quiz with feedback. Also included is a unit exam and project for students to apply what they have learned.</p>

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Indicates NEW Course or Vendor;    Indicates Updated Course

SCED Codes	Course Name	Content Mapping	Subject	Vendor	Course Description
2052	Algebra I CR	B	Math	AED	Algebra 1 (semester B) builds on the concepts learned in the first semester by providing a strong foundation in solving problems. Students will work with problems and applications that involve exponents, quadratic equations, polynomials and factoring methods, rational and radical equations, data analysis and probability.  Students will interact with course materials through online lessons, videos, interactive questions and real-world applications.  Each unit ends with a self-check quiz to confirm knowledge of the concepts learned. There is also a unit exam and project.
2052	Algebra I CR Adaptive	B	Math	AED	Algebra 1 (semester B) builds on the concepts learned in the first semester by providing a strong foundation in solving problems. Students will work with problems and applications that involve exponents, quadratic equations, polynomials and factoring methods, rational and radical equations, data analysis and probability.  Students will interact with course materials through online lessons, videos, interactive questions and real-world applications.  Each unit ends with a self-check quiz to confirm knowledge of the concepts learned. There is also a unit exam and project.
2056	Algebra II CR	A	Math	AED	Algebra 2 (semester A) further extends the learner's understanding of major algebra concepts such as expressions, equations, functions, and inequalities. An emphasis will be placed on the use of appropriate functions to model real world situations and solve problems that arise from those situations. A focus is also on graphing functions by hand and understanding and identifying the parts of a graph.
2056	Algebra II CR Adaptive	A	Math	AED	Algebra 2 (semester A) further extends the learner's understanding of major algebra concepts such as expressions, equations, functions, and inequalities. An emphasis will be placed on the use of appropriate functions to model real world situations and solve problems that arise from those situations. A focus is also on graphing functions by hand and understanding and identifying the parts of a graph.
2056	Algebra II CR	B	Math	AED	Algebra 2 (semester B) builds on the concepts learned in the first semester and prepares the learners with the building blocks needed to dive deeper into trigonometry, pre-calculus and advanced probability and statistics.
2056	Algebra II CR Adaptive	B	Math	AED	Algebra 2 (semester B) builds on the concepts learned in the first semester and prepares the learners with the building blocks needed to dive deeper into trigonometry, pre-calculus and advanced probability and statistics.
4151	American Government CR Adaptive	S (1 Semester ONLY)	Social Studies	AED	This course will guide students through an in-depth study of the history, structure, and guiding principles of American government. The first unit will review the origins of government in general and American government in particular—from the earliest models for democracy to the founding documents that created a federalist system of government in the U.S. Several units will help students explore the roles and responsibilities of each branch of government as well as the impact that the Constitution has had and continues to have on the way government works and on the lives of individual Americans. The course's final unit will guide students through a series of projects that require them to apply what they have learned about American government to an issue that interests them.
4101	American History CR Adaptive	A	Social Studies	AED	This course covers the discovery, development, and growth of the United States. Major topics include; American Indian cultures, European colonization of the Americas, and the causes and effects of the American Revolution. Geographical, economic, and political factors are explored as the key factors in the growth of the United States of America. American History I is a survey of the struggle to build the United States of America from the colonial period to the beginning of the twentieth century. By means of reading, analyzing, and applying historical data, students come to appreciate the forces that shaped our history and character as an American people. Not only are the topics of American history discussed, but students also explore research methods and determine accurate sources of data from the past. Knowing the facts and dates of history are just the beginning; each student must understand how history affects him or her.
4101	American History CR Adaptive	B	Social Studies	AED	American History B begins with a study of American life before the 1929 Stock Market crash and how the Roaring Twenties influenced society in the late 19th through early 20th centuries. Students will examine the causes and consequences of the Great Depression and move on into a detailed study of World War II with an emphasis on America's role in the conflict. The course continues with an analysis of the Cold War struggle and America's rise as a superpower. The Civil Rights and Women's rights movements, pollution and the environment, and American domestic and foreign policy will be examined. The course wraps up with a summary of current events and issues, including a study of the Middle East. This course begins with an assessment of life in United States pre-World War I and ends with the conflicts of the new millennium. Students look at the nation in terms of economic, social, and political trends. The experiences of the last century are summarized, including a look into the civil rights issues that have embroiled the nation in conflict. The development of the United States of America into a superpower is explored within a global context.
5151	Art Appreciation CR	S (1 Semester ONLY)	Electives	AED	What makes an artwork a masterpiece? Why do artists create art? What is the difference between Rococo and Art Nouveau? In this course, students will discover the answers to these questions and more. We examine the elements of art and principles of design, and explore how artists have used these elements and principles in the creation of art for centuries.
5152	Art History CR	S (1 Semester ONLY)	Electives	AED	This Art History course integrates the four components of art study: art production, historical and cultural context, critical process and aesthetic process. Students will be able to identify and describe art from prehistoric times to modern time. Throughout this course, students will discuss various artworks, research artists, and create documents and presentations demonstrating concepts learned.

## 6-12 Credit Recovery Courses

Indicates NEW Course or Vendor;    Indicates Updated Course

SCED Codes	Course Name	Content Mapping	Subject	Vendor	Course Description
3051	Biology CR	A	Science	AED	<p>Biology A introduces students to the scientific method and the major concepts of biology from an historical and practical viewpoint. The three major themes of this course are the cell, the molecular basis of heredity, and the interdependence of organisms. Students who take this class will have a deeper appreciation for the complexities of living organisms. Life on this planet, unlike anywhere else in the observable universe, is complex and highly organized. Whether examining life on the molecular or the planetary level, it exhibits a highly organized structure that inspires awe by its genius and complexity. In the last 50 years, discoveries have launched new branches of biology that have transformed the daily routine, from conception to death. New challenges await, such as the current crisis in ecology, global warming, and the resurgence in viral disease. To make rational choices in the 21st century, the citizen must have a basic understanding of biological concepts and the reasoning behind them. Biology A is presented in a multimedia format using interactive modules, labs, narrated animation, text, and videos to present the study of life on this planet.</p> <p>Students work through and complete several self-check activities and quizzes for practice, and participate in self-reflection. In each unit, students complete the unit exam.</p>
3051	Biology CR Adaptive	A	Science	AED	<p>Biology A introduces students to the scientific method and the major concepts of biology from an historical and practical viewpoint. The three major themes of this course are the cell, the molecular basis of heredity, and the interdependence of organisms. Students who take this class will have a deeper appreciation for the complexities of living organisms. Life on this planet, unlike anywhere else in the observable universe, is complex and highly organized. Whether examining life on the molecular or the planetary level, it exhibits a highly organized structure that inspires awe by its genius and complexity. In the last 50 years, discoveries have launched new branches of biology that have transformed the daily routine, from conception to death. New challenges await, such as the current crisis in ecology, global warming, and the resurgence in viral disease. To make rational choices in the 21st century, the citizen must have a basic understanding of biological concepts and the reasoning behind them. Biology A is presented in a multimedia format using interactive modules, labs, narrated animation, text, and videos to present the study of life on this planet.</p> <p>Students work through and complete several self-check activities and quizzes for practice, and participate in self-reflection. In each unit, students complete the unit exam.</p>
3051	Biology CR	B	Science	AED	<p>Biology B is a continuation of the basic course in biology, Biology A. The major concepts covered are population dynamics and evolution. Students explore population dynamics through the study of mutualism, predation, parasitism, and competition. The theory of evolution is presented, along with the many evidences and details that make evolution the backbone of modern biology. From biochemistry to evolution, biology fascinates people. Biochemists first astounded the world by showing that life obeys the same chemical principles as all creation, but that life engineers chemistry to its own needs. Decades later, Darwin shocked the world by suggesting that life evolves according to the conditions of the environment it inhabits. Evolution, often debated and derided, has survived to become a key concept of biology. This second course in biology examines the wonder of life and its mechanisms.</p> <p>Students work through and complete several self-check activities and quizzes for practice, and participate in self-reflection. In each unit, students complete the unit exam.</p>
3051	Biology CR Adaptive	B	Science	AED	<p>Biology B is a continuation of the basic course in biology, Biology A. The major concepts covered are population dynamics and evolution. Students explore population dynamics through the study of mutualism, predation, parasitism, and competition. The theory of evolution is presented, along with the many evidences and details that make evolution the backbone of modern biology. From biochemistry to evolution, biology fascinates people. Biochemists first astounded the world by showing that life obeys the same chemical principles as all creation, but that life engineers chemistry to its own needs. Decades later, Darwin shocked the world by suggesting that life evolves according to the conditions of the environment it inhabits. Evolution, often debated and derided, has survived to become a key concept of biology. This second course in biology examines the wonder of life and its mechanisms.</p> <p>Students work through and complete several self-check activities and quizzes for practice, and participate in self-reflection. In each unit, students complete the unit exam.</p>
3101	Chemistry CR	A	Science	AED	<p>Chemistry A introduces students to the science of chemistry beginning with exploring why scientists are interested in studying matter at a submicroscopic level. Students will continue to learn how scientific methods are used to understand the natural world and will continue to develop their skills in this area. Chemistry A covers topics in the characteristics of matter, atomic structure, chemical periodicity, chemical bonds and compounds, and chemical formula writing and naming. An algebra background is recommended because of the amount and type of math involved.</p>
3101	Chemistry CR Adaptive	A	Science	AED	<p>Chemistry A introduces students to the science of chemistry beginning with exploring why scientists are interested in studying matter at a submicroscopic level. Students will continue to learn how scientific methods are used to understand the natural world and will continue to develop their skills in this area. Chemistry A covers topics in the characteristics of matter, atomic structure, chemical periodicity, chemical bonds and compounds, and chemical formula writing and naming. An algebra background is recommended because of the amount and type of math involved.</p>
3101	Chemistry CR	B	Science	AED	<p>Chemistry B builds on the concepts and skills learned in the first semester as students continue to explore the properties of matter and the changes it undergoes. Chemistry B covers topics in chemical reactions and stoichiometry, gases, thermochemistry, kinetics, equilibrium, acids and bases, organic chemistry, and biochemistry. An algebra background is recommended because of the amount and type of math involved.</p>
3101	Chemistry CR Adaptive	B	Science	AED	<p>Chemistry B builds on the concepts and skills learned in the first semester as students continue to explore the properties of matter and the changes it undergoes. Chemistry B covers topics in chemical reactions and stoichiometry, gases, thermochemistry, kinetics, equilibrium, acids and bases, organic chemistry, and biochemistry. An algebra background is recommended because of the amount and type of math involved.</p>

## 6-12 Credit Recovery Courses

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SCED Codes	Course Name	Content Mapping	Subject	Vendor	Course Description
19052	Child Development CR	S (1 Semester ONLY)	Electives	AED	This course is designed to help prepare students for their responsibilities as parents and caregivers of children. Topics include prenatal care, growth and development through age six, teen pregnancy, maternal health, parenting skills, and child guidance.
4105	Civics CR	S (1 Semester ONLY)	Social Studies	AED	In this course students will understand the significance of government, law, and politics. They will examine the United States foundational documents and how they shaped the United States government. Students will examine the purposes and functions of federal, state and local government, the justice system, political systems the environment, and the economy. Learners will evaluate their role and civic responsibility to their families, communities, and country including voting and being a productive member of society. Students will get to know leaders and influential people that have championed many causes including civil rights and the environment. Learners will also learn proper ways to interact in society including interpersonal skills and respecting differences in others including disabilities. Learners will follow a step-by-step approach for successfully completing each lesson, which includes textbook reading, interactive activities, supplemental reading, lecture, video clips, and Powerpoint presentations to enhance and reinforce learning. Learners receive frequent feedback from teacher and peers through discussions. By the end of the course students will have a deep understanding of their civic responsibilities as well as the difference one individual can make in society.
2157	Consumer Math CR	A	Math	AED	This course focuses on the mathematics involved in making wise consumer decisions. Students explore the many ways in which mathematics affects their daily lives. The first semester will cover paychecks and wages, taxes, insurance, budgets, bank accounts, credit cards, interest calculations, and comparison shopping. Second semester topics include vehicle and home purchasing, investing, and business and employee management.
2157	Consumer Math CR Adaptive	A	Math	AED	This course focuses on the mathematics involved in making wise consumer decisions. Students explore the many ways in which mathematics affects their daily lives. The first semester will cover paychecks and wages, taxes, insurance, budgets, bank accounts, credit cards, interest calculations, and comparison shopping. Second semester topics include vehicle and home purchasing, investing, and business and employee management.
2157	Consumer Math CR	B	Math	AED	This course focuses on the mathematics involved in making wise consumer decisions. Students explore the many ways in which mathematics affects their daily lives. The first semester will cover paychecks and wages, taxes, insurance, budgets, bank accounts, credit cards, interest calculations, and comparison shopping. Second semester topics include vehicle and home purchasing, investing, and business and employee management.
2157	Consumer Math CR Adaptive	B	Math	AED	This course focuses on the mathematics involved in making wise consumer decisions. Students explore the many ways in which mathematics affects their daily lives. The first semester will cover paychecks and wages, taxes, insurance, budgets, bank accounts, credit cards, interest calculations, and comparison shopping. Second semester topics include vehicle and home purchasing, investing, and business and employee management.
3001	Earth Science CR	A	Science	AED	The first three modules of Semester 1 cover Scientific Inquiry, the Structure and Composition of the Universe, and the Features of the Solar System. Students learn the importance of scientific inquiry and how to communicate the results of scientific investigations. They then have material on the formation of the universe, including the Big Bang Theory, the motions of celestial objects, and stellar evolution. The third module covers material related to the Solar System, including features of the Sun and the planets and the movements of Earth. The second three modules of Semester 1 cover Weather, Climate, and Earth's Water Cycle. Students first learn in Module 4 about the atmosphere and clouds, as well as the factors that influence local and global climate. In Module 5 they continue by learning about weather and air masses, meteorology and storms. Module 6 then discusses the water cycle, including groundwater and ocean features, as well as water scarcity and pollution.
3001	Earth Science CR Adaptive	A	Science	AED	The first three modules of Semester 1 cover Scientific Inquiry, the Structure and Composition of the Universe, and the Features of the Solar System. Students learn the importance of scientific inquiry and how to communicate the results of scientific investigations. They then have material on the formation of the universe, including the Big Bang Theory, the motions of celestial objects, and stellar evolution. The third module covers material related to the Solar System, including features of the Sun and the planets and the movements of Earth. The second three modules of Semester 1 cover Weather, Climate, and Earth's Water Cycle. Students first learn in Module 4 about the atmosphere and clouds, as well as the factors that influence local and global climate. In Module 5 they continue by learning about weather and air masses, meteorology and storms. Module 6 then discusses the water cycle, including groundwater and ocean features, as well as water scarcity and pollution.
3001	Earth Science CR	B	Science	AED	The first three modules of Semester 2 cover the physical structure of the Earth and Earth's tectonic system, including the rock cycle, tectonic activity, and mountain building. It then covers weathering and erosion and soil formation. The next material in the course then addresses the concept of systems; it addresses the Earth as a system, feedback in systems, and Earth's major nutrient cycles. The second three modules of Semester 2 cover geologic history, including the evolution of Earth's atmosphere, the geologic time scale, and the fossil record. It then goes over natural resources and the effects of human population on natural resources. The course wraps up with a discussion of human society and its interconnectedness with the Earth's environment, how science and technology work together, and the technological design process in earth science applications.
3001	Earth Science CR Adaptive	B	Science	AED	The first three modules of Semester 2 cover the physical structure of the Earth and Earth's tectonic system, including the rock cycle, tectonic activity, and mountain building. It then covers weathering and erosion and soil formation. The next material in the course then addresses the concept of systems; it addresses the Earth as a system, feedback in systems, and Earth's major nutrient cycles. The second three modules of Semester 2 cover geologic history, including the evolution of Earth's atmosphere, the geologic time scale, and the fossil record. It then goes over natural resources and the effects of human population on natural resources. The course wraps up with a discussion of human society and its interconnectedness with the Earth's environment, how science and technology work together, and the technological design process in earth science applications.

## 6-12 Credit Recovery Courses

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4201	Economics CR	S (1 Semester ONLY)	Social Studies	AED	This course introduces the principles and the applications of economics in everyday life. Students develop an understanding of limited resources, and compare it with unlimited wants and needs. Students learn how individual and national economic decisions are made to allocate goods and services among competing users. Students apply economic principles to think and problem solve. The study of Economics uses the view of economic institutions and policies to explore the history, organization, and functions of the U.S. government in controlling our economy. It offers students learning opportunities that build one on another. A goal of the course is for the student to develop the critical skills of analysis, synthesis, and evaluation in a demanding and thoughtful academic setting. Students are encouraged to use their knowledge of the policies and institutions of economics to develop their own views on current economic and monetary issues. They are taught how to apply what they have learned into personal financial activities. The course looks closely at the economic knowledge and values of the country and gives students a look into the problems faced by presidents, and congressional representatives. It also covers the roles of political activists, political parties, interest groups, and the media in shaping the U. S. economy. The Supreme Court is presented as the voice of reason in the balance of powers. Students are encouraged to perform at higher levels as they are presented with historical documents and additional readings, work with a set of facts arranged by theme, become skillful in note-taking, and join in student discussions. Students develop and demonstrate their writing skills by preparing extended research-based papers.
1002	English 10 CR	A	Language Arts	AED	English for grade 10 is an integrated curriculum, with each unit consisting of thematically related lessons in five domains: analyzing literature, analyzing informational text, writing, speaking and listening, and language study, which includes word knowledge and grammar skills. The skills that students practice for this course are similar to the skills in English 9 but require more independence and depth of thought. An introductory lesson at the start of each unit helps students identify any areas of weakness and review those topics before starting the more challenging grade 10 lessons. Writing assignments required in Semester A of this course include fiction, expository, and persuasive, and analytical modes, emphasizing the use of details, evidence, and reasoning to support ideas. Speaking and listening lessons in Semester A cover collaborative discussion skills, the peer review process, and how to plan and deliver informative speeches and presentations. Vocabulary development instruction is integrated into literature and informational text lessons. Each unit ends with an authentic assessment that presents students with a real-world scenario requiring some of the skills they learned in the unit.
1002	English 10 CR Adaptive	A	Language Arts	AED	English for grade 10 is an integrated curriculum, with each unit consisting of thematically related lessons in five domains: analyzing literature, analyzing informational text, writing, speaking and listening, and language study, which includes word knowledge and grammar skills. The skills that students practice for this course are similar to the skills in English 9 but require more independence and depth of thought. An introductory lesson at the start of each unit helps students identify any areas of weakness and review those topics before starting the more challenging grade 10 lessons. Writing assignments required in Semester A of this course include fiction, expository, and persuasive, and analytical modes, emphasizing the use of details, evidence, and reasoning to support ideas. Speaking and listening lessons in Semester A cover collaborative discussion skills, the peer review process, and how to plan and deliver informative speeches and presentations. Vocabulary development instruction is integrated into literature and informational text lessons. Each unit ends with an authentic assessment that presents students with a real-world scenario requiring some of the skills they learned in the unit.
1002	English 10 CR	B	Language Arts	AED	Like semester A, semester B consists of integrated units focused on a theme or mode of study. Literature study in semester B focuses on the analysis of different forms of literature and as well as the evaluation of various modes and forms of writing. Writing and informational text lessons guide students through the stages of a rigorous research process and demonstrate how to evaluate, integrate, and share the information gathered during research. Students are required to share their ideas and analysis using several different modes, including oral and multimedia presentations.
1002	English 10 CR Adaptive	B	Language Arts	AED	Like semester A, semester B consists of integrated units focused on a theme or mode of study. Literature study in semester B focuses on the analysis of different forms of literature and as well as the evaluation of various modes and forms of writing. Writing and informational text lessons guide students through the stages of a rigorous research process and demonstrate how to evaluate, integrate, and share the information gathered during research. Students are required to share their ideas and analysis using several different modes, including oral and multimedia presentations.
1003	English 11 CR	A	Language Arts	AED	English for grade 11 is an American Literature course, with units organized chronologically according to periods in literary history. As students read foundation works of literature and other historical documents written between 1600 and 1900, they'll review and extend skills in five domains: analyzing literature, analyzing informational text, writing, speaking and listening, and language study, which includes word knowledge and grammar skills. Each module or unit begins with a lesson that provides historical context for the era and introduces themes that emerged in the literature of that era. Each lesson provides students with an opportunity to review basic analysis skills before applying those skills to works of literature or key historical documents. Lessons focused on more difficult historical documents include activities that help students comprehend the complex ideas in these works.  Writing modes addressed in Semester A of this course include narrative, reflective, persuasive, and analytical modes. Assignments emphasize the use of details, evidence, and reasoning to support ideas; writing lessons include model essays that demonstrate key features of each mode. The speaking and listening lessons in Semester A cover rhetoric, the peer review or writing workshop process, and performance skills. Vocabulary development instruction is integrated into literature and informational text lessons. Each unit ends with an authentic assessment that presents students with a real-world scenario requiring some of the skills they learned in the unit.

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Indicates NEW Course or Vendor;    Indicates Updated Course

SCED Codes	Course Name	Content Mapping	Subject	Vendor	Course Description
1003	English 11 CR Adaptive	A	Language Arts	AED	English for grade 11 is an American Literature course, with units organized chronologically according to periods in literary history. As students read foundation works of literature and other historical documents written between 1600 and 1900, they'll review and extend skills in five domains: analyzing literature, analyzing informational text, writing, speaking and listening, and language study, which includes word knowledge and grammar skills. Each module or unit begins with a lesson that provides historical context for the era and introduces themes that emerged in the literature of that era. Each lesson provides students with an opportunity to review basic analysis skills before applying those skills to works of literature or key historical documents. Lessons focused on more difficult historical documents include activities that help students comprehend the complex ideas in these works.  Writing modes addressed in Semester A of this course include narrative, reflective, persuasive, and analytical modes. Assignments emphasize the use of details, evidence, and reasoning to support ideas; writing lessons include model essays that demonstrate key features of each mode. The speaking and listening lessons in Semester A cover rhetoric, the peer review or writing workshop process, and performance skills. Vocabulary development instruction is integrated into literature and informational text lessons. Each unit ends with an authentic assessment that presents students with a real-world scenario requiring some of the skills they learned in the unit.
1003	English 11 CR	B	Language Arts	AED	Semester B of English 11 consists of units focused on historical eras and literary movements of the 20th and 21st century, such as Naturalism, Imagism, the Harlem Renaissance, and Postmodernism. Literature analysis lessons in semester B focus on the forms of literature that were most commonly written during the Twentieth Century and how the forms, styles, and techniques of that century inform literature written today. Students will also evaluate various modes and forms of language expression, including single media and multimedia messages. Writing and informational text lessons guide students through the stages of a rigorous research process and demonstrate how to evaluate, integrate, and share the information gathered during research. Students are required to share their ideas and analysis using several different modes, including oral and multimedia presentations.
1003	English 11 CR Adaptive	B	Language Arts	AED	Semester B of English 11 consists of units focused on historical eras and literary movements of the 20th and 21st century, such as Naturalism, Imagism, the Harlem Renaissance, and Postmodernism. Literature analysis lessons in semester B focus on the forms of literature that were most commonly written during the Twentieth Century and how the forms, styles, and techniques of that century inform literature written today. Students will also evaluate various modes and forms of language expression, including single media and multimedia messages. Writing and informational text lessons guide students through the stages of a rigorous research process and demonstrate how to evaluate, integrate, and share the information gathered during research. Students are required to share their ideas and analysis using several different modes, including oral and multimedia presentations.
1004	English 12 CR	A	Language Arts	AED	Students examine major works of literature organized into thematic units. Each unit contains poetry, short stories, and a novel that revolve around the theme for the unit. Themes include the self, relationships, alienation, choice, and death. As students read these works, they have the opportunity to reflect on these important themes by writing in multiple modes and creating cross-disciplinary projects.
1004	English 12 CR Adaptive	A	Language Arts	AED	Students examine major works of literature organized into thematic units. Each unit contains poetry, short stories, and a novel that revolve around the theme for the unit. Themes include the self, relationships, alienation, choice, and death. As students read these works, they have the opportunity to reflect on these important themes by writing in multiple modes and creating cross-disciplinary projects.
1004	English 12 CR	B	Language Arts	AED	Students examine major works of literature organized into thematic units. Each unit contains poetry, short stories, and a novel that revolve around the theme for the unit. Themes include the self, relationships, alienation, choice, and death. As students read these works, they have the opportunity to reflect on these important themes by writing in multiple modes and creating cross-disciplinary projects.
1004	English 12 CR Adaptive	B	Language Arts	AED	Students examine major works of literature organized into thematic units. Each unit contains poetry, short stories, and a novel that revolve around the theme for the unit. Themes include the self, relationships, alienation, choice, and death. As students read these works, they have the opportunity to reflect on these important themes by writing in multiple modes and creating cross-disciplinary projects.
1001	English 9 CR	A	Language Arts	AED	English for grade 9 is an integrated curriculum. Each unit contains thematically related lessons in five domains: reading and the study of literature, reading informational text, writing, speaking and listening, and language study, which includes word knowledge and grammar skills. Topics are presented in ways that help young adolescents relate literacy skills to other aspects of their lives. Writing assignments include narrative, expository, and persuasive/argumentative modes and emphasize the use of and details and reasoning to support ideas. Speaking and listening lessons in Semester A emphasize collaborative discussion skills and peer review. Vocabulary development instruction is integrated into literature and informational text lessons. Each unit ends with an authentic assessment that presents students with a real-world scenario requiring some of the skills they learned in the unit.
1001	English 9 CR Adaptive	A	Language Arts	AED	English for grade 9 is an integrated curriculum. Each unit contains thematically related lessons in five domains: reading and the study of literature, reading informational text, writing, speaking and listening, and language study, which includes word knowledge and grammar skills. Topics are presented in ways that help young adolescents relate literacy skills to other aspects of their lives. Writing assignments include narrative, expository, and persuasive/argumentative modes and emphasize the use of and details and reasoning to support ideas. Speaking and listening lessons in Semester A emphasize collaborative discussion skills and peer review. Vocabulary development instruction is integrated into literature and informational text lessons. Each unit ends with an authentic assessment that presents students with a real-world scenario requiring some of the skills they learned in the unit.

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SCED Codes	Course Name	Content Mapping	Subject	Vendor	Course Description
1001	English 9 CR	B	Language Arts	AED	Like semester A, semester B consists of integrated units focused on a theme or mode of study. Literature study in semester B focuses on the analysis of different forms of literature and on comparative studies of world literature and literature delivered in different media. Writing and informational text lessons guide students through the stages of research and demonstrate how to evaluate, integrate, and share the information gathered during research. Students are required to share their ideas and analysis using several different modes, including oral and multimedia presentations.
1001	English 9 CR Adaptive	B	Language Arts	AED	Like semester A, semester B consists of integrated units focused on a theme or mode of study. Literature study in semester B focuses on the analysis of different forms of literature and on comparative studies of world literature and literature delivered in different media. Writing and informational text lessons guide students through the stages of research and demonstrate how to evaluate, integrate, and share the information gathered during research. Students are required to share their ideas and analysis using several different modes, including oral and multimedia presentations.
24102	French I CR	A	World Language	AED	French I focuses on developing listening skills by repeated exposure to the spoken language. Speaking skills are encouraged through recommended assignments using voice tools. Reading and writing skills, as well as language structures, are practiced through meaningful, real-life contexts. The use of technology enhances and reinforces authentic language development and fosters cultural understandings through exposure to native speakers and their daily routines.
24102	French I CR	B	World Language	AED	French I focuses on developing listening skills by repeated exposure to the spoken language. Speaking skills are encouraged through recommended assignments using voice tools. Reading and writing skills, as well as language structures, are practiced through meaningful, real-life contexts. The use of technology enhances and reinforces authentic language development and fosters cultural understandings through exposure to native speakers and their daily routines.
24103	French II CR	A	World Language	AED	Semester A focuses on the continuation and enhancement of language skills presented in Level I. Vocabulary and grammar structures are revisited and expanded to provide students an opportunity to move towards an intermediate comprehension level. Speaking and listening skills are enhanced through recommended real-life voice activities. Listening skills are honed through online dialogues. Reading and writing skills are developed through access to completion of meaningful activities, reading of culturally-related articles of interest and responding to reading in the target language. The use of technology enhances and reinforces authentic language development and fosters cultural understandings through exposure to native speakers and their daily routines.
24103	French II CR	B	World Language	AED	Semester B continues the enhancement of language skills. Vocabulary and grammar structures are revisited and expanded as students explore other French-speaking areas. Speaking and listening skills are enhanced through recommended real-life voice activities. Listening skills are honed through online dialogues. Reading and writing skills are developed through access to completion of meaningful activities related to travel, to the Olympics, to natural disasters, and to the space program. Reading of culturally related articles of interest and responding to reading in the target language, along with the use of technology, reinforces authentic language development and fosters cultural understandings through exposure to native speakers and their daily routines.
2072	Geometry CR	A	Math	AED	Geometry is the study of the measurement of the world. What makes Geometry so engaging is the relationship of figures and measures to each other, and how these relationships can predict results in the world around us. Through practical applications, the student sees how geometric reasoning provides insight into everyday life. The course begins with the tools needed in Geometry. From these foundations, the student explores the measure of line segments, angles, and two-dimensional figures. Students will learn about similarity, triangles and trigonometric ratios. Geometry A consists of six modules. Each module comprises ten lessons for a total of 60 lessons in the course.
2072	Geometry CR Adaptive	A	Math	AED	Geometry is the study of the measurement of the world. What makes Geometry so engaging is the relationship of figures and measures to each other, and how these relationships can predict results in the world around us. Through practical applications, the student sees how geometric reasoning provides insight into everyday life. The course begins with the tools needed in Geometry. From these foundations, the student explores the measure of line segments, angles, and two-dimensional figures. Students will learn about similarity, triangles and trigonometric ratios. Geometry A consists of six modules. Each module comprises ten lessons for a total of 60 lessons in the course.
2072	Geometry CR	B	Math	AED	This course builds on the foundation of the first terms in Geometry. As in previous courses, deductive and inductive reasoning are emphasized, while applying problem-solving techniques to real-world problems. Students explore quadrilaterals and circles, and learn how an object is transformed, as well as how to represent that transformation algebraically and geometrically. Students calculate area and volume of 2-dimensional and 3-dimensional objects. Geometry B consists of six modules. Each module comprises ten lessons for a total of 60 lessons in the course.
2072	Geometry CR Adaptive	B	Math	AED	This course builds on the foundation of the first terms in Geometry. As in previous courses, deductive and inductive reasoning are emphasized, while applying problem-solving techniques to real-world problems. Students explore quadrilaterals and circles, and learn how an object is transformed, as well as how to represent that transformation algebraically and geometrically. Students calculate area and volume of 2-dimensional and 3-dimensional objects. Geometry B consists of six modules. Each module comprises ten lessons for a total of 60 lessons in the course.
24252	German I CR	A	World Language	AED	This German 1A course is an introductory course teaching basic comprehension and communication in German. It coordinates the study of language with culture through the use of video, audio and mass media production. This course assumes prior or no knowledge of the German language. It introduces the fundamentals of conversational and grammatical patterns of the German language with presentations to present the material. Students who complete the course successfully will begin to develop a functional competency in the four primary language areas: speaking, reading, listening and writing, while establishing a solid grammatical base and exploration into German culture.

## 6-12 Credit Recovery Courses

Indicates NEW Course or Vendor;    Indicates Updated Course

SCED Codes	Course Name	Content Mapping	Subject	Vendor	Course Description
24252	German I CR	B	World Language	AED	The second semester course will expand on the knowledge gained from German 1A and further develop their skills in pronunciation, grammar skills, grammar structures and vocabulary. Oral practice (via Voice Tools), homework assignments, games, songs, watching videos, quizzes, tests, projects and other activities such as writing wikis and journal entries, will be emphasized to accomplish this goal. The different cultures of the German-speaking world are emphasized through readings, videos and other activities. Taking the time to learn another language is a mind-expanding activity that can open up a world of opportunities and advantages.
24253	German II CR	A	World Language	AED	In this course, students build on grammar and language skills that they acquired during their GIA and GIB courses. While reviewing basic grammar skills, (present and past tenses), students learn and study stem-changing verb conjugation and explore cultural themes regarding current events, famous German people, music and famous festivals.
24253	German II CR	B	World Language	AED	In the second semester course, students increase their proficiency in being able to communicate by forming more complex German sentences in a variety of tenses using all four cases (Nominative, Accusative, Dative and Genitive). The variety of topics increases also, from exploring different careers to discussing relationships. Cultural themes are entwined throughout this course related to going shopping, to going to the zoo and also to travel throughout the German-speaking world.
8051	Health CR	S (1 Semester ONLY)	Health	AED	In this course, students acquire the knowledge and skills they need to lead a healthy life. Semester A focuses on the impact of personal decisions on the student's own health. Students learn how to find, evaluate, and use reliable information related to a variety of health topics. They also study the basic science behind nutrition, exercise, stress, and psychology, and examine how these factors affect a person's overall health. Each lesson in the course guides students in applying what they have learned in the lesson to their own lives and choices—and gives them a chance to discuss the topic with peers and instructors.
2062	Integrated Math I CR	A	Math	AED	In Integrated Math I, students use arithmetic properties of subsets of integers and rational, irrational and real numbers by simplifying expressions, solving linear equations and inequalities, graphing equations, finding the equation of a line, working with monomials and polynomials, and factoring and completing the square. Students use properties of the number system to judge the validity of results, justifying each step of the procedure to prove or disprove statements. Students compute perimeter, circumference, area, volume and surface area of geometric figures. Students also use basic trigonometric functions defined by the angles of a right triangle.
2062	Integrated Math I CR	B	Math	AED	In Integrated Math I, students use arithmetic properties of subsets of integers and rational, irrational and real numbers by simplifying expressions, solving linear equations and inequalities, graphing equations, finding the equation of a line, working with monomials and polynomials, and factoring and completing the square. Students use properties of the number system to judge the validity of results, justifying each step of the procedure to prove or disprove statements. Students compute perimeter, circumference, area, volume and surface area of geometric figures. Students also use basic trigonometric functions defined by the angles of a right triangle.
2063	Integrated Math II CR	A	Math	AED	Students begin the course learning about the algebraic concepts of functions, equations, inequalities, and complex numbers. They explore exponential and radical expressions, work with polynomials, and apply their knowledge to real-world problems by using algebraic expressions, pictorial and symbolic representation.
2063	Integrated Math II CR	B	Math	AED	Students begin this course by studying probability and then transition into the study of logic and geometric proofs. They continue their geometry study of triangles, parallel and perpendicular lines and angles, and then transition into the study of trigonometric ratios and the application of trigonometry. This course ends with a comprehensive look at circles.
2064	Integrated Math III CR	A	Math	AED	This course blends algebra, geometry, number and quantity, functions, modeling and statistics, and probability into one course. Students begin the course learning about the algebraic concepts of functions, equations, logarithms, and graphs and then transition into triangle and trig ratios. They dive into rational functions and sequences and series.
2064	Integrated Math III CR	B	Math	AED	In this semester, students begin by studying counting methods, probabilities, distributions, area, volume, parabolas, circles, ellipses, hyperbolas, and systems of equations and inequalities. They finish their course of study learning about trigonometry functions and identities.
3005	Marine Science CR	S (1 Semester ONLY)	Electives	AED	About 70% of the Earth is covered by water. Even today, much of the world's oceans remain unexplored. Marine scientists make exciting new discoveries about marine life every day. In this course, students will discover the vast network of life that exists beneath the ocean's surface and study the impact that humans have on the oceans.
3009	Paleontology CR	S (1 Semester ONLY)	Electives	AED	From Godzilla to Jurassic Park, dinosaurs continue to captivate us. In this course, students will learn about the fascinating creatures both large and small that roamed the earth before modern man. Watch interesting videos from experts at The Royal Tyrrell Museum, a leading paleontology research facility, and discover how the field of paleontology continues to provide amazing insight into early life on earth.
8039	Physical Education CR	S (1 Semester ONLY)	Physical Education	AED	In this course, students are introduced to exercise and physical fitness and the general recommendations for physical activity, while examining the benefits of exercise, lifestyle choices that can help prevent disease, and tips for kick-starting a healthier lifestyle. Students will explore each type of fitness, include the benefits, and the federal guidelines for exercise in detail. Students will also learn about bones and joints and the functions of the skeleton, and the different types of movements that occur at various joints. Students will learn about the different types of muscle in their bodies, and how they are structured, with particular attention to the different types of muscle fibers. Students will explore the functions that muscles perform, how they work, and their interaction with the central nervous system and special considerations for safe and effective exercise.  Students will learn how the cardio and respiratory systems work and interact with each other and about the different blood vessels that makeup the circulatory (vascular) system. Students will learn about the body's energy systems and how eating and drinking relates to exercise. Finally, students will learn about the psychology of exercising.
3159	Physical Science CR	A	Science	AED	This is an introduction to the Physical Sciences and scientific methodology. The objectives are to impart a basic knowledge of the physical properties and chemistry of matter. Skills are developed in the classroom, and reinforced through homework reading, and interesting labs that relate to everyday life.

## 6-12 Credit Recovery Courses

Indicates NEW Course or Vendor;    Indicates Updated Course

SCED Codes	Course Name	Content Mapping	Subject	Vendor	Course Description
3159	Physical Science CR	B	Science	AED	This is an introduction to the Physical Sciences and scientific methodology. The objectives are to impart a basic knowledge of the physical properties and chemistry of matter. Skills are developed in the classroom, and reinforced through homework reading, and interesting labs that relate to everyday life.
3151	Physics CR	A	Science	AED	Students begin their exploration of physics by reviewing the International System of Units (SI), scientific notation, and significant digits. They then learn to describe and analyze motion in one and two dimensions. Students learn about gravity and Newton's laws of motion before concluding the course with an examination of circular motion, energy, and simple machines. Students apply mathematical concepts such as graphing and trigonometry in order to solve physics problems.
3151	Physics CR Adaptive	A	Science	AED	Students begin their exploration of physics by reviewing the International System of Units (SI), scientific notation, and significant digits. They then learn to describe and analyze motion in one and two dimensions. Students learn about gravity and Newton's laws of motion before concluding the course with an examination of circular motion, energy, and simple machines. Students apply mathematical concepts such as graphing and trigonometry in order to solve physics problems.
3151	Physics CR	B	Science	AED	Physics B continues the student's exploration of mechanics while also guiding them through some other important topics of physics. Students begin by exploring simple harmonic motion, wave properties, and optics. Students then learn the basics of thermodynamics and fluids. Afterwards, the students explore the principles of electricity and magnetism. Finally, students explore the area of physics known as Modern Physics, which includes topics such as the photoelectric effect, nuclear science, and relativity. This is a trig-based course. It is assumed you know and can use trigonometry.
3151	Physics CR Adaptive	B	Science	AED	Physics B continues the student's exploration of mechanics while also guiding them through some other important topics of physics. Students begin by exploring simple harmonic motion, wave properties, and optics. Students then learn the basics of thermodynamics and fluids. Afterwards, the students explore the principles of electricity and magnetism. Finally, students explore the area of physics known as Modern Physics, which includes topics such as the photoelectric effect, nuclear science, and relativity. This is a trig-based course. It is assumed you know and can use trigonometry.
2110	Pre Calculus CR	A	Math	AED	In this course, students will understand and apply concepts, graphs and applications of a variety of families of functions, including polynomial, exponential, logarithmic, logistic and trigonometric. An emphasis will be placed on use of appropriate functions to model real world situations and solve problems that arise from those situations. A focus is also on graphing functions by hand and understanding and identifying the parts of a graph. A scientific and/or graphics calculator is recommended for work on assignments, and on examinations.
2110	Pre Calculus CR	B	Math	AED	Pre-Calculus Part B covers the major units of Introductory Trigonometry and Graphs, Trigonometric Equations and Identities, Analytical Trigonometry, Sequences and Series, Conic Sections and an Introduction to Calculus. A focus is also on graphing functions by hand and understanding and identifying the parts of a graph.
2051	PreAlgebra CR	A	Math	AED	Pre-Algebra A will help students move from the world of simple mathematics to the exciting world of Algebra and Geometry. They will develop skills that will be necessary throughout their life. Students will stretch their thinking by learning to solve real world problems. Learning math and algebra concepts can be fun. Abstract ideas can be challenging for many students but the challenge is one they can meet. Concepts are presented with a little humor, making the learning fun. Students will enjoy learning each new concept and develop a deeper understanding of the math skills they already have. Each concept is presented using examples of the skills, concepts, and strategies students will need. Scaffolding of ideas is provided to ensure student learning. The course is offered in a six-unit format containing 5 lessons each for a total of 30 lessons. Students will study text pages, watch videos, interact with flash presentations, and complete practice problems. The pace is controlled by the student and reviewing the material is encouraged.
2051	PreAlgebra CR Adaptive	A	Math	AED	Pre-Algebra A will help students move from the world of simple mathematics to the exciting world of Algebra and Geometry. They will develop skills that will be necessary throughout their life. Students will stretch their thinking by learning to solve real world problems. Learning math and algebra concepts can be fun. Abstract ideas can be challenging for many students but the challenge is one they can meet. Concepts are presented with a little humor, making the learning fun. Students will enjoy learning each new concept and develop a deeper understanding of the math skills they already have. Each concept is presented using examples of the skills, concepts, and strategies students will need. Scaffolding of ideas is provided to ensure student learning. The course is offered in a six-unit format containing 5 lessons each for a total of 30 lessons. Students will study text pages, watch videos, interact with flash presentations, and complete practice problems. The pace is controlled by the student and reviewing the material is encouraged.
2051	PreAlgebra CR	B	Math	AED	Pre-Algebra B will continue to move students into the exciting world of the unknown, Algebra. Building on what they have learned in mathematics and Pre-Algebra, students will expand their skills. They will be introduced to increasingly abstract concepts. Pre-Algebra B will provide the student with a concrete understanding of the basics for algebraic thinking. With numerous hands on activities and demonstration videos, they will have multiple opportunities to enhance their process solving skills. Students will be given different assessment opportunities to demonstrate mastery of each skill. The course is offered in a six-unit format containing 5 lessons each for a total of 30 lessons. Students will study text pages, watch videos, interact with flash presentations, and complete practice problems. The pace is controlled by the student and reviewing the material is encouraged.
2051	PreAlgebra B CR Adaptive	B	Math	AED	Pre-Algebra B will continue to move students into the exciting world of the unknown, Algebra. Building on what they have learned in mathematics and Pre-Algebra, students will expand their skills. They will be introduced to increasingly abstract concepts. Pre-Algebra B will provide the student with a concrete understanding of the basics for algebraic thinking. With numerous hands on activities and demonstration videos, they will have multiple opportunities to enhance their process solving skills. Students will be given different assessment opportunities to demonstrate mastery of each skill. The course is offered in a six-unit format containing 5 lessons each for a total of 30 lessons. Students will study text pages, watch videos, interact with flash presentations, and complete practice problems. The pace is controlled by the student and reviewing the material is encouraged.

## 6-12 Credit Recovery Courses

Indicates NEW Course or Vendor;    Indicates Updated Course

SCED Codes	Course Name	Content Mapping	Subject	Vendor	Course Description
4254	Psychology CR	S (1 Semester ONLY)	Electives	AED	The purpose of this course is to investigate why human beings think and act the way they do. This is an introductory course and will broadly cover several areas. Students will be expected to expand and go further into the topics. Theories and current research will be presented for the student to critically evaluate and understand. Each unit will present the terminology, theories and research that are critical to the understanding of the topic. Assignments and assessments will be included as well as tutorials and interactive drills.
24052	Spanish I CR	A	World Language	AED	Spanish I, Semester A, is an introduction to Spanish language and culture. Students learn to start with the basics of greetings and basic conversation, working to incorporate ideas from their life and experiences in Spanish conversation. This will be accomplished through written and verbal expression of the Spanish language.
24052	Spanish I CR	B	World Language	AED	Building upon Semester A, Spanish I Semester B expands to asking questions and conversational Spanish throughout one's neighborhood and daily life. Through real-life scenarios and learning examples, students will describe situations, in Spanish, both verbally and written.
24053	Spanish II CR	A	World Language	AED	Students build upon the foundation developed in Spanish I. They continue to build vocabulary, learn new verb tenses and other grammar concepts, and they increase their ability to communicate with others. They learn new concepts, like reflexive verbs, infinitive expressions, commands, the imperfect tense.
24053	Spanish II CR	B	World Language	AED	Semester B will continue building on vocabulary, grammar concepts and communicating effectively in the target language. You will explore new countries where Spanish is spoken and continue to keep abreast of current events in the Spanish-speaking world.
24054	Spanish III CR	A	World Language	AED	Students continue to develop their ability in reading, writing, speaking, and understanding Spanish through a systematic review of its structure. Students focus on applying vocabulary in a wider array of situations by learning about the past progressive and subjunctive moods and the present perfect, future, and conditional tenses.
24054	Spanish III CR	B	World Language	AED	Students continue to develop their ability in reading, writing, speaking, and understanding Spanish through a systematic review of its structure. Students focus on applying vocabulary in a wider array of situations by learning about the past progressive and subjunctive moods and the present perfect, future, and conditional tenses.
22003	Study Skills CR	S (1 Semester ONLY)	Electives	AED	The Study Skills and Strategies course equips students with skills and understandings critical to effective learning. Using a unique approach to the traditional topic of study skills, this course weaves understanding regarding the role of the brain in learning into the instruction of discrete learning skills and strategies. Moving beyond a list of good tips and ideas, the Study Skills and Strategies course will challenge students to develop intentional approaches to learning. They will be required to make connections between the strategies and skills they learn in this course and the implementation of those strategies and skills in their other coursework. Upon completion of the course, students will have learned a variety of specific learning skills and strategies, gained greater understanding of their own learning preferences, and become prepared to develop and implement specific learning and study plans for any academic course or other learning needs.
5051	Theatre Studies CR	S (1 Semester ONLY)	Electives	AED	Have you ever wondered how a play goes from the playwright's mind all the way into a multi-million dollar Broadway production? In this course, you'll learn the whole process! This course provides a thorough introduction to the theater by providing an overview of major topics in theater studies, with a blend of theoretical and practical lessons. In the first half of this course you will learn about the definitions of theater, theater history, and contemporary theatrical genres. The second of half of the course will guide you through all of the elements of putting on a professional theatrical production. You will learn about the entire production process, from playwriting through opening night, including elements of technical theater, the rehearsal process, and audience response. Whether you're an aspiring actor, technician, director, or producer, or even just an avid theater-goer, this course is for you.
4151	American Government CR	S (1 Semester ONLY)	Social Studies	AED	This course will guide students through an in-depth study of the history, structure, and guiding principles of American government. The first unit will review the origins of government in general and American government in particular—from the earliest models for democracy to the founding documents that created a federalist system of government in the U.S. Several units will help students explore the roles and responsibilities of each branch of government as well as the impact that the Constitution has had and continues to have on the way government works and on the lives of individual Americans. The course's final unit will guide students through a series of projects that require them to apply what they have learned about American government to an issue that interests them.
4101	American History CR	A	Social Studies	AED	This course covers the discovery, development, and growth of the United States. Major topics include; American Indian cultures, European colonization of the Americas, and the causes and effects of the American Revolution. Geographical, economic, and political factors are explored as the key factors in the growth of the United States of America. American History I is a survey of the struggle to build the United States of America from the colonial period to the beginning of the twentieth century. By means of reading, analyzing, and applying historical data, students come to appreciate the forces that shaped our history and character as an American people. Not only are the topics of American history discussed, but students also explore research methods and determine accurate sources of data from the past. Knowing the facts and dates of history are just the beginning; each student must understand how history affects him or her.
4101	American History CR	B	Social Studies	AED	American History B begins with a study of American life before the 1929 Stock Market crash and how the Roaring Twenties influenced society in the late 19th through early 20th centuries. Students will examine the causes and consequences of the Great Depression and move on into a detailed study of World War II with an emphasis on America's role in the conflict. The course continues with an analysis of the Cold War struggle and America's rise as a superpower. The Civil Rights and Women's rights movements, pollution and the environment, and American domestic and foreign policy will be examined. The course wraps up with a summary of current events and issues, including a study of the Middle East. This course begins with an assessment of life in United States pre-World War I and ends with the conflicts of the new millennium. Students look at the nation in terms of economic, social, and political trends. The experiences of the last century are summarized, including a look into the civil rights issues that have embroiled the nation in conflict. The development of the United States of America into a superpower is explored within a global context.

## 6-12 Credit Recovery Courses

Indicates NEW Course or Vendor;    Indicates Updated Course

SCED Codes	Course Name	Content Mapping	Subject	Vendor	Course Description
4001	World Geography CR	A	Social Studies	AED	The student will be taught to use the basic skills of map reading and development, geographic technology, and the recognition of geographic themes to make sense of the world. The course examines world regions including the nations, people, and cultures of the Americas and Western Europe.
4001	World Geography CR Adaptive	A	Social Studies	AED	The student will be taught to use the basic skills of map reading and development, geographic technology, and the recognition of geographic themes to make sense of the world. The course examines world regions including the nations, people, and cultures of the Americas and Western Europe.
4001	World Geography CR	B	Social Studies	AED	This second-semester course continues to teach the basic skills of map reading and development, the use of geographic technology, and the recognition of geographic themes. The focus examines the world regions, including the nations, people, and cultures of Central Europe and Northern Eurasia, Central and Southwest Asia, South Asia, Africa, East Asia, and the Pacific.
4001	World Geography CR Adaptive	B	Social Studies	AED	This second-semester course continues to teach the basic skills of map reading and development, the use of geographic technology, and the recognition of geographic themes. The focus examines the world regions, including the nations, people, and cultures of Central Europe and Northern Eurasia, Central and Southwest Asia, South Asia, Africa, East Asia, and the Pacific.
4051	World History CR	A	Social Studies	AED	World History begins with a focus on the skills needed to read, understand, and analyze history, also demonstrating how historians and social scientists arrive at their conclusions about human history. Semester A covers the history of civilization from hunter-gatherer societies through the characteristics of the earliest civilizations to the Enlightenment period in Western Europe. The second half of Semester A explores early intellectual, spiritual, and political movements and their impact on interactions among world cultures.
4051	World History CR Adaptive	A	Social Studies	AED	World History begins with a focus on the skills needed to read, understand, and analyze history, also demonstrating how historians and social scientists arrive at their conclusions about human history. Semester A covers the history of civilization from hunter-gatherer societies through the characteristics of the earliest civilizations to the Enlightenment period in Western Europe. The second half of Semester A explores early intellectual, spiritual, and political movements and their impact on interactions among world cultures.
4051	World History CR	B	Social Studies	AED	Semester B applies the reading and analytical strategies introduced in Semester A to the events and movements that created the modern world. In the second semester, World History emphasizes the effects of the Industrial Revolution and changing attitudes about science and religion as well as the impact of European colonization. Students are encouraged to make connections between World War I and II and events related to the Cold War and between 19th-century imperialism and modern independence movements.
4051	World History CR Adaptive	B	Social Studies	AED	Semester B applies the reading and analytical strategies introduced in Semester A to the events and movements that created the modern world. In the second semester, World History emphasizes the effects of the Industrial Revolution and changing attitudes about science and religion as well as the impact of European colonization. Students are encouraged to make connections between World War I and II and events related to the Cold War and between 19th-century imperialism and modern independence movements.

## CTE Courses

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SCED Codes	Course Name	Content Mapping	Subject	Vendor	Course Description
12009	Business Communications I	A	CTE	EDL	No matter what career you're planning to pursue, excellent professional communication will be key to your success. Upgrade your abilities in speaking, listening, writing, using and reading body language, and communicating in teams and groups. Discover how to plan, create, and deliver business presentations and communicate through graphics. In no time, you'll be communicating with confidence, stand out from your peers, and impress your employer.
12009	Business Communications I	B	CTE	EDL	You've learned your audience, found your voice, and can read the body's unspoken words. Now, it's time to limber up those fingers and learn the P's and Q's of communicating in a business setting. In this course, you're going to take the basic writing skills you've developed and revise them so you can take new approaches to planning, building, and distributing documents for a business audience. You'll continue to explore the essentials of writing while drafting new understandings of business documents, and then you'll learn to apply your business communication skills to job applications, interviews, and presentations. No matter your career of choice, learning to effectively communicate will help your professionalism grow leaps and bounds. Let's get writing!
12052	Business Information Management I	A	CTE	EDL	Do you dream of owning your own business someday, or working for a company in a leadership position? Wherever your path may lead you, having the essential knowledge of business types, requirements to start a business, understanding of finances, business law, marketing, sales, customer service, and more, will ensure you're on the path to success. Let's explore your passion for business in this course!
12052	Business Information Management I	B	CTE	EDL	Now that you have the basics of business down from the previous course, it's time to become better acquainted with the application of information management in business. Learn about professional conduct, teamwork, and managerial skills, while also examining careers in business technology. The basics of word processing, spreadsheets, databases, and presentation software are also explored so that you become better prepared for jobs in this field.
4164	Business Law I	A	CTE	EDL	Whether you plan on starting your own business or being in charge of one, it is crucial you understand how to keep the company compliant. Explore what it means to run an ethical business, how to keep intellectual property, technology, and e-commerce safe and protected, understand insurance and taxes, and how to have a healthy workplace environment. Keep the business safe and growing by following the law.
4164	Business Law I	B	CTE	EDL	Whether you plan to start your own business, work for an organization, or go into law, it's essential to understand more complex legal requirements that impact business operations and decisions. This is especially true as companies grow and expand domestically and internationally. Explore the differences between criminal and civil law. Examine how state and federal regulations work to protect consumer and employees' rights, protect society and the environment, and understand how business contracts can work to protect everyone.
12001	Business Ownership I	A	CTE	EDL	Do you dream of a future where you can have creative freedom, working in an industry you love, where you can get up every morning excited about the day will bring? In this course, you'll learn the skills you'll need in order to take your dream and transform it into a successful business. You'll explore foundations like generating ideas to qualifying opportunities, analyzing the market, and identifying skills for successful deployment. You'll learn to keep your business rolling and growing through effective workplace leadership and training while incorporating technological innovations to keep your business competitive. Are you ready to turn your dreams into reality? Let's get goaling!
12001	Business Ownership I	B	CTE	EDL	You've defined your business and made a plan to launch your vision, and now, it's time to turn that business into a well-oiled machine! In this course, you'll familiarize yourself with tried-and-true strategies for success! you'll distinguish market segments, develop the appropriate market mix, brand your business, create a top-notch customer service environment, and calculate financial factors for the crucial first year- and every year after! Owning a booming business doesn't happen by accident. Let's learn what it takes and execute on the essentials to turn your business vision into a reputable reality!
10020	Cybersecurity I	A	CTE	EDL	We depend more on the technologies we interact with every day, and we put more and more of our personal data out there online. Can all of that data really be kept "secret"? Learn about the various parts of your computer, how they work together, and how you can manipulate them to keep your data safe. Dive into the tools, technologies, and methods that will help protect you from an attack and discover the many opportunities in the rapidly growing field of cybersecurity.
10020	Cybersecurity I	B	CTE	EDL	Unmask the cybersecurity threats around you by understanding hackers and identifying weaknesses in your online behavior. Learn to avoid the various types of cyber attacks, including those to your social media accounts, and to predict the potential legal consequences of sharing or accessing information that you do not have rights to. Dig into these crimes in depth by taking a look at cyber forensics and other cybersecurity careers. Cybersecurity will play an increasingly larger role in our personal and professional lives in the years to come.
11153	Digital Media Fundamentals I	A	CTE	EDL	Discover your talent for building digital media applications using text, graphics, animations, sounds, videos, and more! Learn about the elements that make impressive media, such as typography, color theory, design, and manipulation. Explore careers to apply your digital media skills and find your place in this fast-paced and exciting field!
11153	Digital Media Fundamentals I	B	CTE	EDL	Let's polish your digital media skills and help you learn all about web design. Incorporate your creative ideas into websites and discover the basics of marketing to understand how your work can be used effectively. You'll also explore the world of podcasts and audio editing to construct a solid foundation from which you can pursue a career in this exciting field.
5254	Digital Media Web Design II	A	CTE	EDL	Did you know that you are consuming digital media every time you open an app or use your computer or tablet? Digital media may be a webpage, video, image, podcast, form, or more. Explore how you can develop web pages that embed different media and interactivity for excellent user experience through programming languages such as HTML and CSS. Examine trends and opportunities, education requirements, student organizations, and industry certification options. It's your turn to start designing websites and experiences for digital media consumers.

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SCED Codes	Course Name	Content Mapping	Subject	Vendor	Course Description
11153	Digital Media Web Design II	B	Electives	EDL	Think of the best online stores you've visited. What do you think makes them unique? How do they keep buyers engaged and purchasing? Before you can design a great eCommerce store, it's essential to understand how one works. Learn the trends, design principles, and security strategies. Explore what it means to adhere to ethical and legal requirements and complying with industry standards and accessibility. It's time to start designing the next best eCommerce site!
14055	Emergency Medical Responder I	A	CTE	EDL	Have you ever wondered what happens after making a 911 call? Get a realistic look into the day-to-day, fast-paced life of an EMR and how their roles and responsibilities fit into the larger picture with Emergency Medical Services. Discover how to conduct a patient assessment when you arrive on a scene and assess and treat various medical emergencies. If you've ever dreamt of being on the front lines, providing quality care to save someone's life, then explore the exciting career as an Emergency Medical Responder.
14055	Emergency Medical Responder I	B	CTE	EDL	Being an emergency medical responder is dynamic and challenging. EMRs are first responders who are prepared for action! Explore how to care for diverse patients and in unique and even difficult situations. From advanced trauma to childbirth, from mass casualties to special conditions. EMRs are trained to care for, treat, move, and transport patients in various situations and play a vital role as part of an EMS response team.
12053	Entrepreneurship I	A	CTE	EDL	Starting a business is more than just having a good idea. Successful entrepreneurs know how to use and apply fundamental business concepts to turn their ideas into thriving businesses. Explore topics such as identifying the best business structure, business functions and operations, finance, business laws, regulations, and more! If you have ever dreamed of making a business idea a reality, take the time to establish a solid foundation of business skills to make your business dreams come true!
12053	Entrepreneurship I	B	CTE	EDL	You have the business idea; now it's time to go from dream to reality. Throughout this course, you'll explore different topics representing the major parts of a business plan, such as risk, hiring, pricing, marketing, and more. By completing activities, you'll create a viable document you can use to help you start your business by the end of the course. Let's bring your dream to life!
14251	Health Science Theory	S (1 Semester ONLY)	CTE	EDL	From doctors and nurses to x-ray technicians and medical aides, the field of healthcare offers numerous roles that will allow you to make a difference in the lives of patients. In this course, you'll learn all about the foundations of healthcare from how the industry works around the world, to the different professions that fall within the field. You'll also learn medical terminology and calculations, the difference between diagnostic and therapeutic careers, and the legal and ethical considerations. Let's start building the foundation of a career in healthcare today!
14251	Health Science Foundations I	A	CTE	EDL	Health science careers are not only in high demand, but they offer a diverse range of careers for all types of people interested in helping others. Acquire foundational knowledge required to pursue a career in the healthcare industry, and the education, training, and credentials needed to attain them. Learn basic medical terminology, principles of anatomy and physiology, and legal and ethical responsibilities. Explore communication, teamwork, and leadership techniques - providing a solid basis for those wanting to advance through the health sciences.
14251	Health Science Foundations I	B	CTE	EDL	Making sure that you, your patients, and your colleagues stay safe, you'll begin analyzing your responsibilities for ensuring patient and personal safety with special attention paid to emergency procedures. Examine infection control, first-aid, CPR, and measuring a patient's vitals. Learn about numerical data, such as systems of measurement, medical math, and reading and interpreting charts. And examine effective teamwork and leadership characteristics while building your employment skills.
16001	Hospitality and Tourism 1: Touring the Globe	S (1 Semester ONLY)	CTE	EDL	Where is your dream travel destination? Now imagine working there! You'll be introduced to a thriving industry that caters to the needs of travelers through managing hotels, restaurants, cruise ships, resorts, theme parks, and any other kind of hospitality you can imagine. Operating busy tourist locations, creating marketing around leisure and travel, spotting trends, and planning events are just a few of the key aspects you will explore within this exciting field.
16001	Hospitality and Tourism 2	A	CTE	EDL	Are you a people person? Then hospitality may be the field for you! Learn about what makes the hotel and restaurant industries unique. Learn about large and small restaurants, boutique and resort hotels, and their day-to-day operations. Evaluate the environment for these businesses by examining their customers and their competition. Discover trends and technology that makes each industry exciting and innovative. Explore a variety of interesting job options from Front Desk and Concierge services to Maître d and food service.
16001	Hospitality and Tourism 2	B	CTE	EDL	Embark on your journey to becoming a manager in the hotel or restaurant industry by gaining knowledge and developing a variety of skills. Learn about different management styles, laws, and regulations that govern hotels and restaurants as well as how to develop job descriptions and business plans. You'll also explore how to create menus, advertise vacancies, perform interviews, and understand the financials of the hotel or restaurant.
12199	Marketing Foundations I	A	CTE	EDL	Explore the fast-paced and exciting world of marketing! Learn about the role of marketing in business in addition to the basics of business management, customer service, and economics. Examine how to identify target markets, perform market research, and develop successful marketing strategies. Discover the legal and ethical considerations of business and marketing, along with the impact of government on business.
12199	Marketing Foundations I	B	CTE	EDL	Dig deeper into the world of marketing and what it means for business success! Become a marketing mix pro by studying understanding branding, advertising, promotion strategies, and more, through real-world applications and practices. And explore the secrets of advertising and promotion. Learn about effective sales techniques and discover employment opportunities to pursue a career in this exciting field!
14154	Medical Terminology I	A	CTE	EDL	Learning the language is essential for careers in health science. Join word parts to form medical terms, associations within body systems, and better communicate with colleagues and patients. Build your proficiency and confidence with this course and prepare yourself for a career in health sciences.

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14154	Medical Terminology I	B	CTE	EDL	Discover the medical terminology associated with even more body systems to increase your ability to master prefixes, suffixes, and roots. Connect this language to real-world patients and clinical settings through practical applications and specific scenarios. Launch your health knowledge with detailed medical terms.
14051	Nursing	S (1 Semester ONLY)	CTE	EDL	The demand for nurses has never been higher! Learn what it takes to become a nurse, pursue a career, and understand the practice of nursing and the healthcare system. With a strong focus on patient care, you'll explore safety, communication and ethics, relationship building, and how to develop wellness strategies for your patients. From emergency to rehabilitative care, to advances and challenges in the healthcare industry, discover how you can launch a fulfilling career providing care to others.
14051	Nursing Assistant I	A	CTE	EDL	If you ever wanted a career that is centered around the care of others and that directly impacts the most vulnerable populations, then it's time to explore what it means to be a Nursing Assistant. This role can be the first step on your nursing career ladder or into other healthcare positions. Learn career options, ethical and legal responsibilities, anatomy and physiology, patient care, and safety. Discover what it takes to start your journey into this highly needed field.
12003	Office Administration I	A	CTE	EDL	Businesses worldwide and across every industry are always on the lookout for highly skilled administrative professionals to help their business be successful and thrive. Explore what it means to have effective verbal and written communication, speaking, and listening skills to work with diverse people and teams. Then dive into learning how to leverage various technology and software businesses use to stay connected and productive.
12003	Office Administration I	B	CTE	EDL	You have learned some of the skills that an administrative professional must possess, but now it's time to take those skills to the next level! You will explore the responsibilities of an administrative professional to understand what a typical workday looks like and even what goes into searching for an administrative professional role: searching, applying, and (the most exciting part!) securing. Do you love the idea of being the glue in a successful business, helping everything run smoothly and properly? Then let's continue your journey into the career of an administrative professional!
3055	Pathophysiology	S (1 Semester ONLY)	CTE	EDL	It takes the mind of a detective to uncover the cause of disease, and this is where your investigative brain and desire to heal people comes in! In this course, you'll build foundational knowledge needed to understand disease in all forms along with signs, symptoms, and prevention. You'll learn how medical professionals arrive at the right diagnosis that leads to proper treatment and a successful outcome. You'll also sharpen your sleuthing skills learning how to collect and work with data, develop and test hypotheses, and design a study, and you'll even research potential STEM careers! Grab your detective hat and get ready to explore the tiny world of pathogens.
14253	Pharmacology I	A	CTE	EDL	If you ever thought about pursuing a gratifying career in biomedical sciences, pharmacology is a must. Pharmacology is the fascinating study of the chemistry, origins, and types of medications. Whether you plan on going into medicine, nursing, dentistry, veterinary medicine, or pharmacy, you'll need to learn the effects of medicines on different biological systems, appropriate dosages, and how the body responds to different medications.
14253	Pharmacology I	B	CTE	EDL	When implemented with care, medicine can cure illnesses and even save lives, but when distributed incorrectly, therapeutics can cause great harm. In this course, you will delve deeper into the study of medicine and treatments available to patients. You will learn about available medications for specific diseases, the way therapeutics work in the body, different drug classifications, the law behind administering drugs, and what a Pharmacy career can look like. Are you ready to continue injecting your brain with essential knowledge for a career in the medical field? Let's continue your journey of care.
12164	Principles of Business, Marketing, and Finance I	A	CTE	EDL	Discover the fundamental knowledge that will help you pursue a career in business, as well as always generating interest and buzz around the products and services offered. Explore different types of businesses and ownership forms, the impact of governments on business, and the marketing of goods and services. Learn about globalization, free trade, and various economic systems, as well as the impact of technology on business, business ethics, and social responsibility.
12164	Principles of Business, Marketing, and Finance I	B	CTE	EDL	Take your knowledge of business basics, finance, and marketing to the next level. Learn how to create a marketing strategy that promotes and attracts customers in order to sell a product or service. Explore important basics of business finance, including accounting, budgeting, and investing. And learn what careers are available in business and the important employability skills you'll need to ace the interview and land the job!
3153	Principles of IT I	A	CTE	EDL	Ready to develop your understanding and proficiency in computers? Explore a range of concepts to gain the foundational knowledge you'll need to start exploring careers in this field to find out which ones suit your interests and abilities. Learn about computer hardware and maintenance to data management and storage options to network systems, administration, and troubleshooting. Then dive into word processing, spreadsheets, and databases to cement your knowledge of information technology!
3153	Principles of IT I	B	CTE	EDL	Take the IT knowledge you have to a more advanced level. Starting with an overview of programming, algorithms, and compilers, you'll then learn the basics of web page design and creating graphics. Explore security and cybercrime, emerging technologies, presentation software, and intellectual property laws. Finally, you will prepare for the future by discovering various careers in this field and planning your education!
21099	Programming I	A	CTE	EDL	Have you ever wondered how your favorite software is created? Explore the software development life cycle from start to finish while developing your own programming skills with Python. Explore the power of data and algorithms along with their influence on the world. Launch yourself into the endless possibilities a career as a programmer can bring you!
21099	Programming I	B	CTE	EDL	Dig deeper and expand your knowledge as you discover how programming can solve a vast array of problems. Plan and develop a problem-solving program while performing testing, debugging, and quality assurance procedures. Design and plan your own app as part of your capstone project to give you a thorough introduction to the world of programming.

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21099	Programming II	A	CTE	EDL	Congratulations; you're speaking a different language! A programming language that is. But do you want to learn more? Discover the most popular programming languages and what they have to offer the software world. Explore data, algorithms, and objectives and how they are essential to language 'speak'. Learn the software development life cycle and how it can be implemented so you can create projects, such as a prototype for an app you'll code and a working to-do list website.
21099	Programming II	B	CTE	EDL	Get ready to take your programming abilities to the next level in Programming 2b! You'll start by developing a simple web page using HTML, CSS, and JavaScript and then you'll practice your Python skills, making your own photo editor and sound player! Using API, you'll practice adding a weather widget to a website and you'll ensure page safety using encryption techniques through Python. You'll test, you'll inspect, you'll collaborate, and for your finale, you'll craft a graphical user interface for an app using Python's Tkinter! Let's get ready to program!
	RISE UP: Retail Industry Fundamentals	Modular	CTE	RISE UP	RISE UP, the NRF Foundation, is an industry recognized training and credentialing program that provides foundational employability skills to help people land jobs and get promoted in retail and beyond.  Are you seeking your first job or reentering the workforce? In these modules, you will identify industry terms and recognize the retail cycle, identify the economic impact of retail, understand customer service and sales skills, understand the various technology tools used in retail, and learn industry career paths. Once you successfully complete these modules, you will be prepared to take the Retail Industry Fundamentals Certification exam.  * this material must be taught by a staff member who is certified through RISE UP
	RISE UP: Customer Service & Sales Certification	Modular	CTE	RISE UP	RISE UP, the NRF Foundation, is an industry recognized training and credentialing program that provides foundational employability skills to help people land jobs and get promoted in retail and beyond.  These modules are for those who will be in customer-facing or sales roles in any industry. You will understand omnichannel purchase options, the customer life cycle, assess and meet customer needs, execute sales and upselling. Finally, you will learn how to build a resume and then shine in the interview. Once you successfully complete these modules, you will be prepared to take the Customer Service & Sales Certification exam.  * this material must be taught by a staff member who is certified through RISE UP
21009	Robotics I	A	CTE	EDL	Are you fascinated with how machines work? Robots are machines, and they are all around us, from helping doctors in surgeries to helping to keep our homes clean. Explore the physics, mechanics, motion, and the engineering design and construction aspects used to develop robots. Learn how models are created through both sketches and software. Discover STEM careers and the education needed to enter this high-demand field.
21009	Robotics I	B	CTE	EDL	The robots have invaded... and they're here to make our lives easier. You've learned about the basics of robotics and STEM careers, but now we're going to learn about manipulating the physical world to create desired effects. In this course, you'll learn to manipulate electrical signals to create logic and memory, how to quantify the physical world through variables, and how to have an impact through tools. You'll discover how to choose the best tools and materials, how to create AI, and how to take an idea from initial planning to a completed project. Let's continue the pursuit of a career in robotics so the friendly invasion can thrive!
12163	Sports and Entertainment Marketing I	A	CTE	EDL	The bright lights. The roaring crowds. The chants and cheers and applause. If you are drawn to the electricity of large events and the challenge of making events successful, a career in sports and entertainment marketing may be for you! In this course, you will trace the development of these industries, dissect their dual nature, and discover what it takes to pitch, promote, and deliver on these services. You'll also explore the necessary steps to chart your own career path from among the professional roles that these industries need to operate. Let's get off the sidelines and hop into the primetime of the sporting and entertainment worlds!
12163	Sports and Entertainment Marketing I	B	CTE	EDL	Get ready to drop your spectator status for an all-access pass to enter the exciting world of sports and entertainment marketing! In this course, you'll secure a solid foundation of effective marketing by studying the different roles and levels and how they relate to one another. Then, you'll explore the modern marketing methods professionals use to take an event concept and make it successful. Finally, you'll get up to speed on industry terminology and touchpoints with the help of HR. Get ready to flash that pass and gain all-star access to the stage and arena!
14062	Sports Medicine I	A	CTE	EDL	What do you think of when you hear the phrase "sports medicine professional"? Believe it or not, the term encompasses a much larger range of career options than jobs typically associated with this field. Explore some of the most popular career pathways, day-to-day responsibilities, emergency care for athletes, and legal obligations. Discover what nutrition, healthy lifestyle, and fitness truly mean, and dive into anatomy, human biomechanics, and exercise modalities. Learn how to get started in this exciting field.
14062	Sports Medicine I	B	CTE	EDL	You've warmed up those muscles and stretched your understanding of basic human biomechanics, but now it's time to power forward your learning even further! In Sports Medicine 1b: Injury Prevention, you'll expand your understanding of the human body to provide a greater context for injury in a variety of scenarios. You'll learn how to evaluate an injury, onsite tests to perform, and when to refer a patient to a medical professional. You'll also explore the anatomy of specific body areas to better understand injuries that may occur as well as ways to prevent injury. Are you ready to keep athletes functioning at peak levels? Grab your sports tape and let's hit the field of sports medicine!

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14062	Sports Medicine II	A	CTE	EDL	You've learned the basics about how the body works and how to attend to athletes' injuries, but now, it's time to get personal! Time to personalize and plan for clients, that is! In this course, you will learn to develop dietary and exercise regimes for clients based on their needs and goals. You'll even have an opportunity to turn plans into action by designing workouts for your own example gym. Let's hit the ground running and continue building towards a career as a trainer!
14062	Sports Medicine II	B	CTE	EDL	"Five, four, three, two, one—rest." You've learned what it looks like to work one-on-one with clients as a sports medicine professional, and now it's time to focus on the group. In this course, you will be introduced to teaching group exercise classes and providing rehabilitation services to clients facing injury and disease. You will also learn about laws that govern the work of sports medicine professionals, business concerns like insurance and staffing, and what you need to consider if you start your own fitness facility. It looks like it's time for the next set! Let's get started!
5254	Web Development I	A	CTE	EDL	How many times per day do you access the internet, including social media? The web is an important part of our daily lives, so it's no surprise that web development is one of the hottest career fields. Start to explore professional web development, including how to create content for the web. You'll learn about topics such as servers, file organization, HTML, CSS, Javascript, and the development stack that will let you build any website you can dream up.
5254	Web Development I	B	CTE	EDL	Websites need to be functional, but they need to look great while doing the job! Now that you've learned how to create web content, you'll learn how to apply design principles, like color combinations and font choices, to achieve the greatest impact. You'll also learn the behind-the-scenes tasks of organizing your files, ensuring website accessibility, following intellectual property regulations, and performing site backup and maintenance. Let's unravel the web development process!
5254	Web Development II	A	CTE	EDL	You've already experienced web development on a smaller scale, but now, it's time to kick it up a notch! You'll hit the ground running with the Agile methodology of software development and how it plays into leadership and teamwork amongst developers, you'll also approach web development from a different perspective- your users!- and you'll learn to speak the language of JavaScript to enhance your web development efforts. Your efforts will commence in a professional portfolio that will allow you to experience GitHub to display your work. Let's get that framework going!
5254	Web Development II	B	CTE	EDL	You've done a ton of work on your website already, and now, it's time to put the finishing touches on it and make it work for you! In this course, you'll explore topics and hone skills to help you perfect your portfolio so it's ready to share with future employers, you'll discover common coding errors and security threats, website accessibility and reliability, and become more fluent and efficient in JavaScript. You'll also learn how to make on-the-job choices and adjustments and refine communication with your clients. In the end, you'll turn your website into a presentation to share with friends and family so you can showcase your achievements.
22114	Workplace and Internship Readiness	S (1 Semester ONLY)	CTE	EDL	Starting your first "real" job can be intimidating. But when you know what to expect and learn how to be successful, you'll feel confident about the hiring process and prepared to put yourself out there! Discover how to build a well-rounded set of employability and personal leadership skills that allow you to guide your own career. Learn how to communicate with others, take initiative, set goals, problem-solve, research different career options, and envision your own personal career path. Get ready to create a powerful launching pad that will help you blast off into a great first job experience!
	CBI Year 1	A	CTE	Custom	Students will be given tools to start planning for their future through self-discovery in our life skills focused course. Understanding what motivates them, how to set realistic goals, and providing tools to help them navigate life are among some of the topics covered. Start their CBI journey helping them identify their passions and set attainable goals for the future.
	CBI Year 1	B	CTE	Custom	In the second half of year 1, students will begin to dive into career clusters by exploring career options in each of the nationally recognized areas. This this semester will see them through the exploration of opportunities that benefit community, examine analytical occupations, and help them gain a better understanding of decision making and goal setting. They will wrap up the semester by narrowing in on their future goals and how to begin preparing for them.
	CBI Year 2	A	CTE	Custom	To start CBI year 2, students will begin by learning what employment means, how to locate open positions, and what they should do to prepare for it. They will continue on in the preparation journey by learning how to dress, communicate, and speak like a professional. Wrapping up this semester, students will learn how to articulate and communicate through writing and begin constructing their resume.
	CBI Year 2	B	CTE	Custom	Understanding how to be a team player can take some work, in this course students will learn what it takes to be a contributing member of a successful team. Topics that help them understand this include how to conduct yourself, manage your time, and follow the rules. The course concludes with students focusing on planning and creating professional and thorough presentations.
	CBI Year 3	A	CTE	Custom	As a third year CBI student, students will begin to learn what it takes to not only run a business, but the ability to start one. In today's culture, the ease of starting a business is at their fingertips, this semester will guide them on navigating the business world and how to start turning ideas into opportunities.
	CBI Year 3	B	CTE	Custom	It's important that students complete the first course in year 3 as they will now journey into the business plan. Understanding the risks that lie ahead, their target market, and how to project revenue are among topics that will be covered. This course is designed to take their business ideas to the next level and help them understand what it takes to be successful.
	CBI Year 4	A	CTE	Custom	Year 4 of CBI is created for flexibility. This semester the students will complete majority of the Personal & Family Finance course. 8 of the 10 units are covered.

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	CBI Year 4	B	CTE	Custom	During this semester, students will finish the last 2 modules of the Personal & Family Finance course. They will then spend the remainder of the time focusing on Rise Up Customer Service and Sales and Rise Up Retail Fundamentals. Both of these sub-courses will prepare students to take the exam, leading to an industry credential (certification).
	Ohio Boutique License: Hair Braiding	6 weeks - 1 semester	CTE	Custom	This course offers a robust curriculum designed by a licensed cosmetologist and aligned to equip students with foundational cosmetology skills, specialized hair braiding techniques, and rigorous infection control practices. Through interactive lessons, students will master the art of hair braiding while prioritizing client safety and sanitation protocols. Additionally, business skills training will empower students with essential knowledge in entrepreneurship, marketing, and client management, preparing them for success in the industry. Upon completion, students will be well-positioned to pursue the Ohio Boutique Registration in Hair Braiding, opening doors to exciting opportunities in the cosmetology field.
	Ohio Boutique License Registration- Shampooing	6 weeks - 1 semester	CTE	Custom	As a pre-req to the Ohio Boutie Registration in Braiding, This specialized course is designed to prepare students for obtaining the Ohio Boutique Registration in Shampooing. Through a combination of theoretical instruction and hands-on practice, students will gain the essential skills and knowledge needed to excel in the field of professional shampooing. Throughout this course, students will: Learn the fundamentals of hair and scalp anatomy, understanding how different hair types and scalp conditions can affect shampooing techniques; Study the various types of shampoos and conditioners, including their ingredients, benefits, and appropriate usage for different hair and scalp conditions; Develop proficiency in proper shampooing techniques, including scalp massage, lathering, and rinsing, ensuring a thorough and enjoyable experience for clients; Understand the importance of maintaining high standards of hygiene and sanitation in a salon environment, including proper cleaning and disinfecting of tools and work areas.
	Introduction to Skilled Trades	A	CTE	Custom	This comprehensive course offers high school students an introduction to the foundational skills and knowledge required for careers in the skilled trades. Emphasizing the importance of safety, the curriculum covers essential materials and techniques in carpentry, electrical work, plumbing, masonry, and general construction.  Students will gain a theoretical understanding of each trade, learning to work with tools and materials commonly used in these professions. The course is designed to foster a strong appreciation for safety practices, ensuring that students understand the critical importance of maintaining a safe work environment.
	Introduction to Skilled Trades	B	CTE	Custom	This comprehensive course offers high school students an introduction to the foundational skills and knowledge required for careers in the skilled trades. Emphasizing the importance of safety, the curriculum covers essential materials and techniques in carpentry, electrical work, plumbing, masonry, and general construction.  Students will gain a theoretical understanding of each trade, learning to work with tools and materials commonly used in these professions. The course is designed to foster a strong appreciation for safety practices, ensuring that students understand the critical importance of maintaining a safe work environment.
	Quickbooks Certification	1 Week	CTE	Custom	This course provides students with a comprehensive understanding of basic Accounting Fundamentals and QuickBooks concepts, empowering them with essential skills for efficient financial management. Emphasis is placed on real-world application, ensuring students gain practical experience that aligns with industry standards. By the end of the course, students will be prepared to pursue an industry credential, equipping them for success in various professional settings requiring QuickBooks proficiency.
	7th Grade Career Development	A	CTE	Custom	This dynamic course is tailored to empower 7th-grade students with essential skills for future success in both their personal and professional lives. Through engaging lessons, students will develop crucial career readiness skills, digital literacy proficiencies, and fundamental communication techniques. Additionally, the curriculum addresses stress management strategies, decision-making, and problem-solving techniques to foster resilience and adaptability. With a focus on basic financial literacy, students will gain practical knowledge to make informed financial decisions, setting a strong foundation for their future endeavors.
	7th Grade Career Development	B	CTE	Custom	This dynamic course is tailored to empower 7th-grade students with essential skills for future success in both their personal and professional lives. Through engaging lessons, students will develop crucial career readiness skills, digital literacy proficiencies, and fundamental communication techniques. Additionally, the curriculum addresses stress management strategies, decision-making, and problem-solving techniques to foster resilience and adaptability. With a focus on basic financial literacy, students will gain practical knowledge to make informed financial decisions, setting a strong foundation for their future endeavors.
	8th Grade Career Development	A	CTE	Custom	This course offers 8th-grade students a comprehensive curriculum aimed at fostering crucial skills for their academic and future professional journeys. Through engaging lessons, students will hone their abilities in goal setting, interpersonal skills, and fundamental communication, vital for navigating today's interconnected society. Moreover, the course emphasizes career exploration, empowering students to internally reflect and identify career interests. Upon completion, students will emerge equipped with a diverse skill set, ready to excel both academically and in their personal endeavors.
	8th Grade Career Development	B	CTE	Custom	This course offers 8th-grade students a comprehensive curriculum aimed at fostering crucial skills for their academic and future professional journeys. Through engaging lessons, students will hone their abilities in goal setting, interpersonal skills, and fundamental communication, vital for navigating today's interconnected society. Moreover, the course emphasizes career exploration, empowering students to internally reflect and identify career interests. Upon completion, students will emerge equipped with a diverse skill set, ready to excel both academically and in their personal endeavors.

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	Child Development 1	A	CTE	EDL	If you're considering a career in education, medicine, psychology, or areas that involve toddlers to teens, you'll need to know how they grow and develop. In this course, you will learn about the ages from womb through adolescence and the teen years. You'll explore essential topics like nature vs. nurture, developmental theories and stages, nutrition, safety precautions, family planning, and more! Let's get started learning!
	Child Development 1	B	CTE	EDL	You have learned the basics of child development, and now it's time to dig deeper into the psyche and behaviors of children. In this course, you will learn about setting boundaries, creating rules, and enforcing consequences when working with children. You will explore helping kids and teens manage stress, provide support for children with disabilities and enrichment for gifted children, how to perform first aid, and more. You will also set goals for your future career working with children and adolescents. Let's continue beyond the basics and expand into the world of child development.
	Teaching and Education 1	A	CTE	EDL	Do you love to learn? Do you enjoy sharing what you know with others? Teaching might be the perfect career for you! Teaching is so much more than a job. This is an amazing profession where every day is an opportunity to ignite curiosity in young minds. Explore what it takes and the skills needed to be a dynamic and effective classroom teacher. From school climate to educational policies, get ready to discover the various components that impact a student's success. Plus, unlock tips and tricks that bring the classroom to life for today's diverse and tech-savvy students!
	Teaching and Education 1	B	CTE	EDL	Now that you know what it takes to be a great teacher, are you ready to put it all into practice? Today's students are diverse, technologically savvy, and face distinct life stressors. How will you meet the needs of all learners, while simultaneously addressing the challenges of the modern classroom? From tried and true methods of lesson planning to project-based learning, discover the tricks and tips that allow teachers to create a stimulating classroom for a wide range of students. Explore behavior management, how to plan meaningful curriculum, and ways to maintain your health and work-life balance in this field, all while keeping an eye on your future!
	Introduction to Agriscience	A	CTE	iCev	The "Introduction to Agriscience" course provides students with a comprehensive overview of the agricultural industry, focusing on the scientific principles that underpin modern agricultural practices. This course is designed to introduce students to the various facets of agriscience, equipping them with foundational knowledge and skills relevant to careers in agriculture and related fields. By the end of the course, students will have a solid foundation in agriscience, preparing them for further studies in agricultural science or for pursuing entry-level positions in the agricultural industry. This course is ideal for students interested in exploring the diverse and dynamic field of agriculture, providing them with the knowledge and skills needed to succeed in this essential industry.
	Introduction to Agriscience	B	CTE	iCev	The "Introduction to Agriscience" course provides students with a comprehensive overview of the agricultural industry, focusing on the scientific principles that underpin modern agricultural practices. This course is designed to introduce students to the various facets of agriscience, equipping them with foundational knowledge and skills relevant to careers in agriculture and related fields. By the end of the course, students will have a solid foundation in agriscience, preparing them for further studies in agricultural science or for pursuing entry-level positions in the agricultural industry. This course is ideal for students interested in exploring the diverse and dynamic field of agriculture, providing them with the knowledge and skills needed to succeed in this essential industry.
	Animal Science	A	CTE	iCev	The Advanced Animal Science course examines the interrelatedness of human, scientific, and technological dimensions of livestock production. This course is to prepare students for a career in the field of animal science. Students will cover topics like Advanced Animal Genetics, Management Practices, and much more.
	Animal Science	B	CTE	iCev	The Advanced Animal Science course examines the interrelatedness of human, scientific, and technological dimensions of livestock production. This course is to prepare students for a career in the field of animal science. Students will cover topics like Advanced Animal Genetics, Management Practices, and much more.
	Health Science Theory	A	CTE	iCev	The Health Science Theory course is designed to provide foundational knowledge of common skills and procedures utilized in careers in the healthcare field. Students will employ hands-on experiences for continued knowledge and skill development. To better understand health science theory and the healthcare industry, students will learn about safety procedures, medical records, proper terminology, the importance of the healthcare system and much more.
	Health Science Theory	B	CTE	iCev	The Health Science Theory course is designed to provide foundational knowledge of common skills and procedures utilized in careers in the healthcare field. Students will employ hands-on experiences for continued knowledge and skill development. To better understand health science theory and the healthcare industry, students will learn about safety procedures, medical records, proper terminology, the importance of the healthcare system and much more.
	Anatomy & Physiology	A	CTE	iCev	The Anatomy & Physiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology will study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.
	Anatomy & Physiology	B	CTE	iCev	The Anatomy & Physiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology will study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.
	Introduction to Agbusiness	A	CTE	iCev	The Introduction to Agribusiness course is designed to provide a foundation to agribusiness management and the free enterprise system. Instruction includes the use of economic principles such as supply and demand, budgeting, record keeping, finance, risk management, business law, marketing and careers in agribusiness.

## CTE Courses

Please contact our CTE Team to discuss course and pathway selection

[tejackson@accelschools.com](mailto:tejackson@accelschools.com) and [mwilliams@accelschools.com](mailto:mwilliams@accelschools.com)

SCED Codes	Course Name	Content Mapping	Subject	Vendor	Course Description
	Introduction to Agbusiness	B	CTE	iCev	The Introduction to Agribusiness course is designed to provide a foundation to agribusiness management and the free enterprise system. Instruction includes the use of economic principles such as supply and demand, budgeting, record keeping, finance, risk management, business law, marketing and careers in agribusiness.
	Principles of Health Science	A	CTE	iCev	The Principles of Health Science course is designed to provide an overview of the therapeutic, diagnostic, health informatics, support services and biotechnology research and development systems of the healthcare industry. Lessons in the course include Disease Prevention, Human Development and much more.
	Principles of Health Science	B	CTE	iCev	The Principles of Health Science course is designed to provide an overview of the therapeutic, diagnostic, health informatics, support services and biotechnology research and development systems of the healthcare industry. Lessons in the course include Disease Prevention, Human Development and much more.
	Medical Terminology	A	CTE	iCev	The Medical Terminology course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms and medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology and pathophysiology in order to prepare students for the medical profession.
	Medical Terminology	B	CTE	iCev	The Medical Terminology course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms and medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology and pathophysiology in order to prepare students for the medical profession.

# Cape View Leadership Academy

## Sample Daily Schedule

<b>7:45</b>	Arrival and Breakfast	<i>Students will enjoy time for breakfast and socializing before beginning their day. Students will participate in a career-focused advisory, such as a talk on NC's growing tech industry, setting a goal-oriented tone.</i>
<b>8:15</b>	English Language Arts	<i>AMP will deliver a North Carolina standards-based lesson, blending reading and writing with CTE relevance (e.g., technical communication for engineering). Teachers will use AMP data to personalize tasks. Teachers will break students into groups to discuss how a reading passage relates to the students' interests; students work in teams to review essay outlines and provide feedback to each other; teachers lead small group discussion based on different learning levels, etc.</i>
<b>9:15</b>	Mathematics	<i>Students will tackle NC Math standards (e.g., Math 1 for 6–8, Math 3 for 9–12), with AMP connecting concepts to CTE, like statistics for logistics. Teachers will review data and provide in-person and curricular interventions to support struggling students. Advanced learners will have opportunities to go deeper into concepts and work on special projects with teacher support.</i>
<b>10:15</b>	CTE Pathway (Exploratory for 6–8, Certification for 9–12)	<i>Grades 6–8 will explore NC CTE clusters (e.g., Agriculture, Food &amp; Natural Resources) through projects like farm-to-table simulations. Grades 9–12 will focus on certifications in pathways like Health Science (e.g., CPR training) or IT (e.g., CompTIA), tracked via AMP, with possible dual-enrollment at NC community colleges.</i>
<b>11:15</b>	Science	<i>NC science standards (e.g., Earth/Environmental for 6–8, Biology for 9–12) will tie to CTE, like environmental science for energy careers or chemistry for pharmaceuticals. AMP supports hands-on labs aligned with state assessments, as well as project-based learning that demonstrate workplace skills.</i>
<b>12:15</b>	Lunch and Break	<i>Lunch provided, with time for socialization and career discussions, encouraging collaboration in a supervised setting.</i>
<b>1:15</b>	Social Studies	<i>NC curriculum (e.g., NC History for 6–8, Civics for 9–12) will connect to CTE, exploring workforce policies or NC's economic history. AMP enables project-based learning, like analyzing local industry trends.</i>
<b>2:15</b>	CTE Elective or Advisory	<i>Students will dive into a second CTE block (e.g., graphic design, construction) or advisory for career planning, aligned with NC's Individual Student Success Plans. AMP tracks progress toward graduation or credentials.</i>
<b>3:15</b>	Enrichment or Credit Recovery	<i>High school students will use AMP for credit recovery to meet NC's 22-credit graduation requirements, while others will engage in CTE enrichment, like coding bootcamps or mock job interviews. Middle schoolers will explore career fairs or STEAM tied to NC industries.</i>
<b>4:00</b>	Dismissal or After-School Programs	<i>Students will head home or join CTE-focused activities, like SkillsUSA or internships with NC employers. AMP updates parents on academic and career progress. Evening CTE classes may be offered for flexibility.</i>

**KEY:**

Social Time/Break

Core Areas

CTE/Electives

## Cape View Leadership Academy

### Sample Daily Schedule for Grades 6-12

<b>7:45</b>	Arrival and Breakfast	<i>Students will enjoy time for breakfast and socializing before beginning their day. Students will participate in a career-focused advisory, such as a talk on NC's growing tech industry, setting a goal-oriented tone.</i>
<b>8:15</b>	English Language Arts	<i>AMP will deliver a North Carolina standards-based lesson, blending reading and writing with CTE relevance (e.g., technical communication for engineering). Teachers will use AMP data to personalize tasks. Teachers will break students into groups to discuss how a reading passage relates to the students' interests; students work in teams to review essay outlines and provide feedback to each other; teachers lead small group discussion based on different learning levels, etc.</i>
<b>9:15</b>	Mathematics	<i>Students will tackle NC Math standards (e.g., Math 1 for 6–8, Math 3 for 9–12), with AMP connecting concepts to CTE, like statistics for logistics. Teachers will review data and provide in-person and curricular interventions to support struggling students. Advanced learners will have opportunities to go deeper into concepts and work on special projects with teacher support.</i>
<b>10:15</b>	CTE Pathway (Exploratory for 6–8, Certification for 9–12)	<i>Grades 6–8 will explore NC CTE clusters (e.g., Agriculture, Food &amp; Natural Resources) through projects like farm-to-table simulations. Grades 9–12 will focus on certifications in pathways like Health Science (e.g., CPR training) or IT (e.g., CompTIA), tracked via AMP, with possible dual-enrollment at NC community colleges.</i>
<b>11:15</b>	Science	<i>NC science standards (e.g., Earth/Environmental for 6–8, Biology for 9–12) will tie to CTE, like environmental science for energy careers or chemistry for pharmaceuticals. AMP supports hands-on labs aligned with state assessments, as well as project-based learning that demonstrate workplace skills.</i>
<b>12:15</b>	Lunch and Break	<i>In alternating time slots, with time for socialization and career discussions, encouraging collaboration in a supervised setting.</i>
<b>1:15</b>	Social Studies	<i>NC curriculum (e.g., NC History for 6–8, Civics for 9–12) will connect to CTE, exploring workforce policies or NC's economic history. AMP enables project-based learning, like analyzing local industry trends.</i>
<b>2:15</b>	CTE Elective or Advisory	<i>Students will dive into a second CTE block (e.g., graphic design, construction) or advisory for career planning, aligned with NC's Individual Student Success Plans. AMP tracks progress toward graduation or credentials.</i>
<b>3:15</b>	Enrichment or Credit Recovery	<i>High school students will use AMP for credit recovery to meet NC's 22-credit graduation requirements, while others will engage in CTE enrichment, like coding bootcamps or mock job interviews. Middle schoolers will explore career fairs or STEAM tied to NC industries.</i>
<b>4:00</b>	Dismissal or After-School Programs	<i>Students will head home or join CTE-focused activities, like SkillsUSA or internships with NC employers. AMP updates parents on academic and career progress. Evening CTE classes may be offered for flexibility.</i>

**KEY:**

Social Time/Break

Core Areas

CTE/Electives

## Appendix O – School Leader Resume

**NOT APPLICABLE**

This appendix does not apply to Cape View Leadership Academy. A school leader has not yet been confirmed.

## Enrollment Projections Year 1 through Year 5

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects. Please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match the

*If applying as 'Statewide Virtual', select 1000-Statewide Avg as LEA 1 only. If applying as 'Regional Virtual', select a maximum of three LEAs. The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any part*

**LEA #1:**

What percentage of students from

**LEA #2:**

What percentage of students from

**LEA #3:**

What percentage of students from

Grade	Year 1			Year 2			
	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1
	710			710			710
Kindergarten							
Grade 1							
Grade 2							
Grade 3							
Grade 4							
Grade 5							
Grade 6	72			72			72
Grade 7	69			69			69
Grade 8	46			46			46
Grade 9	53			53			53
Grade 10	58			58			58
Grade 11	0			29			58
Grade 12	0			0			29
<b>LEA Totals:</b>	<b>298</b>	<b>0</b>	<b>0</b>	<b>327</b>	<b>0</b>	<b>0</b>	<b>385</b>

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years as subsequent years, the school may increase its enrollment only as permitted by NCGS 115C-218.7(b).



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icular level.

the LEA selected above will qualify for EC funding?	13%
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the LEA selected above will qualify for EC funding?	
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the LEA selected above will qualify for EC funding?	
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Year 3		Year 4			Year 5		
LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3
		710			710		
		72			72		
		69			69		
		46			46		
		53			53		
		58			58		
		58			58		
		58			58		
0	0	414	0	0	414	0	0

et forth and approved in the projected enrollment tables. However, in

## Budget: Revenue Projections from each LEA Year 1

**State Funds:** Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.

*In year 1:* Base state allotments are determined by the LEA in which the student resides.

*In year 2 and Beyond:* Base State allotments are determined by the LEA in which the school is located.

**Local Funds:** Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.

**State EC Funds:** Charter schools receive a per pupil share of state funds per student with disabilities (school-aged 5 through 21). Funds are limited to 12.75% of the local education agency's average daily membership (ADM).

**Federal EC Funds:** Charter schools must qualify and apply for the individual federal grants based on their population of students.

### REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1:	710-Pender		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$6,530.21	298	\$1,946,002.58
Local Funds	\$2,810.00	298	\$837,380.00
State EC Funds	\$5,228.00	38	\$198,637.86
Federal EC Funds	\$1,514.35	38	\$57,537.73
<b>Total:</b>			\$3,039,558.17

LEA #2:			
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds		0	
Local Funds		0	
State EC Funds		0	
Federal EC Funds		0	
<b>Total:</b>			\$0.00

LEA #3:			
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds			
Local Funds			
State EC Funds			
Federal EC Funds			

Total:

\$0.00

## Total Budget: Revenue Projections Year 1 through Year 5

All per pupil amounts are from the most current information and would be approximations for Year 1.

Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying year one to meet budgetary goals.

These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in Year 1.

For local funding amounts, applicants may need to contact their local offices or LEA.

Income: Revenue Projections	Year 1	Year 2	Year 3	Year 4
State ADM Funds	\$ 1,946,003	\$ 2,135,379	\$ 2,514,131	\$ 2,703,507
Local Per Pupil Funds	\$ 837,380	\$ 918,870	\$ 1,081,850	\$ 1,163,340
State EC Funds	\$ 198,638	\$ 217,968	\$ 256,629	\$ 275,960
Federal EC Funds	-	\$ 57,538	\$ 74,336	\$ 79,935
Other Funds*	\$ 521,023	\$ 882,291	\$ 1,027,076	\$ 1,099,469
Working Capital*				
<b>TOTAL REVENUE:</b>	<b>\$ 3,503,043</b>	<b>\$ 4,212,046</b>	<b>\$ 4,954,022</b>	<b>\$ 5,322,211</b>

\*All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate a concern for those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the budget, they should provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of those sources. If the figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appendix C.



on federal funding in

Year 5	
\$	2,703,507
\$	1,163,340
\$	275,960
\$	79,935
\$	1,099,469
\$	5,322,211

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**Personnel Budget: Expenditure Projections**

Budget Expenditure Projections	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary
<b>Administrative &amp; Support Personnel</b>															
Lead Administrator	1	\$ 90,000	\$ 90,000	1	\$ 92,700	\$ 92,700	1	\$ 95,481	\$ 95,481	1	\$ 98,345	\$ 98,345	1	\$ 101,296	\$ 101,296
Assistant Administrator			\$ -	1	\$ 61,800	\$ 61,800	1	\$ 63,654	\$ 63,654	1	\$ 65,564	\$ 65,564	1	\$ 67,531	\$ 67,531
Finance Officer			\$ -			\$ -			\$ -			\$ -			\$ -
Clerical	1	\$ 31,200	\$ 31,200	1	\$ 32,136	\$ 32,136	2	\$ 36,926	\$ 73,851	2	\$ 38,033	\$ 76,067	2	\$ 39,174	\$ 78,349
Food Service Staff	2	\$ 38,705	\$ 77,410	2	\$ 39,866	\$ 79,732	2	\$ 41,062	\$ 82,124	2	\$ 42,294	\$ 84,588	2	\$ 43,563	\$ 87,126
Custodians			\$ -			\$ -			\$ -			\$ -			\$ -
Transportation Staff			\$ -			\$ -			\$ -			\$ -			\$ -
Instructional Technology Facilitator (Remote Applicants ONLY)			\$ -			\$ -			\$ -			\$ -			\$ -
24/7 Help Desk Technicians (Remote Applicants ONLY)			\$ -			\$ -			\$ -			\$ -			\$ -
Library Media Specialists (Remote Applicants ONLY)			\$ -			\$ -			\$ -			\$ -			\$ -
School Counselor	1	\$ 51,490	\$ 51,490	1	\$ 53,035	\$ 53,035	1	\$ 54,626	\$ 54,626	1	\$ 56,265	\$ 56,265	1	\$ 57,952	\$ 57,952
Nurse	0.5	\$ 59,275	\$ 29,638	0.5	\$ 61,053	\$ 30,527	0.5	\$ 62,885	\$ 31,442	0.5	\$ 64,771	\$ 32,386	0.5	\$ 66,715	\$ 33,357
<b>Total Admin and Support:</b>	<b>5.5</b>		<b>\$ 279,738</b>	<b>6.5</b>		<b>\$ 349,930</b>	<b>7.5</b>		<b>\$ 401,179</b>	<b>7.5</b>		<b>\$ 413,214</b>	<b>7.5</b>		<b>\$ 425,611</b>
<b>Instructional Personnel</b>															
Core Content Teacher(s)	12	\$ 55,270	\$ 663,240	13	\$ 56,928	\$ 740,065	15	\$ 58,636	\$ 879,539	16	\$ 60,395	\$ 966,320	16	\$ 62,207	\$ 995,310
Electives/Specialty Teacher(s)	2	\$ 55,270	\$ 110,540	3	\$ 56,928	\$ 170,784	3	\$ 58,636	\$ 175,908	3	\$ 60,395	\$ 181,185	3	\$ 62,207	\$ 186,621
Exceptional Children Teacher(s)			\$ -			\$ -			\$ -			\$ -			\$ -
Instructional Support			\$ -			\$ -			\$ -			\$ -			\$ -
Teacher Assistants			\$ -			\$ -			\$ -			\$ -			\$ -
Title/CTE	1	\$ 55,270	\$ 55,270	1	\$ 56,928	\$ 56,928	1	\$ 58,636	\$ 58,636	1	\$ 58,636	\$ 58,636	1	\$ 58,636	\$ 58,636
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<b>Total Instructional Personnel:</b>	<b>15</b>		<b>\$ 829,050</b>	<b>17</b>		<b>\$ 967,778</b>	<b>19</b>		<b>\$ 1,114,083</b>	<b>20</b>		<b>\$ 1,206,141</b>	<b>20</b>		<b>\$ 1,240,567</b>
<b>Total Admin, Support and Instructional Personnel:</b>	<b>20.5</b>		<b>\$ 1,108,788</b>	<b>23.5</b>		<b>\$ 1,317,707</b>	<b>26.5</b>		<b>\$ 1,515,262</b>	<b>27.5</b>		<b>\$ 1,619,355.52</b>	<b>27.5</b>		<b>\$ 1,666,177</b>

Benefits	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total
<b>Administrative &amp; Support Benefits</b>															
Health Insurance	5.5	\$ 7,320	\$ 40,261	6.5	\$ 7,537	\$ 48,990	7.5	\$ 7,649	\$ 57,368	7.5	\$ 7,869	\$ 59,021	7.5	\$ 8,098	\$ 60,738
Retirement Plan--NC Slate			\$ -			\$ -			\$ -			\$ -			\$ -
Retirement Plan--Other	5.5	\$ 2,034	\$ 11,190	6.5	\$ 2,153	\$ 13,997	7.5	\$ 2,140	\$ 16,047	7.5	\$ 2,204	\$ 16,529	7.5	\$ 2,270	\$ 17,024
Life Insurance	5.5	\$ 51	\$ 280	6.5	\$ 54	\$ 350	7.5	\$ 53	\$ 401	7.5	\$ 55	\$ 413	7.5	\$ 57	\$ 426
Disability	5.5	\$ 153	\$ 839	6.5	\$ 162	\$ 1,050	7.5	\$ 160	\$ 1,204	7.5	\$ 165	\$ 1,240	7.5	\$ 170	\$ 1,277
Medicare	5.5	\$ 737	\$ 4,056	6.5	\$ 781	\$ 5,074	7.5	\$ 776	\$ 5,817	7.5	\$ 799	\$ 5,992	7.5	\$ 823	\$ 6,171
Social Security	5.5	\$ 3,153	\$ 17,344	6.5	\$ 3,338	\$ 21,696	7.5	\$ 3,316	\$ 24,873	7.5	\$ 3,416	\$ 25,619	7.5	\$ 3,518	\$ 26,388
Bonus/Slipends/Other	5.5	\$ 9,091	\$ 50,000	6.5	\$ 7,692	\$ 50,000	7.5	\$ 6,667	\$ 50,000	7.5	\$ 6,667	\$ 50,000	7.5	\$ 6,667	\$ 50,000
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<b>Total Admin and Support Benefits:</b>			\$ 123,969			\$ 141,157			\$ 155,710			\$ 158,813			\$ 162,024
<b>Instructional Personnel Benefits</b>															
Health Insurance	15	\$ 7,320	\$ 109,802	17	\$ 7,537	\$ 128,128	19	\$ 7,649	\$ 145,333	20	\$ 7,869	\$ 157,389	20	\$ 8,098	\$ 161,969
Retirement Plan--NC Slate			\$ -			\$ -			\$ -			\$ -			\$ -
Retirement Plan--Other	15	\$ 2,211	\$ 33,162	17	\$ 2,277	\$ 38,711	19	\$ 2,345	\$ 44,563	20	\$ 2,412	\$ 48,246	20	\$ 2,481	\$ 49,623
Social Security	15	\$ 3,427	\$ 51,401	17	\$ 3,530	\$ 60,002	19	\$ 3,635	\$ 69,073	20	\$ 3,739	\$ 74,781	20	\$ 3,846	\$ 76,915
Disability	15	\$ 166	\$ 2,487	17	\$ 171	\$ 2,903	19	\$ 176	\$ 3,342	20	\$ 181	\$ 3,618	20	\$ 186	\$ 3,722
Medicare	15	\$ 801	\$ 12,021	17	\$ 825	\$ 14,033	19	\$ 850	\$ 16,154	20	\$ 874	\$ 17,489	20	\$ 899	\$ 17,988
Life Insurance	15	\$ 55	\$ 829	17	\$ 57	\$ 968	19	\$ 59	\$ 1,114	20	\$ 60	\$ 1,206	20	\$ 62	\$ 1,241
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<b>Total Instructional Personnel Benefits:</b>			\$ 209,703			\$ 244,745			\$ 279,580			\$ 302,729			\$ 311,457
<b>Total Personnel Benefits:</b>			\$ 333,672			\$ 385,902			\$ 435,290			\$ 461,542			\$ 473,482
<b>Total Admin &amp; Support Personnel (Salary &amp; Benefits):</b>	5.5		\$ 403,707	6.5		\$ 491,086	7.5		\$ 556,889	7.5		\$ 572,027.21	7.5		\$ 587,635
<b>Total Instructional Personnel (Salary &amp; Benefits):</b>	15		\$ 1,038,753	17		\$ 1,212,523	19		\$ 1,393,663	20		\$ 1,508,870	20		\$ 1,552,024
<b>TOTAL PERSONNEL:</b>	20.5		\$ 1,442,459	23.5		\$ 1,703,609	26.5		\$ 1,950,552	27.5		\$ 2,080,897	27.5		\$ 2,139,659

\*The personnel list below may be amended to meet the staffing of individual charter schools: This list should align with the projected staff located in the Operations Plan.

## Operations Budget: Expenditure Projections

The following list of expenditure items is presented as an example. Applicants should modify to meet their needs.

OPERATIONS BUDGET: Administrative and Support			
	Year 1	Year 2	Year 3
<b>Office</b>			
Office Supplies			
Paper			
Computers & Software			
Communications & Telephone	\$ 10,000.00	\$ 11,000.00	\$ 12,100.00
Copier leases	\$ 10,000.00	\$ 11,000.00	\$ 12,100.00
Other			
*** Insert rows and edit text as needed. ***			
<b>Management Company</b>			
Contract Fees	\$ 525,456.50	\$ 631,806.85	\$ 743,103.36
Employee Administrative Passthroughs	\$ 20,910.00	\$ 23,970.00	\$ 27,030.00
*** Insert rows and edit text as needed. ***			
<b>Professional Contract</b>			
Legal Counsel	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00
Student Accounting			
Financial			
Audit	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00
Security	\$ 32,400.00	\$ 35,640.00	\$ 39,204.00
Sponsor	\$ 500.00		
Special Education	\$ 256,175.59	\$ 281,105.43	\$ 330,965.11
*** Insert rows and edit text as needed. ***			
<b>Facilities</b>			
Facility Lease/Mortgage	\$ 417,507.39	\$ 458,137.30	\$ 539,397.13
Maintenance	\$ 20,000.00	\$ 22,000.00	\$ 24,200.00
Custodial Supplies			
Custodial Contract			
Insurance (pg19)	\$ 10,000.00	\$ 11,000.00	\$ 12,100.00
Other			
*** Insert rows and edit text as needed. ***			
<b>Utilities</b>			
Electric	\$ 54,152.66	\$ 59,567.92	\$ 65,524.72
Gas			

Water/Sewer			
Trash	\$ 64,800.00	\$ 71,280.00	\$ 78,408.00
Other	\$ 20,000.00	\$ 22,000.00	\$ 24,200.00
*** Insert rows and edit text as needed. ***			
<b>Transportation</b>			
Buses	\$ 110,000.00	\$ 110,000.00	\$ 110,000.00
Gas			
Oil/Tires & Maintenance			
Other			
*** Insert rows and edit text as needed. ***			
<b>Other</b>			
Marketing	\$ 40,000.00	\$ 40,000.00	\$ 40,000.00
Child nutrition	\$ 82,444.72	\$ 96,981.47	\$ 128,870.77
Travel			
Other	\$ 19,460.03	\$ 21,353.79	\$ 25,141.31
*** Insert rows and edit text as needed. ***			
<b>Total Administrative &amp; Support Operations:</b>	<b>\$ 1,730,806.88</b>	<b>\$ 1,943,842.76</b>	<b>\$ 2,249,344.38</b>

OPERATIONS BUDGET: Instructional				Year 1	Year 2	Year 3
<b>Classroom Technology</b>						
Classroom/Student Devices	\$	131,400.00	\$	12,200.00	\$	27,400.00
Software (LMS, SIS, etc.)	\$	105,790.00	\$	116,085.00	\$	136,675.00
Wifi Access (Remote Applicants ONLY)						
IT Support	\$	31,188.00	\$	31,188.00	\$	31,188.00
<b>Instructional Contract</b>						
Staff Development	\$	15,000.00	\$	10,000.00	\$	10,000.00
Other						
*** Insert rows and edit text as needed. ***						
<b>Books and Supplies</b>						
Instructional Materials						
Curriculum/Texts						
Copy Paper (includes office supplies)	\$	22,350.00	\$	24,525.00	\$	28,875.00
Testing Supplies						
Other						
*** Insert rows and edit text as needed. ***						
<b>Total Instructional Operations:</b>	\$	<b>305,728.00</b>	\$	<b>193,998.00</b>	\$	<b>234,138.00</b>
<b>TOTAL OPERATIONS:</b>						
	\$	<b>2,036,534.88</b>	\$	<b>2,137,840.76</b>	\$	<b>2,483,482.38</b>

*\*Applicants may amend this table and the position titles to fit their Education and Operations Plans.*

Year 4	Year 5
\$ 13,310.00	\$ 14,641.00
\$ 13,310.00	\$ 14,641.00
\$ 798,331.67	\$ 798,331.67
\$ 28,050.00	\$ 28,050.00
\$ 25,000.00	\$ 25,000.00
\$ 12,000.00	\$ 12,000.00
\$ 43,124.40	\$ 47,436.84
\$ 355,894.94	\$ 355,894.94
\$ 580,027.04	\$ 580,027.04
\$ 26,620.00	\$ 29,282.00
\$ 13,310.00	\$ 14,641.00
\$ 72,077.19	\$ 79,284.91

\$	86,248.80	\$	94,873.68
\$	26,620.00	\$	29,282.00
\$	110,000.00	\$	110,000.00
\$	40,000.00	\$	40,000.00
\$	143,230.73	\$	140,058.68
\$	27,035.07	\$	27,035.07
\$	2,414,189.84	\$	2,440,479.83

Year 4		Year 5	
\$	15,700.00	\$	95,400.00
\$	146,970.00	\$	146,970.00
\$	36,432.00	\$	36,432.00
\$	10,000.00	\$	10,000.00
\$	31,050.00	\$	31,050.00
\$	240,152.00	\$	319,852.00

\$	2,654,341.84	\$	2,760,331.83
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## Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4	Year 5
Total Personnel	J	\$ 1,442,459.38	\$ 1,703,609.16	\$ 1,950,552.15	\$ 2,080,897.20	\$ 2,139,658.81
Total Operations	M	\$ 2,036,534.88	\$ 2,137,840.76	\$ 2,483,482.38	\$ 2,654,341.84	\$ 2,760,331.83
Total Expenditures	N = J + M	\$ 3,478,994.25	\$ 3,841,449.92	\$ 4,434,034.54	\$ 4,735,239.04	\$ 4,899,990.65
Total Revenue	Z	\$ 3,503,043.33	\$ 4,212,045.69	\$ 4,954,022.40	\$ 5,322,211.10	\$ 5,322,211.10
Surplus / (Deficit)	= Z - N	\$ 24,049.08	\$ 370,595.77	\$ 519,987.87	\$ 586,972.07	\$ 422,220.46

SY26-27 NC Timeline

Task	Shared Service(s)	Apr. 2025
Facility Search	Facilities	■ ■ ■ ■
LOI Development & Submission	Facilities	
PSA/Lease Development & Execution	Facilities	
Due Diligence Period	Facilities	
Facility Acquisition Complete	Facilities	
Facility Security, Utilities, & Contractor Setups	Facilities	
Facility Improvements, Building Inspections & Approvals	Facilities	
Building Approved for Occupancy/Certificate of Occupancy	Facilities	
Installation of FFE	Facilities	
Completion of NC Opening Requirements	Facilities/School Ops/Compliance	
Facility Ready for First Day of School	Facilities	
Staffing Plan Development	HR, School Ops, Marketing	
Determine Recruiting Methods	Human Resources	
Setup up HR systems	Human Resources	
Recruit/Interview for School Leader Position	HR, School Ops	
School Leader Hired	Human Resources	
Develop logos/branding guide	Marketing	
Obtain phone numbers, emails, website, etc	Marketing	
Website & Enrollment form development	Marketing	
Website/Enrollment Open	Marketing	
Makerting Events at School Facility	Marketing	
Marketing Demand Campaigns	Marketing	
First Day of School	School Ops	







# Cape View Leadership Academy

## Staffing Chart

	Year 1	Year 2	Year 3	Year 4	Year 5
Lead Administrator (Head of School)	1	1	1	1	1
Assistant (Office) Administrator		1	1	1	1
Clerical (Operations Manager)	1	1	2	2	2
Core Content Teachers	12	13	15	16	16
Elective Teachers	2	3	3	3	3
Title I / CTE Teacher	1	1	1	1	1
Food Service Staff	2	2	2	2	2
School Counselor	1	1	1	1	1
Nurse	0.5	0.5	0.5	0.5	0.5





**Charter School Required Signature Certification**

*Note: Outlined below is a list of areas that must be certified by the proposed Board of Directors. Signatures of all Board Members must be provided in Section VII. The Board Chair must certify and provide signature in Section VIII. Any section 'Not Applicable' to the proposed charter school, indicate below with N/A and provide a brief explanation for providing such response in the corresponding text boxes.*

Serving on a public charter school board is a position of public trust and board members of a North Carolina public charter school; you are responsible for ensuring the quality of the school’s entire program, competent stewardship of public funds, the school’s fulfillment of its public obligations, all terms of its charter, and understanding/overseeing all third-party contracts with individuals or companies.

**I. School Information**

<b>Name of charter school</b>	Cape View Leadership Academy
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**II. Selected Board Attorney**

<p>❖ The selected Board Attorney has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non-Profit Corporation.</p> <p><b>No:</b> <input type="checkbox"/>      <b>Yes:</b> <input checked="" type="checkbox"/>      <b>Not yet identified:</b> <input type="checkbox"/></p>	<b>Name of Selected Board Attorney:</b> Matthew Tilley
	<b>Business/Law Firm Name:</b> Womble Bond Dickson
	<b>Business Address:</b> 555 Fayetteville St Ste 1100, Raleigh, NC 27601
	<b>Telephone No.:</b> 704.350.6361
	<b>E-mail address:</b> matthew.tilley@wbd-us.com

### III. Selected Board Auditor

<p>❖ The selected Board Auditor has reviewed with the full Board of Directors, listed within the application, all the items required for the annual audit and 990 preparations.</p> <p><b>No:</b> <input type="checkbox"/>      <b>Yes:</b> <input checked="" type="checkbox"/>      <b>Not yet identified:</b> <input type="checkbox"/></p>	<p><b>Name of Selected Board Auditor:</b> Darrell L. Keller, CPA</p>
	<p><b>Business/Firm Name:</b></p>
	<p><b>Business Address:</b> PO Box 1028 105 South City St. Kings Mountain, NC 28086</p>
	<p><b>Telephone No.:</b> 704.739.0771</p>
	<p><b>Email address:</b></p>

### IV. Selected CMO/EMO

<p>❖ If contracting with a CMO/EMO, that the selected management company has reviewed with the full Board of Directors, listed within the application, all the items required and the associated management contract and operations.</p> <p><b>No:</b> <input type="checkbox"/>      <b>Yes:</b> <input checked="" type="checkbox"/>      <b>Not yet identified:</b> <input type="checkbox"/></p>	<p><b>Name of Selected Management Organization:</b> ACCEL Schools East, LLC</p>
	<p><b>Business Address:</b> 1650 Tysons Blvd. #200 McLean, Virginia 22102</p>
	<p><b>Telephone No.:</b> 571.334.0204</p>
	<p><b>Email address:</b> mgifford@accelschools.com</p>

**V. Selected Financial Management Service Provider**

<p>❖ If contracting with a financial management service provider, the selected financial service provider has reviewed with the full Board of Directors, listed within the application, all the financial processes and services provided.</p> <p><b>No: X</b>      <b>Yes: <input type="checkbox"/></b>      <b>Not yet identified: <input type="checkbox"/></b></p>	Name of Selected Financial Management Service Provider:
	Business Address:
	Telephone No.:
	Email address:

**VI. Selected Infinite Campus Service Provider**

<p>❖ If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate PowerSchool, that service provider has reviewed all of the financial processes and services provided.</p> <p><b>No: X</b>      <b>Yes: <input type="checkbox"/></b>      <b>Not yet identified: <input type="checkbox"/></b></p>	Name of Selected PS or IC Service Provider:
	Business Address:
	Telephone No.:
	Email address:

### VII. Signatures of All Charter Board Members

1.	DocuSigned by: <i>Christine Isbell</i> 294C5FEE2323454...	2.	Signed by: <i>Justin May</i> 3359EB5FBEOA43C...
3.		4.	
5.	DocuSigned by: <i>Hital Isbell</i> 10A9E7ABFCD142A...	6.	Signed by: <i>Fidel Forde</i> 68FCA6BED5B54DD...
7.	DocuSigned by: <i>Katrina Furb</i> 6EEF699FDBF243F...	8.	

### VIII. Certification of Board Chair

DocuSigned by:  
*Christine Isbell*  
294C5FEE2323454...

I, Christine Isbell, as Board Chair, certify that each Board Member has reviewed and participated in the selection of the individuals and vendors attached to this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina Charter Schools Review Board as Cape View Leadership Academy Board Chair is true and correct in every respect.

<b>Signature</b>	<b>Date</b>
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Cape View Leadership Academy

Appendix **H**

**Board Member Information**

**Forms and Resumes**



**Board Member Documents:**

**Christine Isbell**



## Charter School Board Member Information Form

*Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

### School Information

<b>Name of charter school</b>	Cape View Leadership Academy
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### Board Member's Information

<b>Board Members</b>	Full name: Christine M Isbell
	Home Address: 332 Aurora Pl. Hampstead, NC 28443
	Business Name & Address: SeaMi Strategies, LLC & Dara Rising (virtual business-home address is registered address for both)
	Telephone No.: 508-317-8693

	E-mail address: cisbell1103@gmail.com
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<b>Board Member Application</b>	
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<b>Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?</b>	No: <input type="checkbox"/> Yes: <input checked="" type="checkbox"/>
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<b>Educational History</b>	Bachelor of Science/Health Care Administration MBA-Project Management specialization
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<b>Employment History</b>	30+ years employment history. Currently own 3 businesses: SeaMi Strategies, LLC-Consulting Agency Dara Rising-Newly formed not-for profit It's Game Time, LLC- Event Business supplying mobile gaming trailer
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<b>How were you recruited to join this Board of Directors?</b>	I initiated outreach with Accel to assist in exploring opportunities to form a charter school here in Pender County. I, and other parents in the community have come together to establish education solutions to the
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	growing issues in our area and lack of options outside of the public school system.
<b>Why do you wish to serve on the board of the proposed charter school?</b>	Our community is greatly under-served at this time due to many factors. The lack of educational options here in Pender County is the driving force behind my wish to serve on this board.
<b>What is your understanding of the appropriate role of a public charter school board member?</b>	To support the school mission, ensure budget is clear and adhered to, offer guidance to maintain compliance with county, state, and federal regulations.
<b>Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.</b>	While I have not had experience sitting for a charter school board; I believe that my graduate level education as well as my tenured corporate experience in strategy, budget creation and management, and operational effectiveness set me up for success. I have over 20 years in leadership roles and ensuring fiduciary responsibility which lends expertise in support of a successful board.
<b>Describe the specific knowledge and experience that you would bring to the board.</b>	More than any professional experience, I am the parent of 2 children (one with an IEP and the other with a 504), who are currently enrolled in the Pender County school system. As an active advocate for my children, I have experienced first hand the challenges in our community.

### School Mission and Program

<b>What is your understanding of the school's mission and guiding beliefs?</b>	To provide a positive environment for students and staff alike, that focuses on excellence in education, in a collaborative & supportive environment that is conducive to learning.
<b>What is your understanding of the school's proposed educational program?</b>	The proposed educational program focuses on student-centered, career and college preparatory track, that weaves in our local community. Ther school will focus on the importance of values, and paying it forward within our own community.

<b>What do you believe to be the characteristics of a successful school?</b>	Characteristics of a successful school include a clearly defined foundation by which students and staff understand the goals, expectations, and a path to success. Fostering an environment of empowerment for students by allowing them to explore their passions while still driving towards academic excellence.
<b>How will you know that the school is succeeding (or not) in its mission?</b>	One responsibility of the board will be to establish early on governance around appropriate measurement of the school's success, as well as a mitigation plan structure. KPI's will need to be defined, as well as process by which they will be tracked and measured.

### Governance

<b>Describe the role that the board will play in the school's operation.</b>	Act as governing body to support school policies and procedures, act in the best interest to support staff, and work within the community educate about the school mission and values.
<b>How will you know if the school is successful at the end of the first year of operation?</b>	Outcome of key performance indicator measurements (KPIs)
<b>How will you know at the end of five years of the schools is successful?</b>	Evolution of KPIs success rate- enrollment, graduation ratios, college placement
<b>What specific steps will the charter school board need to take to ensure that the school is successful?</b>	Define and be transparent about the measure of success, be prepared to support challenges and offer tangible options to resolve, be vocal in the community to educate and advocate for the school.
<b>How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?</b>	The early establishment of a BOD governance will ensure that all members of the board act in accordance with what is expected, and in the event that an issue like this should arise said governance will also define the corrective steps that need to be taken to resolve.

**Certification**

I, Christine M Isbell, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Cape View Leadership Academy is true and correct in every respect.

**Board Member's Signature**

Signature



Date 02/24/2025

*\*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. Click or tap here to enter text.*

# Christine M Isbell

[cisbell1103@gmail.com](mailto:cisbell1103@gmail.com)

508-317-8693

## Founder, Dara Rising 2025-Present

- Vision and Mission Development: Defined the organization's purpose, values, and strategic direction.
- Fundraising and Resource Mobilization: Identifying and securing funding from donors, grants, other sources.
- Team Building: Recruiting, managing, and motivating a team of staff/volunteers to execute programs.
- Community Outreach: Building relationships with stakeholders to promote the organization's mission.
- Program Development: Designing and implementing programs aligned with the organization's goals.
- Financial Management: Overseeing the organization's budget, ensuring financial stability, reporting to the board.
- Advocacy and Public Relations: Representing the organization publicly, advocating for policy changes, and managing communication strategies.
- **Important skills:** Leadership and strategic thinking, Passion for the cause and ability to inspire others, Excellent communication and interpersonal skills, Fundraising and grant writing expertise, Project management and operational skills, Financial literacy and budgeting knowledge

## Managing Partner, Market Access & Patient Services

**SeaMi Strategies** — 2023-Present

- Design and implement tailored contracting, channel, and patient support programs for pharmaceutical clients, integrating advanced AI and data analytics to streamline services and improve accuracy.
- Develop FTE models to optimize PSP resources, enhancing operational efficiency.
- Establish SOPs and work instructions, ensuring quality and compliance across patient services.
- Spearhead business development through strategic relationships with pharma executives, healthcare providers, and industry stakeholders
- **Achievements:** Led PSP solutions for two new biosimilars, achieving 78% patient conversion in 5 months. Piloted a hybrid model in oncology, yielding \$18M revenue in 7 months.

## Senior Director, Patient Services & Distribution

**AppliedVR** — 2022-2023

- Built a patient services department emphasizing access and cost control for RelieVRx, with a focus on access, compliance, and digital distribution pathways.
- Led data platform implementation for market insights, guiding customer service enhancements.
- Launched CRM and comprehensive SOPs, partnering with 3PL and specialty pharmacy (SP) channels to support a patient-centered access strategy.
- **Achievements:** Identified, hired, and operationalized partners for distribution and specialty pharmacy channels in preparation for the commercial launch. Implemented a full-service support program including CRM build, SOPs, work instructions, training materials, and program resources. Managed a team of 3 for the Patient Services Department. On-boarded and operationalized 3PL and SP partners, including contract negotiations, and managed day-to-day operations, budgets, and contract compliance.

## Senior Director, Market Access Operations **Accelaron Pharma (Merck acquisition)** — 2021-2022

- Initial development of SOPs and business rules for Market Access operations, including pricing and contracting guidelines.
- Member of the US commercial pricing committee to determine launch pricing and pricing impacts related to contracting, discounts, and future changes.
- Managed vendor selection and GTN modeling systems, aligning finance and operational activities for the Sotatercept launch.
- **Achievements:** Led initial activities in support of systems and processes for GTN modeling in support of finance team activities. Led the initial phase of design & implementation strategy of data aggregation for distribution and patient services in support of Sotatercept launch.

## Advisory Roles

1) Diligent Health Solutions — 2022-Present 2) InfinityRX — 2023-Present 3) Steady Scripts — 2023-2024

## Education

- **MBA, Project Management** — Walden University, 2010
- **B.S. in Business Administration, Health Care Administration** — Florida Metropolitan University, 2007
- **Assisted Living Facility Administrator Certification** — Florida, 2006

Publications: [Patient Treatment & Travel. The Need for Stepped Up Support](#)



## **Board Member Documents:**

**Fidel Forde**



### Charter School Board Member Information Form

*Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

School Information	
<b>Name of charter school</b>	Cape View Leadership Academy

Board Member's Information	
<b>Board Members</b>	Full name: Fidel Forde
	Home Address: 103 Superior Court, Hampstead 28443
	Business Name & Address: Surf City Flow, 13601 NC-50 B, Surf City, NC 28445
	Telephone No.: 7038554394
	E-mail address: fforde.pendercharter@gmail.com

## Board Member Application

**Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?**

No:       Yes:

**Educational History**

Certified BodyMind & Life Coach (2015)  
 Certified Yoga Teacher (2014)  
 Degree in Massage Therapy, Institute of Health and Healing (2013)  
 ICF Coaching Certification  
 Project Management Life Cycle Management, RGU  
 Product & Sales Training, Leadership Team Development  
 Human Capital Strategist, Human Capital Institute  
 1 Year Community College

**Employment History**

Founder & Owner | Surf City Flow – Surf City, NC (2023 – Present)  
 Founder & Coach | Ignite Your Spark (2016 – Present)  
 Acting Director | Topsail Young Life – Topsail, NC (2021)  
 Business Manager & Innovation Officer – Emergent Performance Solutions (2010-2012 )  
 Workforce Consultant & Analyst – Government Technology Services (GTSI) 2009-2010  
 Workforce Administrator & HR Generalist – Robbins-Gioia (2005-2007)

**How were you recruited to join this Board of Directors?**

I was approached by Justin May, who shared the vision and potential impact of the proposed charter school. He believed my background in leadership, coaching, and community building would bring value to the board.

**Why do you wish to serve on the board of the proposed charter school?**

As a father of four with deep roots in this community, I care deeply about the quality of education and the leadership our children are exposed to. I believe in providing students with opportunities to thrive academically and personally, especially in environments that support

	<p>innovation, character development, and real-world readiness. I'm committed to the long-term success of this initiative and want to play an active role in shaping a school that reflects the values and potential of our community.</p>
<p><b>How were you recruited to join this Board of Directors?</b></p>	<p>Click or tap here to enter text.</p>
<p><b>Why do you wish to serve on the board of the proposed charter school?</b></p>	<p>Click or tap here to enter text.</p>
<p><b>What is your understanding of the appropriate role of a public charter school board member?</b></p>	<p>A board member provides governance, not day-to-day management. Our role is to hold the school accountable to its mission, ensure financial stability and legal compliance, support the school's leadership, and help guide strategic decisions. We also act as stewards of public trust, ensuring transparency, equity, and responsiveness to the needs of students and families.</p>
<p><b>Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.</b></p>	<p>I've served in leadership roles across multiple sectors—from running my own wellness studio to managing nonprofit initiatives like Topsail Young Life. My work as a workforce strategist and human capital specialist also involved board-level engagement, program development, and leadership training. I've also supported curriculum development for continuing education and facilitated workshops for educators and youth-focused organizations.</p> <p>Even without formal school board experience, my ability to lead diverse teams, oversee program development, and make values-based decisions positions me to be an effective and collaborative board member.</p>
<p><b>Describe the specific knowledge and experience that you would bring to the board.</b></p>	<p>I bring a unique blend of experience in leadership development, community engagement, youth mentorship, and wellness education. As a BodyMind coach and speaker, I specialize in helping people navigate change and step into their full potential. I also understand how to structure programs that build both personal resilience. My entrepreneurial background gives me practical insight into budget management, strategic planning, and organizational growth.</p>

School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	Cape View Leadership Academy is centered around cultivating leadership, character, and academic excellence. The school seeks to nurture students who are not just test-ready but life-ready—equipped with confidence, emotional intelligence, and purpose. I resonate deeply with its focus on empowering future leaders and fostering a culture of integrity, innovation, and inclusivity.
What is your understanding of the school's proposed educational program?	The proposed educational program focuses on academic rigor while integrating leadership training, real-world application, and character development. It values both individual growth and community contribution, using a curriculum that encourages critical thinking, creativity, and collaboration. It also seeks to provide a safe, supportive space for students from diverse backgrounds to thrive.
What do you believe to be the characteristics of a successful school?	A successful school has a clear mission, strong leadership, committed teachers, engaged families, and students who feel seen and supported. It cultivates curiosity, confidence, and compassion. Success also shows up in measurable outcomes—student growth, community involvement, and consistent progress toward goals.
How will you know that the school is succeeding (or not) in its mission?	We'll know by tracking both academic and character outcomes. Are students meeting educational benchmarks? Are they growing as leaders? Are families engaged, and is the culture inclusive and supportive? Success is reflected in student retention, teacher satisfaction, positive school culture, and community trust.

Governance	
<b>Describe the role that the board will play in the school's operation.</b>	The board will provide strategic oversight, ensure financial health, and uphold the school's mission. We'll support the head of school without

	<p>micromanaging, helping to set policy, monitor performance, and advocate for the school in the broader community. Our job is to help the school stay focused, mission-driven, and sustainable.</p>
<p><b>How will you know if the school is successful at the end of the first year of operation?</b></p>	<p>We'll assess success by reviewing progress against the initial goals—academic performance, enrollment targets, staff retention, and stakeholder satisfaction. We'll look for strong leadership, positive student experiences, and systems that are functioning effectively.</p>
<p><b>How will you know at the end of five years of the schools is successful?</b></p>	<p>We'll see growth not just in numbers but in impact—students graduating confident and well-prepared, teachers invested and supported, and a reputation for excellence and equity. We'll also evaluate partnerships, program innovation, and the school's adaptability to changing community needs.</p>
<p><b>What specific steps will the charter school board need to take to ensure that the school is successful?</b></p>	<p>Hire and retain visionary leadership  Maintain fiscal responsibility and transparency  Build strong community relationships  Monitor outcomes and make data-informed decisions  Champion equity and inclusion  Create a culture of support, accountability, and collaboration</p>
<p><b>How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?</b></p>	<p>I would begin by thoroughly documenting the behavior or actions in question, including dates, context, and any communications or observations relevant to the concern. This ensures there is a clear, factual record to support further action.</p> <p>From there, I would address the matter privately and respectfully with the individual(s) involved to gain clarity and offer an opportunity for open dialogue and course correction. If the issue persisted or was of significant concern, I would escalate the matter to the board chair and follow the school's established governance policies and ethical procedures.</p>

**Certification**

I, Fidel Forde, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Cape View Leadership Academy Charter School is true and correct in every respect.

**Board Member's Signature**

**Signature** Fidel Forde

**Date** 2025-04-19

*\*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. [Click or tap here to enter text.](#)*

# FIDEL FORDE

Phone: (703) 855-4394 | Email: fidel.forde@gmail.com | www.fidelforde.com

**EDUCATION:** Certified BodyMind & Life Coach (2105), Certified Yoga Teacher (2014), ICF Coach (In Progress) Degree in Massage Therapy, Institute of Health and Healing (2013)

**SKILLS:** Leadership & Team Development, Business & Program Development, Public Speaking & Coaching, Strategic Planning & Governance, Community Engagement & Collaboration, Wellness & Mindfulness Practices, Specialized Software: Adobe InDesign, SharePoint, Costpoint

## PROFESSIONAL EXPERIENCE

**2023-Present**                      **Founder and Owner, Surf City Flow**                      **Surf City, NC**

- Established thriving yoga/wellness studio offering yoga, massage therapy, life coaching, and community events.
- Developed innovative membership models and unique programs
- Oversaw business operations, marketing, and community engagement.
- Partnered with local businesses to expand wellness offerings.

**2016- Present**                      **Founder and Coach, Ignite Your Spark**

- Created a coaching platform focused on mindset, motivation, and leadership training.
- Delivered workshops, corporate training, and self-development programs for individuals and organizations.
- Served as a keynote speaker and facilitator for corporate wellness and community retreats.

**2021**                                      **Topsail Young Life**                                      **Topsail, NC**

- Led operations and strategic planning for youth-focused leadership programs.
- Actively engaged with high school students, fostering mentorship and personal growth.
- Directed outreach initiatives to expand program participation and community impact.
- Designed and implemented strategies for growth and engagement within the youth community.

**2010-2015**                      **Social Chair, OSC Cherry Point Spouse Club**                      **Cherry Point, NC**

- Organized and coordinated social events to foster community and connection among members.
- Managed event planning logistics, including budgeting, scheduling, and vendor coordination.
- Promoted engagement and participation through effective communication and outreach.

**2012-2013**                      **The Lounge, Massage and Wellness**

- Built a wellness practice, growing a clientele of over 450 in under a year.
- Established corporate wellness partnerships and provided business support for practitioners.

### Previous Roles in Business and Human Resources, 2005-2012

- Business Manager & Innovation Officer – Emergent Performance Solutions
- Workforce Consultant & Analyst – Government Technology Services (GTSI)
- Workforce Administrator & HR Generalist – Robbins-Gioia
- Gained extensive experience in project management, HR, business operations, and strategic development.

### Community Involvement & Speaking Engagements

- Community leader & mentor in leadership, self-care, and personal development.
- Speaker at JOEM, Cherry Point Military Spouse Club, Camp Lejeune Leadership Seminar, Massage Therapy Banquets, and Association of Cameroonian Physicians in the Americas.



**Board Member Documents:**

**Hilal Isbell**

## Charter School Board Member Information Form

*Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

### School Information

<b>Name of charter school</b>	Cape View Leadership
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### Board Member's Information

<b>Board Members</b>	Full name: Hilal Isbell
	Home Address: 332 Aurora Pl Hampstead NC 28443
	Business Name & Address:
	Telephone No.: 508-317-8692
	E-mail address: hisbell.pendercharter@gmail.com

## Board Member Application

**Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?**

No: x

Yes:

**Educational History**

B.A Business Administration

**Employment History**

Structured Solutions- owner  
Churchwell Insurance- agent  
Paradise Point Insurance Agency-owner

**How were you recruited to join this Board of Directors?**

Through a collective of parents looking to support the public school system

**Why do you wish to serve on the board of the proposed charter school?**

I am eager to serve on this board because I am deeply passionate about education and committed to making a meaningful, lasting difference in the lives of future generations through this charter school. I also believe our community would benefit from an additional educational option to help ease the overcrowding currently affecting our local public schools

**What is your understanding of the appropriate role of a public charter school board member?**

Establishing policies, ensuring adherence to legal requirements and charter agreements, and overseeing the school's academic and financial performance

**Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.**

<p><b>Describe the specific knowledge and experience that you would bring to the board.</b></p>	<p>With over 20 years of business experience, I bring a strong background in strategic planning, financial oversight, and organizational leadership to the board. Throughout my career, I have successfully managed budgets, led teams, and navigated complex regulatory environments—skills that are directly applicable to effective school governance. I understand the importance of accountability, long-term planning, and data-driven decision-making, all of which are essential to ensuring both academic excellence and financial sustainability. My business acumen allows me to approach challenges with a solution-oriented mindset and to contribute meaningfully to the development and oversight of policies that support the school’s mission and long-term success</p>
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**School Mission and Program**

<p><b>What is your understanding of the school’s mission and guiding beliefs?</b></p>	<p>To foster a positive and supportive environment for both students and staff, one that emphasizes educational excellence and promotes collaboration in a setting that is conducive to effective learning</p>
<p><b>What is your understanding of the school’s proposed educational program?</b></p>	<p>To cultivate a nurturing and collaborative environment for students and staff that prioritizes academic excellence and supports meaningful, effective learning experiences.</p>
<p><b>What do you believe to be the characteristics of a successful school?</b></p>	<p>A thriving school environment is one where students, educators, and families feel valued, supported, and empowered. It nurtures a mindset focused on growth and continuous improvement, inspiring all members of the school community to reach their full potential. By granting autonomy in teaching and learning, the school is better positioned to address the unique needs of every student. Strong connections with families and local communities further strengthen the foundation for academic success and a well-rounded educational experience</p>
<p><b>How will you know that the school is succeeding (or not) in its mission?</b></p>	<p>One of the board's responsibilities will be to establish governance for effectively measuring the school's success from the outset, along with a structured mitigation plan. KPIs will need to be defined, along with the processes for tracking and evaluating them.</p>

### Governance

<b>Describe the role that the board will play in the school's operation.</b>	Act as a governing body to support school policies and procedures, act in the best interest to support staff, and work within the community to educate community members about the school mission and values.
<b>How will you know if the school is successful at the end of the first year of operation?</b>	Outcome of key performance indicator measurements (KPIs)
<b>How will you know at the end of five years of the schools is successful?</b>	Evolution of KPIs success rate- enrollment, graduation ratios, college placement
<b>What specific steps will the charter school board need to take to ensure that the school is successful?</b>	Define and be transparent about the measure of success, be prepared to support challenges and offer tangible options to resolve, be vocal in the community to educate and advocate for the school.
<b>How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?</b>	Establishing a Board of Directors governance framework early on will ensure that all board members act in alignment with expectations. In the event of any issues, this governance structure will also outline the corrective actions required to address and resolve them

### Certification

I, Hilal Isbell, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for \_\_\_Cape View Leadership\_\_\_ Charter School is true and correct in every respect.

### Board Member's Signature

Signature *Hilal Isbell*

Date 04/16/2025 01:08AM UTC

# Hilal Isbell

## Professional Experience

### Owner

*Paradise Point Insurance Agency, Hampstead, NC*  
2023 - Present

Lead operations, sales, and growth for a commercial and residential insurance agency. Manage a team of agents and develop business strategies to expand the client base. Conduct needs assessments and cross-sell products to enhance client portfolios. Ensure compliance with industry regulations and oversee financial management to maximize profitability.

### Commercial Insurance Agent (Restaurant & Bar Specialist)

*Churchwell Agency, Wilmington, NC*  
2022 - 2023

Built and nurtured relationships with commercial clients, specifically in the restaurant and bar sectors. Conducted targeted marketing campaigns to drive lead generation and expand the sales pipeline. Delivered customized insurance solutions, maintaining long-term client satisfaction and retention.

### Owner

*Structured Solutions, Plymouth, MA*  
2010 - 2021

Founded and led a company specializing in custom entertainment systems, generating \$1M+ in annual revenue. Managed client relationships, proposals, and project budgets to deliver tailored solutions. Achieved a 98% win rate in sales and developed strong referral networks for continued growth.

## Education

### Independent Insurance Agents of North Carolina

*Property and Casualty Insurance (In Progress)*

### Everest University

*BS in Business Management, 2011*



## **Board Member Documents:**

**Justin May**



### Charter School Board Member Information Form

*Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign by hand.*

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As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

#### School Information

<b>Name of charter school</b>	Cape View Leadership Academy
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#### Board Member’s Information

<b>Board Members</b>	Full name: Justin W. May
	Home Address: 807 S. Topsail Dr, Surf City, NC 28445
	Business Name & Address:
	Telephone No.: (910) 554-7399
	E-mail address: jmay.pendercharter@gmail.com

## Board Member Application

**Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?**

No:       Yes:

**Educational History**

Joint and Combined Warfighting School, Joint Forces Staff College, 2019  
 Webster University, Master of Arts, Management and Leadership, 2015  
 Mansfield University, Bachelor of Science, International Business, 2001

**Employment History**

Apollo Med Flight: Jul 2203 – Present  
 MCCLD Nonprofit: Jan 2022 – Present  
 U.S. Marine Corps: Oct 2001 – Oct 2021

**How were you recruited to join this Board of Directors?**

I was approached by local community residents

**Why do you wish to serve on the board of the proposed charter school?**

I wish to help expand educational opportunities in Pender County.

**What is your understanding of the appropriate role of a public charter school board member?**

Ensuring the school adheres to its mission, maintains academic excellence, and complies with state and federal regulations.

**Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.**

My background as a Marine Corps officer and working in nonprofit supporting youth equips me with strong decision-making, accountability, and mission drive leadership skills.

<b>Describe the specific knowledge and experience that you would bring to the board.</b>	I bring a unique blend of leadership, operational expertise, strategic vision and community involvement. My diverse experience allows me to contribute meaningfully to board governance, financial stewardship, educational mission, and long-term success.
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### School Mission and Program

<b>What is your understanding of the school's mission and guiding beliefs?</b>	My understanding of the school's mission and guiding beliefs likely centers on providing high-quality, student-focused education that meets the needs of the local community while fostering academic excellence, leadership, and career readiness.
<b>What is your understanding of the school's proposed educational program?</b>	My understanding of the school's proposed educational program aligns with student-centered, career-focused, and community driven learning that prepares students post-graduation readiness.
<b>What do you believe to be the characteristics of a successful school?</b>	I believe that the characteristics of a successful school include a combination of academic excellence, community engagement, leadership, and career focused readiness.
<b>How will you know that the school is succeeding (or not) in its mission?</b>	The board will need to establish measurable outcomes that aligned with the school's goals and mission that are quantifiable and achievable.

### Governance

<b>Describe the role that the board will play in the school's operation.</b>	The board will play a governing and strategic oversight role
<b>How will you know if the school is successful at the end of the first year of operation?</b>	To determine success, the board needs to design key performance indicators.
<b>How will you know at the end of five years of the schools is successful?</b>	The board needs to determine its charter goals and position itself for continued growth.

<p><b>What specific steps will the charter school board need to take to ensure that the school is successful?</b></p>	<p>The board must take a proactive, strategic, and governance focused steps that include academic performance, financial stability, operational excellence, and community engagement</p>
<p><b>How would you handle a situation in which you believe one or more members of the school’s board were acting unethically or not in the best interests of the school?</b></p>	<p>If a member of the school board was acting unethical or not in the best interests of the school, I would require a policy-driven approach to protect the integrity of the school and ensure that decision are being aligned with its mission and best interests.</p>

**Certification**

I, Justin W. May, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Cape View Leadership Academy is true and correct in every respect.

**Board Member’s Signature**

<p><b>Signature</b> <i>Justin W. May</i></p>	<p><b>Date:</b> February 22, 2025</p>
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*\*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. [Click or tap here to enter text.](#)*

# JUSTIN W. MAY

Surf City, NC | (910) 554-7399 | justin.may.2002@gmail.com | www.linkedin.com/in/justin-w-may

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## PROFESSIONAL SUMMARY

Retired Marine Corps officer and Naval Aviator, now a life flight pilot supporting local hospitals and communities. Co-founder of Blue Insights LLC, a SDVOSB, specializing in consulting, asset management, and veteran services. Program manager for youth aviation, overseeing a program for rural students. Committed to delivering strategic, value-based solutions with a focus on sustainability and innovation.

- Organizational Effectiveness
- Risk Management
- Cross-functional Organization
- Process Improvement
- Performance Management
- Leadership

## PROFESSIONAL EXPERIENCE

### **Apollo MedFlight**

**Jul 2023 – Present**

- Consistently delivered life-saving services as a life flight pilot, responding to critical emergencies with precision and efficiency, ensuring timely transport of patients to medical facilities, and contributing to a high success rate in patient outcomes
- Recognized for maintaining exceptional standards in flight safety, protocol adherence, and rapid decision-making under pressure

### **Mt. Calvary Center for Leadership Development**

**Jan 2022 – Present**

- Supported leadership development initiatives at Mt. Calvary Center for Leadership Development, mentoring and empowering future leaders through structured programs focused on personal growth, education, and community impact
- Developed and launched a youth aviation program to provide rural students with hands-on aviation education, mentorship, and career exploration opportunities
- Expanded access to STEM-based learning and flight training, fostering the next generation of aviators and aviation professionals

### **United States Marine Corps – Multiple Global Assignments**

**Oct 2001 – Oct 2021**

- Managed and trained multi-functional teams, enhancing operational readiness and effectiveness using risk assessment to mitigate potential hazards
- Supervised and trained personnel across multiple functions to maintain consistent support to customer requirements, increased production by streamlining processes and leveraging resources to reduce costs while eliminating redundancy and waste
- Developed, coordinated, and managed the global force management architect to minimize critical capability gaps in support of U.S. alliances

## EDUCATION

- Joint and Combined Warfighting School, Joint Forces Staff College, 2019
- Webster University, Master of Arts, Management and Leadership, 2015
- Mansfield University, Bachelor of Science, International Business, 2001

## ACHIEVEMENTS

- Defense Meritorious Service Medal • Meritorious Service Medal • Recipient of Marquis Who's Who

## COMMUNITY INVOLVEMENT AND PERSONAL INTERESTS

- Youth Coaching • Skiing • Traveling • Civil Aviation • Leisure Reading



## **Board Member Documents:**

**Katie Fluke**



**Charter School Board Member Information Form**

*Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

School Information	
<b>Name of charter school</b>	Cape View Leadership Academy

Board Member's Information	
<b>Board Members</b>	Full name: Katie Fluke
	Home Address: 344 Aurora Pl Hampstead NC 28443
	Business Name & Address:
	Telephone No.: 610-751-9636
	E-mail address: fluke.pendercharter@gmail.com

**Board Member Application**

<p><b>Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?</b></p>	<p align="center">No: <input checked="" type="checkbox"/>      Yes: <input type="checkbox"/></p>
<p><b>Educational History</b></p>	<p>Teacher Emergency Certified 2008-2012 Certified k-6 2012-present</p>
<p><b>Employment History</b></p>	<p>Allentown School District Pender County School District</p>
<p><b>How were you recruited to join this Board of Directors?</b></p>	<p>I was recruited through a neighbor who thought this would be something I would be interested in helping with.</p>
<p><b>Why do you wish to serve on the board of the proposed charter school?</b></p>	<p>I wish to serve on this board because I have a passion for education and believe that I can leave a lasting impact on our future generations through this charter school. I believe our community is in need of a school to alleviate some of the overcrowding at the local public school system.</p>
<p><b>What is your understanding of the appropriate role of a public charter school board member?</b></p>	<p>Setting policies, ensuring compliance with laws and charter agreements, and monitoring the school's academic and financial performance.</p>
<p><b>Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.</b></p>	<p>I have over a decade of classroom educational experience which would help to make me an expert in the field of education. I have served on a number of different committees within the districts I have worked and have taken on leadership roles.</p>
<p><b>Describe the specific knowledge and experience that you would bring to the board.</b></p>	<p>As stated previously, I have over a decade of classroom experience. I also have knowledge of education procedures and expectations. As a teacher I have learned to communicate with not only children and</p>

	families, but have also fostered relationships with the surrounding communities to build positive long lasting relationships with local businesses.
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School Mission and Program	
<b>What is your understanding of the school's mission and guiding beliefs?</b>	To provide a positive environment for students and staff alike, that focuses on excellence in education, in a collaborative & supportive environment that is conducive to learning.
<b>What is your understanding of the school's proposed educational program?</b>	The proposed educational program focuses on student-centered, career and college preparatory track that weaves in our local community. Their school will focus on the importance of values, and paying it forward within our own community.
<b>What do you believe to be the characteristics of a successful school?</b>	A successful school environment is one in which the students, staff, and families feel empowered. It is an environment that focuses on encouraging all to have a growth mindset. Students and staff are given autonomy over the educational experience to ensure that we meet the needs of all students. It is an environment where academic excellence is achieved through fostering relationships with students, staff, families, and the local communities.
<b>How will you know that the school is succeeding (or not) in its mission?</b>	The board will work together with school personnel to set measurable outcomes (KPI'S) that will be aligned with our schools goals and mission.

Governance	
<b>Describe the role that the board will play in the school's operation.</b>	Act as a governing body to support school policies and procedures, act in the best interest to support staff, and work within the community to educate community members about the school mission and values.
<b>How will you know if the school is successful at the end of the first year of operation?</b>	Outcome of key performance indicator measurements (KPIs)

How will you know at the end of five years of the schools is successful?	Evolution of KPIs success rate- enrollment, graduation ratios, college placement
What specific steps will the charter school board need to take to ensure that the school is successful?	Define and be transparent about the measure of success, be prepared to support challenges and offer tangible options to resolve, be vocal in the community to educate and advocate for the school.
How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	The early establishment of a BOD governance will ensure that all members of the board act in accordance with what is expected, and in the event that an issue like this should arise said governance will also define the corrective steps that need to be taken to resolve.

**Certification**

I, Katie Fluke certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Cape View Leadership Academy is true and correct in every respect.

**Board Member's Signature**

Signature 	Date 4-15-25
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*\*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. [Click or tap here to enter text.](#)*

# KATIE FLUKE

**CONTACT:** 610.751.9636 – fluke.pendercharter@gmail.com – 344 Aurora Pl, Hampstead, NC 28443

**EDUCATION:** 2012, Masters of Education, Cedar Crest College 2007, Bachelor of Fine Arts, Kutztown, PA

**CERTIFICATIONS:** Elementary K-6<sup>th</sup>, Instructional I

**ACTIVITIES:** Member of Kappa Delta Pi, Cedar Crest College, Member of Alpha Sigma Tau, Kutztown

**SKILLS:** Excellent communication skills, working collaboratively with colleagues, administration, and parents, differentiating instruction, creative, imaginative, and enthusiastic

## PROFESSIONAL EXPERIENCE

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                      |                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|------------------------------------------------|
| <b>2020-Present</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>5<sup>th</sup> Grade Teacher</b>                  | <b>Pender County School District, NC</b>       |
| <ul style="list-style-type: none"><li>• Developed and maintained the physical environment of the classroom that is conducive to effective learning.</li><li>• Planned and implemented lessons according to the academic guidelines as stated by the district.</li><li>• Analyze data to monitor student progress and drive instruction.</li><li>• Utilized kinesthetic, visual, and auditory approaches to make lessons interesting and interactive; utilized various mediums, modeling, and organized student-led group sharing.</li><li>• Implemented a positive discipline plan to promote student responsibility, problem solving skills, and accountability.</li><li>• Planned and implemented lessons through whole class, small group, and individual instructions for fifth grade students who demonstrated a variety of academic levels.</li><li>• Cooperated with other members of the staff in planning instructional goals, objectives, and methods.</li><li>• Member of the Safety Committee</li></ul> |                                                      |                                                |
| <b>2012-2020</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>5<sup>th</sup> Grade &amp; Substitute Teacher</b> | <b>Allentown School District, PA</b>           |
| <ul style="list-style-type: none"><li>• Developed and maintained the physical environment of the classroom that is conducive to effective learning.</li><li>• Planned and implemented lessons according to the academic guidelines as stated by the district.</li><li>• Encouraged students to set and maintain high standards of classroom behavior.</li><li>• Maintained and upheld school and county policies and procedures.</li><li>• Cooperated with other members of the staff in planning instructional goals, objectives, and methods</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                      |                                                |
| <b>2013-2015</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>5<sup>th</sup> Grade &amp; Substitute Teacher</b> | <b>Upper Perkiomen School District, PA</b>     |
| <ul style="list-style-type: none"><li>• Effectively fulfill student needs by adapting to all grade levels, conducting quality teaching, and maintaining a comfortable and safe learning environment.</li><li>• Developed excellent rapport with students and staff as demonstrated by continual requests from elementary, special education, and middle school teachers.</li><li>• Maintains and upholds school and county policies and procedures.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                      |                                                |
| <b>2010-2015</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Substitute Teacher</b>                            | <b>Northwestern Lehigh School District, PA</b> |
| <ul style="list-style-type: none"><li>• Effectively fulfill student needs by adapting to all grade levels, conducting quality teaching, and maintaining a comfortable and safe learning environment.</li><li>• Developed excellent rapport with students and staff as demonstrated by continual requests from elementary, special education, and middle school teachers.</li><li>• Maintains and upholds school and county policies and procedures.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                      |                                                |

## Cape View Leadership Academy - Initial Members of the Nonprofit Board

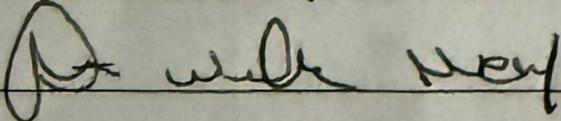
Board Member Name	Christine Isbell	Justin May	Katie Fluke	Hilal Isbell	Fidel Forde
Board Title	Chair	Vice Chair	Secretary	Treasurer	Member
Phone Number	508.317.8693	910.554.7399	610.751.9636	508.317.8692	703.855.4394
Email Address	cisbell1103@gmail.com	jmay.pendercharter@gmail.com	fluke.pendercharter@gmail.com	hisbell.pendercharter@gmail.com	fidel@fidelforde.com
County of Residence	Pender	Pender	Pender	Pender	Pender
Current Occupation	Managing Partner	Apollo MedFlight Pilot	Teacher	Insurance Agency Owner	Life Coach, Motivational Speaker, Yoga Instructor, Business Mentor, Massage Therapist
Past or Present Professional Licenses Held	Assisted Living Facility Administrator Certification		Elementary K-6 Instructional I		
Any disciplinary action taken against any of these professional licenses?	No	No	No	No	No

## Signature Page

The foregoing application is submitted on behalf of Cape View Leadership Academy. The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy "Planning Year for New and Preliminary Charter Schools – CHTR 013, all new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: Justin Walker May

Board Position: vice chair

Signature: 

Date: April 16, 2025

Sworn to and subscribed before me this 16th day of April, 2025.

Notary Public: Keyla Hall

My commission expires: 08/21, 2029.

