



## Evidence of Educational Need

Ascend Leadership Academy (ALA) seeks to grow the self-efficacy, intellectual understanding, and social competence of all of our students. ALA will accomplish this by applying innovative teaching methods, incorporating student cultural realities, and cultivating student ownership in the learning community. By applying our dynamic instructional model we believe that we will provide students of Lee County with a learning experience unique to any other school within the district. Currently, there is no charter school presence in Lee County at any grade level. The educational need for Ascend Leadership Academy in Lee County is grounded in the fulfillment of the purposes of Charter Schools in North Carolina; outlined in NC charter school statute GS 115C-218.

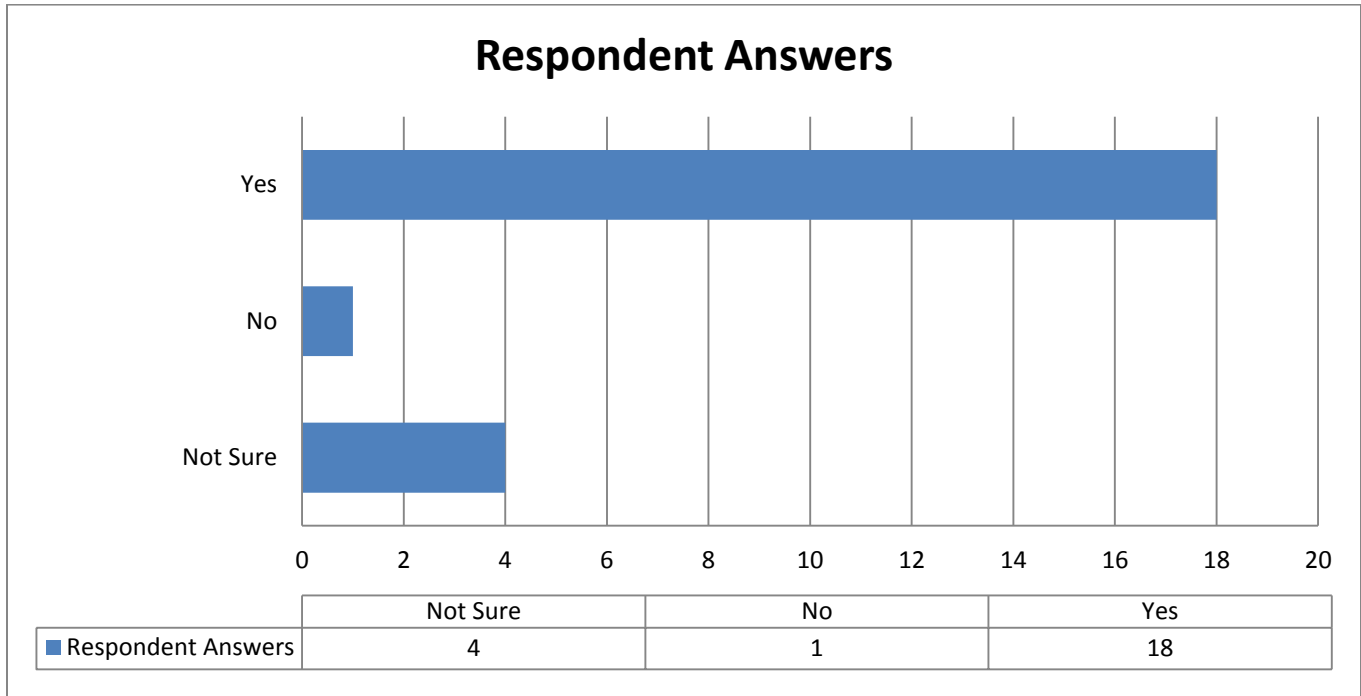
### Expanded Choices

Outside of a High School Early College program, families in Lee County do not have very much choice in the schools their children attend. This includes the lack of a charter school at any grade level within the county. ALA will fill this void by offering families expanded choices in the types of educational opportunities that are available within the public school system. With the closing of Provisions Academy for financial reasons and student reporting non-compliance in 2009 this expanded choice has been non-existent. The Board of Directors at ALA believes the families of Lee County deserve the opportunity to choose a different educational option for their children.

Currently in Lee County, Greenwood Elementary, Tramway Elementary, J. Glenn Edwards Elementary, and Warren Williams Alternative Elementary implement the *Leader in Me* program to students in grades K-5. ALA will provide families of these students the opportunity to continue within the program in Middle and High School. Presently, the three Middle Schools in Lee County do not offer the *Leader in Me* program. ALA will expand the program to make it appropriate for students by applying the secondary model of the program. This includes having each student keep a digital portfolio that document each of their personal and academic goals. Students will track their own academic data on this portfolio to keep record of their progress towards these academic goals. Within the digital portfolio students will also keep a leadership journal where they will update their progress within the *Leader in Me* program. Students will also participate in student-led conferences where they will share with their parents their digital portfolio and the personal and academic goals they have set for the school year. These individualized practices will benefit all students either at-risk, or high achieving. The opportunity for the continued implementation of the *Leader in Me* combined with other features of our innovative instructional program support the educational need for ALA in Lee County.

When surveyed an overwhelming majority of Lee County residents stated that they believed Lee County residents would benefit from a charter school focused on building leadership and life skills.

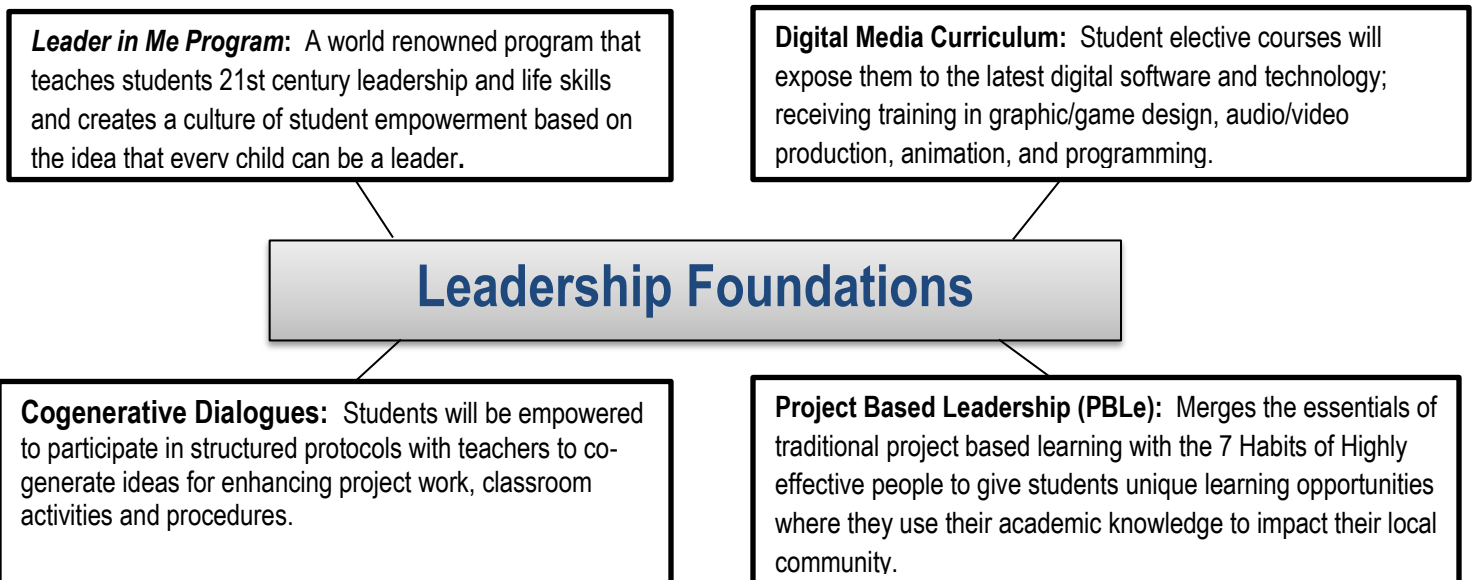
*Do you think residents of Lee County would benefit from a tuition free charter school focused on building student leadership and life skills?*



**Innovative Pedagogy and Instructional Methods**

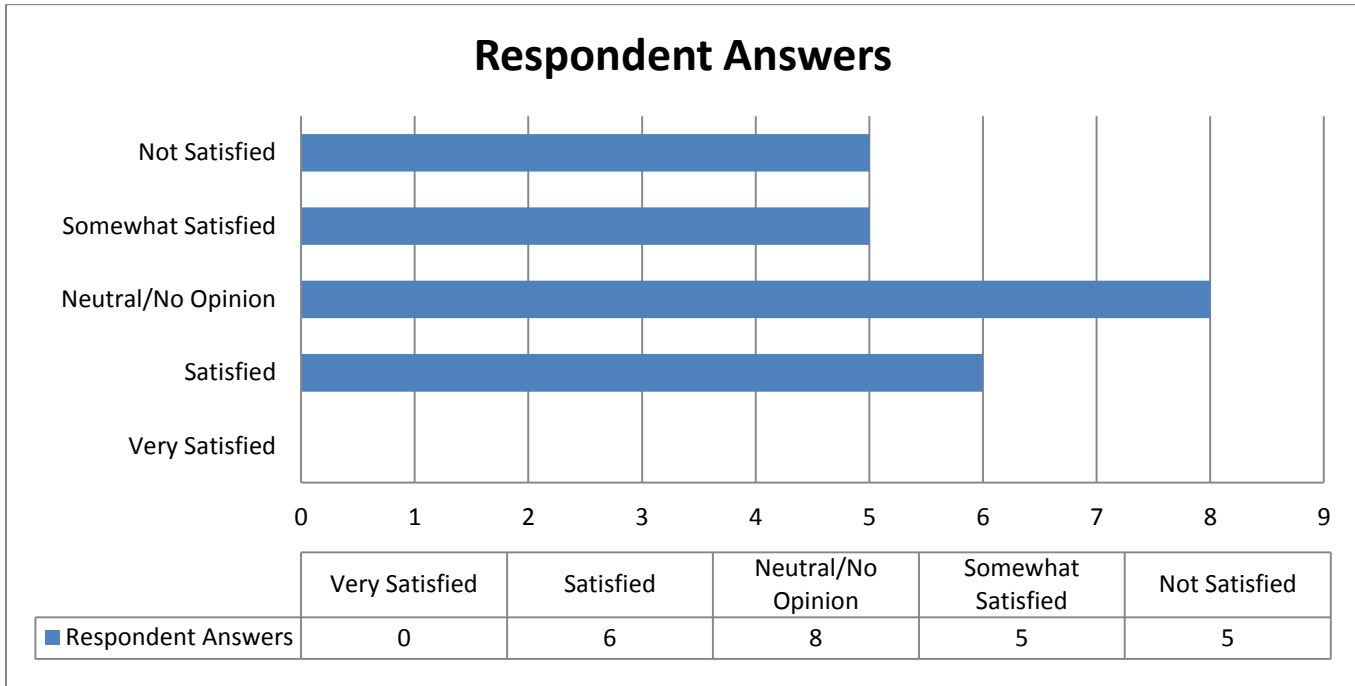
Ascend Leadership Academy’s four point instructional model is designed to encourage student empowerment and ownership within the learning community. ALA will offer an innovative instructional model that does not currently exist for secondary students in Lee County.

The diagram below outlines the unique features of our educational program:



When surveyed many citizens from the targeted demographic stated that they were not satisfied with the current secondary school offerings in Lee County.

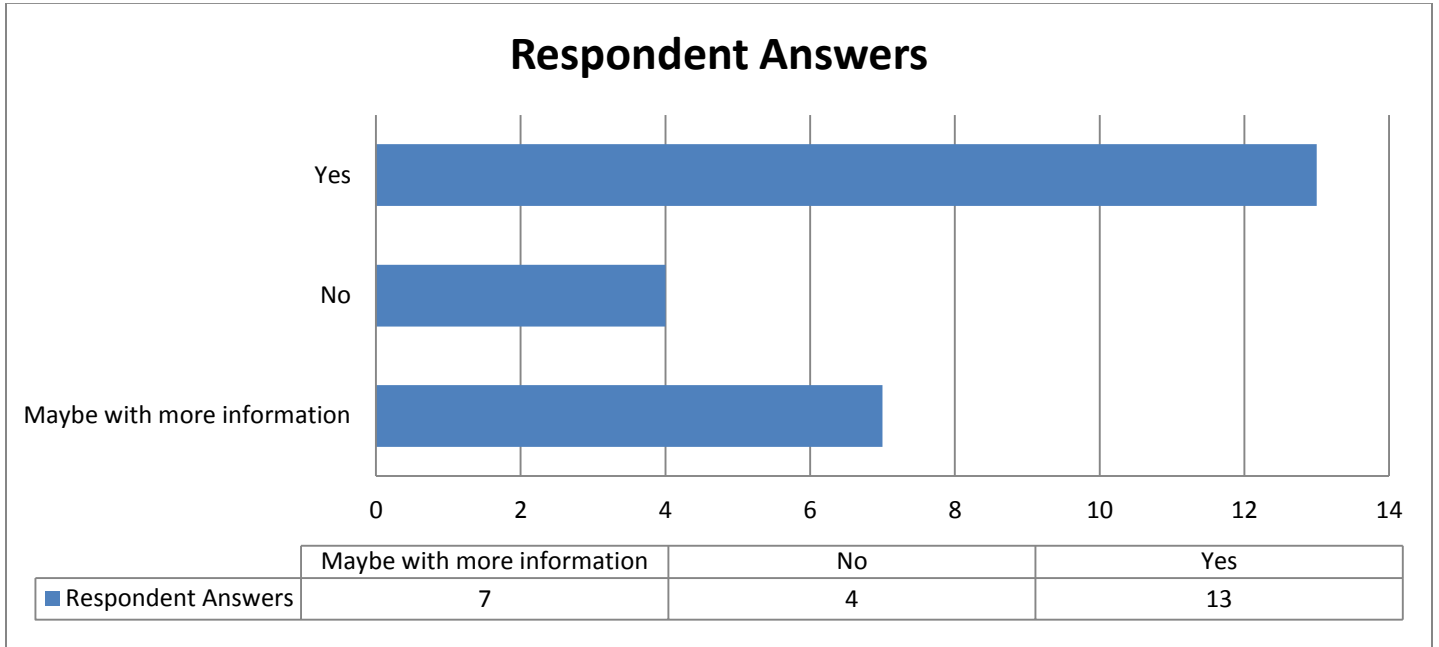
*How satisfied are you with middle schools in Lee County and the surrounding area?*



**Meeting Student Measurable Achievement Results**

ALA plans to service students in grades 6-12 in Lee County. This decision was partially based on the achievement results of Lee County secondary schools. Lee County secondary schools have consistently performed below state averages on End of Grade/Course assessments. For the 2014-15 school year, West Lee, East Lee, and San-Lee Middle Schools all received school performance grades of "D". Each school received an achievement score of 48, 45, and 53 respectively. Lee County Senior High School achieved a performance grade of "D" and an overall achievement score of 56. Southern Lee High School received a performance grade of "C" with an overall achievement score of 56. Ascend Leadership Academy intends to provide an educational program that helps contribute to the improvement of these results for students in the county. We believe that by executing intensive research based instructional model student achievement will increase. We will enact benchmark assessments to measure student progress throughout the school year. We will use this formative assessment data to refine and adapt core instruction while also identifying students who need targeted and intensive interventions. Teachers and administrators will also be trained in how to effectively use EVAAS data through SAS. By using this data, teachers will be able to make sound instructional choices to ensure every student can succeed. We will also create a learning environment where every stakeholder feels responsible for the success and achievement of every student. This will be supported by our small "family like" atmosphere that is characteristic of schools that implement the *Leader in Me* program. ALA is also willing to work with the local LEA to find additional ways to increase student achievement across the school district.

*Would you consider applying to a tuition free public charter school if it opened in your area?*



All survey data is based on surveys conducted through ALA’s Social Media account and school website ([www.ascendleadershipacademy.org](http://www.ascendleadershipacademy.org)). The Board of Directors of ALA used their own personal networks target residents in Lee County who may be interested in applying to a tuition free charter school. They were asked a series of questions based on our educational program. As a part of our survey we asked participants to join our mailing list if they would like to receive periodic emails updates about the school.

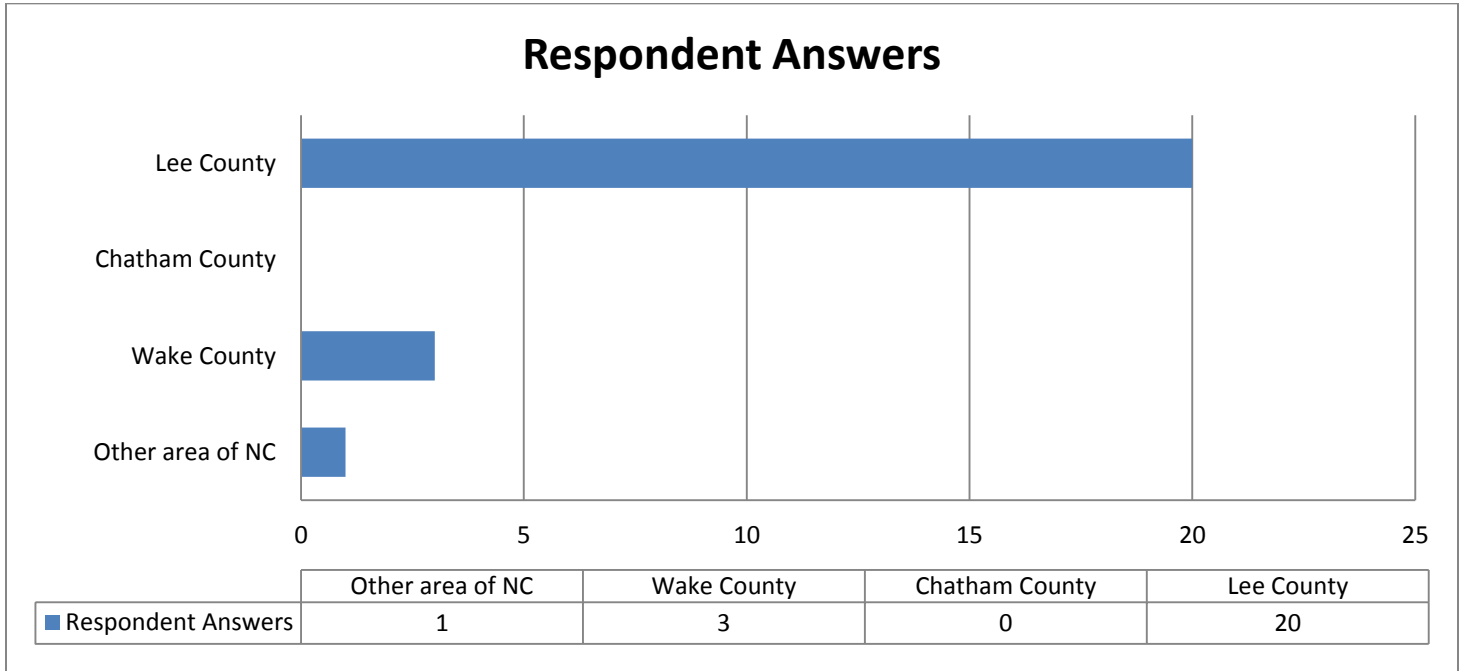
**Comments from Survey participants:**

“Lee county schools consistently receive poor grades and are far down on the list of scores for NC school systems. Lee County schools need improvement but this is not likely to happen as they have received poor scores for quite a few years now. It does not appear that this is a priority for our country. A new charter school would provide a great alternative to traditional county schools that continue to lag both state and nationwide ratings.”

“...I do think the middle schools are large and some children get lost in the numbers. I would be interested in learning how the proposed charter school will be different and could meet my grandson's educational needs.”

“Wife currently home schooling due to dissatisfaction with public schools.”

*Where is your current Residence?*



**Ascend Leadership Academy: Lee County**

1. Where is your current residence?

- Lee County
- Chatham County
- Wake County
- Other area of NC

2. How satisfied are you with the middle schools in Lee County and the surrounding areas?

- Not satisfied
- Somewhat satisfied
- Neutral/No Opinion
- Satisfied
- Very satisfied

3. Does Lee County's current middle schools offer a social curriculum with the focus of developing student leadership and life skills?

- Yes
- No
- Not Sure

4. Does Lee County's current middle schools offer Digital Media courses or a Project Based Learning curriculum?

- Yes
- No
- Not Sure

5. Do you think residents of Lee County would benefit from a tuition free charter school focused on building student leadership and life skills?

- Yes
- No
- Not Sure

6. Would you consider applying to a tuition free public charter school if it opened in your area?

- Yes
- No
- Maybe with more information

7. Please provide any additional information you would like to share that would contribute to the foundation of the potential charter school in your area.

8. Optional: If you would like to receive relevant updates about our school or **receive an application** when the charter has been approved please enter your email address below.

Done

Powered by  
 SurveyMonkey®  
See how easy it is to [create a survey](#).

**School website:** [www.ascendleadershipacademy.org](http://www.ascendleadershipacademy.org)

**Facebook:** <https://www.facebook.com/Ascend-Leadership-Academy-1016134245122069/>

**Survey Link:** <https://www.surveymonkey.com/r/NDHNTCY>



**6-8 Humanities Class (Language Arts and Social Studies)**

The following table describes the standards that will be introduced throughout the different quarters of the school year. By the end of Quarter 4 all standards will be completely integrated in the classroom. The right column describes the Paideia seminar topics relating to the various standards in the Language Arts/Social Studies course. Teachers will use leveled current events articles as the required text for Paideia seminars. They will employ resources like [newsela.com](http://newsela.com) to find articles on the student’s appropriate grade level.

6<sup>th</sup> Grade

Quarter 1		
Humanities/ Language Arts & Social Studies		
<u>ELA CC Anchor Standards</u>	<u>6<sup>th</sup> Grade Social Studies Essential Standards</u>	<u>Paideia Seminar Topics</u>
<p><b>Reading:</b> 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p><b>Writing:</b> 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>5. Develop and strengthen writing as needed by planning , revising, editing, rewriting, or trying a new approach.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p><b>6.H.1.1</b> – Construct charts, graphs, and historical narratives to explain particular events or issues over time.</p> <p><b>6.H.1.2</b> – Summarize the literal meaning of historical documents in order to establish context.</p> <p><b>6.H.1.3</b> – Use primary and secondary sources to interpret various historical perspectives.</p> <p><b>6.G.1.1</b> – Explain how the physical features and human characteristics of a place influenced the development of civilizations, societies and regions (e.g., location near rivers and natural barriers, trading practices and spread of culture.)</p> <p><b>6.G.1.4</b> – Explain how and why civilizations, societies, and regions have used , modified, and adapted to their environments (e.g.</p>	<p><b>Social Studies Topics</b> Conserving Natural Resources</p> <p>Code of Hamurabi/Eye for an Eye/Systems of Punishment</p> <p>Democracy v. other forms of government</p> <p><b>Current Possible Newsela.com Articles</b></p> <p>Will a Health crisis put an end to this year’s Olympic games?</p> <p>Global Warming could damage World agriculture</p> <p>Our actions today can help save the planet tomorrow.</p>

<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Speaking and Listening:</b> 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p><b>Language:</b> 1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>6. Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>invention of tools to draw conclusions about the emergence, expansion and decline of civilizations, societies and regions.</p> <p><b>6.C&amp;G.1.1</b> – Explain the origins and structures of various governmental systems (e.g., democracy, absolute monarchy and constitutional monarch)</p> <p><b>6.C&amp;G.1.4</b> – Compare the role (e.g. maintain order and enforce societal values and beliefs) and evolution of laws and legal systems (e.g. need for and changing nature of codified system of laws and punishment) in various civilizations, societies and regions.</p>	
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6<sup>th</sup> Grade

Quarter 2		
Humanities/ Language Arts & Social Studies		
<u>ELA CC Anchor Standards</u>	<u>6<sup>th</sup> Grade Social Studies Essential Standards</u>	<u>Paideia Seminar Topics</u>
<p><b>Reading:</b> 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>7. Integrate and Evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p><b>Writing:</b> 1. Write arguments to support claims in analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information while avoiding plagiarism.</p> <p><b>Speaking and Listening:</b> 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>Language:</b> 1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p><b>6.H.2.1</b> – Explain how invasions, conquests and migrations affected various civilizations, societies and regions (e.g. Mongol invasion, The Crusades, the Peopling of the Americas and Alexander the Great).</p> <p><b>6.H.2.4</b> – Explain the role that key historical figures and cultural groups had in transforming society (e.g. Mansa Musa, Confucious, Charlemagne, and Qin Shi Huangdi)</p> <p><b>6.G.1.2</b> – Explain the factors that influenced the movement of people, goods, ideas and the effects of that movement on societies and regions over time (e.g. scarcity of resources, conquests, desire for wealth, disease and trade)</p> <p><b>6.G.2.1</b> – Use maps, charts, graphs, geographic data and available technology to draw conclusions about the emergence, expansion and decline of civilizations, societies and regions.</p> <p><b>6.C&amp;G.1.2</b> – Summarize the ideas that shaped political thought in various civilizations, societies and regions (e.g. divine right, equality, liberty, citizen participation and integration of religious principles.)</p>	<p><b>Social Studies Topics</b> Fighting in the name of Religion/Crusades</p> <p>Freedom of Religion</p> <p>Mongols and Cruel leaders, what is the best way to fight for equal rights?</p> <p><b>Current Possible Newsela.com Articles</b></p> <p>Pro/Con: Self-driving cars are just around the corner, is this a good thing?</p> <p>Should we know everything about a candidate’s health?</p> <p>China allows two children per family, expects big economic change</p> <p>Refugees, children fleeing countries in crisis need more schools</p>

<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>6. Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>6.C.1.2</b> – Explain how religion transformed various societies civilizations and regions (e.g. beliefs, practices and spread of Buddhism, Christianity, Confucianism, Hinduism, Islam and Judaism).</p>	
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6<sup>th</sup> Grade

<b>Quarter 3</b>		
<b>Humanities/ Language Arts &amp; Social Studies</b>		
<b><u>ELA CC Anchor Standards</u></b>	<b><u>6<sup>th</sup> Grade Social Studies Essential Standards</u></b>	<b><u>Paideia Seminar Topics</u></b>
<p><b>Reading:</b></p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p><b>6.H.2.3</b> – Explain how innovation and/or technology transformed civilizations, societies and regions over time (e.g., agricultural technology, weaponry, transportation and communication)</p> <p><b>6.G.1.3</b> – Compare distinguishing characteristics of various world regions (e.g., physical features, culture, political</p>	<p><b>Social Studies topics</b></p> <p>Technology over time and Artificial Intelligence with advancement of society</p> <p>Weaponry and Gun rights in history</p> <p>Cultural Diversity and celebration of all cultures</p>

<p><b>Writing:</b> 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>10. Write routinely over extended time frames (time research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences.</p> <p><b>Speaking and Listening:</b> 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>5. Make Strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>Language:</b> 1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing</p>	<p>organization and ethnic make- up)</p> <p><b>6.E.1.1</b> – Explain how conflict, compromise and negotiation over the availability of resources (i.e. natural, human and capital) impacted the economic development of various civilizations, societies and regions.</p> <p><b>6.C.1.1</b> – Analyze how cultural expressions reflected the values of civilizations and regions (e.g. oral traditions, art, dance, music, literature, and architecture).</p>	<p><b>Current Possible Newsela.com Articles</b></p> <p>Diversity makes us stronger</p> <p>Why didn't we mourn Kenya like we did Paris?</p> <p>Workers need to prepare for changing technology on the job</p>
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<p>meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>6. Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
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6<sup>th</sup> Grade

<b>Quarter 4</b>		
<b>Humanities/ Language Arts &amp; Social Studies</b>		
<p style="text-align: center;"><b><u>ELA CC Anchor Standards</u></b></p> <p><b>Reading:</b> 2. Determine how central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><b>Writing:</b> 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>	<p style="text-align: center;"><b><u>6<sup>th</sup> Grade Social Studies Essential Standards</u></b></p> <p><b>6.H.2.2</b> – Compare historical and contemporary events and issues to understand continuity and change.</p> <p><b>6.G.2.2</b> – Construct maps, charts and graphs to explain data about geographic phenomena (e.g., migration patterns and population and resource distribution patterns).</p> <p><b>6.E.1.2</b> – Explain how quality of life is impacted by economic choices of civilizations, societies and regions.</p>	<p style="text-align: center;"><b><u>Paideia Seminar Topics</u></b></p> <p><b>Social Studies Topics</b> Poverty and Economic disparity around the World</p> <p>Caste system/Class system throughout history and social structure</p> <p>Taxes/government’s paying for Public goods and services. Is it fair?</p> <p><b>Current Possible Newsela.com Articles</b></p>

<p><b>Speaking and Listening:</b> <b>Language:</b> 1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>6. Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>6.C&amp;G.1.3</b> – Compare the requirements for (e.g., age, gender and status) and responsibilities of (e.g., paying taxes and military service) citizenship under various governments.</p> <p><b>6.C.1.3</b> – Summarize systems of social structure within various civilizations and societies over time (e.g., Roman class structure, Indian caste system and feudal, matrilineal and patrilineal societies).</p>	<p>Millions of children in slavery and it must be stopped</p> <p>Solving the problem of “skills” gap in the US</p> <p>Should the government pay you to buy an electric car?</p> <p>Lotteries won’t solve problems but they do fund some state projects</p>
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7<sup>th</sup> Grade

Quarter 1		
Humanities/ Language Arts & Social Studies		
<u>ELA CC Anchor Standards</u>	<u>7<sup>th</sup> Grade Social Studies Essential Standards</u>	<u>Paideia Seminar Topics</u>
<p><b>Reading:</b> 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p><b>Writing:</b> 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>5. Develop and strengthen writing as needed by planning , revising, editing, rewriting, or trying a new approach.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Speaking and Listening:</b> 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p><b>Language:</b> 1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p><b>7.H.1.1</b> – Construct charts, graphs, and historical narratives to explain particular events or issues over time.</p> <p><b>7.H.1.3</b> – Use primary and secondary sources to interpret various historical perspectives.</p> <p><b>7.H.2.2</b> – Evaluate the effectiveness of cooperative efforts and consensus building among nations, regions, and groups (e.g. Humanitarian efforts, United Nations, World Health Organization, Non-Governmental Organizations, European Union and Organization of American States).</p> <p><b>7.G.1.1</b> – Explain how environmental conditions and human response to those conditions influence modern societies and regions (e.g. natural barriers, scarcity of resources and factors that influence settlement).</p> <p><b>7.G.2.1</b> – Construct maps, charts, and graphs to explain data about geographic phenomena (e.g. migration patterns and population and resource distribution patterns).</p> <p><b>7.G.2.2</b> – Use maps charts, graphs, geographic data and available technology tools to interpret and draw conclusions about social, economic, and environmental issues in modern societies and regions.</p>	<p><b>Social Studies topics</b> Use of Natural Resources</p> <p>Bubonic plague and spread of disease</p> <p>United Nations and Coalitions among countries</p> <p><b>Current Possible newsela.com articles</b></p> <p>Has the White House performed poorly during the Ebola virus</p> <p>US troops in West Africa to combat Ebola</p> <p>Turn on the taps! Bottled water industry is bad for the Earth</p> <p>Ending World hunger by stopping food waste in the fields</p>

<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>6. Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
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7<sup>th</sup> Grade

Quarter 2		
Humanities/ Language Arts & Social Studies		
<u>ELA CC Anchor Standards</u>	<u>7<sup>th</sup> Grade Social Studies Essential Standards</u>	<u>Paideia Seminar Topics</u>
<p><b>Reading:</b> 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>7. Integrate and Evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p><b>Writing:</b> 1. Write arguments to support claims in analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information while avoiding plagiarism.</p> <p><b>Speaking and Listening:</b> 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>Language:</b> 1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p><b>7.H.2.1</b> – Analyze the effects of social, economic, military and political conflict among nations, regions, and groups (e.g. war, genocide, imperialism and colonization).</p> <p><b>7.E.1.1</b> – Explain how competition for resources affects the economic relationship among nations (e.g. colonialism, imperialism, globalization and interdependence).</p> <p><b>7.E.1.3</b> – Summarize the main characters of various economic systems (e.g. capitalism, socialism, communism; market, mixed, command and traditional economies).</p> <p><b>7.C&amp;G.1.2</b> – Evaluate how the Western concept of democracy has influenced the political ideas of modern societies.</p> <p><b>7.C&amp;G.1.3</b> – Compare the requirements for (e.g. age, gender, legal and economic status) and responsibilities of citizenship under various governments in modern societies (e.g. voting, taxes and military service)</p> <p><b>7.C.1.1</b> – Explain how culture unites and divides modern societies and regions (e.g. enslavement of various peoples, caste system, religious conflict and Social Darwinism).</p>	<p><b>Social Studies Topics</b> Imperialism and Colonization</p> <p>Capitalism v. Socialism</p> <p>Militarism and World War</p> <p><b>Current Possible newsela.com articles</b></p> <p>As World changes, education must also change</p> <p>Pro/Con Stopping Syrian refugees from coming to the US</p> <p>Britain’s argument for keeping diamond is deeply flawed</p>



<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>6. Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
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## 7<sup>th</sup> Grade

Quarter 3		
Humanities/ Language Arts & Social Studies		
<u>ELA CC Anchor Standards</u>	<u>7<sup>th</sup> Grade Social Studies Essential Standards</u>	<u>Paideia Seminar Topics</u>
<p><b>Reading:</b></p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p><b>Writing:</b> 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p><b>7.H.1.2</b> – Summarize the literal meaning of historical documents in order to establish context.</p> <p><b>7.H.2.3</b> – Explain how increased global interaction accelerates the pace of innovation in modern societies (e.g. advancements in transportation, communication networks and business practices).</p> <p><b>7.G.1.2</b> – Explain how demographic trends (e.g. population growth and decline, push/pull</p>	<p><b>Social Studies Topics</b></p> <p>Use of Atomic bomb in WWII</p> <p>The Geneva Convention and rules of War</p> <p>Weaponry and advancement of technology. Has it gone too far?</p> <p><b>Current Possible newsela.com articles</b></p> <p>Obama’s visit to Hiroshima highlights the</p>

<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>10. Write routinely over extended time frames (time research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences.</p> <p><b>Speaking and Listening:</b> 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>5. Make Strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>Language:</b> 1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>5. Demonstrate understanding of word relationships and nuances</p>	<p>factors and urbanization) lead to conflict, negotiation, and compromise in modern societies and regions.</p> <p><b>7.C&amp;G.1.1</b> – Summarize the ideas that have shaped political thought in various societies and regions (e.g. Enlightenment and Scientific Revolution, democracy, communism, and socialism).</p> <p><b>7.C&amp;G.1.4</b> – Compare sources of power and governmental authority in various societies (e.g. monarchs, dictators, elected officials, anti-governmental groups and religious political factions).</p> <p><b>7.C.1.2</b> – Explain how cultural expressions (e.g. art, literature, architecture and music) influence modern society.</p>	<p>positive</p> <p>Protests at Princeton over Woodrow Wilson’s legacy</p> <p>Our technological advances haven’t help solve refugee dilemma</p>
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<p>in word meanings.</p> <p>6. Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
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## 7<sup>th</sup> Grade

Quarter 4		
Humanities/ Language Arts & Social Studies		
<u>ELA CC Anchor Standards</u>	<u>7<sup>th</sup> Grade Social Studies Essential Standards</u>	<u>Paideia Seminar Topics</u>
<p><b>Reading:</b> 2. Determine how central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><b>Writing:</b> 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p><b>Speaking and Listening:</b> <b>Language:</b> 1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when</p>	<p><b>7.H.2.2</b> – Evaluate the effectiveness of cooperative efforts and consensus building among nations, regions, and groups (e.g. Humanitarian efforts, United Nations, World Health Organization, Non-Governmental Organizations, European Union and Organization of American States).</p> <p><b>7.H.2.4</b> – Analyze the economic, political, and social impacts of disease (e.g. smallpox, malaria, bubonic plague, AIDS and avian flu) in modern societies.</p> <p><b>7.G.1.3</b> – Explain how natural disasters (e.g. flooding, earthquakes, monsoons and tsunamis), preservation efforts and human</p>	<p><b>Social Studies Topics</b> Modern Disease epidemics</p> <p>International Trade and outsourcing of jobs to the 3<sup>rd</sup> world</p> <p>Who is responsible for helping people recover from natural disasters?</p> <p>Modern Day terrorism/ISIS/Al-Quaeda</p> <p><b>Current possible newsela.com articles</b> How should the US defeat Islamic state?</p>

<p>writing.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>6. Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>modification of the environment (e.g. recycling, planting, trees, deforestation, pollution, irrigation systems and climate change) affect modern societies and regions.</p> <p><b>7.E.1.2</b> – Explain the implications of economic decisions in national and international affairs (e.g. OPEC, NAFTA, G20, WTO, EU and economic alliances).</p> <p><b>7.E.1.4</b> – Explain how personal finance decision making impacts quality of life (e.g. credit, savings, investing, borrowing and giving).</p>	<p>Many questions about using drones, but no answers yet</p> <p>Will the CIA torture report put the US at risk?</p> <p>Is it time to leave Afghanistan?</p>
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8<sup>th</sup> Grade

Quarter 1		
Humanities/ Language Arts & Social Studies		
<u>ELA CC Anchor Standards</u>	<u>8<sup>th</sup> Grade Social Studies Essential Standards</u>	<u>Paideia Seminar Topics</u>
<p><b>Reading:</b> 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p><b>Writing:</b> 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>5. Develop and strengthen writing as needed by planning , revising, editing, rewriting, or trying a new approach.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Speaking and Listening:</b> 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p><b>Language:</b> 1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p><b>8.H.1.1</b> – Construct charts, graphs, and historical narratives to explain particular events or issues.</p> <p><b>8.H.1.2</b> – Summarize the literal meaning of historical documents in order to establish context.</p> <p><b>8.H.1.3</b> – Use primary and secondary sources to interpret various historical perspectives.</p> <p><b>8.H.3.3</b> – Explain how individuals and groups have influenced economic, political and social change in North Carolina and the United States.</p> <p><b>8.H.3.4</b> – Compare historical and contemporary issues to understand continuity and change in the development of North Carolina and the United States.</p> <p><b>8.G.1.1</b> – Explain how location and place have presented opportunities and challenges for the movement of people, goods, and ideas in North Carolina and the United States.</p> <p><b>8.G.1.2</b> – Understand the human and physical characteristics of regions in North Carolina and the United States (e.g. physical features, culture, political organization and ethnic make-up).</p> <p><b>8.C&amp;G.1.1</b> – Summarize democratic ideals</p>	<p><b>Social Studies Topics</b> Historical roots of Tobacco and the NC economy</p> <p>Columbian Exchange and current examples of interchanging culture in American society</p> <p>Native Americans and reparations</p> <p>Rights of State and local government</p> <p><b>Current possible newsela.com articles</b></p> <p>Should national or local agencies govern schools?</p> <p>Common sense goes up in smoke as kids do risky tobacco farming</p> <p>Pro/Con should e-cigs be regulated just like cigarettes?</p>

<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>6. Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>expressed in local, state, and national government (e.g. limited government, popular sovereignty, separation of powers, republicanism, federalism and individual rights).</p> <p><b>8.C.1.1</b> – Explain how influences from Africa, Europe, and the Americas impacted North Carolina and the United States (e.g. Columbian exchange, slavery and the decline of the American Indian populations).</p>	
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**8<sup>th</sup> Grade**

Quarter 2		
Humanities/ Language Arts & Social Studies		
<u>ELA CC Anchor Standards</u>	<u>8<sup>th</sup> Grade Social Studies Essential Standards</u>	<u>Paideia Seminar Topics</u>
<p><b>Reading:</b> 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>7. Integrate and Evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p><b>Writing:</b> 1. Write arguments to support claims in analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p><b>8.H.2.1</b> – Explain the impact of economic, political, social, and military conflicts (e.g. war, slavery, states’ rights and citizenship and immigration policies) on the development of North Carolina and the United States.</p> <p><b>8.H.3.1</b> – Explain how migration and immigration contributed to the development</p>	<p><b>Social Studies Topics</b> Trail of Tears and Current Native American reservations</p> <p>The Bill of Rights and Individual freedoms. Where to draw the line?</p> <p>Immigration patterns of NC and current trends</p>

<p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information while avoiding plagiarism.</p> <p><b>Speaking and Listening:</b> 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>Language:</b> 1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>6. Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>of North Carolina and the United States from colonization to contemporary times (e.g. westward expansion, African slavery, trail of tears, the Great Migration and Ellis and Angel Island).</p> <p><b>8.G.1.3</b> – Explain how human and environmental interaction affected quality of life and settlement patterns in North Carolina and the United States (e.g. environmental disasters, infrastructure development, coastal restoration and alternative sources of energy).</p> <p><b>8.C&amp;G.1.2</b> – Evaluate the degree to which democratic ideals are evident in historical documents from North Carolina and the United States (e.g. the Mecklenburg Resolves, the Halifax Resolves, the Declaration of Independence, the Articles of Confederation, the Bill of Rights and the principles outlined in the US Constitution and NC Constitution.</p> <p><b>8.C&amp;G.1.3</b> – Analyze differing viewpoints on the scope and power of state and national governments (e.g. Federalists and anti-Federalists, education, immigration and healthcare).</p> <p><b>8.C&amp;G.2.1</b> – Evaluate the effectiveness of various approaches used to effect change in North Carolina and the United States (e.g. picketing, boycotts, sit-ins, voting, marches, holding elected office and lobbying.).</p>	<p><b>Current possible newsela.com articles</b></p> <p>Should Apple have resisted FBI pressure to hack an Iphone</p> <p>Have the media gone into a feeding frenzy over NFL scandals?</p> <p>Scientists announce success in creation of smallest living organism</p> <p>Pro/Con Stop the flow of federal money to sanctuary cities?</p>
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8<sup>th</sup> Grade

Quarter 3		
Humanities/ Language Arts & Social Studies		
<u>ELA CC Anchor Standards</u>	<u>8<sup>th</sup> Grade Social Studies Essential Standards</u>	<u>Paideia Seminar Topics</u>
<p><b>Reading:</b></p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p><b>Writing:</b> 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>10. Write routinely over extended time frames (time research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences.</p> <p><b>Speaking and Listening:</b> 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>5. Make Strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p><b>8.H.1.5</b> – Analyze the relationship between historical context and decision making.</p> <p><b>8.H.2.2</b> – Summarize how leadership and citizen actions (e.g. the founding fathers, the Regulators, the Greensboro Four, and participants of the Wilmington Race riots) influenced the outcome of key conflicts in North Carolina and the United States.</p> <p><b>8.H.3.2</b> – Explain how changes brought about by technology and other innovations affected individuals and groups in North Carolina and the United States (e.g. advancements in transportation, communication networks and business practices).</p> <p><b>8.E.1.1</b> – Explain how conflict, cooperation, and competition influenced periods of economic growth and decline (e.g. economic depressions and recessions).</p> <p><b>8.C&amp;G.1.4</b> – Analyze access to democratic rights and freedoms among various groups in North Carolina and the United States (e.g. enslaved people, women, wage earners, landless farmers, American Indians, African Americans and other ethnic groups).</p> <p><b>8.C&amp;G.2.3</b> – Explain the impact of human</p>	<p><b>Social Studies Topics</b></p> <p>Civil Rights Movement and Current social change movements</p> <p>Wilmington Race riots and current racial protests</p> <p>Women’s rights and Title IV</p> <p><b>Current possible newsela.com articles</b></p> <p>Diversity produces better results</p> <p>Pro/Con should the US scrap the recycling program?</p> <p>Black girls in America live life in a hazardous intersection</p> <p>Affirmative action students can thrive in top schools</p>



<p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>Language:</b> 1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>6. Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>and civil rights issues throughout North Carolina and United States history.</p> <p><b>8.C.1.3</b> – Summarize the contributions of particular groups to the development of North Carolina and the United States (e.g. women, religious groups, and ethnic sectors such as American Indians, African Americans, and European immigrants).</p>	
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## 8<sup>th</sup> Grade

Quarter 4		
Humanities/ Language Arts & Social Studies		
<u>ELA CC Anchor Standards</u>	<u>8<sup>th</sup> Grade Social Studies Essential Standards</u>	<u>Paideia Seminar Topics</u>
<p><b>Reading:</b> 2. Determine how central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><b>Writing:</b> 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p><b>Speaking and Listening:</b> <b>Language:</b> 1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p><b>8.H.1.4</b> – Use historical inquiry to evaluate the validity of sources used to construct historical narratives (e.g. formulate historical questions, gather data from a variety of sources, evaluate and interpret data and support interpretations with historical evidence).</p> <p><b>8.H.2.3</b> - Summarize the role of debate , compromise and negotiation during significant periods in the history of North Carolina and the United States.</p> <p><b>8.E.1.2</b> – Use economic indicators (e.g. GDP, inflation and unemployment) to evaluate the growth and stability of the economy of North Carolina and the United States.</p> <p><b>8.E.1.3</b> – Explain how quality of life is impacted by personal financial choices (e.g. credit, savings, investing, borrowing and giving).</p> <p><b>8.C&amp;G.2.2</b> – Analyze issues pursued through active citizen campaigns for change (e.g. voting rights and access to education, housing and employment).</p> <p><b>8.C.1.2</b> – Summarize the origin of beliefs,</p>	<p><b>Social Studies Topics</b> NC Education system (Charter schools and financial distribution, Leandro case, busing and diversity programs in school districts)</p> <p>Poverty in NC and US and Welfare programs</p> <p>NC Voting ID laws and gerrymandering</p> <p><b>Current possible newsela.com articles</b></p> <p>Tech companies unwilling to open their doors to African workers</p> <p>Is the risk of spreading Zika worth cancelling the Olympics?</p> <p>Profile of perfect college applicants gets a remake</p> <p>In a changing world, role of education must change</p>

<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>6. Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>practices, and traditions that represent various groups within North Carolina and the United States (e.g. women, religious groups and ethnic sectors such as American Indians, African Americans, and European immigrants).</p>	
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## 9<sup>th</sup> Grade English I

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Close Reading and Writing to Analyze</b>	Working with Evidence and Making claims	Communicating Knowledge through Research	Analyzing text to write Arguments
<b>Standards:</b> <b>RL.9-10.1, 2, 3, 4, 5, 7, 11</b> <b>RI.9-10.2, 3, 4</b> <b>W.9-10.2 (a, c, f)</b> <b>SL.9-10.1 (b, c)</b> <b>L.9-10.5 (a)</b>	<b>Standards:</b> RL.9-10.2, 3, 4, 5, 11 RI.9-10.2, 5 W.9-10.2 (a-d, f), 5 SL.9-10.1 (a-d) L.9-10.1, 2	<b>Standards:</b> RI.9-10.1 (a), 2, 3, 5, 7 W.9-10.2 (a-f), 4, 5, 6, 7, 8, 9 L.9-10.1, 2, 3 (a), 6	<b>Standards:</b> RI.9-10.2, 3, 4, 5, 6, 7, 8 W.9-10.1 (a-e), 5 L.9-10.1 (a-b), 2 (a-c), 5
<b>Skills:</b> -Read closely for textual details  -Annotate text to support comprehension  -Determine meanings of unknown vocabulary  -Engage in Productive evidence based discussion about text  -Paraphrase and quote relevant text from a text  -Analyze an author's craft	<b>Skills:</b> -Read closely for textual details  -Annotate text to support comprehension  -Engage in Productive evidence based discussion about text  -Independently preview texts in preparation for supported analysis  -Write informative texts to convey complex ideas  -Organize evidence to plan around writing	<b>Skills:</b> -Read closely for textual details  -Annotate text to support comprehension  -Engage in Productive evidence based discussion about text  -Make claims about text using specific evidence  -Critique one's own writing and peers' writing  -Revise Writing  -Craft claims about the development and refinement of central ideas in a	<b>Skills:</b> -Read closely for textual details  -Annotate text to support comprehension  -Engage in Productive evidence based discussion about text  -Evaluate argument writing  -Build skills for successful argument writing  -Analyze authors' use of rhetoric  -Utilize rubrics for self-assessment and peer review of writing  -Develop argument based writing

	<p>-Create connections between key details to make a claim</p>	<p>text</p> <p>-Identify potential topics for research within a text</p> <p>-Assess sources for credibility, relevance, and accessibility</p> <p>-Develop, refine, and select inquiry questions for research</p> <p>-Collect and organize evidence from research to support analysis in writing</p> <p>-Write coherently and cohesively</p>			
<p>Literature:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><i>Night</i> Elie Wiesel  <i>Romeo and Juliet</i> William Shakespeare  <i>To Kill a Mockingbird</i> Harper Lee  <i>Into the Wild</i> John Krakauer  <i>The Odyssey</i> Homer</p> </td> <td style="width: 50%; vertical-align: top;"> <p><i>I Know why the Caged Bird Sings</i> Maya Angelou  <i>Animal Farm</i> George Orwell  <i>Dove</i> Robin Lee Graham  <i>The Absolute True Diary of a Part-Time Indian</i> Sherman Alexie</p> </td> </tr> </table>				<p><i>Night</i> Elie Wiesel  <i>Romeo and Juliet</i> William Shakespeare  <i>To Kill a Mockingbird</i> Harper Lee  <i>Into the Wild</i> John Krakauer  <i>The Odyssey</i> Homer</p>	<p><i>I Know why the Caged Bird Sings</i> Maya Angelou  <i>Animal Farm</i> George Orwell  <i>Dove</i> Robin Lee Graham  <i>The Absolute True Diary of a Part-Time Indian</i> Sherman Alexie</p>
<p><i>Night</i> Elie Wiesel  <i>Romeo and Juliet</i> William Shakespeare  <i>To Kill a Mockingbird</i> Harper Lee  <i>Into the Wild</i> John Krakauer  <i>The Odyssey</i> Homer</p>	<p><i>I Know why the Caged Bird Sings</i> Maya Angelou  <i>Animal Farm</i> George Orwell  <i>Dove</i> Robin Lee Graham  <i>The Absolute True Diary of a Part-Time Indian</i> Sherman Alexie</p>				

10<sup>th</sup> Grade English II

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Close Reading and Writing to Analyze</b>	Use Rhetoric and Word choice to Develop Ideas and Claims	Researching Multiple perspectives to Develop a Position	Using craft and structure to develop characters and ideas
Standards: CCRA.R.6, 9 RL.9-10.2, 3, 4, 5, 9, 11 RI.9-10.2, 3, 6 W.9-10.2 (a, b, d, f), 4, 9 (a, b) SL.9-10.1 (a) L.9-10.1, 2 (c)	<b>Standards:</b> RL.9-10.2, 4 RI.9-10.2, 3, 4, 5, 6, 7, 8 W.9-10.2 (a-f), 9 (b) L.9-10.1, 2, 5	<b>Standards:</b> RI.9-10.1 (a), 2, 3, 4, 5, 6, 8 W.9-10.1 (a-e), 2 (b, d, e), 4, 5, 7, 9 (b) SL.9-10.4, 5, 6 L.9-10.1, 2, 3 (a), 6	<b>Standards:</b> RL.9-10.2, 3, 4, 5, 7 (a), 9, 11 RI.9-10.2, 4, 5, 6 W.9-10.1 (a-e), 2 (a-f), 5, 9 (a, b) SL.9-10.1 (a-e), 4 L.9-10.1 (a, b), 2 (a-c)
<b>Skills:</b> -Read Closely for textual details  -Annotate text to support comprehension and analysis  -Engage in productive, evidence based discussions about text  -Collect and Organize evidence from texts to support analysis in writing  -Use vocabulary strategies to define unknown words  -Paraphrase and quote relevant evidence from text  -Trace the development of ideas over the course of the text	<b>Skills:</b> -Read Closely for textual details  -Annotate text to support comprehension and analysis  -Engage in productive, evidence based discussions about text  -Independently preview text in preparation for supported analysis  -Provide an objective summary of the text  -Delineate and evaluate an argument  -Write original, evidence-based claims  -Generate and respond to questions in scholarly discourse	<b>Skills:</b> -Read Closely for textual details  -Annotate text to support comprehension and analysis  -Engage in productive, evidence based discussions about text  -Identify potential topics for research within a text  -Use questioning to guide research  -Conduct pre-searches to validate sufficiency of information for exploring potential topics  -Collect and organize evidence from texts to support analysis in	<b>Skills:</b> Read Closely for textual details  -Annotate text to support comprehension and analysis  -Engage in productive, evidence based discussions about text  -Determine meaning of unknown vocabulary  -Independently preview text in preparation of supported analysis  -Provide an objective summary of the text  -Analyze various treatments of a text across different media

**Appendix B1: Curriculum Outline**  
Ascend Leadership Academy

<p>-Incorporate newly learned vocabulary in written and verbal responses</p>	<p>-Write original evidence-based claims</p> <p>-Preview text independently in preparation for supported analysis</p>	<p>writing</p> <p>-Collect and organize evidence from texts to support analysis in writing</p> <p>-Delineate arguments and explain relevant and sufficient evidence</p> <p>-Analyze perspectives in potential research texts</p> <p>-Assess sources for credibility, relevance, and accessibility</p> <p>-Conduct independent searches using research processes including planning for searches assessing sources, annotating sources, recording notes and evaluating arguments</p> <p>-Develop, refine, and select inquiry questions for research</p> <p>-Develop counterclaims in opposition to claims</p> <p>-Adhere to conventions of argument writing</p> <p>-Write coherently and cohesively</p>	<p>-Analyze various treatments of a text across different media</p> <p>-Write original evidence-based claims</p> <p>-Generate and respond to questions in scholarly discourse</p> <p>-Analyze how an author uses rhetoric to advance his point of view</p>
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**Literature:**

*Lord of the Flies* William Golding  
*Native Son* Richard Wright  
*Siddhartha* Herman Hesse  
*The Red Badge of Courage* Stephen Crane  
*Like Water for Chocolate* Laura Esquivel

*Twelfth Night* William Shakespeare  
*Things Fall Apart* Chinua Achebe  
*A Tree Grows in Brooklyn* Betty Smith  
*Pride and Prejudice* Jane Austen  
*The Crucible* Arthur Miller

## 11<sup>th</sup> Grade English III

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Relating elements of a text	Figurative Language and Rhetoric	Researching Multiple Perspectives to develop a position	Narrative Techniques & Fiction Writing
<p><b>Standards:</b>                      CCRA.R.9                      RL.11-12.2, 3, 4, 5, 6, 11                      RI.11-12.2, 3, 6                      W.11-12.2 (a-f), 9 (a, b)                      SL.11-12.1 (a-e)                      L.11-12.1, 2, 5</p>	<p><b>Standards:</b>                      CCRA.R.8, 9                      RL.11-12.2, 4                      RI.11-12.2, 3, 4, 6                      W.11-12.2 (a-f), 5                      SL.11-12.1 (a, c)                      L.11-12.1, 2, 5 (a)</p>	<p><b>Standards:</b>                      CCRA.R.8                      RI.11-12.1 (a), 2, 6                      W.11-12.1 (a-e), 2 (a, b, d, e, f), 4, 5, 7, 8, 9 (b)                      SL.11-12.1 (d), 3, 4, 5, 6                      L.11-12.1, 2, 3</p>	<p><b>Standards:</b>                      RL.11-12.2, 3, 4, 5, 6, 11                      W.11-12.2 (a-f), 3 (a-e), 4, 5, 9 (a)                      SL.11-12.1 (a, c, d)                      L.11-12.1, 2</p>
<p><b>Skills:</b>                      -Read Closely for textual details                       -Annotate text to support comprehension and analysis                       -Engage in productive, evidence based discussions about text                       -Collect evidence from texts to</p>	<p><b>Skills:</b>                      -Read Closely for textual details                       -Annotate text to support comprehension and analysis                       -Engage in productive, evidence based discussions about text                       -Track rhetoric and analyze its</p>	<p><b>Skills:</b>                      -Read Closely for textual details                       -Annotate text to support comprehension and analysis                       -Engage in productive, evidence based discussions about text</p>	<p><b>Skills:</b>                      -Read Closely for textual details                       -Annotate text to support comprehension and analysis                       -Engage in productive, evidence based discussions about text</p>



**Appendix B1: Curriculum Outline**

Ascend Leadership Academy

<p>support analysis</p> <ul style="list-style-type: none"> <li>-Organize evidence to plan around writing</li> <li>-Determine meaning of unknown vocabulary</li> <li>-Question texts during reading to deepen understanding</li> <li>-Analyze the impact of an author’s choices</li> <li>-Summarize a text objectively</li> <li>-Revise writing according to purpose</li> <li>-Question texts during reading to deepen understanding</li> </ul>	<p>impact on the text</p> <ul style="list-style-type: none"> <li>-Compare authors’ arguments</li> <li>-Independently preview text in preparation for supported analysis</li> <li>-Paraphrase and quote relevant evidence from a text</li> <li>-Practice key skills from targeted writing standards</li> <li>-Delineate evidence and reasoning in an argument</li> <li>-Practice key informative/explanatory writing skills</li> <li>-Track ideas and their refinement or development over the course of the text</li> </ul>	<ul style="list-style-type: none"> <li>-Identify potential topics for research within a text</li> <li>-Use questioning to guide research</li> <li>-Conduct pre-searches to validate sufficiency of information for exploring potential topics</li> <li>-Delineate arguments and explain relevant and sufficient evidence</li> <li>-Analyze perspectives in potential research texts</li> <li>-Assess sources for credibility, relevance, and accessibility</li> <li>-Conduct independent searches using research processes including planning searches, assessing sources, annotating sources, recording notes, and evaluating argument</li> <li>-Develop, refine, and select inquiry questions for research</li> <li>-Develop and continually assess research frame to guide independent searches</li> </ul>	<ul style="list-style-type: none"> <li>-Generate and respond to questions in scholarly discourse</li> <li>-Examine and analyze fiction texts for effective narrative writing technique</li> <li>-Practice narrative writing techniques and skills</li> <li>-Engage in the writing process of brainstorming, prewriting, drafting, peer review, revision, and publication of narrative writing</li> <li>-Engage in the process of brainstorming, prewriting, drafting, peer review, revision, and publication of narrative writing</li> </ul>
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		<ul style="list-style-type: none"> <li>-Craft claims about inquiry questions, inquiry paths, and a problem-based question using specific textual evidence from the research</li>   <li>-Develop counterclaims in opposition to claims</li>   <li>-Create oral presentations, keeping in mind audience’s concerns, values, and potential biases</li>   <li>-Write effective introduction, body, and conclusion paragraphs for a research-based argument paper</li>   <li>-Use proper MLA citation methods in writing</li>   <li>-Use formal style and objective tone in writing</li> </ul>			
<p><b>Literature:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> <p><i>The Things they Carried</i> Tim O’Brien  <i>The Souls of Black Folk</i> W.E.B. Dubois  <i>The Scarlett Letter</i> Nathaniel Hawthorne  <i>Grapes of Wrath</i> John Steinbeck  <i>The Jungle</i> Upton Sinclair Jr.</p> </td> <td style="width: 50%; border: none; vertical-align: top;"> <p><i>Uncle Tom’s Cabin</i> Harriet Beecher Stowe  <i>The Awakening</i> Kate Chopin  <i>Death of a Salesman</i> Arthur Miller  <i>Their Eyes were Watching God</i> Zora Neale Hurston</p> </td> </tr> </table>				<p><i>The Things they Carried</i> Tim O’Brien  <i>The Souls of Black Folk</i> W.E.B. Dubois  <i>The Scarlett Letter</i> Nathaniel Hawthorne  <i>Grapes of Wrath</i> John Steinbeck  <i>The Jungle</i> Upton Sinclair Jr.</p>	<p><i>Uncle Tom’s Cabin</i> Harriet Beecher Stowe  <i>The Awakening</i> Kate Chopin  <i>Death of a Salesman</i> Arthur Miller  <i>Their Eyes were Watching God</i> Zora Neale Hurston</p>
<p><i>The Things they Carried</i> Tim O’Brien  <i>The Souls of Black Folk</i> W.E.B. Dubois  <i>The Scarlett Letter</i> Nathaniel Hawthorne  <i>Grapes of Wrath</i> John Steinbeck  <i>The Jungle</i> Upton Sinclair Jr.</p>	<p><i>Uncle Tom’s Cabin</i> Harriet Beecher Stowe  <i>The Awakening</i> Kate Chopin  <i>Death of a Salesman</i> Arthur Miller  <i>Their Eyes were Watching God</i> Zora Neale Hurston</p>				

## 12<sup>th</sup> Grade English IV

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Personal Narratives	Exploring Complex ideas	Researching Multiple Perspectives	Interaction of Central ideas and character development
<b>Standards:</b> RI.11-12.2, 3, 4, 5, 6 W.11-12.2 (a-f), 3 (a-f), 4, 5, 9 (b) SL.11-12.4, 6 L.11-12.1, 2 (a-b), 4 (a-c)	<b>Standards:</b> CCRA.R.8, 9 RL.11-12.2, 3, 4, 5, 6, 11 RI.11-12.2, 3, 6 W.11-12.2 (a-f), 9 (a-b) SL.11-12.1 (a-c), 4, 6 L.11-12.1, 2 (a-b), 5 (a)	<b>Standards:</b> CCRA.R.8 RI.11-12.1 (a), 3, 6 W.11-12.1 (a-e), 2 (a-f), 4, 5, 7, 8, 9 SL.11-12.1 (d), 4, 5, 6 L.11-12.1, 2, 3	<b>Standards:</b> CCRA.R.9 RL.11-12.2, 3, 4, 5, 7, 11 W.11-12.1 (d, e), 2 (a-f), 3 (a-e), 4, 9 (a) SL.11-12.1 (a, c, d) L.11-12.1, 2
<b>Skills:</b> -Read closely for textual details -Annotate texts to support comprehension and analysis -Engage in productive evidence-based discussions about text -Analyze the impact of style and content on the text -Collect and organize evidence from texts to support analysis in writing -Independently read and annotate text in preparation for evidence-based discussion	<b>Skills:</b> -Read closely for textual details -Annotate texts to support comprehension and analysis -Engage in productive evidence-based discussions about text -Delineate and evaluate the reasoning in a text -Independently preview texts in preparation for supported analysis -Independently develop questions for further textual analysis -Write informative texts to convey	<b>Skills:</b> -Read closely for textual details -Annotate texts to support comprehension and analysis -Engage in productive evidence-based discussions about text -Identify potential issues for research within a text -Conduct pre-searches to validate sufficiency of information exploring potential issues -Analyze perspectives in potential	<b>Skills:</b> -Read closely for textual details -Annotate texts to support comprehension and analysis -Engage in productive evidence-based discussions about text -Analyze multiple interpretations of a source text -Generate and respond to questions in scholarly discourse -Practice narrative, argument, and informative writing techniques and

**Appendix B1: Curriculum Outline**

Ascend Leadership Academy

<ul style="list-style-type: none"> <li>-Make claims about texts using specific textual evidence</li> <li>-Write informative texts to convey complex ideas</li> <li>-Write narratives to develop real experiences or events</li> <li>-Independently practice the writing process outside of class</li> <li>-Practice speaking and listening skills in preparation for a college interview</li> <li>-Incorporate a range of narrative techniques, such as dialogue, pacing, description, and reflection</li> <li>-Use precise words and phrases, telling details, and sensory language</li> <li>-Engage in constructive peer-review of narrative essays</li> <li>-Produce writing that is appropriate to task, purpose, and audience</li> </ul>	<p>complex ideas</p> <ul style="list-style-type: none"> <li>-Use rubrics and checklists for self-assessment of participation in discussion</li> <li>-Trace the development of ideas over the course of the text.</li> <li>-Examine the use and refinement of a key term over the course of the text.</li> <li>-Practice speaking and listening skills in preparation for a dramatic reading performance</li> <li>-</li> </ul>	<p>research texts</p> <ul style="list-style-type: none"> <li>-Assess sources for credibility, relevance, and accessibility</li> <li>-Conduct independent searches using research processes including planning for searches, assessing sources, annotating sources, recording notes, and evaluating argument</li> <li>-Develop, refine, and select inquiry questions to guide research</li> <li>-Develop and continually assess a research frame to guide independent searches.</li> <li>-Develop counterclaims in opposition to claims</li> <li>-Create oral presentations, keeping in mind audience’s concerns, values, and potential biases</li> <li>-Write effective introduction, body, and conclusion paragraphs for a research-based argument paper</li> <li>-Use proper MLA citation methods in writing</li> </ul>	<p>skills</p> <ul style="list-style-type: none"> <li>-Use vocabulary strategies to define unknown words</li> <li>-Independently read a text in preparation for supported analysis</li> <li>-Paraphrase and quote relevant evidence from a text</li> <li>-Independently read and annotate text in preparation for evidence-based discussion</li> <li>-Generate and respond to questions in scholarly discourse</li> </ul>
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		<ul style="list-style-type: none"> <li>-Edit for a variety of language conventions, including hyphens and correct capitalization, punctuation, and spelling</li> <li>-Use formal style and objective tone in writing</li> <li>-Demonstrate clarity and cohesion in writing</li> <li>-Vary syntax for effect ,consulting references when needed</li> </ul>	
<p><b>Literature:</b>  <i>Macbeth</i> William Shakespeare  <i>The Great Gatsby</i> F. Scott Fitzgerald  <i>Black Boy</i> Richard Wright  <i>Othello</i> William Shakespeare</p> <p style="text-align: right;"> <i>Frankenstein</i> Mary Shelley  <i>1984</i> George Orwell  <i>The Awakening</i> Kate Chopin  <i>Autobiography of Malcolm X</i> Malcolm X w/Alex Haley</p>			



## Ascend Leadership Academy Curriculum Pathway

Grade	English	Social Studies	Science	Math	Digital Media/CTE	Electives
9 <sup>th</sup> Grade	Paideia English I	Paideia World History	Earth and Environmental Science	Math I Or Math II**	Digital Media I	Health/PE
10 <sup>th</sup> Grade	Paideia English II	Paideia Civics and Economics	Chemistry	Math II Or Math III**	Advanced Digital Media	AP Human Geo Spanish I Creative Writing Af Am Studies Af Am literature Speech Team Sports I Microsoft IT
11 <sup>th</sup> Grade	Paideia English III Or AP English: Language and Composition	Paideia American History I Or AP US History	Biology	Math III Or Precalculus (Honors)**	Computer Programming	All previous electives Forensic Science Anatomy & Physiology Multimedia Webpage Spanish II Conversations in Diversity AP Environmental
12 <sup>th</sup> Grade	Paideia English IV Or AP English: Literature and Composition	Paideia American History II Or Soc. Studies Elective	Human Anatomy and Physiology* Or Forensic Science*	Adv. Functions and Modeling Or Other Advanced Math Course**	CTE Adv. Studies	All Previous electives AP Computer Science Spanish III (Honors) AP Biology AP US Government Psychology (Honors) Comp. Programming II

\*Not required for graduation

\*\*If student completed Math I in 8<sup>th</sup> grade



## Ascend Leadership Academy Graduation Checklist

Name \_\_\_\_\_

Advisor \_\_\_\_\_

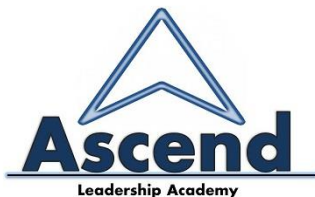
### Graduation Requirements

\*\*\*\*\*For each subject area place a check by each graduation requirement you have earned credit for or are currently in enrolled in. Use your transcript to complete this activity.\*\*\*\*\*

Paideia English	Math	Science	Paideia Social Studies	Health/PE	Digital Media/CTE	General Electives
English I    ___ English II   ___ English III   ___ English IV   ___	<u><b>1<sup>st</sup> Math</b></u> Math I    ___ <u><b>2<sup>nd</sup> Math</b></u> Math II   ___ <u><b>3<sup>rd</sup> Math</b></u> Math III   ___ <u><b>4<sup>th</sup> Math</b></u> Adv. Func. Mod. ___ Honors Pre-Calc ___ AP Statistics   ___	<u><b>1 Physical Science</b></u> Chemistry   ___ Physical Science ___  <u><b>1 Earth Science</b></u> Earth/Env. Sci. ___ AP Environ.   ___  <u><b>Biology</b></u> Biology        ___	World Hist.   ___ Civ. & Econ   ___ <u><b>US History</b></u> Amer. History I ___ Amer. History II ___ <u><b>Or</b></u> AP US Hist.   ___ S.S. Elective   ___	Health/PE    ___	Microsoft IT   ___ Digital Media I ___ Adv. Digital Media ___ CTE Adv. Studies ___	List Other electives:  Foreign Language (If Applicable)
<b>___ of 4 credits completed</b>	<b>___ of 4 credits completed</b>	<b>___ of 3 credits completed</b>	<b>___ of 4 credits completed</b>	<b>___ of 1 credits completed</b>	<b>___ of 4 credits completed</b>	<b>___ of 2 credits completed</b>

Total Number of credits achieved: \_\_\_\_\_/22\_\_\_\_\_

Courses needed for graduation:



## Ascend Leadership Academy HS Course Offerings

<b>English</b>		<b>Math</b>		<b>Science</b>	
<b>Course</b>	<b>Code</b>	<b>Course</b>	<b>Code</b>	<b>Course</b>	<b>Code</b>
Paideia English I	10212X0P	Math I	21032X0	Earth and Environmental Science	35012X0
Paideia English I (Honors)	10215X0P	Math II	22012X0	Earth and Environmental Science (Honors)	35015X0
Paideia English II	10222X0P	Math II (Honors)	22015X0	Chemistry	34202X0
Paideia English II (Honors)	10225X0P	Math III	23012X0	Chemistry (Honors)	34205X0
Paideia English III	10232X0P	Math III (Honors)	23015X0	Biology	33202X0
Paideia English III (Honors)	10235X0P	Advanced Functions & Modeling	24002X0	Biology (Honors)	33205X0
Paideia English IV	10242X0P	AP Statistics	2A037X0	Physical Science	34102X0
Paideia English IV (Honors)	10245X0P	Precalculus (Honors)	24035X0	Human Anatomy and Physiology	33302X0
AP English: Language and Composition	1A007X0	Introductory Math (Elective)	20202X0	Forensic Science	30202X0D
AP English: Literature and Composition	1A017X0	AP Calculus AB	25017X0	AP Biology	3A007X0
Creative Writing	10252X0D			AP Environmental Science	3A027X0
Cultural Media Literacy	10282X0D				
African American Literature	10272X0Q				
Speech	10142X0				
<b>Social Studies</b>		<b>Digital Media/CTE</b>		<b>Other Elective Courses</b>	
<b>Course</b>	<b>Code</b>	<b>Course</b>	<b>Code</b>	<b>Course</b>	<b>Code</b>
Paideia World History	43032X0P	Microsoft Word, Powerpoint, Publisher	BM102X0	Spanish I	11412X0
Paideia World History (Honors)	43035X0P	Digital Media I	IA312X0	Spanish II	11422X0
Paideia Civics and Economics	42092X0P	Advanced Digital Media	IA322X0	Spanish III (Honors)	11435X0
Paideia Civics and Economics (Honors)	42095X0P	Advanced Digital Media (Honors)	IA325X0	Health/PE	63022X0
Paideia American History I	43042X0P	CTE Advanced Studies	CS952X0J	Weight Training	60292X0A
Paideia American History I (Honors)	43045X0P	Multi-Media and Webpage Design	BD102X0		
Paideia American History II	43052X0P	Computer Programming I	BP102X0		
Paideia American History II (Honors)	43055X0P	Computer Programming II (Honors)	BP125X0		
AP US History	4A077X0	AP Computer Science	0A027X0		
AP US Government	4A067X0				
AP Human Geography	4A027X0				
African American Studies	46012X0				
Conversations in Diversity	48002X0E				
Psychology (Honors)	44035X0				



## Ascend Leadership Academy 2018-2019 Calendar – Draft

July 2018							August 2018							September 2018							October 2018						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				1	2	3	4							1		1	2	3	4	5	6
8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13
15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
29	30	31					26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31			
														30													
November 2018							December 2018							January 2019							February 2019						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3							1			1	2	3	4	5						1	2
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12	3	4	5	6	7	8	9
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19	10	11	12	13	14	15	16
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26	17	18	19	20	21	22	23
25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30	31			24	25	26	27	28		
							30	31																			
March 2019							April 2019							May 2019							June 2019						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2		1	2	3	4	5	6				1	2	3	4							1
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
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24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29
31																					30						

First Day of School - August 13

Last Day of School - May 24

Quarter 1 - Aug. 13 - Oct. 12

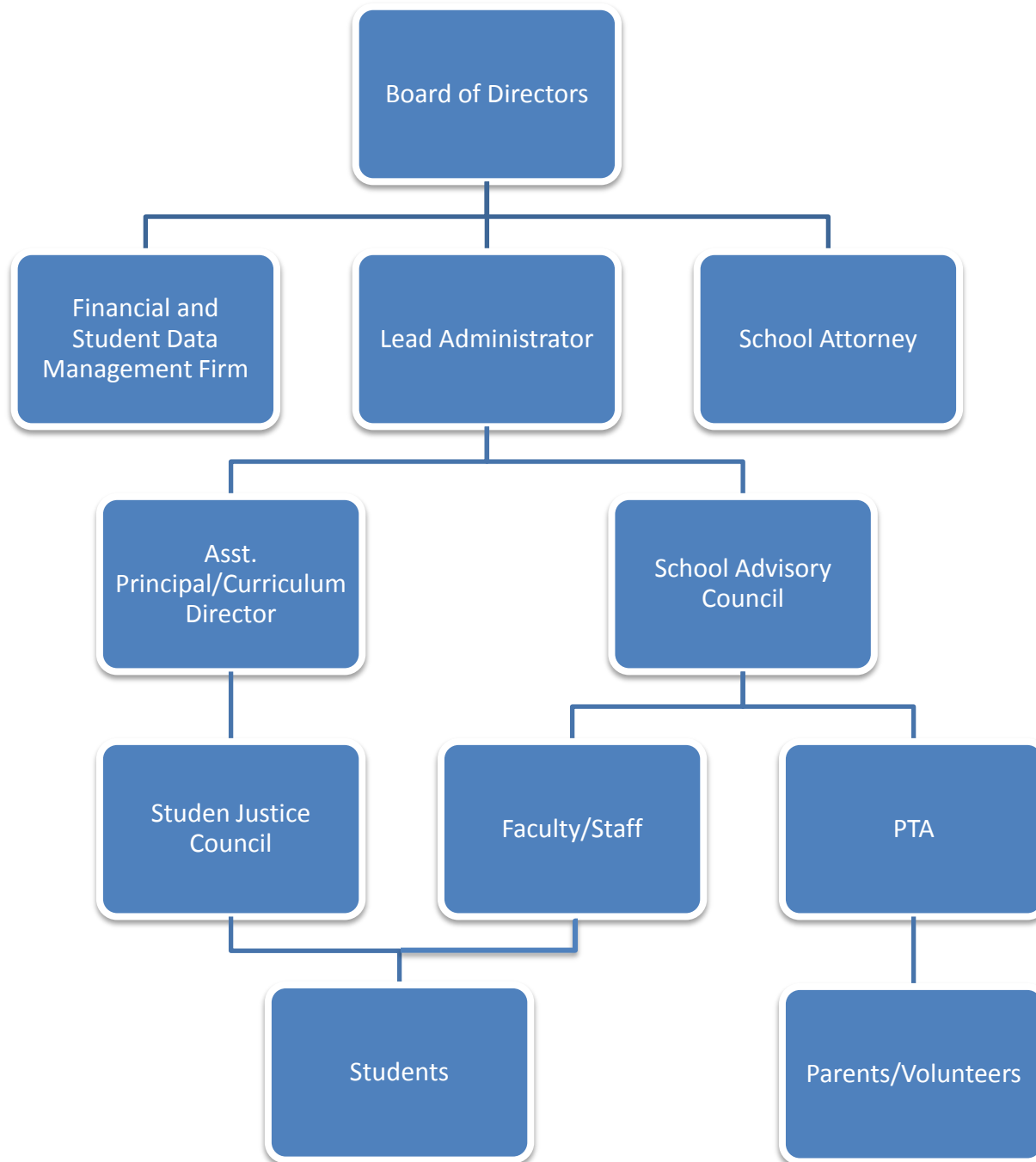
Quarter 2 - Oct. 22 – Dec. 21

Quarter 3 - Jan. 8 - Mar. 8

 Optional Teacher Workdays

 Required Teacher Workdays

 Holidays/No School



# Ascend Leadership Academy

## Bylaws

### **ARTICLE I: NAME**

The name of the Corporation is Ascend Leadership Academy, Inc. (hereinafter the “Corporation” or the “School”).

### **ARTICLE II: PURPOSE**

The Corporation is a nonprofit corporation whose purpose is to provide a charter schools in North Carolina in accordance with the laws, rules and regulations governing charter schools in North Carolina (the “Education Laws”).

### **ARTICLE III: MEMBERSHIP**

The Corporation has no members. The rights which would otherwise vest in the members vest in the Directors of the Corporation (hereinafter the “Trustees” or the “Directors”) of the School. Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter the “Board”).

### **ARTICLE IV: BOARD OF TRUSTEES**

A. **Powers.** The Board will be responsible for setting policy, overseeing operation matters including budgeting, operating procedures and community relations. The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to the Education Laws, nonprofit corporation law, the Corporation’s Charter and these Bylaws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board’s ultimate jurisdiction.

## Appendix G: Board of Directors Bylaws

Ascend Leadership Academy

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. To elect and remove Trustees;
2. To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;
5. To carry on the business of operating the Charter School and apply any surplus that results from the business activity to any activity in which the Corporation may engage;
6. To act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;
9. To lend money received only from private sources and to accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and
10. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the North Carolina Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

B. Number of Trustees. The number of Trustees of the Corporation shall be not fewer than five (5) and shall not exceed nine (9). The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws.

### C. Election of Trustees.

1. Election. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee.

## Appendix G: Board of Directors Bylaws

Ascend Leadership Academy

2. Eligibility. The Board may elect any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively. The Corporation will seek to have Trustees who represent a cross-section of backgrounds, professions and experiences.

3. Interested Persons. Not more than 49% of the persons serving on the Board may be interested persons. An “interested person” is: (1) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

4. Term of Office.

a. The Founding Trustees elected shall be divided into three classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible.

b. The terms of office of the Founding Trustees initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. Following the expiration of these designated terms, the term of each Founding Trustee shall continue for three (3) additional years.

c. The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee’s election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.

d. A Trustee’s term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Charter, the Bylaws, or other Board action.

e. A Trustee’s term of office shall not be extended beyond that for which the Trustee was elected by amendment of the school’s charter or the Bylaws or other Board action.

f. A Trustee who has served a three-year term shall not be eligible for election or appointment to a new term until one year after the expiration of the three-year term.

5. Time of Elections. The Board shall elect Trustees whose terms begin on July 1st of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

D. Removal of Trustees. The Board may remove a Trustee at any time by a vote of at least 75% of the other Trustees.

E. Resignation by Trustee. A Trustee may resign by giving written notice to the Board Chairman or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by

the Board President or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.

F. Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees. Trustees may be elected to fill vacancies by a majority vote of the Trustees then in office.

G. Compensation of Trustees. Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business.

### **ARTICLE V: MEETINGS OF THE BOARD**

A. Place of Meetings. Board Meetings shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate.

B. Annual Meetings. An Annual Meeting shall be held in the month of March of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

C. Regular Meetings. The Board will meet monthly during the school year at an agreed upon time and place.

D. Special Meetings. A Special Meeting shall be held at any time called by the Chairman or by any Trustee upon written demand of not less than one-half of the entire Board.

E. Adjournment. A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

F. Notices. Notices to Trustees of Board Meetings shall be given as follows:

1. Annual Meetings and Regular Meetings may be held without notice if the Bylaws or the Board fix the time and place of such meetings.
2. Special Meetings shall be held upon four days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or e-mail. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

G. Waiver of Notice. Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

H. Open Meetings. The Board will observe the Open Meetings Law (Article 33C of Chapter 143 of the North Carolina General Statutes), including without limitation by giving or providing notice of all "official meetings" (as defined in the Open Meetings Law) in the manner required by law and by providing access to records of Board meetings to the public in the manner required by law.

## **ARTICLE VI: ACTION BY THE BOARD**

A. Quorum. Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business.

### **B. Action by the Board.**

1. Actions Taken at Board Meetings. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

2. Board Participation by Other Means. In all events, a quorum of Trustees must be present to lawfully conduct a Board Meeting of the School. To the extent that, pursuant to Section 143-318.13(a) of the Open Meetings Law, the board provides a location and means whereby members of the public may listen to the meeting, Trustees may participate in the meeting by use of conference telephone or other electronic means, provided that all Trustees participating in such meeting can hear one another.

### **C. Committees.**

1. Appointment of Committees. The Board may create committees for any purpose, and the Chairman of the Board shall appoint members to and designate the chairs of such committees. A Board Committee will consist of not fewer than three Trustees, who shall serve at the pleasure of the President of the Board, except that any executive committee of the Board shall comprise not fewer than five trustees

2. Standing Committee. The Board shall have a standing Finance Committee, chaired by the Treasurer. Additional members of the Finance Committee will be appointed by the President of the Board.

3. Authority of Board Committees. The Chairman of the Board may delegate to a Board committee any of the authority of the Board, except with respect to:

- a. The election of Trustees;
- b. Filling vacancies on the Board or any committee which has the authority of the Board;
- c. The amendment or repeal of Bylaws or the adoption of new Bylaws; and
- d. The appointment of other committees of the Board, or the members of the committees.

4. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws and the Open Meetings Law with respect to the calling of meetings.

**D. Standard of Care.**

1. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

- a. One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;
- b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
- c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1. and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. Investments. In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Paragraph D.1. and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment



powers to others, provided that those powers are exercised within the ultimate direction of the Board.

E. Rights of Inspection. Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

F. Participation in Discussions and Voting. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion (other than to present factual information or to respond to questions prior to the discussion) and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.

G. Duty to Maintain Board Confidences. Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any closed session of the Board. Any Trustee violating this confidence may be removed from the Board.

## **ARTICLE VII: OFFICERS**

A. Officers. The Officers of the Corporation consist of a Chairman (hereinafter "Chairman"), Vice Chairman (hereinafter "Vice Chairman"), a Secretary and a Chief Financial Officer (hereinafter "Treasurer"). The Corporation also may have such other officers as the Board deems advisable.

1. Chairman . Subject to Board control, the Chairman has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the Chairman shall preside at Board meetings. The Chairman will be an authorized joint signer of all checks.

2. Vice Chairman . If the Chairman is absent or disabled, the Vice Chairman shall perform all the Chairman's duties and, when so acting, shall have all the Chairman's powers and be subject to the same restrictions. The Vice Chairman shall have other such powers and perform such other duties as the Board may prescribe.

3. Secretary. The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b)

keep or cause to be kept a copy of the Corporation's Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.

4. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the Chairman and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve as Chairperson of the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe. The Treasurer will be authorized to sign checks.

**B. Election, Eligibility and Term of Office.**

1. Election. The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

2. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chairman.

3. Term of Office. Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

C. Removal and Resignation. The Board may remove any Officer, either with or without cause, at any time. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

**ARTICLE VIII: NON-LIABILITY OF TRUSTEES**

The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

**ARTICLE IX: INDEMNIFICATION OF CORPORATE AGENTS**

The Corporation shall, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by the North Carolina Nonprofit Corporation Act and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Director, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

## **ARTICLE X: CONFLICT OF INTEREST POLICY**

Any Trustee, Officer, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be averse to the Corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect proceedings, including the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt formal policies requiring:

1. Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and
2. Corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a Director, Trustee or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

## **ARTICLE XI: OTHER PROVISIONS**

**A. Fiscal Year.** The fiscal year of the Corporation begins on July 1 of each year and ends June 30.

**B. Execution of Instruments.** Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

**C. Checks and Notes.** Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Chairman of the Board, the Principal/Managing Director, Treasurer, or other Trustee. Such items for amounts of \$2,000.00 or greater must be signed by two of these individuals.

**D. Construction and Definitions.** Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the North Carolina Nonprofit Corporation Act and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

**E. Interpretation of Charter.** Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

## **ARTICLE XII: AMENDMENT**

A majority of the Trustees may adopt, amend or repeal these Bylaws. Proposed amendments must be submitted to the Secretary to be sent out with regular Board announcements.

# **Ascend Leadership Academy**

## **Conflict of Interest Policy**

### **SECTION 1.**

Full disclosure, by notice in writing, shall be made by the interested parties to the full Board of Directors in all conflicts of interest, including but not limited to the following:

1. A director is related to another director.
2. A director is related to a staff member.
3. A director is also a staff member. (According to the bylaws, staff members who are also board members are not voting members of the Board of Directors.)
4. A staff member in a supervisory capacity is related to another staff member whom he/she supervises.
5. A director or staff member receives payment from the school for any subcontract, goods, or services other than as part of his/her regular job responsibilities or as reimbursement for reasonable expenses incurred as provided in the bylaws and board policy.
6. A director or staff member is a member of the governing body of a contributor to the school or nonprofit running the school.
7. A director or staff member may have personal, financial, professional, or political gain at the expense of the school or its members.

### **SECTION 2.**

Following full disclosure of a possible conflict of interest or any condition listed above, the Board of Directors shall determine whether a conflict of interest exists and, if so, the Board shall vote to authorize or reject the transaction and/or condition. Both votes shall be by majority vote without counting the vote of any interested director, even if the disinterested directors are less than a quorum, provided that at least one consenting director is disinterested.

### **SECTION 3.**

An interested director, officer, or staff member shall not participate in any discussion or debate of the Board of Directors, or any committee thereof, in which the subject of

## **Appendix G1: Conflict of Interest Policy**

Ascend Leadership Academy

discussion is a contract, transaction, or situation in which there may be a conflict of interest other than to present factual information or to respond to questions prior to the discussion.

### **SECTION 4.**

No director, officer, or staff member shall participate in the selection, award, or administration of a procurement transaction in which federal or state funds are used, where, to his/her knowledge, any of the following has a financial interest in that transaction:

the staff member, officer, or director;

any member of his/her immediate family;

his/her partner;

an organization in which any of the above is an officer, director, or

employee;

a person or organization with whom any of the above is negotiating or has any arrangement concerning prospective employment.

### **SECTION 5.**

In addition, a contract or transaction can be rendered voidable by the Board of Directors if entered without full disclosure of the personal interests of a director, officer or staff members, the existence of any of the above-listed conditions shall likewise render a contract or a transaction void able unless full disclosure of personal interests is made in writing to the Board of Directors and such transaction was approved by the Board in full knowledge of such interest.

### **SECTION 6.**

The disinterested directors are authorized to impose by majority vote other reasonable sanctions as necessary to recover associated costs against a director, officer, or staff member for failure to disclose a conflict of interest as described in Section 1 or for any appearance of a conflict.

### **SECTION 7.**

Appeal from sanctions imposed pursuant to Sections 5 and 6 above shall be prescribed by law in those courts of the state NC with jurisdiction over both the parties and the subject matter of the appeal.

**Appendix G1: Conflict of Interest Policy**

Ascend Leadership Academy

**SECTION 8.**

In the event that the Board of Directors have incurred costs or attorney fees as a result of legal action, litigation, or appeal brought by or on behalf of an interested director or staff member due to a conflict of interest and consequent sanctions and in the event that the Board of Directors prevails in such legal action, litigation, or appeal, the Board shall be entitled to recover all of its costs and attorney fees from the unsuccessful party.

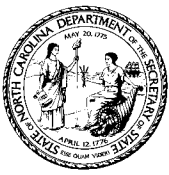
**SECTION 9.**

A copy of this policy shall be given to all directors, officers, and staff members upon commencement of such person's relationship with the School. Each Board member, officer, and staff member shall sign and date the policy at the beginning of his or her term of service or employment and each year thereafter. Failure to sign does not nullify the policy.

Signed: \_\_\_\_\_

Name  
Printed: \_\_\_\_\_

Date: \_\_\_\_\_



# NORTH CAROLINA

## Department of the Secretary of State

**To all whom these presents shall come, Greetings:**

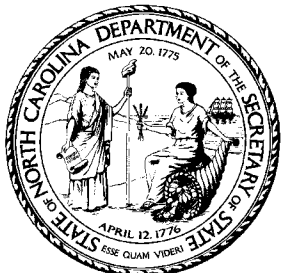
I, Elaine F. Marshall, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

### ARTICLES OF INCORPORATION

OF

### ASCEND LEADERSHIP ACADEMY

the original of which was filed in this office on the 14th day of September, 2016.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 14th day of September, 2016.

*Elaine F. Marshall*

Secretary of State



## ARTICLES OF INCORPORATION ASCEND LEADERSHIP ACADEMY

(a nonprofit corporation)

Pursuant to N.C. Gen. Stat. § 55A-2-02, the undersigned corporation submits these Articles of Incorporation ("Articles") for the purpose of forming a nonprofit corporation under the laws of the State of North Carolina.

### ARTICLE I

The name of the corporation is ASCEND LEADERSHIP ACADEMY (the "Corporation").

### ARTICLE II

The period of duration of the Corporation shall be perpetual.

### ARTICLE III

The Corporation is organized as a charitable corporation, as defined in N.C. Gen. Stat. §55A-1-40(4), exclusively for charitable, educational, scientific or literary purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code (the "Code"). As used in these Articles, references to the Code shall mean the Internal Revenue Code of 1986, as the same may be amended from time to time, and references to a particular Code section shall include the corresponding provisions of any future United States internal revenue law.

The purposes for which the Corporation is organized are:

(a) To establish and operate a North Carolina charter school, chartered under Chapter 115C, Article 14A (§115C-218 et seq.; "Charter School Act") of the North Carolina General Statutes; and

(b) To engage in any and all other lawful activities that are appropriate to carry out and fulfill any or all of the foregoing purposes. The foregoing clauses shall be construed as both objects and powers, and such enumeration of specific purposes, objects, and powers shall not be deemed to limit or restrict in any manner the general powers of the Corporation and the Corporation shall have and may exercise all powers conferred on a nonprofit corporation by the laws of the State of North Carolina, now or hereafter in effect. In furtherance of its purposes, the Corporation shall have the power to receive and allocate contributions, funds, property, or other benefits within the discretion of its Board of Directors ("Board") to any organization that qualifies as an exempt organization under Section 501(c)(3) of the Code, or the corresponding provisions of any subsequent federal tax laws.

### ARTICLE IV

The street address and county of the initial registered office of the Corporation is as follows:

One Stoneglen Ct., Durham, North Carolina 27712 – Durham County

The mailing address of the initial registered office is  
One Stoneglen Ct., Durham, North Carolina 27712 – Durham County

The street address and county of the principal office of the corporation is:  
One Stoneglen Ct., Durham, North Carolina 27712 – Durham County

The name of the initial registered agent of the Corporation at such address is  
Donald Draughon

#### ARTICLE V

The name and address of the incorporators are:

Don Draughon  
One Stoneglen Ct.  
Durham, NC 27712

Ebony Arrington  
101 Shelter Haven Drive  
Apex, NC 27502

Laurell Malone  
1615 Crystal Creek Drive  
Durham, NC 27712

Justin Smith  
315 Rondelay Drive  
Durham, NC 27703

Steven Gatlin  
2 Montcrest Drive  
Durham, NC 27713

#### ARTICLE VI

The Corporation shall have no members.

#### ARTICLE VII

The Corporation is intended to qualify as a tax-exempt, charitable, educational, scientific or literary organization within the meaning of Section 501(c)(3) of the Code. The affairs of the Corporation shall be conducted in such manner as to qualify for tax exemption under that Code section and any related Code section. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its trustees, directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in these Articles of Incorporation.

No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation (provided, however, that the Corporation, in this regard, may, but is not required to, elect to be governed by the objective expenditure limits of Section 501(h) of the Code), and the Corporation shall

not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

#### ARTICLE VIII

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation as required by North Carolina law (N.C. Gen. Stat. §55A-14-03). Specifically, and only as long as required by state law pursuant to the Charter Act or its successor provisions, all net assets of the charter school purchased with public funds shall be deemed the property of the local school administrative unit in which the charter school is located. To the extent otherwise allowed by law, all assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

#### ARTICLE IX

The number, manner of election or appointment, the qualifications and the term of the directors of the Corporation shall be as set forth in the bylaws of the Corporation adopted by the directors. Such provisions shall not be in conflict with the provisions and requirements of the North Carolina Nonprofit Corporation Act (as it may be amended from time to time).

#### ARTICLE X

To the fullest extent permitted by the North Carolina Nonprofit Corporation Act, the North Carolina Business Corporation Act to the extent that it applies, and the North Carolina Charter School Act (as these Acts now exist or may hereafter be amended), no person who is serving or who has served as a director of the Corporation shall be personally liable to the Corporation for monetary damages for breach of duty as a director. No amendment or repeal of this Article, nor the adoption of any provision to these Articles inconsistent with this Article, shall eliminate or reduce the protection granted herein with respect to any matter that occurred prior to such amendment, repeal or adoption, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or (b) by a corporation, contributions to which are deductible under the Code.

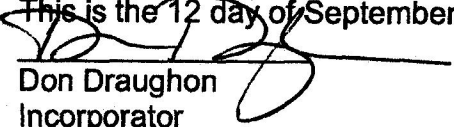
ARTICLE XI

In addition to the powers granted to corporations under the laws of the State of North Carolina, the Corporation shall have full authority to adopt bylaws, policies and programs for the regulation of its internal affairs and the conduct of its business in such form and method as are not in conflict with or in violation of such laws, except as prohibited by the provisions of these Articles.

ARTICLE XII

These Articles shall be effective upon filing.

This is the 12 day of September 2016.

  
Don Draughon  
Incorporator

# INSURANCE PEOPLE

Below are the **estimated annual premiums** Ascend Leadership Academy – Sanford, NC

**Property Premium Estimate** **\$4,240**

Building	\$4,000,000
Contents	\$160,000
Deductible	\$1,000
Form	Special
Equipment Breakdown Included	

**General Liability Premium Estimate** **\$1,290**

<b>Rating Basis:</b>	Students	160
	Faculty	12

**Limits:**

Per Occurrence Limit	\$1,000,000
Annual Aggregate	\$3,000,000
Sexual Abuse & Molestation	\$1,000,000 per occurrence \$3,000,000 aggregate
Employee Benefits	\$1,000,000 per occurrence \$3,000,000 aggregate

**School District & Educators Legal Liability (D&O/ E&O)**

**Premium Estimate** **\$3,057**

	\$1,000,000 per occurrence
	\$2,000,000 aggregate
Additional Defense	\$100,000/\$50,000/\$100,000

Named insured includes the insured Organization (School Entity), it's school board, School Committee, Board of Trustees, Board of Governors or similar governing body, elected or appointed members of the Board of Education, Board of Trustees, School Directors, School Committee, Board of Governors or similar governing board, Employees, Student Teachers, School Volunteers, and students while serving in a supervised internship program sponsored by the "educational institution".

Wrongful Act to include any actual or alleged act, error, omission, misstatement, misleading statement, neglect, or breach of duty by or on behalf of the Insured Organization, including educational malpractice or failure to educate, negligent instruction, failure to supervise, inadequate or negligent academic guidance of counseling, improper or inappropriate academic placement or discipline.

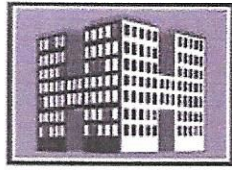
# INSURANCE PEOPLE

<b>Fidelity Bond Estimate</b>		<b>\$332</b>
Limit	\$250,000	
<b>Auto Premium Estimate</b>		<b>\$2,300</b>
Hired & Non Owned Autos		
Limit of Liability	\$1,000,000	
2 School Buses		
<b>Head of Class Endorsement</b>		<b>\$82</b>
<b>Workers Compensation Premium Estimate</b>		<b>\$3,430</b>
Statutory State - NC		
Employers Liability	\$500/ \$500/ \$500	
Payroll Estimate	\$550,000	
<b>Umbrella Premium Estimate</b>		<b>\$2,387</b>
Limit of Liability	\$1,000,000	
<b>TOTAL ESTIMATED PREMIUM</b>		<b>\$17,118</b>
Student Accident Coverage		\$7.00/ student

These premiums are subject to change based on Underwriter review and approval of completed applications.

Disclaimer: The abbreviated outlines of coverages used throughout this proposal are not intended to express legal opinion as to the nature of coverage. They are only visuals to a basic understanding of coverages. The policy terms, conditions, and exclusions will prevail. Please read the policy forms for specific details of coverage

08/11/2016



# Hubrich Holdings

September 1, 2016

Charter School Advisory Council

To whom it may concern,

Ascend Leadership Academy Sanford (ALAS) and Hubrich Holdings, LLC have been discussing a partnership for a lease/purchase agreement with Hubrich Holdings being the developer/owner of a new charter school located in Sanford, Lee County, North Carolina. We were approached by the school after hearing of the work we have done for other charter schools. We began discussions in July 2016 at the NC Charter School Conference, and Hubrich and ALAS have been discussing and reviewing finance structures for a lease/purchase arrangement and potential sites for development of a new charter school. Given all the complexities with zoning, traffic, and land availability, Hubrich has been engaged and offered insight as to positives and negatives of different sites to help provide guidance for acceptable site criteria that will work within the schools budget going forward. We have reviewed the budget and it seems reasonable given other charter school projects we have been involved with.

Initially the plan would be to identify property and get the school started on a temporary site for one to two years prior to starting construction on a permanent school facility.

Please do not hesitate to call me if you have any further questions.

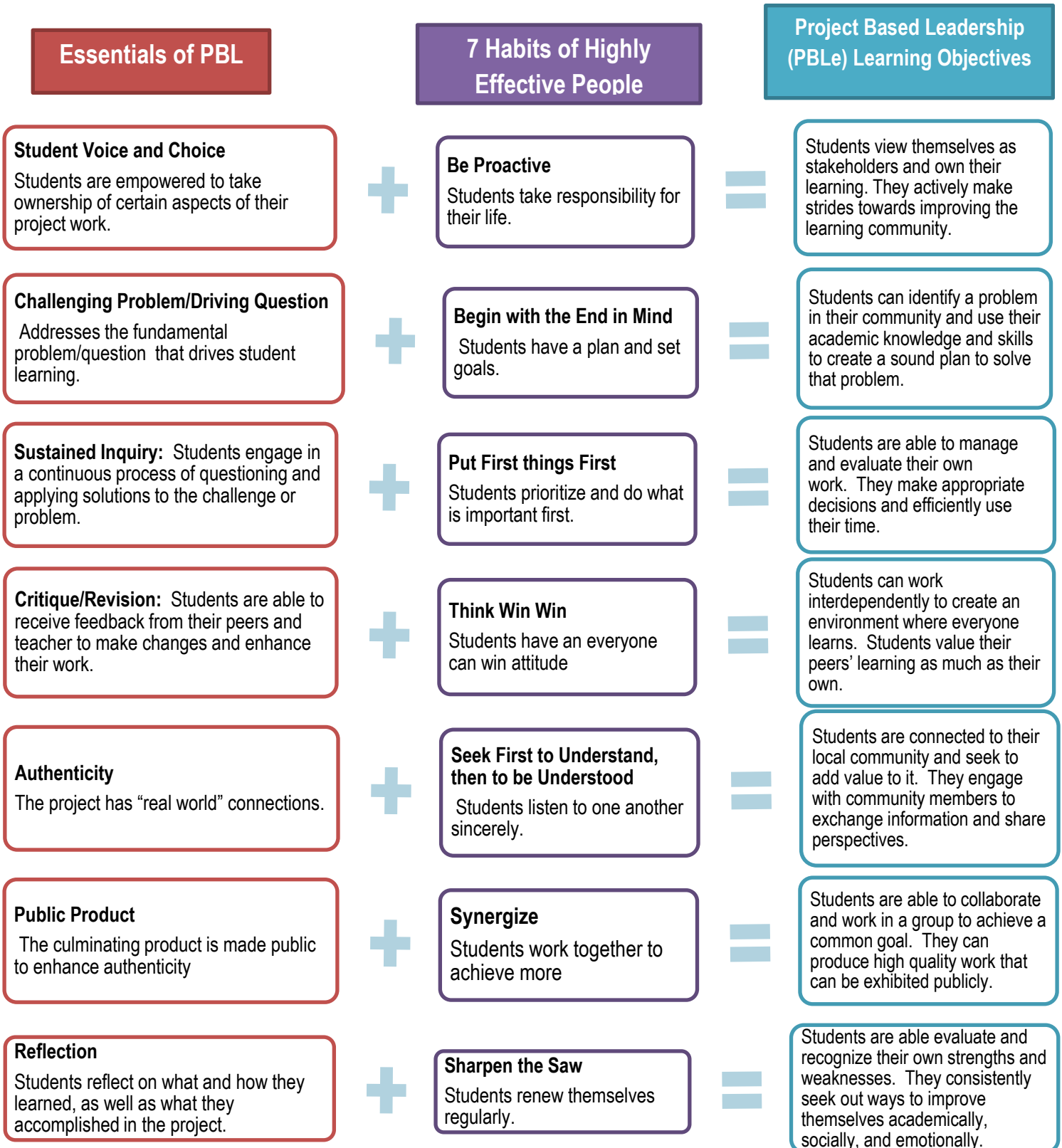
Sincerely,

A handwritten signature in blue ink, appearing to read 'Steve Hubrich', with a long horizontal flourish extending to the right.

Steve Hubrich  
President  
Hubrich Holdings, LLC



**Project Based Leadership (PBL):** *PBL merges the essentials of the traditional Project Based Learning with the 7 Habits of Highly effective people. This merger creates a pedagogy that allows students to grow their self-efficacy, intellectual understanding, and social competence.*



**Key Knowledge, Understanding and Success Skills**





**Cogenerative Dialogue:** *Cogenerative dialogues are structured conversations between teachers and students with the goal of understanding students' unique learning needs and utilizing that information for improving the classroom. This practice allows teachers and students to bridge any potential cultural divide before addressing the content or subject matter.*

## **Cogenerative Dialogue Protocol**

(50 Minutes)

1. **Mini-Lesson:** (15-20 minutes)
  - a. Instructor provides students with the learning goals and objectives of the given unit, lesson, or project. This includes a brief mini-lesson where the instructor introduces students to the major elements of the curriculum.
  - b. At the conclusion of the mini-lesson, the instructor informs students of their objective during the entire cogenerative process.
2. **Clarifying Questions:** (5 minutes)
  - a. Students ask the instructor yes or no questions that regard matters of fact. The objective is to ensure clarity about what is to be discussed in small groups and to clear up any confusion about the subject matter.
3. **Small Group Discussion:** (5 minutes)
  - a. Students discuss what they know about subject matter in groups of 4 or 5. They identify areas where the curriculum relates to their own realities and culture.
  - b. Students create a list of these connections.
4. **Idea Generation:** (10 Minutes)
  - a. Each student generates their own ideas about the objective given to them by the instructor individually.
  - b. Students share their ideas with the members of their small group one at a time.
  - c. Students give warm and cool feedback regarding the ideas generated.
  - d. Students continue discussions and develop ideas to be shared with the entire group.
5. **Response:** (10 minutes)
  - a. Each small group shares with their instructor and the rest of the class the ideas their group generated.
  - b. The facilitator records responses and asks clarifying questions.
6. **Debrief:** (5 minutes)
  - a. If time permits, the instructor reflects on the process of using the protocol.
  - b. Instructor facilitates a discussion of what can make the cogenerative process better in the future.



# INVESTMENT SUMMARY

New Charter (Name TBD) - Justin Smith

Date of Investment Summary: August 12, 2016

\*Investment summary guaranteed for the next 30 days

TLIM/LEAD	LEAD
Number of Students	160
Number of Students w Act Guides (6-8)	160
Number of Classrooms (6-8)	16
Number of Staff	16
Number of Lighthouse Team Members	6
Coaching System Level	1
Rethinking Leadership (Y/N)	No
7 Habits Certification	Onsite Certification
Travel Estimate	Average

Investment Summary			
IMPLEMENTATION	Per Student	Travel/Shipping Est.	Total Investment
Pre-Deployment Prep	\$24.22	\$1,015.90	\$3,875.90
Year 1	\$247.49	\$5,336.74	\$39,597.94
Year 2	\$113.14	\$2,429.22	\$18,101.92
Year 3	\$89.51	\$2,145.98	\$14,320.98
<b>Average/Total Investment</b>	<b>\$150.04</b>	<b>\$3,303.98</b>	<b>\$72,020.84</b>

TLIM SUSTAINMENT CORE + Teaching Materials	Per Student	Travel/Shipping Est.	Total Investment
Year 4 and beyond	\$59.84	\$1,089.61	\$9,574.61

Travel/Shipping Estimate is included in the Total Investment section

## LEAD Pre-Deployment Prep

*The Leader in Me* Book Study (Self Paced All Staff)

Item	Amount	Quantity	Total
76996 - <i>The Leader in Me</i> Paperback (2nd Edition)	\$10.00	16	\$160.00
76058 - <i>The Leader in Me</i> Book Study	\$5.00	optional	\$0.00
<i>The Leader in Me</i> Book Study Electronic PDF	complimentary	16	complimentary
Shipping			\$15.90
<b>Subtotal</b>			<b>\$175.90</b>

Advanced Coaching Day (1 Day)

Item	Amount	Quantity	Total
Consultant	\$2,700.00	1	\$2,700.00
Travel (Estimate) - Actual travel will be invoiced	\$1,000.00	1	\$1,000.00
<b>Subtotal</b>			<b>\$3,700.00</b>

## Pre-Deployment Plan Totals

<b>Total with Travel and Shipping</b>	<b>\$3,875.90</b>
Travel Year 1	\$1,000.00
Shipping Year 1	\$15.90

## Year 1

TLIM Sustainment Core

Item	Amount	Quantity	Total
TLIM Online and IP License	\$1,500.00	1	\$1,500.00
The Leader in Me Coaching System™	\$4,950.00	1	\$4,950.00
Additional Onsite Coaching Days	\$2,700.00	0	\$0.00
Travel (Estimate) - Actual travel will be invoiced	\$1,000.00	1	\$1,000.00
<b>Subtotal</b>			<b>\$7,450.00</b>

Teaching Materials

Item	Amount	Quantity	Total
76903 - 7 Habits Teens Paperback Book (7-9)	\$7.00	16	\$112.00
700455 - 7 Habits Teens Poster (7-9)	\$35.00	16	\$560.00
LEAD Activity Guides (6-9)	\$8.00	160	\$1,280.00
LEAD Teacher Editions (6-9)	\$34.95	16	\$559.20
Shipping			\$91.05

**Subtotal** **\$2,602.25**

**7 Habits Signature 4.0 + Launching Leadership (3 Days All Staff)**

Item	Amount	Quantity	Total
Consultant	\$2,700.00	3	\$8,100.00
76875 - 7H 4.0 Participant Kit	\$115.00	16	\$1,840.00
77063 - LEAD Launching Leadership Field Guide	\$45.00	16	\$720.00
Travel (Estimate) - Actual travel will be invoiced	\$1,500.00	1	\$1,500.00
Shipping			\$91.05
<b>Subtotal</b>			<b>\$12,251.05</b>

**Creating Culture (1 Day All Staff)**

Item	Amount	Quantity	Total
Consultant	\$2,700.00	1	\$2,700.00
77064 - LEAD Creating Culture Field Guide	\$45.00	16	\$720.00
Travel (Estimate) - Actual travel will be invoiced	\$625.00	1	\$625.00
Shipping			\$39.02
<b>Subtotal</b>			<b>\$4,084.02</b>

*If workshop is not held on consecutive days with Lighthouse Team Training 1 expect higher investment.*

**Lighthouse Team Training 1 (1 Day Lighthouse Team)**

Item	Amount	Quantity	Total
Consultant	\$2,700.00	1	\$2,700.00
77065 - LEAD Lighthouse Team 1 Guide	\$45.00	6	\$270.00
Travel (Estimate) - Actual travel will be invoiced	\$625.00	1	\$625.00
Shipping			\$24.57
<b>Subtotal</b>			<b>\$3,619.57</b>

*If workshop is not held on consecutive days with Creating Culture expect higher investment.*

**7 Habits Certification**

Item	Amount	Quantity	Total
Consultant	\$2,700.00	2	\$5,400.00
76909 - Facilitator Kits	\$310.00	6	\$1,860.00
76875 - 7H 4.0 Materials	\$115.00	6	\$690.00
76852 - Program DVDs	\$300.00	1	\$300.00
Travel (Estimate) - Actual travel will be invoiced	\$1,250.00	1	\$1,250.00
Shipping			\$91.05
<b>Subtotal</b>			<b>\$9,591.05</b>

**YEAR 1 TOTALS** **Total with Travel and Shipping** **\$39,597.94**

Travel Year 1 \$5,000.00  
Shipping Year 1 \$336.74

**YEAR 2**

**TLIM Sustainment Core**

Item	Amount	Quantity	Total
LIMWEB12 - TLIM Online and IP License	\$1,500.00	1	\$1,500.00
The Leader in Me Coaching System™	\$4,950.00	1	\$4,950.00
Additional Onsite Coaching Days	\$2,700.00	0	\$0.00
76875 - 7H 4.0 Materials (New Staff)	\$115.00	1	\$115.00
Travel (Estimate) - Actual travel will be invoiced	\$1,000.00	1	\$1,000.00
Shipping			\$15.90
<b>Subtotal</b>			<b>\$7,580.90</b>

**Teaching Materials**

Item	Amount	Quantity	Total
76903 - 7 Habits Teens Paperback Book (7-9)	\$7.00	6	\$42.00
700455 - 7 Habits Teens Poster (7-9)	\$35.00	6	\$210.00
75691 - 7 Habits Tree Poster (K-9)	\$11.00	6	\$66.00
LEAD Activity Guides (6-9)	\$8.00	240	\$1,920.00
LEAD Teacher Editions (6-9)	\$34.95	6	\$209.70
Shipping			\$82.38
<b>Subtotal</b>			<b>\$2,530.08</b>

**Aligning Academics (1 Day All Staff)**

Item	Amount	Quantity	Total
Consultant	\$2,700.00	1	\$2,700.00
LEAD Aligning Academics Field Guide	\$45.00	22	\$990.00
Travel (Estimate) - Actual travel will be invoiced	\$625.00	1	\$625.00

Shipping \$56.37

**Subtotal \$4,371.37**

*If workshop is not held on consecutive days with Lighthouse Team Training 2 expect higher investment.*

### Achieving Momentum: Lighthouse Team Training 2 (1 Day Lighthouse Team)

Item	Amount	Quantity	Total
Consultant	\$2,700.00	1	\$2,700.00
LEAD Lighthouse Team Training 2 Guide	\$45.00	6	\$270.00
Travel (Estimate) - Actual travel will be invoiced	\$625.00	1	\$625.00
Shipping			\$24.57

**Subtotal \$3,619.57**

*If workshop is not held on consecutive days with Aligning Academics expect higher investment.*

**YEAR 2 TOTALS Total with Travel and Shipping \$18,101.92**

Travel Year 2 \$2,250.00

Shipping Year 2 \$179.22

### YEAR 3

#### TLIM Sustainment Core

Item	Amount	Quantity	Total
LIMWEB12 - TLIM Online and IP License	\$1,500.00	1	\$1,500.00
The Leader in Me Coaching System™	\$4,950.00	1	\$4,950.00
Additional Onsite Coaching Days	\$2,700.00	0	\$0.00
76875 - 7H 4.0 Materials (New Staff)	\$115.00	1	\$115.00
Travel (Estimate) - Actual travel will be invoiced	\$1,000.00	1	\$1,000.00
Shipping			\$15.90

**Subtotal \$7,580.90**

#### Teaching Materials

Item	Amount	Quantity	Total
LEAD Activity Guides (6-9)	\$8.00	240	\$1,920.00
TLIM Teacher Editions (K-5)	\$30.95	0	\$0.00
LEAD Teacher Editions (6-9)	\$34.95	0	\$0.00
Shipping			\$73.71

**Subtotal \$1,993.71**

#### Empowering Instruction (1 Day All Staff)

Item	Amount	Quantity	Total
Consultant	\$2,700.00	1	\$2,700.00
LEAD Empowering Instruction Field Guide	\$45.00	22	\$990.00
Travel (Estimate) - Actual travel will be invoiced	\$1,000.00	1	\$1,000.00
Shipping			\$56.37

**Subtotal \$4,746.37**

**YEAR 3 TOTALS Total with Travel and Shipping \$14,320.98**

Travel Year 3 \$2,000.00

Shipping Year 3 \$145.98

# ALA Draft Daily Bell Schedules

	8:00 – 9:00	9:00 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00 – 1:00	1:00 – 2:00	2:00 – 3:00		
<b>6<sup>th</sup> Grade</b>	<b>Core Block #1</b> 8:00 – 9:00 (90 min.)	<b>Core Block #2</b> 9:05 – 10:05 (60 min.)	<b>MTSS</b> 10:10 – 10:40	<b>Advisory</b> 10:40 – 11:10	<b>Lunch</b> 11:10 – 11:40	<b>Outside</b> 11:45 – 12:05	<b>Core Block #3</b> 12:10 – 1:10 (60 min.)	<b>Core Block #4</b> 1:15 – 2:15 (60 min.)	<b>Enrichment</b> 2:20 -3:00 (40 min.)
<b>7<sup>th</sup> Grade</b>	<b>Core Block #1</b> 8:00 – 9:00 (90 min.)	<b>Core Block #2</b> 9:05 – 10:05 (60 min.)	<b>Advisory</b> 10:10 – 10:40	<b>MTSS</b> 10:40 – 11:10	<b>Outside</b> 11:10 – 11:30	<b>Lunch</b> 11:35 – 12:05	<b>Enrichment</b> 12:10 -12:50 (40 min.)	<b>Core Block #3</b> 12:55 – 1:55 (60 min.)	<b>Core Block #4</b> 2:00 – 3:00 (60 min.)
<b>8<sup>th</sup> Grade</b>	<b>Core Block #1</b> 8:00 – 9:00 (90 min.)	<b>Core Block #2</b> 9:05 – 10:05 (60 min.)	<b>Enrichment</b> 10:10 – 10:50 (40 min.)	<b>MTSS</b> 10:55 – 11:25	<b>Advisory</b> 11:25 – 11:55	<b>Lunch</b> 11:55 – 12:25	<b>Outside</b> 12:30 – 12:50	<b>Core Block #3</b> 12:55 – 1:55 (60 min.)	<b>Core Block #4</b> 2:00 – 3:00 (60 min.)
<b>Grade 9-12</b>	<b>Period #1</b> 8:00 – 8:50 (50 min.)	<b>Period #2</b> 8:55 – 9:45 (50 min.)	<b>Period #3</b> 9:50 – 10:40 (50 min.)	<b>Advisory</b> 10:45 – 11:15	<b>MTSS</b> 11:15 – 11:45	<b>Lunch</b> 11:45 – 12:15	<b>Period #4</b> 12:20 – 1:10 (50 min.)	<b>Period #5</b> 1:15 – 2:05 (50 min.)	<b>Period #6</b> 2:10 – 3:00 (50 min.)

<b>AM</b>	Carline 7:30 – 8:00	<b>Core Block Subjects (Grades 6-8) Include:</b> Humanities (Social Studies/Language Arts), Science, Math, and Digital Media
<b>PM</b>	Carline Dismissal 3:00 – 3:30	<b>Period Blocks Subjects (Grades 9-12) include</b> all High School Core and Elective Courses required for graduation according to Future Ready Core Course Requirements and ALA’s prescribed courses.
<b>MTSS:</b> Multi-tiered Systems of Support (Targeted Interventions) <b>Advisory:</b> <i>The Leader in Me</i> specific advisory period		<b>Outside:</b> Required time for physical activity for Middle School students <b>Enrichment:</b> Instruction based on a teacher passion (9 week rotation course)
<b>Teacher Workday on PLC days (3 days)</b> 7:15 – 3:30		<b>Teacher Workday on non-PLC days (2 days)</b> 7:45 – 3:30

August 31<sup>st</sup>, 2016



Charter School Advisory Board,

For the 2018-19 North Carolina charter school application cycle, the Board of Directors for Ascend Leadership Academy has submitted two applications for two different school locations. We have identified Lee County and Eastern Durham (Oak Grove and Bethesda) as the targeted demographics for our respective applications. With the charter school experience on the Board of ALA, we are confident that we can successfully open and operate both schools upon approval by the State Board of Education. We recognize the magnitude of this undertaking and are prepared to make the necessary arrangements to ensure that both schools have the necessary oversight to successfully service our students and execute our unique, innovative pedagogy.

When both schools receive approval from the State BOE we will:

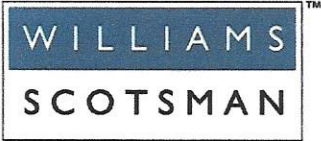
- Hire a Managing Director to oversee and manage both schools
- Hire Building Principals from the targeted areas to execute the day to day operations and mission of Ascend Leadership Academy.
- Work with our selected Financial Management Firm to ensure that both schools have separate budgets that are fiscally responsible
- Work with our selected Real Estate Developer to make a land purchase for both sites and begin development of both school’s permanent facilities.

Another determining factor in the submission of two applications was the connection of many of our Board Members to both the Durham and Lee County communities. The chart below gives further detail about these connections.

<b>Board Member</b>	<b>Connection to Durham and Lee County</b>
Board Chairman	Resides in Durham County and served as the founding Board Chairman of Voyager Academy in Durham. Has several business connections within the Sanford (Lee County) community specifically in Real Estate development.
Board Vice Chairman	Provided professional development for teachers at the previous charter school in Lee County (Provisions Academy). Currently, serves as Coordinator for Faculty Professional Development at North Carolina Central University in Durham.
Board Treasurer	Graduated from Duke University in Durham and has been involved in Durham community through her work with Zeta Phi Beta inc. Currently, holds Leadership position in Production Operations at Pfizer in Lee County. Pfizer is one of the major employers in Lee County and is deeply connected to the community.
Board Member at Large	Grew up in Sanford and attended Lee County Schools for Elementary, Middle, and High School. This board member also has family who live in Lee County currently. At the present, resides in Eastern Durham (Oak Grove) and works as a school administrator at Voyager Academy in Durham.

Please consider this information when making your charter approval decisions.

Ascend Leadership Academy Board of Directors



An ALGECO SCOTSMAN Company

Williams Scotsman, Inc.
905 Ellis Road
Durham, NC 27703-6020

Your Williams Scotsman Representative
Jennifer White
Phone: (919)957-9955 Ext. 43614
Fax: 919-596-2013
Email: jmwhite@willscot.com
Toll Free: 800-782-1500

Contract Number:677851
Revision: 1
Date: August 30, 2016

Year # 1

Lease Agreement Summary - Q#677851

Table with 3 columns: Lessee, Contact, Ship To Address. Contains details for Ascend Leadership Academy and Justin Smith.

Product Descriptions

Table with 2 columns: QTY, PRODUCT. Shows 1 unit of RP64156.

Pricing Summary - All Options (excluding taxes)

Summary table with 2 columns: Description, Amount. Totals: MONTHLY CHARGES: \$8,460.00, INITIAL FEES: \$76,351.60, FINAL CHARGES: \$21,552.80, TOTAL CHARGES WITH ALL OPTIONS: \$199,424.40.

Comments

JUSTIN - PLEASE REVIEW THE QUOTE AND NOTE THIS QUOTE IS FOR BUDGETARY PURPOSES ONLY. I QUOTED THIS UNIT TO BE SET ON FOOTERS AND DID INCLUDE STANDARD ADA RAMP AND STEPS. WE MAY NEED TO ADJUST ONCE YOU DECIDE TO MOVE FORWARD. I'VE ATTACHED THE DRAWING OF THE 12 PIECE UNIT WHICH IS 64 X 156. PLEASE LET ME KNOW IF YOU HAVE ANY QUESTIONS. THANK YOU.



An ALGECO SCOTSMAN Company

**Williams Scotsman, Inc.**  
905 Ellis Road  
Durham, NC 27703-6020

**Your Williams Scotsman Representative**  
Jennifer White  
**Phone: (919)957-9955 Ext. 43614**  
**Fax: 919-596-2013**  
**Email: jmwhite@willscot.com**  
**Toll Free: 800-782-1500**

**Contract Number: 677915**  
**Revision: 1**  
**Date: August 30, 2016**

Year # 2

**Lease Agreement Summary - Q#677915**

Lessee:	Contact:	Ship To Address:
Ascend Leadership Academy 1 Stoneglen Court Durham, North Carolina 27712	Justin Smith 1 Stoneglen Court Durham, NC 27712 Phone: (919) 522-5476 Fax: Email: justinsmith1520@gmail.com	DURHAM, NC 27703 US

**Product Descriptions**

QTY	PRODUCT
2	RP64156
2	CL4024

**Pricing Summary - All Options (excluding taxes)**

MONTHLY CHARGES:	\$19,048.00
INITIAL FEES:	\$169,165.60
FINAL CHARGES:	\$48,352.00
<b>TOTAL CHARGES WITH ALL OPTIONS:</b>	<b>\$446,093.60</b>

**Comments**


JUSTIN - PLEASE REVIEW THE QUOTE AND NOTE THIS QUOTE IS FOR BUDGETARY PURPOSES ONLY. I QUOTED THIS UNIT TO BE SET ON FOOTERS AND DID INCLUDE STANDARD ADA RAMP AND STEPS. WE MAY NEED TO ADJUST ONCE YOU DECIDE TO MOVE FORWARD. I'VE ATTACHED THE DRAWING OF THE 12 PIECE UNIT WHICH IS 64 X 156. PLEASE LET ME KNOW IF YOU HAVE ANY QUESTIONS. THANK YOU.




# ALA School Site Proposed Location


The map below indicates the charter schools that surround Lee County and service Middle and High School Students.


 **Proposed location of Ascend Leadership Academy (6-12)**

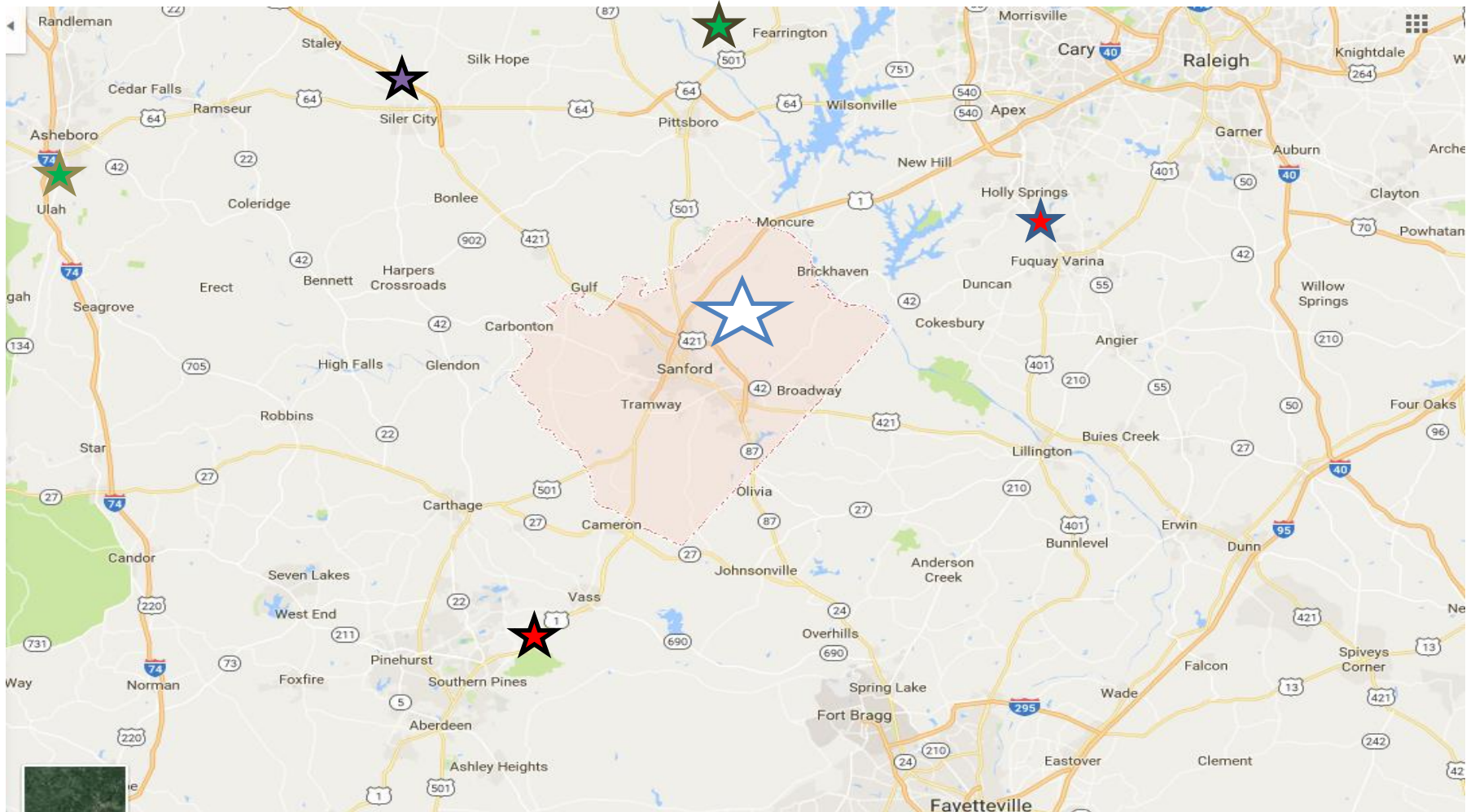
 Sandhills Theater Arts Renaissance (K-8)

 Woods Charter School (K-12)

 Uwharrie Charter Academy (6-12)

 Southern Wake Academy (6-12)

 Chatham Charter School (K-12)



<b>SEE</b> Core Paradigms	Paradigm of Leadership		Paradigm of Potential		Paradigm of Change		Paradigm of Motivation		Paradigm of Education	
	NOT THIS	BUT THIS	NOT THIS	BUT THIS	NOT THIS	BUT THIS	NOT THIS	BUT THIS	NOT THIS	BUT THIS
	Leadership is for the few.	<b>Everyone can be a leader.</b>	A few people are gifted.	<b>Everyone has genius.</b>	To improve schools, the system needs to change.	<b>Change starts with me.</b>	Educators control and direct student learning.	<b>Educators empower students to lead their own learning.</b>	Help students achieve academically.	<b>Develop the whole person.</b>

<b>DO</b> Highly Effective Practices	<h3>Teach Leadership Principles</h3> <hr/> <p><b>Professional Learning</b></p> <ul style="list-style-type: none"> <li>Ongoing Staff Learning</li> <li>New-Staff Learning</li> <li>Principal Learning and Modeling</li> </ul> <p><b>Student Learning</b></p> <ul style="list-style-type: none"> <li>Direct Lessons</li> <li>Integrated Approaches</li> <li>Modeling</li> </ul> <p><b>Family Learning</b></p> <ul style="list-style-type: none"> <li>Family Communication</li> <li><i>7 Habits</i> Training for Families</li> <li>Student Teaching at Home</li> </ul>	<h3>Create a Leadership Culture</h3> <hr/> <p><b>Leadership Environment</b></p> <ul style="list-style-type: none"> <li>Physical Environment (See)</li> <li>Common Language (Hear)</li> <li>Emotional Environment (Feel)</li> </ul> <p><b>Shared Leadership</b></p> <ul style="list-style-type: none"> <li>Student Leadership Roles</li> <li>Student-Input Systems</li> <li>Active Lighthouse Teams</li> </ul> <p><b>Leadership Events</b></p> <ul style="list-style-type: none"> <li>Schoolwide Events</li> <li>Classroom Events</li> <li>Family &amp; Community Events</li> </ul>	<h3>Align Academic Systems</h3> <hr/> <p><b>Aligning School Goals</b></p> <ul style="list-style-type: none"> <li>School, Classroom, and Staff Goals</li> <li>Goal and Data Tracking</li> <li>Staff Collaboration Around Each Student's Growth</li> </ul> <p><b>Student-Led Academics</b></p> <ul style="list-style-type: none"> <li>Student Goals</li> <li>Leadership Notebooks</li> <li>Student-Led Conferences</li> </ul> <p><b>Empowering Instruction</b></p> <ul style="list-style-type: none"> <li>Teacher Planning and Reflection</li> <li>Collaborative Protocols</li> <li>Student-Led Learning</li> </ul>
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<b>GET</b> Measurable Results	Leadership	Culture	Academics
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**Appendix P:**

**Charter School Required Signature Certification**

**Note:** Outlined below is a list of areas that must be certified by the proposed Board of Directors. Any forms Not Applicable to the proposed charter school indicate below with N/A and provide a brief explanation for providing such response.

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.

- ❖ The selected Board Attorney that he/she 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.

- Name of the Selected Board Attorney: David Hostetler
- Date of Review: 9/12/16
- Signature of Board Members Present (Add Signature Lines as Needed):

- [Signature]
- Donna Washington
- [Signature]
- [Signature]
- Laurell Malone
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- ❖ The selected Board Auditor that he/she has reviewed with the full Board of Directors, listed within the application, all the items required for the annual audit and 990 preparations.

- Name of the Selected Board Auditor: Eric Smith Potter + Company CPAs
- Date of Review: 9/12/16
- Signature of Board Members Present (Add Signature Lines as Needed):

- [Signature]
- Donna Washington
- [Signature]
- [Signature]
- Laurell Malone
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

❖ 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.

- Name of the Contact for Selected EMO/CMO: Not Applicable
- Date of Review: \_\_\_\_\_
- Signature of Board Members Present (Add Signature Lines as Needed):
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_

❖ If contracting with a financial management service provider that the selected financial service provider has reviewed with the full Board of Directors, listed within the application, all the financial processes and services provided.

- Name of the Contact: Will receive bids from service providers
- Name of the Selected Financial Service Provider: \_\_\_\_\_
- Date of Review: 9/12/16
- Signature of Board Members Present (Add Signature Lines as Needed):
  - Chris
  - Donna Worthington
  - Donna Worthington
  - Pat Malone
  - Pat Malone
  - \_\_\_\_\_
  - \_\_\_\_\_

❖ If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate PowerSchool that the service provider has reviewed all of the financial processes and services provided.

- Name of the Contact: Will receive bids from service providers
- Name of the Selected PowerSchool Service Provider: \_\_\_\_\_
- Date of Review: 9/12/16
- Signature of Board Members Present (Add Signature Lines as Needed):
  - Chris
  - Donna Worthington
  - Donna Worthington
  - Pat Malone
  - Pat Malone
  - \_\_\_\_\_
  - \_\_\_\_\_

**Certification**

I, Donald Draughon, 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 State Board of Education as Ascend Leadership Academy Charter School is true and correct in every respect.

Donald Draughon  
Signature

9/12/16  
Date