

# 2022 NC CHARTER APPLICATION



NC Public Charters

## Organization Information

Organization Name \*

American Leadership Academy - Monroe

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Telephone

Fax

Address

Unit/Suite

Zip Code

City

State



2022 NC CHARTER APPLICATION  
NC Public Charters





## 2022 NC CHARTER APPLICATION NC Public Charters



Primary Contact Name \*

Mitchell Schwab

Opening Year \*

2023

Is Management Organization Used

Yes  No

Management Organization Name

Primary Contact Relation To Board \*

Board Chair

Primary Contact Email \*

mdschwab24@gmail.com

Management Organization Contact Name

Management Organization Phone

Primary Contact Phone \*

3074138023

Management Organization Email

Primary Contact Address \*

14111 Capital Boulevard

Unit/Suite \*

Zip Code \*

27587

City \*

Wake forest

State \*

North Carolina



## 1. Application Contact Information

### Q1. Name of Proposed Charter School

American Leadership Academy - Monroe

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

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

Mitchell Schwab

307-413-8023

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

Union

### Q4. LEA/District Name

Union County Public Schools

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

28110

### Q6. Was this application prepared with the assistance of a third party such as a consultant or Charter Support Organization (CSO) (<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=hejlslsh9el7BC8rRkMVLthGg%3d%3d&ptid=amlgTZiB9plushNjl6WXhfiOQ%3d%3d&secid=lyc2NIZPsdzgEk6V6aj45g%3d%3d&PG=6&IRP=0>)?

- Yes
- No

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



Charter One, LLC

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

None

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

Charter One facilitated the writing of the charter application. The ALA-Monroe Board intends to enter into an EMO agreement with Charter One upon State Board of Education approval.

**Q10. Projected School Opening Month**

August

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

- Yes (Year-Round)
- No

**Q12. Complete the Enrollment Summary table (see resources), providing grade levels and total projected student enrollment for Years 1-5.**

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

**Resources**


Enrollment Summar...



Applicant Evidence :


Q.12 Enrollment Su...

Uploaded on **4/29/2022**  
by **Michael Way**

Q13. Complete the Enrollment Demographics table (see resources), providing projected enrollment for each of the following demographic groups.

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

Resources


Enrollment Demogra...

Applicant Evidence :


Q.13 Enrollment De...

Uploaded on **4/28/2022**  
by **Michael Way**

Q14. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan outlined above.



The Board for American Leadership Academy - Monroe ("ALA-Monroe") chose the number of students and grade levels served after extensive research was completed by both Charter One and the Board. Union County, more specifically, the Monroe area is growing rapidly. There is an ever-increasing demand for school choice in Union County. The school's interest list is a testament to that demand. Within the K-8 model, athletics, fine arts programs, and extracurricular clubs will support the classical education model of ALA-Monroe. When compared to other charters, these enrollment numbers, initially, may seem high. However, based on the ALA model, these economies of scale are required in order to provide this type of opportunistic environment within a charter school culture. Year over year, Charter One has proven that this model, not only works, but is desired by our local families.

**Q15. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.**

- I certify
- I do not certify

**Applicant Comments :**

Portions of this Charter mirror ALA Johnston and ALA Garner.

**Q16. Explanation (optional)**

Portions of this Charter mirror American Leadership Academy-Johnston (ALA Johnston). This application mirrors ALA-Johnston, another ALA based school.



## 2. Non-Profit Corporation Information

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

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

### Q17. Organization Type

- Non-Profit Corporation
- Municipality

### Q18. Has the organization applied for 501(c)(3) non-profit status?

- Yes
- No

### Q19. The private non-profit listed as the responsible organization for the proposed charter school has 501(c)(3) status:

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

- Yes
- No



**Q21. Name of Registered Agent and Address:**

Jordan Way

14111 Capital Blvd. Wake Forest, NC 27587

**Q22. Federal Tax ID**

88-1814652

**Applicant Evidence :**



Q.22 EIN Number.pdf

Uploaded on **4/27/2022**  
by **Michael Way**



### 3. Acceleration

Per State Board of Education policy CHTR-013 (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=CHTR-013&Sch=10399&S=10399&C=CHTR&RevNo=1.12&T=A&Z=P&St=ADOPTED&PG=6&SN=true>), the State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high-quality charter schools.

**Q23. Do you want your application to be considered for acceleration?**

- Yes
- No

**Q24. Requirements**

In considering whether to accelerate the planning year, the applicant must meet the following requirements: Requirement 1) Demonstrate a clear and compelling need for the accelerated planning year.



Families in Union County and surrounding counties have expressed a strong desire for school choice. Union County currently has five charter schools with a total enrollment of approximately 4,175 students. The Union County Public Schools has a total enrollment of approximately 41,000 students (approximately 28,000 in grades K-8). Students that attend the Union County charter schools live in Union County and surrounding counties. There are large waiting lists at some of the existing charter schools.

One of the greatest challenges for all charter schools is securing an educational facility, particularly in the current market environment. Our ALA-Monroe location is now in a unique situation that will allow for this Board to provide the "ALA brand" much sooner to Union County residents than initially thought. This acceleration is possible thanks to the facility located at 2505 Weddington Rd, Monroe, NC 28110. This facility has already achieved its certificate of occupancy and has recently held space for another school. We have the assurance that (contingent upon approval from the State), and evidenced by the Lease, we would be able to lease that facility from the landlord, SH Monroe.

As soon as this possibility to offer additional school choice started becoming a reality, we immediately began our marketing campaign, determining the need and local desire for ALA-Monroe. Since we started the marketing campaign in early 2022, over 300 families have expressed interest in ALA-Monroe. This is 16 months from school opening. The feedback and response from the community are proof of the local demand that our Board Members and community leaders have heard and experienced.

**Q25. Requirement 2) Demonstrate an exceptional need for the charter school in the proposed location.**

There are five existing charter schools in Union County, many with long waitlists. The school will attract students from Union and surrounding counties. ALA-Monroe has over 300 families who have expressed interest in the school with over 16 months until opening.

The exceptional need for this school is demonstrated in our marketing attachments and interest list numbers. Based on local parent interest and comparing it to other locations in the state, the Board and Charter One are confident in our abilities to meet our enrollment goals. Local parent demand is evident and ALA-Monroe is well situated to meet that demand by the start of the 2023 school year.

**Q26. Requirement 3) Agree to participate in the planning year while the charter application is being reviewed without any guarantee of charter award.**



- Yes
- No

**Q27. Requirement 4) Is a facility identified by the applicant that is feasible for opening on an accelerated schedule?**

- Yes
- No

**Q28. Requirement 5) Demonstrate that the facility identified by the applicant is feasible for opening on an accelerated schedule**

The facility has already been fully permitted, constructed, and has a Certificate of Occupancy for educational use. The current facility is able to house the proposed enrollment of 450 students in Year 1. The landlord has committed to build approximately 37,500 additional square feet in Year 2. We have approximately 30 acres to build additional facilities as needed.

**Q29. Attach Appendix A1 Acceleration Evidences to demonstrate that you have a facility secured for opening on an accelerated schedule.**

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Total Files Count: 5

Applicant Evidence :


Q.97 ALA Monroe Dr...

Uploaded on **4/28/2022**  
by **Michael Way**

**Q30. Other Factors**

Once evidence for the requirements has been verified, the State Board will also consider the presence or absence of the following factors in making its determination:

- This list is not exclusive or controlling and is intended to guide the exercise of the



State Board's discretion.

- An applicant requesting acceleration must submit the request to the State Board of Education prior to the application due date for consideration.

Other Factor 1) Please write a brief statement about your unique mission and educational program.



ALA-Monroe's mission is to provide the best educational experience, to as many students as possible, in a moral and wholesome environment. Our vision statement is tied directly to our mission statement. Our vision statement is to:

"Learn. Lead. Change the World!"

We chose to adopt the vision of "Learn. Lead. Change the World!" because of its inherent meaning. It demonstrates especially what we will accomplish as a board, and as a school, if we are achieving our mission. Students will learn how to think, how to lead, and how to influence others positively. Students will apply what they have learned in their homes, the school, and the community, thus proceeding to change the world for the better.

### **Learn**

Students, faculty, and administration will always seek to better understand, and become fluent in the content. Learning is the foundation of growth and success. If we want to become better leaders, we must become better learners. This step involves acknowledging that there is always more to learn from yourself and others. Learning is a precursor to leadership.

### **Lead**

Students, faculty, and administrators are expected to be leaders at ALA-Monroe. Administrators and faculty follow the same rules as the students, no exceptions. We lead by example. We expect all to adhere to and demonstrate the principles we espouse. Our students will practice leadership every day by implementing and adhering to the RAISE (Respect, Accountability, Integrity, Service, and Excellence) curriculum and will demonstrate these values at all times while on campus. These leadership values will prepare our students and faculty to be leaders at home, on their sports teams, in their communities, in civics, in college, in their careers, and beyond.

### **Change the world!**

When one of our students chooses to truly live up to these values, and that same student influences ten others by their example in their lifetime, the ripple effect could be immeasurable. When ten of our students do the same, the influence is tenfold or more. When our full enrollment goals are reached, our students have the power to change the world. The mission and vision are connected by providing students with the tools they need to learn, lead, and change the world. The Board will know it is achieving its mission when ALA-Monroe becomes a top performing school in Union County.



American Leadership Academy-Monroe (ALA-Monroe) is a classical education model. Our classical approach utilizes the Core Knowledge sequence and will use the Singapore math strategies (i.e. Eureka math). By utilizing Charter One's proprietary and innovative leadership curriculum (RAISE), students will learn leadership skills such as self-discipline, goal attainment, and how to inspire others. Regarding our RAISE curriculum, students from grades K-8 will be exposed to wholesome principles each day, which will teach them how to properly treat others and themselves, while instilling an internal sense of their importance of a strong work ethic. These are critical skills and competencies that are needed in a world driven by innovation and constant change. Students will be encouraged to apply these values to their academic experience, but more importantly, students will commit to utilizing these newfound values as leaders in their homes and communities.

ALA-Monroe plans to award high school credit for approved courses taken in middle school. Elective courses will be tailored to the interests and needs of the community. This approach allows ALA-Monroe to be flexible to the ever-changing economic demands for the upcoming workforce and college student populations.

Additionally, ALA-Monroe will be a school of choice offering competitive sports and arts programs to our middle school students. One of the many benefits of working with Charter One is their proven ability to offer "the best educational experience." We believe that to create the best educational experience for students is to provide them with as many educational experiences as possible, which include competitive sports (football, basketball, baseball, volleyball, etc.), fine arts (theater, choir, band, dance, etc.), and clubs (photography, debate, politics, sports, etc.) in addition to a high-quality, classical academic program.

**Q31. Other Factor 2) List the local, state, and national nonprofit partnerships committed to assisting the school.**

There are no existing nonprofit partnerships at the time of this application. The board will work to establish local partnerships to serve our families.

**Q32. Other Factor 3) Please describe the potential for Economic and Educational development of the region.**



Every region has the potential for economic and educational development and this location for ALA-Monroe is no exception. Since the census data in 2010, Union County's population has increased by 24.66% (<https://worldpopulationreview.com/us-counties/nc/union-county-population>), and continues to grow at a rate of 1.63% annually. Based on our interest list, not only is there great potential in this area, but there is a demand for it.

From an academic perspective, ALA-Monroe's unique education plan will fill a need that the local families desire. From a long-term economic perspective, ALA-Monroe's education plan and character-based curriculum (RAISE) will develop students who are well prepared for High School level courses and beyond, benefiting both local development and economic growth. From a short-term economic perspective, in 2023, ALA-Monroe will bring 32 new professional careers to the area with the ability to grow as demand increases.

**Q33. Other Factor 4) Describe the presence or absence of any mentoring by a successful organization that has experience in creating public schools.**

Charter One is the ideal partner/mentor for our board. They have extensive experience in developing and helping charter schools to open successfully. They have a strong track record of sustainable success both in North Carolina and in several other states since 2015. In addition, our Board is made up of several Board Members who have experience with successful charter school start-ups. We also intend to become members of the North Carolina Coalition for Charter Schools as well as the North Carolina Association for Public Charter Schools and to leverage their local presence and mentorship in assisting this school to navigate towards a successful opening and long-term sustainability.

**Q34. Other Factor 5) Describe any obstacles to educational reform efforts that leave chartering as an available option.**

This portion is n/a to ALA-Monroe.



**Q35. Other Factor 6) Describe your commitment to work with a successful charter school board as a guiding mentor.**

We are willing to work with and learn from any and all successful charter boards in the state. In fact, throughout the application and approval process, we plan to connect with and form professional relationships with other successful charter school boards. Our partnership with Charter One gives us access to five operating school boards in North Carolina.

**Q36. Other Factor 7) How long has the board of directors existed?**

As American Leadership Academy - North Carolina, the nonprofit entity has existed since April of 2022. However, our long-term professional relationships with one another and our intent to offer more school choice to parents has continually grown.

**Q37. Other Factor 8) Describe whether the proposed board has previously operated or currently operates a successful public charter school.**

This would be American Leadership Academy - North Carolina's first operated school. However, some board members are either currently, or have in the past, governed successful public charter schools in the state.



## 4. Conversion

Q38. Is this application a Conversion from a traditional public school or private school?

- Yes
- No



## 5. Replication

Per SBE policy CHTR-016 (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=CHTR-016&Sch=10399&S=10399&C=CHTR&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true>), the State Board of Education (SBE) may, in certain well-defined instances, grant permission for a non-profit corporation board of directors (board) to replicate either its own successful model or to employ an educational management company (EMO) or a charter management organization (CMO) to replicate a successful model currently being operated under the management of the EMO or CMO. The SBE may also, in certain well-defined instances, grant permission for a non-profit corporation board to “fast track” such a replication by foregoing the planning year normally required for newly-approved charter applicants.

Q55. Is this application being submitted as a replication of a current charter school model?

Yes

No



## 6. Alternative

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

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

Q84. Do you want your application to be considered for an Alternative Charter School?

- Yes
- No



## 7. EMO/CMO

Q86. Does the Charter School plan to contract for services with an “educational management organization” or “charter management organization”?

- Yes
- No

Q87. EMO/CMO Mailing Address City, State, Zip

EMO: Charter One

14111 Capital Blvd

Wake Forest, NC 27587

Q88. EMO/CMO Website

www.charter.one (<https://www.charter.one>)

Q89. Explain how the contract with the specified EMO or CMO will be in the best educational and financial interest of the charter school.



Charter One, LLC ("Charter One") has had repeated success, both educationally and fiscally. Charter One manages schools in Arizona, Nevada, South Carolina, and North Carolina. Charter One schools share the same vision as the Board of Directors. This vision encompasses how to best serve the children in each of our communities. We believe in a classical approach to education with rigorous academic standards. We do this by utilizing E.D. Hirsch's Core Knowledge sequence. We believe in teaching children how to think, not what to think.

We chose Charter One after careful consideration and for several reasons. First, Charter One's experience with Core Knowledge Sequence, Core Knowledge Language Arts, and Eureka Math supports and enhances our education plan. Second, we believe that Charter One is uniquely qualified to assist us in the management of our schools. Charter One has a network of sixteen schools across Arizona, one school in Nevada, and three schools in South Carolina. It is also the EMO for Wake Preparatory Academy, Bonnie Cone Classical Academy, Bonnie Cone Leadership Academy, ALA Coastal, ALA Johnston, and Aristotle Preparatory Academy in North Carolina.

Additionally, this Board has firsthand knowledge of Charter One's ability to deliver a rigorous educational experience to all students. Some board members have experience in working with Charter One at other North Carolina charter schools. Charter One has also demonstrated strong fiscal management. Bonnie Cone Classical Academy (BCCA), another charter school in Huntersville, NC, was in dire need of financial assistance, a significant enrollment increase, and overall educational support.

Every decision made by Charter One executives, administration, and support staff have been in the best interest of its associated schools and the students. They have demonstrated unity with Board Members in every decision that impacts school performance. All departments at Charter One (Accounting, Finance, Academics, Operations, Facility/Transportation, Marketing, Student Information Systems, Human Resources, Exceptional Children, and Compliance) are ever ready to assist our school's needs. We have full confidence in Charter One's ability to deliver for ALA-Monroe.

For the foregoing reasons, we as a Board have chosen to contract with Charter One in pursuit of this new charter school. Charter One has repeatedly demonstrated the RAISE values they espouse: Respect, Accountability, Integrity, Service, and Excellence.

#### Q90. [Attach Appendix A4.1: Executed Management Contract](#)



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

Total Files Count: 5

**Applicant Comments :**

Draft EMO Contract is provided. Contract will be executed upon State Board of Education approval. Signature page and letter attached.

**Applicant Evidence :**

	
Incompletion Letter_...	Q. 90 EMO Agreeeme...

Uploaded on **5/18/2022** by **Joan Roman**      Uploaded on **5/19/2022** by **Joan Roman**

**Q91.What other EMO/CMOs were pursued and why did the applicant select this one? Please include information regarding other management organizations' fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school.**



After thorough review and personal experiences with Charter One, we decided that Charter One's model is the perfect fit for this Board and for North Carolina. Their experience, expertise, culture, and philosophy are worth emulating and our communities identify with their academic approach. All EMO's are not the same in the scope of service provided. Charter One has the largest local presence of any EMO that operates in North Carolina. The local based employees are supported by a strong national organization. They provide a depth of services for the management fee they receive. Many services provided by Charter One would normally be covered within our budget. This means that while we pay a 15% management fee, our staffing costs are reduced significantly, thus the bottom line impact on the budget is less than 15%. Charter One is clearly a highly respected and performing organization. To receive all of this and have the ever-growing local Charter One team located throughout the state is a testament to their commitment and investment of this great state. Charter One has invested and has more local talent located in North Carolina than any other EMO.

Additionally, Charter One has indicated that they are willing to be the first dollar in and the last dollar out, as they have demonstrated with other charter schools. This means that Charter One will be invested in the school's success. The management fee may only be collected if the funds are available. Charter One will provide comprehensive management services including operations, curriculum, facilities, accounting, academics, marketing, human resources, information technology, and compliance. We believe Charter One will greatly benefit this school, given their performance of managing other schools.

**Q92. Provide and discuss student performance, governance performance, and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the targeted student population. Nationally, what are the highest and lowest-performing schools of the EMO/CMO? Why are these two schools so different in overall achievement?**



Charter One has a history of operating successful, high performing schools. Charter One has a network of sixteen schools in Arizona, one school in Nevada, three schools in South Carolina, and five schools in North Carolina. Charter One's overall student enrollment is approximately 15,000 (as of April 2022).

The network of American Leadership Academy Schools ("ALA") provides an innovative leadership-based comprehensive program. The ALA schools collectively are rated as an "A" school district in Arizona. ALA schools perform well above the state average on standardized, end-of-grade and end-of-year tests—with proficiency in Language Arts fifteen percentage points above the state average, and Math scores twenty-four percentage points above the state average. ALA schools managed by Charter One also have a history of strong financial performance and management—operating a full complement of elective courses (including band, choir, dance, photography, and computer sciences), languages, lab sciences, sports and other extra-curricular activities. At the same ALA schools managed by Charter One have produced a surplus—with total annual revenues of \$82 million, ALA schools have a budget surplus in excess of \$10 million.

The schools that Charter One manages, and the requested data are below. Please note the hyperlinks. These hyperlinks are the sources from which the data is derived. There are comparisons with the local public-school districts for proper perspective and for the reader's convenience.

### North Carolina Schools

- **NC Operational Schools**
  - **Bonnie Cone Classical Academy**
    - Location: Huntersville, NC
    - Grades Served: K-8
    - ADM Enrollment: 836
    - Charter One Acquisition Year: 2019
  - **Aristotle Preparatory Academy**
    - Location: Charlotte, NC
    - Grades Served: K-8
    - ADM Enrollment: 204
    - Charter One Acquisition Year: 2020
  - **American Leadership Academy - Coastal**
    - Location: Wilmington, NC
    - Grades Served: K-9 (will grow to K-12)
    - ADM Enrollment: 727



- Charter One Acquisition Year: 2021

### **Nevada Schools**

- **Nevada Operational Schools**

- **Signature Preparatory**

- Location: Henderson, NV
- Grades Served: K-8
- Enrollment: 950
- Charter One Acquisition Year:

### **Arizona Schools**

- **American Leadership Academy School District (2020-2021 Report Cards):**

- ALA School District (<https://azreportcards.azed.gov/districts/detail/4348> (<https://azreportcards.azed.gov/districts/detail/4348>))
  - Schools: Nine (9) Three of which are K-12 campuses
  - Students enrolled: 10,771 (2021)
  - Graduation Rate: 93.11% (2021)
  - State average: 78.19% (<https://azreportcards.azed.gov/state-reports> (<https://azreportcards.azed.gov/state-reports>))
  - ELA Proficiency: 51% (2021)
  - State average: 38% (<https://azreportcards.azed.gov/state-reports> (<https://azreportcards.azed.gov/state-reports>))
  - Math Proficiency: 51% (2021)
  - State average: 30% (<https://azreportcards.azed.gov/state-reports> (<https://azreportcards.azed.gov/state-reports>))
  - Science Proficiency: 65% (2019)
  - State average: 50% (<https://azreportcards.azed.gov/state-reports> (<https://azreportcards.azed.gov/state-reports>))

- **ALA Campuses**

- **American Leadership Academy, Signal Butte K-6** (<https://azreportcards.azed.gov/schools/detail/242454> (<https://azreportcards.azed.gov/schools/detail/242454>))
  - Last Letter Grade (2019): B
  - Enrollment: 449
  - Growth: 47.21/50
  - Proficiency: 18.16/30
  - ELA Proficiency: 40% (District: 53%) (<https://azreportcards.azed.gov/districts/detail/4245>) (State:



38%)

- Math Proficiency: 37% (District: 55%) (<https://azreportcards.azed.gov/districts/detail/4245>) (State: 30%)

- Science Proficiency (2019 Data): 91% (District: 63%) (<https://azreportcards.azed.gov/districts/detail/4245>) (State: 50%)

- **American Leadership Academy, Anthem K-6** (<https://azreportcards.azed.gov/schools/detail/92348> (<https://azreportcards.azed.gov/schools/detail/242454>))

- Last Letter Grade (2019): A

- Enrollment: 512

- Growth: 46.6/50

- Proficiency: 18.76/30

- ELA Proficiency: 46% (District: 24%) (<https://azreportcards.azed.gov/districts/detail/4437>) (State: 38%)

- Math Proficiency: 42% (District: 15%) (<https://azreportcards.azed.gov/districts/detail/4437>) (State: 30%)

- Science Proficiency (2019 Data): 64% (District: 43%) (<https://azreportcards.azed.gov/districts/detail/4437>) (State: 50%)

- **American Leadership Academy, Gilbert K-6** (<https://azreportcards.azed.gov/schools/detail/5522>) (<https://azreportcards.azed.gov/schools/detail/5522>))

- Last Letter Grade (2019): A

- Enrollment: 669

- Growth: 48.92/50

- Proficiency: 27.15/30

- ELA Proficiency: 68% (District: 52% (<https://azreportcards.azed.gov/districts/detail/4239>)) (State: 38%)

- Math Proficiency: 72% (District: 49% (<https://azreportcards.azed.gov/districts/detail/4239>)) (State: 30%)

- Science Proficiency (2019 Data): 88% (District: 63% (<https://azreportcards.azed.gov/districts/detail/4239>)) (State: 50%)

- **American Leadership Academy, Gilbert North K-12** (<https://azreportcards.azed.gov/schools/detail/509281> (<https://azreportcards.azed.gov/schools/detail/509281>))

- Last Letter Grade (2019): B

- Enrollment: 2,624

- Growth: K-8: 48.58/50; 9-12: 18.63/20

- Proficiency: K-8: 23.42/30; 9-12: 13.1/30



- ELA Proficiency: 54% (District: 52%) (<https://azreportcards.azed.gov/districts/detail/4239>) (State: 38%)
- Math Proficiency: 53% (District: 49% (<https://azreportcards.azed.gov/districts/detail/4239>)) (State: 30%)
- Science Proficiency (2019 Data): 64% (District: 63% (<https://azreportcards.azed.gov/districts/detail/4239>)) (State: 50%)
- Graduation Rate: 93.83% (District: 91.15% (<https://azreportcards.azed.gov/districts/detail/4239>)) (State: 78.19%)
- **American Leadership Academy, Gilbert South K-6** (<https://azreportcards.azed.gov/schools/detail/865358> (<https://azreportcards.azed.gov/schools/detail/865358>))
  - Last Letter Grade (2019): A
  - Enrollment: 444
  - Growth: 50/50
  - Proficiency: 23.11/30
  - ELA Proficiency: 63% (District: 58% (<https://azreportcards.azed.gov/districts/detail/4248>)) (State: 38%)
  - Math Proficiency: 54% (District: 56% (<https://azreportcards.azed.gov/districts/detail/4248>)) (State: 30%)
  - Science Proficiency (2019 Data): 85% (District: 63% (<https://azreportcards.azed.gov/districts/detail/4248>)) (State: 50%)
- **American Leadership Academy, Ironwood K-12 (TITLE I CAMPUS)** (<https://azreportcards.azed.gov/schools/detail/92885> (<https://azreportcards.azed.gov/schools/detail/92885>))
  - Last Letter Grade (2019): B
  - Enrollment: 2,455
  - Growth: K-8: 45.79/50; 9-12: 18.32/20
  - Proficiency: K-8: 17.51/30; 9-12: 12.45/30
  - ELA Proficiency: 39% (District: 29% (<https://azreportcards.azed.gov/districts/detail/4445>)) (State: 38%)
  - Math Proficiency: 39% (District: 26% (<https://azreportcards.azed.gov/districts/detail/4445>)) (State: 30%)
  - Science Proficiency (2019 Data): 57% (District: 46% (<https://azreportcards.azed.gov/districts/detail/4445>)) (State: 50%)
  - Graduation Rate: 92.09% (District: 86.44% (<https://azreportcards.azed.gov/districts/detail/4445>)) (State: 78.19%)
- **American Leadership Academy, Mesa K-6** (<https://azreportcards.azed.gov/schools/detail/91778>)



(<https://azreportcards.azed.gov/schools/detail/91778>)

- Last Letter Grade (2019): A
- Enrollment: 438
- Growth: 48.37/50
- Proficiency: 27.21/30
- ELA Proficiency: 65% (District: 36% (<https://azreportcards.azed.gov/districts/detail/4235>)) (State: 38%)
- Math Proficiency: 69% (District: 31% (<https://azreportcards.azed.gov/districts/detail/4235>)) (State: 30%)
- Science Proficiency (2019 Data): 79% (District: 51% (<https://azreportcards.azed.gov/districts/detail/4235>)) (State: 50%)

○ **American Leadership Academy, Queen Creek K-12** (<https://azreportcards.azed.gov/schools/detail/90769>) (<https://azreportcards.azed.gov/schools/detail/90769>)

- Last Letter Grade (2019): B
- Enrollment: 2,440
- Growth: K-8: 47.35/50; 9-12: 19.01/20
- Proficiency: K-8: 23.54/30; 9-12: 14.61/30
- ELA Proficiency: 55% (District: 53% (<https://azreportcards.azed.gov/districts/detail/4245>)) (State: 38%)
- Math Proficiency: 56% (District: 55% (<https://azreportcards.azed.gov/districts/detail/4245>)) (State: 30%)
- Science Proficiency (2019 Data): 63% (District: 63% (<https://azreportcards.azed.gov/districts/detail/4245>)) (State: 50%)
- Graduation Rate: 93.36% (District: 94.77% (<https://azreportcards.azed.gov/districts/detail/4245>)) (State: 78.19%)

○ **American Leadership Academy, San Tan Valley K-6** (<https://azreportcards.azed.gov/schools/detail/91173>) (<https://azreportcards.azed.gov/schools/detail/91173>)

- Last Letter Grade (2019): A
- Enrollment: 740
- Growth: 44.42/50
- Proficiency: 21.34/30
- ELA Proficiency: 50% (District: 29% (<https://azreportcards.azed.gov/districts/detail/4445>)) (State: 38%)
- Math Proficiency: 50% (District: 26% (<https://azreportcards.azed.gov/districts/detail/4445>)) (State: 30%)
- Science Proficiency (2019 Data): 72% (District: 51% (<https://azreportcards.azed.gov/districts/detail/4445>)) (State: 30%)



/4445)) (State: 50%)

Charter One Managed Schools with no readily available data (in first year of operation or younger)

### North Carolina Schools

- **Wake Preparatory Academy**

- Location: Wake Forest, (Franklin County) NC
- Grades Served: K-12
- Projected Enrollment: 1,925
- Opening Year: August 2022

- **American Leadership Academy – Johnston**

- Location: Clayton, (Johnston County) NC
- Grades Served: K-12
- Projected Enrollment: 1,800
- Opening Year: August 2022

- **Bonnie Cone Leadership Academy**

- Location: Huntersville, NC
- Grades Served: K-12
- Projected Enrollment: 1,650
- Opening Year: August 2023

### South Carolina Schools

- **American Leadership Academy – Lexington**

- Location: Lexington, SC
- Grades Served: K-12
- Projected Enrollment: 1,925
- Opening Year: August 2023

- **American Leadership Academy – North Augusta**

- Location: Aiken, SC
- Grades Served: K-12
- Projected Enrollment: 1,925
- Opening Year: August 2024

- **American Leadership Academy – Greenville**

- Location: Greenville, SC
- Grades Served: K-12



- Projected Enrollment: 1,925
- Opening Year: August 2024

### **Arizona Schools**

- **American Leadership Academy – Virtual**

- Location: Arizona
- Grades Served: 7-12
- Opening Year: August 2021

- **American Leadership Academy – Applied Technologies**

- Location: Mesa, AZ
- Grades Served: 9-12
- Projected Enrollment: 2,400
- Opening Year: August 2022

- **American Leadership Academy – West Foothills**

- Location: Glendale, AZ
- Grades Served: K-12
- Projected Enrollment: 2,200
- Opening Year: August 2022

- **American Leadership Academy – Anthem Florence**

- Location: Florence, AZ
- Grades Served: 7-12
- Projected Enrollment: 900
- Opening Year: August 2022

- **American Leadership Academy – North Mesa**

- Location: Mesa, AZ
- Grades Served: K-12
- Projected Enrollment: 2,400
- Opening Year: August 2023

The top 2 performing Elementary schools, on a national level, are ALA Mesa and ALA Gilbert. The top 2 performing K-12 schools are ALA Queen Creek and ALA Gilbert North. However, there is no significant performance gap between these schools and the other schools managed by Charter One.



All Charter One schools perform very well. However, the real story lies at the per capita level. For example, ALA Ironwood is not nationally recognized as a top Charter One school, but its local story is worth telling. ALA Ironwood is a Title I school and vastly outperforms the surrounding schools and the State average.

The success of these schools versus their local LEAs lies within the culture and expectations on campus. Charter One expects all staff and students to adhere to the rules, exemplify the RAISE curriculum, and help others do the same. They believe that changing the self is paramount to influencing those around you, the community, and the world. This is the reason behind Charter One's vision: "Learn. Lead. Change the world!"

**Q93. Describe how the governance structure will be affected, if at all, by the EMO/CMO, and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO.**

The governance structure will not be affected by the EMO. The Board of Directors are entirely independent from the EMO. The Board is a governing board of the charter school and has contracted with Charter One for purposes of managing and operating the school to execute the Board's decisions within the confines of the EMO Agreement. The Board recognizes that it holds the charter and is ultimately responsible for the academic and financial performance of the school, not the EMO.

**Q94. Provide a description of the relationship that will exist between the charter school employees and the Management Organization.**



The Board understands that the State of North Carolina grants the charter to the Board of Directors. It is responsible for the governance and oversight of the school. The Board will set up measures to monitor the financial and academic performance of the school. It has entered into a contract with Charter One to hire the Director and to operate the school. All Board members will be active participants in the oversight of the school. Our “why” and reasoning remains constant. The Board strives to provide parents with the Educational Freedom to select the best educational setting for their students.

The School Director will be a paid employee of Charter One but approved by the Board of Directors. The School Director is then responsible to Charter One as its employee to ensure the management practices are implemented. This relationship will ensure that the employees are fulfilling the Board and the EMO’s mission, vision, values, and goals.

All teachers, staff, aides, and other employees of the charter school will be employed by the Board of Directors. The School Director will recruit and recommend candidates to the Board for hire. The Board will approve employee contracts.

**Q95. Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO, and if necessary, terminate the contract without significant obstacles.**

The Board will evaluate Charter One annually. This includes an evaluation of the academic and financial performance of the school. The EMO Agreement is for a term of 10 years. However, Article 7.4 of the EMO Agreement also states: “Either party may terminate this Agreement prior to the end of the Term, with or without cause, by providing the other party with at least ninety (90) days’ prior written notice.”

The Board will also utilize a ‘dashboard’ of metrics that will be updated monthly. This will show the overall health and trajectory of the school. This will include enrollment, staff and student attrition, financial metrics, reporting compliance to the Authorizer, and internal academic benchmarks, and other academic data. This will allow the Board of Directors to measure the progress towards the annual performance outcomes.

**Q96. Is the facility provided by the EMO/CMO?**

Yes

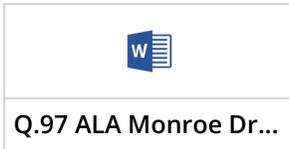


No

**Q97. Attach Appendix A4.2 Facility Buyout Agreement, if applicable**

Draft facility lease is provided.

**Applicant Evidence :**



Uploaded on **4/28/2022**  
by **Michael Way**

**Q98. List the fund balance and surpluses for each school managed by the EMO/CMO over the last three years in North Carolina.**

The fund balance and surpluses for each school managed by the EMO/CMO over the last three years in North Carolina are shown in the attached table.

**Applicant Evidence :**



Uploaded on **4/27/2022**  
by **Michael Way**

**Q99. Attach Appendix A4.3: EMO/CMO Financial History Provide as Appendix A4.3 the financial history and statements of the EMO/CMO over the last three years. Specifically, if contracting with an EMO, provide confirmation that the EMO is in good standing by providing bank statements from the prior three years.**

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

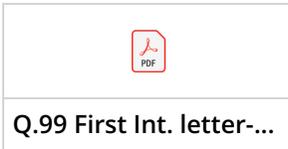
Total Files Count: 6



**Applicant Comments :**

Attached is a certificate of good standing provided by Charter One's financial institution. The financial history for Charter One LLC was submitted with the 2018 charter application for Wake Preparatory Academy. Charter One was approved by the State Board of Education to operate as an EMO in the State of North Carolina.

**Applicant Evidence :**



Uploaded on **4/27/2022**  
by **Michael Way**

**Q100. Attach Appendix A4.4: IRS Form 990** Provide as Appendix A4.4 the IRS Form 990 (or equivalent documents if the organization does not file a 990) for the prior three years

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

**Applicant Comments :**

Charter One is a limited liability corporation and does not file a Form 990 with IRS. The Charter One structure is that of a partnership and is a disregarded entity for tax purposes. See attachment in previous question for documentation of good standing. Additionally, please see Charter One's submission with Wake Preparatory Academy's charter application for financial viability.

**Applicant Evidence :**



Uploaded on **4/27/2022**  
by **Michael Way**



2022 NC CHARTER APPLICATION  
NC Public Charters





## 8. Mission Purposes, and Goals

### 8.1. Mission and Vision

The mission and vision statements, taken together, should:

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

**Q101.** Please state the mission statement of the proposed charter school (35 words or less)

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

ALA-Monroe's mission is to provide the best educational experience, to as many students as possible, in a moral and wholesome environment.

**Q102.** Please state the vision statement of the proposed school.

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



ALA Monroe's vision is "Learn. Lead. Change the World!"

We chose to adopt Charter One's vision of "Learn. Lead. Change the World!" because of its inherent meaning. It demonstrates especially what we will accomplish as a board, and as a school, if we are achieving our mission. Students will learn how to think, how to lead, and how to influence others positively. Students will apply what they have learned in their homes, the school, and the community, thus proceeding to change the world for the better.

### **Learn**

Students, faculty, and administration will always seek to better understand, and become fluent in the content. Learning is the foundation of growth and success. If we want to become better leaders, we must become better learners. This step involves acknowledging that there is always more to learn from yourself and others. Learning is a precursor to leadership.

### **Lead**

Students, faculty, and administrators are expected to be leaders at ALA-Monroe. Administrators and faculty follow the same rules as the students, no exceptions. We lead by example. We expect all to adhere to and demonstrate the principles we espouse. Our students will practice leadership every day by implementing and adhering to the RAISE (Respect, Accountability, Integrity, Service, and Excellence) curriculum and will demonstrate these values at all times while on campus. These leadership values will prepare our students and faculty to be leaders at home, on their sports teams, in their communities, in civics, in college, in their careers, and beyond.

### **Change the world!**

When one of our students chooses to truly live up to these values, and that same student influences ten others by their example in their lifetime, the ripple effect could be immeasurable. When ten of our students do the same, the influence is tenfold or more. When our full enrollment goals are reached, our students have the power to change the world. The mission and vision are connected by providing students with the tools they need to learn, lead, and change the world. The Board will know it is achieving its mission when ALA-Monroe becomes a top performing school in Union County.

**Q103. Educational Need and Targeted Student Population of the Proposed Charter School Provide a description of the Targeted Population in terms of demographics. In**



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your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Additionally, how it will reflect the socioeconomic status of the LEA, SWD population, and ELL population of the district? See G.S. 115C-218.45(e) ([https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter\\_115C/GS\\_115C-218.45.pdf](https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter_115C/GS_115C-218.45.pdf)).



Like all Charter One managed schools, ALA-Monroe is a school for all students and is expected to thus mirror the local LEA's student demographic data. However, due to the size and differentiation across Union County as a whole, we have provided a description of not only the local LEA in which ALA-Monroe will be located, but also a more targeted area limited to the Town of Monroe and surrounding area, where we anticipate the school to be located.

The local LEA is Union County Public Schools (<https://www.ucps.k12.nc.us/domain/3767>) (UCPS). They currently serve approximately 41,000 students (12.1% Black, 56.8% White, 20% Hispanic, 11.1% Other (<https://www.ucps.k12.nc.us/domain/3767>)). The following is demographic data according to the Town of Monroe's most recent assessment: 25.8% Black, 66.7% White, 4.3% Other (<https://worldpopulationreview.com/us-cities/monroe-nc-population>). While ALA-Monroe will strive to reflect the demographics of the local LEA, we anticipate that our school will more closely mirror that of Eastern Union County, more specifically, Monroe. Furthermore, UCPS reports having 22.8% of their student body participating in their Free and Reduced Lunch Program. We predict percentage to be higher at our school. ALA-Monroe will seek students in the area and open as a K-8 on day one. UCPS students represent a broad range of diversity and our school will strive to reflect this. We expect students from all backgrounds and we have selected curriculum and supplemental programming that recognizes the diverse learning abilities that attend this expectation. We will apply for the NC ACCESS grant, if available, and actively recruit educationally disadvantaged students. Our curriculum is proven to work with all students, regardless of socioeconomic status, SWD populations, or ELL populations.

Based on historical data from other Charter One managed schools, we anticipate a slightly higher than average population of SWD, ELL, and students participating in the Free & Reduced Lunch Program, than that of the local LEA. As such, we plan to prepare for the added expenses in academics, transportation, and other services that this may bring. UCPS student body encompasses approximately 11.7% SWD and 9.3% ELL. ALA-Monroe is projecting to enroll 12% SWD and 14% ELL. ALA-Monroe anticipates a slightly higher ELL population due to our choice to utilize a weighted lottery. Charter One has assisted Bonnie Cone Classical Academy, Bonnie Cone Leadership Academy, ALA-Johnston, and Wake Preparatory Academy in the application and awarding of the NC ACCESS Grant.

**Q104. What are the enrollment trends and academic performance outcomes of surrounding schools in the selected community? What elements of your educational model will meet the needs of your target student population?**



**Enrollment:**

We are targeting our enrollment in Union County, specifically near the Monroe, NC area. Since the census data in 2010, Union County's population has increased by 24.66% (<https://worldpopulationreview.com/us-counties/nc/union-county-population>), and continues to grow at a rate of 1.63% annually. Based on our interest list, not only is there great potential in this area, but there is a demand for it. However, as you can tell from the attached Table, and from UCPSS's data, the traditional public schools in and around the Monroe area have experienced approximately 8.2% decrease of student enrollment since 2018. While this decrease in student enrollment may be attributed to the COVID-19 Pandemic, there is still cause for concern, as we know, the Monroe area has and will continue to grow. The fact that traditional public schools have recently seen a dip in enrollment should not be an argument against ALA-Monroe. During the same years and during the Global Pandemic, Charter One managed schools across the board have seen an increase in student enrollment. With this historical data and the school's interest list continuing to climb, we are confident in our ability to fill this school.

**Academic Performance:**

As demonstrated by the attached table, the school performance of the closest LEAs is based on academic data from 2018 and 2019 due to the suspension of student testing accountability. Six of the local elementary schools were given a "C" or "D" grade. In 2019, 2 elementary schools did not meet growth. Local middle schools had the following letter grades: only one middle school had a grade consistently higher than a C.

We believe we can assist the local area providing school choice to all students, increasing student performance, and expanding the educational experiences for all students. As demonstrated by other Charter One schools, they consistently outperform the local LEA and state averages. Whether the schools are Title I, low-socioeconomic, or upper socio-economic, Charter One schools remain consistent and perform well. We have full confidence that the RAISE Leadership Curriculum, adherence to the Core Knowledge Sequence with fidelity, and the cultural focus of the school will increase student achievement across all grade levels. The educational model will offer students in the area an additional choice for a moral and wholesome approach to education. By utilizing the Core Knowledge sequence in the elementary and middle schools, the students will be granted an educational offering unique to Charter One schools. As ALA-Monroe will be the only Charter One school in Union County, it is already a unique choice offering to the local families.



**Applicant Comments :**

Please see attachment.

**Applicant Evidence :**



Q.104 Monroe LEA G...

Uploaded on **4/29/2022**

by **Michael Way**

**Q105. What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA in grades 9-12).**

Total projected enrollment in year one is 450 for grades K-8. By year four, the K-8 enrollment number will increase to 1,100. Since ALA-Monroe will be a K-8 our ADM percentage compared to that of the local LEA is 3.9% (1,100/28,000(K-8)). ALA-Monroe will also draw from Mecklenburg, Anson and other counties.

**Q106. Summarize what the proposed school will do differently than the schools that are now serving the targeted population. What will make this school unique and more effective than the currently available public-school options?**



American Leadership Academy-Monroe (ALA-Monroe) is a classical education model. Our classical approach utilizes the Core Knowledge sequence and will use the Singapore math strategies (i.e. Eureka math). By utilizing Charter One's proprietary and innovative leadership curriculum (RAISE), students will learn leadership skills such as self-discipline, goal attainment, and how to inspire others. Regarding our RAISE curriculum, students from grades K-8 will be exposed to wholesome principles each day, which will teach them how to properly treat others and themselves, while instilling an internal sense of their importance of a strong work ethic. These are critical skills and competencies that are needed in a world driven by innovation and constant change. Students will be encouraged to apply these values to their academic experience, but more importantly, students will commit to utilizing these newfound values as leaders in their homes and communities.

ALA-Monroe plans to award high school credit for approved courses taken in middle school. Elective courses will be tailored to the interests and needs of the community. This approach allows ALA-Monroe to be flexible to the ever-changing economic demands for the upcoming workforce and college student populations.

Additionally, ALA-Monroe will be a school of choice offering competitive sports and arts programs to our middle school students. One of the many benefits of working with Charter One is their proven ability to offer "the best educational experience." We believe that to create the best educational experience for students is to provide them with as many educational experiences as possible, which include competitive sports (football, basketball, baseball, volleyball, etc.), fine arts (theater, choir, band, dance, etc.), and clubs (photography, debate, politics, sports, etc.) in addition to a high-quality, classical academic program.

**Q107. Describe the relationships that have been established to generate support for the school. How have you assessed demand for the school? Briefly describe these activities and summarize their results**



Demand for this school is the principal reason for this application. There is both need and interest in Union County, especially surrounding the Monroe area. Members of the Board and the managing company are well connected to this community and have a thorough understanding of the need for school choice in this area. We have found that the continuity of a K-8 model is of most importance to the local Union County residents. There are five existing charter schools in Union County, some with significant waiting lists. We believe all families deserve choice for their children and ALA-Monroe will be able to satisfy this demand.

We have primarily used a website landing page (<https://www.alaschools.org/monroe-learn-more>) and social media to generate interest in ALA-Monroe. We have Facebook page and have utilized Facebook ads (with links to the website information page, and interest list) to provide information to the community. Those who click the Facebook ad are then taken to our landing page.

**Q108. Attach Appendix A: Evidence of Community/Parent Support.**

- Provide evidence that demonstrates parents and guardians have committed to enrolling their children in your school.
- You must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school.
- (Please do not provide more than one sample survey form).

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

Total Files Count: 5

**Applicant Comments :**

Attached is a report showing results from our digital marketing efforts for ALA-Monroe. We have deployed a multi-pronged advertising approach that includes social media (organic and paid) on Facebook, Instagram, and Google. Further, we are executing robust search engine optimization strategies and community relations that augment our digital advertising efforts. As American Leadership Academy has earned a well-known and respected reputation and charter school brand across the county, word of mouth has also helped favorably support interest for the school. These tactics have resulted in approximately 337 parents that have expressed interest over just the past few months for their child to attend ALA-Monroe.



Applicant Evidence :



Q.108 Monroe chart...

Uploaded on **4/28/2022**

by **Michael Way**

## 8.2. Purposes of the Proposed Charter School

Q109. Select one or more of the six legislative purposes the proposed charter will achieve, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations. The Six Legislative Purposes of a Charter School are:

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

Applicant Comments :

ALA-Monroe expects to meet all Six Legislative Purposes.

Q110. Provide a brief narrative to coincide with each applicable legislative purpose(s).



1. ALA-Monroe will offer numerous new and unique opportunities for teachers in the greater Monroe area. Teachers, including beginning teachers, are given leadership opportunities that not only shape their classroom, but the school and community. Each grade level will be supported by a Beginning Teacher Support Coach, to improve the teaching styles, leadership approaches, and overall success of each classroom. Teachers at ALA-Monroe will improve no matter their experience level. Our NC ACCESS Grant opportunity will focus heavily on professional development.
2. Competition improves the performance of all schools. ALA-Monroe has a top 10% performance goal. ALA-Monroe will not only be held accountable for its ability to meet measurable achievement results, but will also hold surrounding schools (no matter their designation of public or private) accountable. If ALA-Monroe does not meet its achievement results, the parents are free to either not enroll their student(s) in ALA-Monroe or pursue another option. Similarly, if the surrounding schools are not delivering on their achievement results, ALA-Monroe will be an additional option for those students to attend.
3. ALA-Monroe provides a high-quality choice to parents by providing a classical approach to education in the greater Monroe community.
4. Student learning will be improved at ALA-Monroe because of its unique, family-focused model: a moral and wholesome environment which minimizes distractions to foster attention and focus. Our classical model will utilize a Socratic approach, encouraging students to think quickly and critically. Our students will receive a consistent education experience by remaining in the same system for their entire K-8 education.
5. ALA-Monroe increases the learning opportunities for all students in the community from grades K-8. ALA-Monroe will implement a weighted lottery providing preference for educationally disadvantaged students. Academically gifted students will be afforded the opportunity to accelerate their learning.
6. Our classical approach to education offers a distinctive experience to all involved including our teachers. The Socratic approach encourages teachers to ask inspired questions which require students to think critically, thus learning more effectively. This approach is utilized by law schools across the country because of its ability to train the human mind to use the information it has acquired, analyze the information, and draw reasonable conclusions. Teachers are expected to adapt their teaching style to help students truly learn the material rather than merely memorizing it.

### 8.3. Goals for the Proposed Charter School

Q111. Provide specific and measurable goals for the proposed school for the first 5 years



of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.

American Leadership Academy-Monroe has set specific performance goals to encourage continuous school improvement. The School Director and Charter One will be responsible for periodically reporting progress toward measurable goals to the Board of Directors. We have identified specific areas of assessment and included a goal for each.

**Operations Goal:** ALA-Monroe will operate effectively as measured by:

1. Staff/Parent/Guardian satisfaction surveys
2. Annual Staff/Student retention data

**Academic Goal:** Students will exceed overall proficiency scores of students from the Local Education Agency (LEA) and within the State of North Carolina by at least five percent as measured by:

1. Benchmark Assessment Data
2. NC EOG Growth Assessment data
3. NC EOG and EOC Tests and the NC Accountability Model
4. ACT scores
5. Graduation rate

**Governance Goal:** Board members will be actively involved in the school governance and continue to increase knowledge as measured by:

1. Regularly scheduled board meeting minutes and attendance (>90% attendance)
2. Participation in board trainings and orientations
3. Attendance at significant school and community programs

**Financial Goal:** ALA-Monroe will operate within a budget and maintain a 5% yearly surplus to build a reserve fund as measured by:

1. Monthly and annual budget reports
2. Financial audit reports
3. Budget surplus amounts

**Q112. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?**



The governing Board will know that ALA-Monroe is working toward attaining their mission "to provide the best educational experience, to as many students as possible, in a moral and wholesome environment" by:

Academic:

1. The Board will review formative assessment results three times per year. The Board will review summative assessment results annually.

Governance:

1. In addition, the Board will require regularly scheduled operations updates from the School Director and Charter One highlighting the progress of certain administrative or committee projects and assignments. The Board will conduct an evaluation of the School Director and EMO on an annual basis. Lastly, the Board will establish and monitor a multi-year strategic plan, modifying as necessary and measuring progress.

Financial:

1. Review of monthly financial reports

Operations:

1. Review and address parent and teacher surveys
2. Review student retention data
3. Review teacher retention data



## 9. Educational Plan

### 9.1. Instructional Program

Q113. Provide a detailed description of the overall instructional program of the proposed charter school, including:

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



## Instructional methods

ALA-Monroe infuses moral and wholesome leadership principles into an academic curriculum that facilitates student achievement. This approach will prepare students to successfully graduate from high school and be prepared for college and their careers. Each aspect of our instructional program promotes student ownership of the learning community, kindles a love for learning, provides cultural literacy, enhances social skills, and instills a moral and wholesome character. This will prepare students to be leaders in their high schools, on college campuses, in professional organizations, in their community, and in the world.

ALA-Monroe utilizes the Core Knowledge Sequence to build cultural literacy, coupled with Classical Education tenets to provide a solid foundation for academic learning. Classical Education, from a research perspective, is most closely aligned with Cognitivist learning theories. These theories assume that children regenerate knowledge and meaning through sequential development of an individual's intellectual reasoning abilities, such as the mental processes of recognition, recall, analysis, reflection, application, creation, understanding, and evaluation. The Cognitivists' (e.g. Piaget, Bruner, Vygotsky) learning process is adoptive learning of techniques, procedures, organization, and structure to develop an internal cognitive structure that strengthens the brain. The learner requires assistance to develop prior knowledge and integrate new knowledge. Thus, the Classical approach will provide students at ALA-Monroe with the foundational knowledge they will need to achieve academic success.

At ALA-Monroe, we view the purpose of education as developing conceptual knowledge, techniques, procedures, and problem-solving using Verbal/Linguistic and Logical/Mathematical intelligences. ALA-Monroe will focus on teaching methodologies that enhance learning opportunities such as direct instruction, cooperative learning, and inductive reasoning. Each of these methods allows for teachers to build cultural literacy as well as to support students in their sequential development. Direct Instruction will remain a key method throughout the student's experience at ALA-Monroe.

Another method of instruction that will be utilized at the secondary level is inquiry-based instruction (Socratic). Research demonstrates that Socratic instruction has substantial advantages in the classroom. Students will have the opportunity to develop problem-solving and reasoning skills through concrete, hands-on science activities that form inquiry-based instruction. The National Science Education Standards advocate the use of inquiry teaching, using such methods as posing questions, examining data, planning investigations, collecting and interpreting data, and proposing explanations (Varma et al., 2009).



### **Assessment strategies**

Student performance will be evaluated regularly through a variety of assessments. Universal screeners will be utilized to identify students at risk and evaluate program effectiveness and student growth throughout the year. Formative and summative assessments will be required. ALA-Monroe will comply with state testing requirements.

ALA-Monroe will use formative assessments such as Core Knowledge assessments and Illuminate. Teachers will utilize data from these assessments to identify gaps in learning and to develop individual learning plans.

ALA-Monroe will administer beginning of year and end of year reading assessments to third graders. ALA-Monroe will administer summative EOG and EOC assessments (for high school courses taken by students in grades 7 & 8).

Assessment data will be reviewed by PLC teams and administrators. Results from the assessment data will be compared and utilized to determine the effectiveness of curriculum and instruction. Adjustments to both curriculum and instruction will be made according to the trends that may be present.

ALA-Monroe will provide information to parents and students in regard to its assessment plan and performance on assessments. Parents and students will be made aware of ALA-Monroe's performance on the state assessment through the school website as well as marketing materials. The performance of individual students on assessments will be shared with students and their parents. Charter One will assist the School Director in training all necessary stakeholders such as Governing Board members, teachers, and leadership in ALA-Monroe's assessment plan.

### **How does this instructional program and model meet the needs of the targeted student population?**

Charter One has a proven academic record. All schools in operation for more than two years are rated at a B or higher. The educational plan has demonstrated success regardless of socioeconomic status or special learning needs. Core Knowledge is a proven educational program developed by Dr. E.D. Hirsch that is built upon ensuring all students gain the same background knowledge. Dr. Hirsch believes that if you want to teach students how to think, you have to give them something to think about. Using the Core Knowledge Sequence, students receive instruction in reading, science, and social studies. This curriculum is both deep and wide in its approach to learning, calls for cross-curricular teaching and builds on prior knowledge, encouraging teachers to disseminate the content



through instructional methods that meet the developmental needs of their scholars.

Alongside rigorous core-subject curricula, ALA-Monroe will implement electives, including PE, Art, Music, and foreign language to ensure that our students have the opportunity to learn about and immerse themselves in other world perspectives. We have previously mentioned our RAISE curriculum to provide the best educational experience.

**Q114. Will the proposed charter school serve a single-sex student population?**

- Yes
- No

**Q118. Curriculum and Instructional Design Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.**



In grades kindergarten through eighth there will be approximately 25 students per class. Through student engagement, students buy-in to the RAISE values, and inquiry-based instruction, these class sizes will help attain the goals we have established.

In the elementary, classroom teachers will teach the core subjects of science, social studies, math, and reading. Enrichment activities (art, music, PE, and foreign language) will be taught by specials teachers.

In middle school, we will use a departmentalized model. Subject matter teachers will teach core and elective classes. Middle school students will have the opportunity to earn high school credit.

ALA-Monroe will combine academic excellence and character development to create an exceptional educational experience. We do this through focusing on instilling RAISE Leadership values of respect, accountability, integrity, service, and excellence, and a classical academic curriculum to prepare our students to be productive leaders in their communities.

ALA-Monroe will be a moral, wholesome, positive, and clean environment to allow students to learn, explore, and reach their individual potential. Teachers and staff are driven by a moral and ethical approach to create a learning environment where teachers can teach and students can learn. We believe that all students need a rigorous, structured, and exceptional educational experience. By fully developing the mind, body, and spirit of the students, they will become more productive citizens in the community.

**Q119. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model. Provide evidence that the chosen curriculum has been successful with the target student population, how the plan will drive academic improvement for all students, and how it has been successful in closing achievement gaps.**



American Leadership Academy-Monroe will use the Core Knowledge Sequence as its guiding curriculum K-8, while aligning with the NC Accountability Model. The Core Knowledge Sequence, with Singapore math strategies (i.e. Eureka), meets or exceeds the guidelines set forth by the NC Accountability Model. If an exact alignment does not exist, ALA-Monroe's administration and teachers will create or supplement the curriculum with the assistance of Charter One professionals to ensure alignment. The principles found in the Core Knowledge Framework as well as in the Classical Approach will be utilized as a guide for curriculum choices for grades 6-8.

Research has shown that primary reading instruction in grades K-3 is critical to reading mastery at a later age. However, notable research-based practices illustrate that reading instruction must continue after the primary grades as text and content increase in difficulty. The idea that all teachers are "reading teachers" is more than a mantra, is essential. Utilizing CKLA and the Core Knowledge Sequence provides students with the foundational skills and knowledge they need to achieve success in the middle and high school levels.

Traditional education seeks to understand humanity through classical sequencing and exploration of great literature, debate, and contemplation. The Core Knowledge Sequence supports a traditional education pedagogy by providing a classical structure for knowledge acquisition during the grammar phase and into the logic phase. The Core Knowledge framework carefully constructs content to build upon previous knowledge, avoid repetition, and provide focus. Core Knowledge doesn't explicitly require adherence to a certain methodology of instruction. However, Dr. E.D. Hirsch, the founder and chairman of the Core Knowledge Foundation, outlines the teaching methods that have been proven to deliver the best learning outcomes. He suggests Explicit (or Direct) Instruction be the primary method of content delivery and supplemented with Socratic Instruction and discussion. ALA-Monroe will utilize this proven method of teaching to get the desired academic results.

The most significant source of support for explicit instruction comes from Project Follow Through. Project Follow Through ran from 1967 through 1977 and remains to this day the nation's largest educational research project ever to be conducted. The study followed over 200,000 children through 22 different models of instruction and found "students who received Direct Instruction had significantly higher academic achievement than students in any other programs."

The key to explicit instruction is ongoing interaction and communication between the students and the teacher (Rupley, Blair, & Nichols, 2009). Only then can students learn to comprehend, understand, and interact with written text. When achievement in word study has been achieved, instruction is augmented to evenly integrate grammar and syntax, creative and organizational



composition skills, and vocabulary development.

The Math curriculum aligns with North Carolina standards, but there are major differences in the delivery compared to standard American teaching methods. Traditionally, about 30 math concepts can be covered in one year using a spiral approach, which introduces concepts and revisits them with added complexity. This method does not expect immediate mastery, leaving some students bored when a concept is revisited, and moving on before its fully grasped by other students. If a concept is not fully internalized, its understandably difficult for a student (or his teacher) to pick up exactly where his progress halted.

In contrast, Singapore Math strategies (i.e. Eureka) cover 10-14 concepts a year, stay with each concept for 2-3 weeks, and expect mastery before introducing a new lesson. This approach understands that there are multiple learning styles, and ELL students will benefit from the programs clear and simple explanations of math concepts. With fewer topics and more time to thoroughly learn them, the program's detailed instruction, questions, problem solving, and visual and hands-on aids (blocks, cards, and bar charts) ensure that students master the material.

The Charter One educational model has proven success in closing achievement gaps.

**Q120. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve.**



American Leadership Academy-Monroe will use Explicit (or Direct) Instruction as our primary method of content delivery. To this end, the professional development will be provided to ensure teachers are properly implementing this instructional model. Decades of research on teaching and learning has supported the use of Explicit Instruction and its benefits among all types of learners. The elements of Explicit Instruction as developed by Anita Archer and Charles Hughes include:

- (1) Focusing instruction on critical elements
- (2) Sequencing skills logically
- (3) Breaking down complex skills and strategies into smaller instructional units
- (4) Designing organized and focused lessons
- (5) Beginning lessons with a clear statement of the lesson's goal and your expectations
- (6) Reviewing prior skills and knowledge before beginning instruction
- (7) Providing step by step demonstrations
- (8) Using clear and concise language
- (9) Providing an adequate range of examples and non-examples
- (10) Providing guided and supported practice
- (11) Requiring frequent responses



- (12) Monitoring student performance closely
- (13) Providing immediate affirmative and corrective feedback
- (14) Delivering the lesson at a brisk pace
- (15) Helping students organize their knowledge
- (16) Providing distributed and cumulative practice

Charter One's network of schools has sufficient data indicating that these 16 elements are key to effective instruction in grades K-8 regardless of the student's background or proficiency. The use of Explicit Instruction is simply putting into practice time-proven effective habits of teaching and learning, which allow for students to master grade-level as well as accelerated content.

The Explicit Instruction method allows for teachers to gather immediate data on student mastery through frequent student responses. Information gathered from these student responses is used to differentiate instruction in real time by providing affirmative and corrective feedback and determining the level of supported practice that is needed. Differentiated instruction will also be provided to students using information gathered through a child's 504 Plan, Individualized Education Plan (IEP), and/or through in-class and benchmark assessments.

Teachers will directly question students to help them identify and comprehend problems and solutions (The Socratic Method). Teachers will use primary source documents such as letters, diaries and memoirs to bring history to life and provide insight and understanding to historical events. Standards of excellence represented in respect, accountability, integrity, service, excellence, knowledge, judgment, citizenship, cooperation, courage, honesty, perseverance, and responsibility as the guiding standards of behavior will be displayed throughout the school. Students will be taught study skills such as time management, note-taking, organizing, and outline and research methods.

These methods will help provide students with a rigorous and comprehensive education that



challenges and encourages them to excel in both learning and character. Assessment data will be used to ensure that students will have the same background knowledge to ensure success.

**Q121. Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion.**

The goal of assessments at ALA-Monroe is to ensure student readiness to transition from grade to grade and to the next grade span upon program completion.

Student learning is assessed in all core subjects as each student progresses from Kindergarten through the 8th grade. The NC Accountability model will be the foundation of ALA-Monroe's assessment model. In conjunction with the NC mandated testing, our internal assessment system is a comprehensive set of assessments, both formative and summative to capture as many aspects of each student's learning as possible. The effectiveness of the curriculum is measured by the student achievement of the specific measurable objective. Teachers will evaluate both proficiency and growth data.

Our students are expected to demonstrate at least one year's growth by the end of each academic year. Our classical approach will build upon foundational content and skills in the early grades to implement more complex inquiries and learning strategies in the upper grades. This approach is designed for student academic success at each grade level. Our program is designed to ensure that as our scholars progress on to high school.

Implementation of our Multi-Tiered Support System ("MTSS") will provide appropriate interventions for students identified as being "at risk." Students who fall behind will be provided with the necessary interventions to recover any proficiency gaps before transitioning to the next grade level.

The School Director makes the final decision regarding promotion and retention.

**Q122. Describe in a brief narrative how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.**



American Leadership Academy-Monroe will use a traditional academic calendar. The proposed calendar has been designed to provide students with the opportunity to learn content included in the school's curriculum while also providing instructional staff with the support and professional development time that they need to grow as educators. The calendar meets the number of hours required by the state. The calendar reflects the school's commitment to academic excellence by including 1,025 hours of instruction. ALA-Monroe's calendar may align its calendar with the local LEA to accommodate families who may have students in both systems.

This calendar, which outlines both the learning opportunity for students as well as the professional development opportunity for teachers, is intended to align with our mission of placing each student on the path to college readiness and support the school as it works to build the desire for life-long learning using framework of the classical curriculum.

**Q123. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning.**

The proposed schedule for Kindergarten – 8th Grade will begin at 8:00 AM and dismissal at 3:00 PM. There will be at least 360 instructional minutes per day for all grade levels. These times are subject to change based on traffic impact analyses for the local community and NCDOT. For grades K-8, approximately 160 minutes will be dedicated per day to CKLA for Language Arts, science, and social studies. Approximately a 90-minute block per day will be dedicated to Math instruction. Middle School grades may operate on a 7-period day, with approximately 50 minutes per class period.

This schedule is optimal for student learning because it allows for sufficient instructional time in core subjects while also allowing students to pursue expanding student learning opportunities. This includes honors, fine arts, world languages, business, sciences, technologies, and CTE course offerings.

**Q124. Describe a typical day for a teacher and a student in the school's first year of operation.**



As a Board, we know the importance of setting the school culture during the first year and the challenges that provides. The first year of operation for any school is critical in establishing a culture of learning and acceptance. ALA-Monroe is no exception. We are thrilled, to partner with Charter One who has a successful history in opening K-8 and K-12 campuses across North Carolina and the country. They do this by having clear expectations for staff and students and invest heavily in their RAISE (character based) curriculum. Establishing clear expectations and teaching the RAISE curriculum with fidelity, ensures the school's cultural success.

From an academic and operational perspective, the elementary school day's morning hours will be devoted to CKLA, with integrated content from the sciences and social studies. Active engagement in learning will be encouraged with best instructional practices to make learning intriguing and exhilarating, such as direct and inquiry-based instruction. Writing is an essential component of English/Language Arts and skills will be applied across the academic spectrum. Recess and elective course offerings such as art, music, foreign language, and physical education offer subject learning and enrichment opportunities for the students and will support and enrich the Core Knowledge curriculum. Elementary students may participate in after school activities such as sports, clubs or tutoring through an approved after-school program provider.

For middle school grades, the ELA instruction may include approximately 30 minutes of teacher-led reading from classical literature with the teacher and students taking turns reading aloud. During the last 20 minutes the students tie previous knowledge to the newly read material and make connections across the curriculum. The remaining time is spent with a teacher-led discussion (Socratic method) with students practicing rhetoric and logic. Students will learn to form opinions from reading classical literature and supporting their ideas.

**Q125. Will this proposed school include a high school?**

- Yes
- No

**Q131. Attach Appendix B: Curriculum Outline per Grade Span (for each grade span the school would ultimately serve). One sample curriculum outline (in graph form) in the Appendices for one core subject (specific to the school's purpose) for each grade span the school would ultimately serve.**



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

Total Files Count: 5

**Applicant Comments :**

Please see the provided, sample curriculum outline (in graph form) for one core subject (specific to the school's purpose) for each grade span that ALA-Monroe will ultimately serve.

**Applicant Evidence :**


Q.131 Curriculum O...

Uploaded on **4/29/2022**  
by **Michael Way**

**Q132. Attach Appendix D: Yearly Academic Calendar (minimum of 185 instructional days or 1,025 hours)**

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

**Applicant Comments :**

Please see the attached Yearly Academic Calendar.

**Applicant Evidence :**


Q.132 Academic Cale...

Uploaded on **4/29/2022**  
by **Michael Way**

**Q133. Attach Appendix E: Daily and Weekly Schedule Provide a sample daily and weekly schedule for each grade band (K-5, 6-8, and 9-12) the school ultimately plans to serve.**

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

Total Files Count: 15



**Applicant Comments :**

Please see the attached sample daily and weekly schedule for grades K-8.

**Applicant Evidence :**


Q.133 SAMPLE Mast...


Q.133 SAMPLE 7-8 B...

Uploaded on **4/29/2022**  
by **Michael Way**

Uploaded on **4/29/2022**  
by **Michael Way**

## 9.2. Special Populations and "At-Risk" Students

Q134. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students.



American Leadership Academy-Monroe will utilize the MTSS process to identify and meet the learning needs of students who are performing below grade level. The MTSS Implementation Guide (<http://www.livebinders.com/play/play?id=2052295> (<http://www.livebinders.com/play/play?id=2052295>)) provided by the North Carolina Department of Public Instruction as the basis for MTSS implementation.

ALA-Monroe will employ two sets of teams to support all students. First, each teacher will be part of a Professional Learning Community (PLC) where they will work with a team to use student data to inform their teaching and to identify students who are and are not meeting standards. Second, the school will have a MTSS team as appointed by the School Director, which will be responsible for supporting teachers and students through Tier 2 and Tier 3 of MTSS. The MTSS team will be responsible for reviewing school-wide data to support teachers in identifying students who need additional interventions, supporting teachers through the MTSS process, developing MTSS plans, and providing professional development as necessary. This team will also be responsible for ensuring that students who may have a disability are referred to the EC team for screenings and/or consideration of an evaluation for special education services.

All students at ALA-Monroe will be provided additional supports through explicit instruction in areas of need during dedicated intervention/extension times built into the school schedule. This may include reading instruction from a reading specialist, math intervention and/or social skills groups. The intervention block may also be used for “walk to read” and “walk to math” where students from a particular grade are grouped based on data and move to remediation or enrichment.

Interventionists, such as the reading specialist and instructional paraprofessionals may support grade-level teams to form smaller grouping of students during this time period to ensure students who need Tier 2 interventions are supported appropriately. Students in Tier 3 will receive core instruction, Tier 2 interventions and additional intervention through Tier 3, which will be provided by an interventionist such as the reading specialist, an EC teacher or other specialist.

All instructional staff at ALA-Monroe will be trained in the MTSS process. This training will cover the purpose of MTSS, the process including how students are identified and how they might move through the tiers and different times, and what data should be collected throughout the process. Staff training will occur prior to the start of the school year and again during the first professional development day of the school year. The MTSS team will offer on-going professional learning as it becomes necessary or as it is identified through PLCs.

Any student who requires additional support through the MTSS process will have a MTSS



intervention plan developed by the student's teacher and the MTSS team. This plan will include specific goals for improvement in the areas identified. Teachers and anyone else providing the intervention to the student, will track the student's progress as defined by the goal. This data will be used to assess students' progress toward their MTSS intervention goals.

**Q135. Describe the extent to which one or more of the founding board members has experience working with special populations (students with disabilities, students with 504 Plans, ELs, students identified as gifted, and students at risk of dropping out). If no founding board members have experience working with special populations, describe the school's pre-opening plan to prepare for special populations.**

ALA-Monroe founding board members are familiar with the requirements of working with students with disabilities, students with 504 Plans, ELLs, students identified as gifted, and students at risk of dropping out. One founding board member has experience in working in early childhood education and another has experience as a board member on other charter school boards. One of the benefits of working with Charter One, is that they have extensive experience in working with students with special needs. They have a strong Exceptional Children's Department with licensed EC professionals on staff in North Carolina that will provide instructional and compliance support for ALA-Monroe.

**Q136. Explain how the instructional plan and curriculum will meet the needs of English Learners (EL), including the following:**

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



American Leadership Academy-Monroe will provide opportunities and interventions for English Language Learners (ELL) to improve their overall language skills and support them in the classroom.

Parents will complete the Home Language Survey (HLS) for each student as part of the enrollment packet. Students identified through the HLS to speak a language other than English, will go through the following process. They will take the WIDA ACCESS-Placement test if the student is in Kindergarten or the first semester of first grade and the WIDA Screener Online if the student is in the second semester of first grade through 8th grade to determine English proficiency. These assessments will be administered within the first 30 days of enrollment. Once assessment results are determined and the student qualifies as Limited English Proficient (LEP), parents/legal guardians will be notified to obtain consent for ELL services. The assessment data will be used to provide feedback to ALA-Monroe's administration for the student's initial placement and the development of the student's individual service plan. The individual service plan will be developed with the input of a variety of stakeholders: parents, teachers, administrators, and the student. Collaboratively, they will determine necessary objectives and goals for the student, based on the placement test data and the North Carolina English Language Proficiency Standards. ELL students will be assessed and have their individual service plans updated annually.

ELL students will be provided supplementary services to ensure their growth as English language learners and to support their core instruction. Through their individual service plans, students could be provided with the following:

- "Pull Out" ELL classes where students receive specific instruction in the English language
- Differentiated instruction in core classes based on their limited English proficiency
- Supplemental texts, modified assignments, and additional resources including ELL textbooks, and English to foreign language dictionaries.
- Additional before/after school tutoring
- Online or Digital Resources to support their knowledge of the English language including Rosetta Stone, Google Translate, and English Central.

EL students will be tested annually to determine their English proficiency. Students will be exited from the program once they are determined to be proficient. Each student in the ELL program will have a portfolio that documents all of their assessment data, individual service plans, and specific interventions and accommodations provided for that student. Ultimately, it is ALA-Monroe's goal to meet the needs of all of our students. Specifically, for our EL students, we understand that the students' native languages, cultures, and histories are valued and are an integral part in developing



the students' second language, sense of pride, and self-esteem.

Qualified staff will be provided to EL students by ensuring at least one teacher has an English as a Second Language qualification and will provide the requisite services according to the student's EL plan. When ALA-Monroe has 30 or more EL students, a dedicated ESL teacher will be hired. ALA-Monroe will utilize state and federal Title III funds to ensure EL students are provided a qualified ESL teacher to oversee the ESL program.

**Q137. Explain how the school will identify and meet the needs of gifted students, including the following:**

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



American Leadership Academy-Monroe uses an assessment system that collects screening information, state assessment data and formative and summative assessment data to create a learner profile for all students. Students who demonstrate advanced academic skills or aptitude based on their learner profile may be referred for further consideration to the Academic or Intellectually Gifted (AIG) program.

The learner profile for students referred for consideration to the AIG program will be reviewed by the School Director, the student's teacher(s), and the AIG teacher. If a student meets the criteria, parent permission for further evaluation will be obtained. Students who demonstrate intellectual aptitude at the 97% percentile or higher will be considered Intellectually Gifted. Students who demonstrate academic achievement 2 or more grade levels above their current grade level in reading and/or math will be considered academically gifted. Students may be intellectually and academically gifted.

In grades K-6, AIG students participate in differentiated instruction in the regular classroom as well as extended learning during the enrichment block, which is built into the daily schedule for all students. Students will work on cross-curricular units that extend beyond the general lessons. This ensures students fully participate in the general core instruction with differentiation and have the opportunity to extend learning on a daily basis.

In addition, students are given opportunities to accelerate if the school and family believe it is in the best interest of the student based on available data. Students may be accelerated an entire grade or for individual subject areas depending upon the individual student's needs. All acceleration decisions will require final approval by ALA-Monroe administration.

Students who are determined to be academically or intellectually gifted at the 7-8 grade levels will have the opportunity to participate in honors classes. All 7-8 AIG students will have a differentiated education plan that will be updated at least annually and will support teachers to appropriately differentiated instruction.

The ALA-Monroe AIG program will be reviewed by the ALA-Monroe administrative team and AIG teachers. The program will be modified as needed to meet the needs of students and families.

### 9.3. Exceptional Children

The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation *Individuals with Disabilities Education*



*Improvement Act (IDEA), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies Governing Services for Children with Disabilities. **All public schools are responsible for hiring licensed and 'highly qualified' special education teachers pursuant to law.** Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.*

**Q138. Identification and Records Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.**

During the enrollment process, the administration will review incoming student records from their previous schools, determining if IEPs or 504 plans exist. Once identified, we will contact the student's parents and previous school to obtain more documentation regarding the IEP or 504. The EC teachers and administration will review the records and coordinate a plan to make sure it is appropriately implemented in the school setting. These teachers will use the Comprehensive Exceptional Children Accountability System or Every Child Accountability and Tracking System (ECATS) to update, revise, and track each individual student's IEP. The administration will designate a staff member as the 504 coordinator who will create, update, and maintain 504 plans for all students with existing plans.

**Q139. Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed. Include how the school will avoid misidentification of special education students.**



American Leadership Academy-Monroe will ensure that all special education services will be provided to students who have disabilities and are in need of specially designed instruction in accordance with the laws of North Carolina, the Individuals with Disabilities in Education Act (<https://sites.ed.gov/idea/statuteregulations/> (<https://sites.ed.gov/idea/statuteregulations/>)), Article 9 115C of the North Carolina General Statutes ([https://www.ncleg.net/EnactedLegislation/Statutes/HTML/ByArticle/Chapter\\_115C/Article\\_9.html](https://www.ncleg.net/EnactedLegislation/Statutes/HTML/ByArticle/Chapter_115C/Article_9.html) ([https://www.ncleg.net/EnactedLegislation/Statutes/HTML/ByArticle/Chapter\\_115C/Article\\_9.html](https://www.ncleg.net/EnactedLegislation/Statutes/HTML/ByArticle/Chapter_115C/Article_9.html))), and the Policies Governing Services for Children with Disabilities (Federal Regulations & State Policies | NC DPI) (<https://www.dpi.nc.gov/districts-schools/classroom-resources/exceptional-children/federal-regulations-state-policies>). ALA-Monroe will work with students who are not meeting grade level standards and in need of intervention using the MTSS process described in the previous questions. This process will allow ALA-Monroe teachers and administrators to identify students who are not learning at grade level or those whose behavior is interfering with learning. Through this process, students will be provided a series of interventions and progress monitoring. If the student does not demonstrate gains, if there are other reasons to suspect the child has a disability, or if the parent requests an evaluation for special education, the child will be referred for consideration of a special education evaluation.

ALA-Monroe will utilize a licensed psychologist to administer the evaluations that identify various educational disabilities. Based on the written evaluation of the psychologist, which will include descriptions of the outcomes of a variety of assessments tools and strategies used to gather relevant functional, developmental and academic information about the child, including information provided by the parent, the IEP team will determine if the student qualifies for special education services. If it is determined that the student qualifies, an IEP will be developed within 90 calendar days of the receipt of the referral and implemented as soon as possible thereafter. If it is determined that the student does not qualify for special education services, he/she may or may not be referred for 504 services. If parents disagree with an IEP team's decision not to conduct an evaluation, the parent has all procedural rights, including the right to request a due process hearing, as set forth in the NC Handbook on Parent's Rights and under Section 504.

**Q140. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed, including the following:**

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



ALA-Monroe will assure compliance with the Family Educational and Privacy Rights Act (FERPA) .Title 20 of the United States Code §1232g. All ALA Monroe employees and volunteers will maintain the confidentiality of a student's personally identifiable education records and information as documented in employment agreements or non-disclosure agreements prior to any staff or volunteer being granted access to student information.

As students are enrolled at ALA-Monroe, special education records will be requested from the student's previous school and/or from the student's parent or legal guardian. Once these records are received they will be kept in the EC confidential folders and kept in a locked file cabinet in a designated office, in compliance with state and federal law.

EC student folders will remain on school premises at all times. Any parent or legal guardian wishing to view a student's file must notify the EC coordinator or school administrator in writing of their request to review the records. The EC staff and administration shall share pertinent student information as necessary with other staff members who work with the students. A Confidentiality form and an Access to Records form with a list of the individuals who have access to the student EC records will be posted in the designated office where records are located. Each EC folder will have a log sheet in the individual folder for documentation of activity on the specific individual student record.

**Q141. Exceptional Children's Programming Explain how you will meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.**



American Leadership Academy-Monroe will meet the needs of all learners, including those students with mild, moderate, and severe disabilities by providing for the full continuum of services through appropriate staffing, including highly qualified EC teachers and paraprofessionals, and space for providing services in EC programs.

EC Programs at ALA-Monroe will focus on the individual needs of students and the supports they need to appropriately participate in the general curriculum. Programs may focus on behavior for students whose behavior impacts their learning or focus on the needs of students who have cognitive impairments. These programs will provide students intensive intervention in the special education classroom and in the general education classroom, depending on each student's individual needs and the least restrictive environment determined by the IEP team. The goal of all EC programs is to provide students the intensive instruction and intervention they need to access their general education classroom as much as possible.

**Q142. Describe the specific educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities. How will the school ensure students' access to the general education curriculum?**



American Leadership Academy-Monroe will provide a variety of resources, supports, and strategies to ensure all students, including those with disabilities, are provided with the necessary support for their success. Students with disabilities will be provided with specific accommodations, and modifications depending on the extent of their disability. To fulfill these requirements, we will provide the necessary classroom spaces to execute "pullout" and self-contained instruction. We will serve most students in the general education setting using an inclusion model. This model allows students with disabilities to participate in classes with their peers who do not have a disability. In these classes, an Exceptional Children's (EC) teacher co-teaches the curriculum with the regular education teacher to provide support for all students. Students with an IEP will receive Specifically Designed Instruction (SDI) aligned with the classroom objectives and developed by the EC teacher. These methods will be utilized to guarantee that students with disabilities are provided with a free and appropriate public education (FAPE) in the least restrictive environment. Professional development will be provided to teachers and other staff as necessary to help meet the needs of students with disabilities.

ALA-Monroe will ensure that all students receive education in the least restrictive environment with their non-disabled peers to the extent appropriate. The least restrictive environment will be an IEP Team decision based on student evaluation data, formal and informal assessments, observations and educational experience. ALA-Monroe will provide all accommodations/modifications and special education services deemed necessary for any exceptional child to ensure FAPE. Related services such as speech, OT, and PT shall be provided in accordance with a student's IEP plan as determined by the IEP Team. If an IEP Team determines a student requires a change in placement, the IEP Team will determine the most appropriate placement that ensures FAPE.

ALA-Monroe will take into account students who may need a more restrictive placement on the continuum in the hiring of their EC staff to ensure appropriate services are provided in the most effective instructional format for the student. Should an EC student require homebound instruction for any reason as determined by the IEP Team, the EC coordinator or other qualified teacher shall provide the necessary instructional hours per week according to the form and format determined by the IEP Team when services are determined to be needed. The EC teacher will monitor progress using data obtained across settings and report to the student, parents, and relevant staff as outlined in the IEP.

ALA-Monroe will provide each student with the Least Restrictive Environment that meets the needs of the individual child and will always promote the goal of equipping all students with the tools they need to succeed in the general education environment by ensuring IEP goals focus on the skills



students need to be successful in the general curriculum.

Based on the individual student's need for specially designed instruction, the following determines LRE placement per IEP Team decision:

- Regular Setting - the student participates with nondisabled peers for 80% or more of the school day-will mostly be served in an inclusion setting with pull-out as needed per the IEP.
- Resource Setting - the student participates with nondisabled peers 40-79% of the school day-students will receive a mix of inclusion classes and pull-out in an EC classroom per the IEP.
- Separate Setting - the student participates with nondisabled peers less than 40% of the school day-Students will receive most of their services in the EC classroom with the students spending time as warranted by the IEP in a regular classroom setting
- Separate Schools, Hospitals, and Home Instruction- the student does not participate with non-disabled peer and receives all services at a separate school, hospital or through home instruction.

**Q143. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).**

American Leadership Academy-Monroe will comply with IDEA and provide accommodations and services for any exceptional child based on the child's IEP. All exceptional students will be educated in the least restrictive environment though we will have an EC resource room available for pull-out, one-on-one instruction, or to allow for other services.

ALA-Monroe will also hire highly qualified special education staff and personnel to ensure compliance with state and federal requirements. These individuals will collaborate with regular education teachers to provide appropriate support in their classes. They will also execute "pull out" and small group instruction as necessary.

Ultimately, it is the responsibility of the ALA-Monroe campus Director to ensure that students with disabilities receive a Free and Appropriate Public Education (FAPE). Campus directors will receive training and consultation from Charter One staff to ensure they understand their role in providing FAPE and to support IEP teams in making educational decisions for students. Campus directors are also responsible for attending or designating staff to attend training provided by the North Carolina Department of Education regarding Exceptional Children as they become available. Campus directors and/or designees will also become familiar with their EC Regional Consultant(s).

**Q144. Describe how implementation of the Individualized Education Plan (IEP) will be**



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monitored and reported to the student, parents, and relevant staff.



The school is be responsible for developing, implementing, reviewing, and revising an IEP program in compliance with all applicable regulations and standards for each child with exceptionalities served by ALA-Monroe. At an IEP meeting, the individualized education plan for a student will be developed by an IEP Team, which may include the student, parents, general education and EC teachers, appropriate ancillary staff, EC Director and an administrator serving as the LEA. The IEP will focus on academic, behavioral, and/or social competence and will include therapies necessary to both help the student overcome difficulties in these areas, and have as much access to the general education curriculum as possible. If therapies are deemed necessary, ALA-Monroe will look toward contracting those services to an outside agency. Planned services that will be provided to serve the needs of the exceptional students who enter below grade level include providing instruction in regular education classrooms. Those EC students who require extra attention will be pulled out for specialized instruction by a certified EC teacher, reading and/or math specialist.

ALA-Monroe's amount of pullout will be determined by their Individualized Education Plan (IEP), as will the specific skill and content area to be remedied.

\*Consultation and collaboration will be provided for those students who can succeed without the assistance of pullout but need extensive monitoring.

\*A speech therapist will either be on staff, or contracted out depending on the number of students requiring speech therapy as per their IEPs.

\*Physical and occupational therapy will be contracted out as needed.

\*Instructional materials and learning seminars will be made available to parents, family members and other volunteer tutors so they will know the best methodology to use with learning disabled or EC students.

\*Weekly consultations with teachers will be held to ensure that appropriate modifications are occurring during instructional activities and teachers are providing the appropriate test modifications.

\*Provide a tutoring schedule.

\*Conduct special tutoring sessions, as well as groups for students, to deal with issues such as "study skills designed for the disabled by using their learning style strengths" and "frustration in the classroom."



\*A volunteer coordinator will assist in locating volunteers qualified to work with students in need.

\*Student progress will be monitored to determine the effectiveness of interventions and the need to introduce new strategies. Reports detailing progress towards IEP goals will be provided to parents a minimum of quarterly.

**Q145. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.**

American Leadership Academy-Monroe will contract with appropriate certified and licensed professionals to provide services required by our student's IEPs. This would include but not be limited to speech, occupational, and physical therapy, audiology, interpreting services and/or vision services. These professionals will be responsible for providing evaluations and participating on IEP teams to develop appropriate accommodations and goals for student development.

#### **9.4. Student Performance Standards**

**Q146. Describe the student performance standards for the school as a whole.**



American Leadership Academy-Monroe will have high standards and expectations for all students and use a variety of measures to assess their performance. ALA-Monroe will use both formative and summative assessments to measure student performance. Our summative measure of student performance will be the NC Accountability model and NC EOG/EOC testing. We expect that our students will show proficiency rates in math, science, and reading that exceed the state and LEA's average:

ALA-Monroe students will exceed the average performance of the LEA students by at least five percent on state assessments. Each year, following the first school year, ALA-Monroe will, at a minimum, "Meet Expected Growth."

The Board may implement programs that measure Lexile level. We expect a significant number of our students to have Lexile levels that are at or above grade level. Through use of formative assessments, we will measure core subject area proficiency and expect that our students are at grade level. We will also track our college and career readiness metrics in relation to state and district averages.

Any student who is not at grade level in any category will receive targeted interventions through our MTSS program. Teachers will work in PLCs and with administration to analyze this assessment data to improve instruction and remediate subject area concepts where necessary. We will also evaluate students based on their proficiency in the learning objectives associated with the NC Essential Standards and RAISE values. Students and parents will receive detailed reports identifying where each student meets, exceeds, or falls below grade level expectations quarterly.



**Q147. Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.**

In addition to the state or federally mandated tests, ALA-Monroe will use other evaluation tools or assessments within our core curriculum (i.e. Core Knowledge assessments), as well as other formative assessments. The data received from these assessments will be used in PLCs to drive instruction by analyzing the standards or skills that were assessed and identifying which standards and skills are the most important to master. Instruction will be designed accordingly based on student performance, and the data will be used to individualize instruction as well as adjusting school-wide initiatives.

**Q148. Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.**

American Leadership Academy-Monroe will use various data points to determine student grade level promotion. These data points include grade level proficiency on state mandated EOG/EOCs, classroom performance (attaining a teacher evaluation of "proficient" in the various objectives of the standard course of study and RAISE values), teacher observation and student growth. If a student with special needs does not meet the necessary criteria the School Director reserves the right to consider other forms of data to determine promotion.

**Q149. Provide the public charter school's exit standards for graduating ALL students. These standards should set forth what students in the last grade served will know and be able to do. Be sure to include plans for students at risk of dropping out.**



Students will exit our school in accordance with the North Carolina Student Accountability Standards. Consistent with our mission, we believe strongly that students will leave our school prepared to not just be the great students of today, but the great leaders of tomorrow, prepared with academic excellence, morals, and financial acumen.

The practice of promoting students who have failed to master part of their grade-level curriculum is incompatible with the state's gateway standards, the academic goals of our school, and our mission. Students will progress by meeting the Future-Ready Core Course of Study Requirements or the Future-Ready Occupational Course of Study Requirements. All promotion requirements will be listed explicitly in the parent-student handbook. At the beginning of each school year, ALA-Monroe will host an information night for students and parents. At this meeting, school administration will outline promotion requirements.

## 9.5. School Culture and Discipline

**Q150. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.**



American Leadership Academy-Monroe will adopt Charter One's highly successful and innovative RAISE Leadership Program. RAISE (Respect, Accountability, Integrity, Service, and Excellence) integrates our core values directly into the curriculum with weekly lessons and daily exercises. The program is based on principles gleaned from the most influential texts of the past century from prominent authors including Stephen R. Covey, Jim Collins, and John Maxwell. This program helps students take responsibility for their own success and encourages them to work collaboratively with those around them. The RAISE Leadership manual provides an opportunity for students to develop servant leadership skills in the highest forms.

The program provides a common language and paradigm from which students can discuss their own behavior and the outcomes associated with those behaviors. It encourages students to set SMART (Specific, Measurable, Achievable, Realistic, and Timely) goals both academically and personally, and guides them on the path to achieving those goals. RAISE holds students accountable to themselves and their parents for their progress. The program provides context and purpose to everything that happens within the school setting. The net effect of the program is that behavioral problems decrease, while student communication, engagement, and academic performance increase. The curriculum allows students to develop skills that will benefit them in the classroom, the community, their homes, and their future.

**Q151. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter the school mid-year.**



Students will have weekly lessons, wherein the RAISE values are taught explicitly and through relevant, hands-on activities. In addition, teachers will be trained to integrate the RAISE values into each lesson they teach, on a daily basis. This will encourage greater awareness of excellent role models, as well as a constant reminder of the importance of character development. Students who enter ALA-Monroe mid-year will quickly catch on to the values centric culture, which will be modeled by students, teachers, and staff. The consistent implementation of the RAISE curriculum throughout the year, as well as the initial tour(s) of the school and preliminary meeting(s) with administration, students entering mid-year will have a firm understanding of the expectations that we have for the them and the student body as a whole.

In preparation for the first day of school, ALA-Monroe holds a summer teacher preparation program. During this training, all teachers are trained on curriculum, classroom management and other aspects of teaching. This includes very specific training on RAISE, why it is important, demonstrated evidence of effectiveness, and how to both implement it, and reinforce these values. These values are a cornerstone of our success, and effects all other activities and outcomes.

**Q152. Provide a brief narrative that delineates how student conduct will be governed at the proposed charter school and how this plan aligns with the overall mission and proposed Education Plan of the charter school. Be sure to include:**

- 1. Practices the school will use to promote effective discipline.**
- 2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.**
- 3. An explanation of how the school will take into account the rights of students with disabilities in regard to these actions that may or must lead to suspension and expulsion.**
- 4. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.**



American Leadership Academy-Monroe places a strong emphasis on virtue and the building of character in all students. ALA-Monroe's goal is to create a safe, respectful, and responsible environment where learning takes place. Discipline policies and procedures are designed to provide guidance and direction on responsible and acceptable behavior. The discipline model is designed to teach students appropriate behavior, attitude and response in all situations and develop a sense of self-governance. The school's teachers and administrators will set the tone on virtuous behavior. Virtuous behavior will also be reinforced in the classroom during instruction when appropriate.

#### Classroom Management:

ALA-Monroe intends to adopt Charter One's Consequences and Conduct Matrix. This matrix has proven success at Charter One campuses. It informs all stakeholders of school expectations and the consequences associated with violating school standards. The school's goals of discipline are to:

1. Maintain a highly effective learning environment where students focus on gaining knowledge with as minimum distractions possible.
2. Utilize the need of discipline as a rich opportunity for students to learn about themselves and others, and to provide students with actual character education.
3. Reinforce the school's commitment to treating all students with fairness, respect, and equality.

ALA-Monroe will follow Charter One's Consequences and Conduct Matrix for discipline, suspension, dismissal, and recommendation for expulsion. At the beginning of the school year, each student and parent will receive the matrix. The matrix will also be cited in the Parent Student Handbook and available on the website. Pursuant to the requirements in the Individuals with Disabilities Act (IDEA), the school ensures that special needs students who require additional behavioral help are supported. The school acts proactively in identifying and supporting special needs students with behavioral needs.

Major student infractions include disrespect, cheating, having a weapon on campus, having drugs on campus, property damage, sex offenses, fighting, skipping school and theft. Discipline options for major infractions include: After School Administrative Detention, In School Detention, After School Teacher Detention, School Director or Designee Conference, Out of School Suspension, Community Service Work Detail, and Expulsion. The School Director or designee has the authority to suspend a student as appropriate. The disciplinary model will be compliant with due process laws and state guidelines where applicable. A suspension will last from one to ten days. All suspensions require a parent-principal conference to prepare a discipline plan before the student is to return to the school. Parents will also be notified in writing within 24 hours of the suspension.



## 9.6. Certify

Q153. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- No

Q154. **Explanation (optional):**

Portions of this charter application are taken from the American Leadership Academy-Johnston (ALA-Johnston). This application mirrors ALA-Johnston, another ALA based school.



## 10. Governance and Capacity

### 10.1. School Governing Body

Q155. Organization Street Address (if you have one)

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

14111 Capital Blvd. Wake Forest, NC 27587

### 10.2. Governance

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

Q156. Using the attached resource as a template, please complete the table depicting the initial members of the nonprofit organization.

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

#### Resources


Initial Members of t...

#### Applicant Evidence :


Q.156 Initial Membe...

Uploaded on **4/28/2022**  
by **Michael Way**



**Q157. Describe the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles, and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator.**

The primary function of the American Leadership Academy-Monroe Board of Directors will be to decide matters related to the operation of the school, including budgeting, curriculum, and operating procedures. The Board has been established in conventional fashion with non-compensated officers and directors and shall operate in accordance with the bylaws. The Board will retain final authority for decision making pertaining to policy, financial and other governance matters with professional educational and management services being provided to them by Charter One. Although the Board has entered into an EMO agreement, the authority to supervise and control the business and operations of School remains with the Board, which is invested with all powers necessary or desirable for carrying out the educational program. As stated in the EMO agreement with Charter One, the Board contracts with Charter One for the provision of all management, labor, and supervision necessary for the provision of educational services to students, and the management, operation, and maintenance of the school in accordance with the charter, SBE policy, and State laws and regulations.

The Board knows the boundary between governance and operations. The Board will work closely with the School Director in determining best practices and proper delegation of management issues. The School Director will be an employee of Charter One with approval by the Board after careful review of the candidate's qualifications, goals, track record, and integrity. Charter One will be responsible for recruiting the School Director and recommending a qualified candidate to the Board. The School Director will be subject to an employment agreement with guiding expectations, authority, and responsibility pertaining to relationships with the Board and their staff. The School Director will report to Charter One on a daily basis. Should the board have any concerns about the School Director, they will inform Charter One, who will take the appropriate actions to remedy the Board's concern. The School Director will be evaluated annually by Charter One. The evaluation will include a quantitative and qualitative analysis of academic, financial, and operational performance. Charter One may also use established, market-based tools or the state principal evaluation system.

**Q158. Describe the size, current and desired composition, powers, and duties of the governing board.**



The bylaws require a minimum membership of 5 and no more than 7 members. The current board consists of 5 members and additional members are being interviewed and will be added by the opening of the school. The composition of the current Board includes expertise in charter school governance, facilities, education, education law, finance, and business, non-profit management, development. The Board has ethnic, gender and professional diversity. The Board will maintain members with a range of professional qualifications and strong evidence of personal commitment to public education and civic engagement. The Board has demonstrated a strong ability to govern with a constant eye on the mission. The Board will strive to maintain this level of diverse composition. Replacement of Board members will be governed by the bylaws.

The Board will be charged with all governance matters that include organization life and continuity, pedagogical excellence, risk management, community outreach, long range planning and other functions required to open and operate a successful public charter school. The Board is legally accountable for all aspects of ALA-Monroe. The Board will be required to answer to the State Board of Education and stakeholders pertaining to all aspects of the School (operations, education, future growth, and community impact). The responsibilities of the Board shall include but not be limited to: overseeing the finances, operating and personnel policies and procedures; evaluating the performance of the EMO (including evaluation of the school's academic performance); providing insight into the annual evaluation of the School Director; approving contracts with vendors, compliance with the terms and conditions of the charter; compliance with applicable State and Federal laws; approval of the annual budget and regular monitoring of budgetary performance and facilitation and review of the annual, independent financial audit.

The Board will not engage in the day-to-day operations of ALA-Monroe. With assistance and guidance from Charter One, the Board will empower and oversee the School Director. The Board will provide input into the annual evaluation of the School Director. The Board will be actively engaged in the governance of the school and promote it within the community. The Board will conduct an annual self-evaluation.

**Q159. Describe the founding board's individual and collective qualifications for implementing the school design successfully, including capacity in such areas as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent/community engagement.**



Charter One will recruit a highly qualified School Director to be approved by the Board. Charter One will implement curriculum, instruction, assessment, and parent/community engagement; and the board will hold Charter One accountable for its responsibilities. Members of this Board have extensive charter school experience in both governance and leadership. This will allow the Board to hold Charter One accountable on multiple fronts. The individual and collective qualifications of the Board was further described in a previous question. Members of the Board have local ties to this community and continually gauge the interest. The Board and Charter One will organize local community events and information sessions. ALA-Monroe will work with local churches and community organizations.

**Q160. Explain how this governance structure and composition will help ensure that**

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



### **Educational and Operational Success**

The governance structure and composition of the Board will ensure the educational and operational success of the school. One of the most important functions of the Board is ensuring the school has a great leader. The Board will receive periodic reports regarding academic outcomes and operational efficiency. The Board may establish committees to oversee academic, finance and facilities, and governance. The diverse makeup of the Board assists us in accomplishing this goal. The Board's respective expertise and previous experience governing other charter schools is a great asset to the organization.

### **Evaluation of School and School Leader Success**

The Board will annually review school performance goals in areas of finance, academics, and governance. The School Director will be evaluated annually by Charter One (with additional input provided by the Board) through processes that includes all of the stakeholders in official and unofficial feedback and response surveys. The evaluation will include a quantitative and qualitative analysis of academic, financial, and operational performance. Charter One may also use established, market-based tools or the state principal evaluation system. The evaluation conducted by Charter One will utilize tools designed to produce a measurable, specific assessment of performance, in both quantitative and qualitative terms in key areas such as academic growth and development, financial strength and accountability, operational performance, staff satisfaction and their professional growth, parent engagement and satisfaction, etc.

### **Representation of Key Stakeholders**

The diverse makeup of the Board represents the community at large. This results in a strong representation of the parent and student body. This also assists in seeking community involvement with the school. The Board believes that the school is an extension of the family unit. There are active and effective opportunities for **all** parents/guardians to volunteer in the classroom and at school events, so long as they clear a background check as required by our Parent-Student Handbook. For example, parents will be provided the opportunity to assist in the planning of domain celebrations at the conclusion of CKLA units. Parent input will be actively sought through surveys. The Board will periodically include presentations from students. This may include reports on student activities and success from club representatives, athletic team representatives, and Student Body Officers ("SBOs"). The Board will allow for public comment at every meeting.



This Board will also utilize and hear from the local Monroe Area Advisory Group that will be made up of local area residents and leaders in the community. They will work closely with the School Director and provide vital insight on a local level, thus allowing for effective representation of key stakeholders.

**Q161. Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?**

The bylaws define how vacant board positions will be filled: "The Board of Directors will elect its Directors during the annual meeting of the Board of Directors at the conclusion of a Director's term. If no election is held at the annual meeting, the election will be held as soon as conveniently possible after the scheduled meeting date. When a Director is elected, the director shall serve a two-year term. The Board may establish an alternating term schedule to minimize Board turnover. If any vacancy is caused by death, resignation, or removal of a Director, the remaining Directors, by majority vote, will elect a successor to hold office for the remaining term of the Director whose place is vacant. The successor will serve as a Director until the next regular election of Directors."

The founding board members and Charter One have a common mission of providing high quality school choice options to as many families as possible. Some board members have worked with Charter One previously. Some board members asked for Charter One's assistance in assembling a charter board. Charter One had an interest in developing a state wide board that had a desire to fulfill the joint vision. We have sought people of professional stature that are committed to the success of the school. In the event of a vacancy the Board will examine the range of concerns affecting a decision to recruit a replacement that include professional skill set, community leadership, known integrity, and commitment to public and classical education, and influence with philanthropic and charitable leaders. The Board intentionally seeks persons that bring a differing set of professional skills that also have access to diverse sectors of the community.

**Q162. Describe the group's ties to and/or knowledge of the target community.**



Each member of this Board has the desire to improve the facets of its educational offerings to school-age children within the target community. While our Board does have local representation in the Monroe area, it's important to note that this school will also use the Local Monroe Area Advisory Group that will be comprised of local area residents and leaders in the community that will have a direct line of communication to the School Director. The ALA-Monroe Board Members in conjunction with the School Director and the Local Advisory Group will range from young to retired professionals. As such, all key stakeholders will have a unique, local approach and understanding of the past, present, and future needs of the targeted community. From young families with small children to those with grandchildren, the ties of this group are of genuine understanding, concern, and optimism.

**Q163. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established.**

The Board will meet at a minimum of eight (8) times per year including its Annual Meeting, in accordance with State law and the Board Bylaws. The precise meeting day, time, and overall calendar will be reestablished for each fiscal year at the annual meeting. Decisions about the focus of monthly meetings will be guided by evident needs determined in cooperation with the School Director and Charter One. The Board, with the assistance of Charter One, will develop a strategic calendar which will be submitted to the Office of Charter Schools as part of the Ready to Open process.

**Q164. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.**



New Board members will receive Board Member training and orientation from the ALA-Monroe Board and Charter One. New Board members will also have full access to critical documents (Charter application, Charter Agreement, Bylaws, Board Policies, Agendas and Minutes, etc.)

Each Board Member will complete at least eight hours of professional development on an annual basis. This may include annual Board training, participation in Office of Charter School trainings, attendance at charter school conferences, and online Board training provided by Charter One. Annually the Board will participate in board training. Topics covered will include governance vs. management, keys to effective governance, the charter school leadership evaluation, conducting effective meetings, maintaining legal compliance, managing parent relationships, conflict resolution and SBE Policy review.

**Q165. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.**

The Board realizes the importance of its members being charged as stewards of the public trust and that each member's ethical conduct is a reflection on the entire Board and the mission of the school. The Board is committed to preserving the public trust by taking proactive measures to ensure that the highest ethical standards are practiced by each Board member, and in turn, the Board as a whole. Specifically, we have adopted a Conflict-of-Interest Policy to guide individuals and the entire Board on matters that will help us avoid or resolve constructively any potential matters of conflict. The Policy requires that current Board members (and prospective Board members) examine, evaluate, and disclose those personal and financial interests that could possibly create a conflict of interest between individuals and the Board, or simply between Board members. Every Board member has an affirmative duty to provide any and all information that a reasonable person would conclude is necessary to fully disclose any existing conflict of interest or potential conflict of interest.

**Q166. Explain the decision-making processes the board will use to develop school policies.**



Adoption of school policy by a quorum of the Board at a legally called open-meeting will be the culmination of a process that seeks input from interested/affected constituent groups within the school community, research of available alternatives, careful study of the impact and costs of a potential policy and thoughtful deliberation of preliminary solutions. Upon completion of this process, Charter One will make policy recommendations to the Board. The Board may give the matter consideration and either ratify the recommendation, take no action, or refer the matter back to the Charter One for additional research or further guidance.

**Q167. Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.**

The Board at ALA-Monroe (to include present consultation with the Charter One and future consultation with the School's Director) is ultimately responsible for, and accountable regarding the actions, performance and success of the school. While the Board recognizes stakeholder groups like teachers and parents, and will listen closely to their voices, the structure of Board accountability will include Charter One but will utilize a local advisory board. The School Director will meet with the Monroe Area Advisory Board periodically. The organizational chart for ALA-Monroe reflects a clear decision-making authority at every level with each level accountable to the level above. The Board will seek feedback and input regarding various matters from constituent groups as a part of the process of developing and evaluating policies and refining policies as the need arises. The Board retains ultimate decision-making authority and cannot delegate this authority or liability to any committee it may choose to form (i.e., academic, governance, finance, and facilities).

**Q168. Discuss the school's grievance process for parents and staff members.**



The Board will establish a Grievance Committee as necessary. The Board will also approve a Grievance Policy. The purpose of the Policy is to evaluate and determine the merits of a properly filed grievance by a parent or member of the faculty or staff, and to make a recommendation to the Board for consideration. Filing a valid grievance requires that the aggrieved party address the issue with the following individuals in an identified sequence:

**STAFF:**

- 1st) seek resolution of the matter with whom the staff member has disagreement
- 2nd) seek to resolve the grievance in the presence of the employee's immediate supervisor
- 3rd) seek resolution via Charter One/School Director
- 4th) seek resolution with the Board of the School

**PARENTS:**

- 1st) seek resolution directly with the student's teacher or the staff member of concern.
- 2nd) seek resolution with the teacher or staff member's direct supervisor
- 3rd) seek resolution with Charter One/School Director.
- 4th) seek resolution with School Board.

The grievance procedure will be outlined in both the student/parent handbook and the employee handbook. Each grievance, whether one or multiple grievances from the same party, must be thoroughly reviewed. The aggrieved party has the right to an expeditious, objective, and thorough review of the grievance. If the grievance is with the School Director, the decision by Charter One is final. All other grievances may be appealed to the board and the board's decision on the matter shall be final.

All records submitted or reviewed during the grievance process are to be preserved in accordance with the School's retention schedule. Grievance records containing protected information under the law are not public documents and are not to be disclosed, published, or released in full or in part. Grievance Committee members may not make any comment outside of their own proceedings, regarding the grievance deliberations or final outcome.



**Q169. Attach Appendix G Organizational Chart**

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

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

Total Files Count: 5

**Applicant Evidence :**


Q.169 Org Chart.pdf

Uploaded on **4/28/2022**  
by **Michael Way**

**Q170. Attach Appendix H Charter School Board Member Information Form and Resume**

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

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

**Resources**


Charter School Boar...



Applicant Evidence :

  
Q.170 H.Whillier Info...

Uploaded on **4/28/2022**  
by **Michael Way**

  
Q.170 Y.Hill Board in...

Uploaded on **4/28/2022**  
by **Michael Way**

  
Q.170 J.Amanchukw...

Uploaded on **4/28/2022**  
by **Michael Way**

  
Q.170 C.Millis Info Fo...

Uploaded on **4/28/2022**  
by **Michael Way**

  
Q.170 M.Schwab Res...

Uploaded on **4/28/2022**  
by **Michael Way**

  
Q.170 H.Whillier Res...

Uploaded on **4/28/2022**  
by **Michael Way**

  
Q.170 J.Amanchukw...

Uploaded on **4/28/2022**  
by **Michael Way**

  
Q.170 C.Millis Resum...

Uploaded on **4/28/2022**  
by **Michael Way**

  
Q.170 Y.Hill Resume....

Uploaded on **4/28/2022**  
by **Michael Way**

Q171. **Attach Appendix I**

1. Charter School Board Member Background Certification Statement and

2. Completed Background Check

for Each Board Member

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

Total Files Count: 50

Resources

  
Charter School Boar...



Applicant Evidence :

 Q.171 H.Whillier Cert...	 Q.171 Y.Hill Cert. Sta...	 Q.171 C.Millis Cert St...	 Q.171 J.Amanchukw...
Uploaded on <b>4/28/2022</b> by <b>Michael Way</b>	Uploaded on <b>4/28/2022</b> by <b>Michael Way</b>	Uploaded on <b>4/28/2022</b> by <b>Michael Way</b>	Uploaded on <b>4/28/2022</b> by <b>Michael Way</b>
 Q.171 M.Schwab Cer...	 Q.171 J.Amanchukw...	 Q.171 C.Millis Backgr...	 Q.171 Y.Hill Backgro...
Uploaded on <b>4/28/2022</b> by <b>Michael Way</b>	Uploaded on <b>4/28/2022</b> by <b>Michael Way</b>	Uploaded on <b>4/28/2022</b> by <b>Michael Way</b>	Uploaded on <b>4/28/2022</b> by <b>Michael Way</b>
 Q.171 M.Schwab Bac...	 Q.171 H.Whillier Bac...		
Uploaded on <b>4/28/2022</b> by <b>Michael Way</b>	Uploaded on <b>4/28/2022</b> by <b>Michael Way</b>		

**Q172. Attach Appendix J Proposed By-Laws of the Nonprofit Organization or Municipality The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law.**

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

Total Files Count: 3

Applicant Evidence :

 Q.172 ALA- NC Bylaw...
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Uploaded on **4/28/2022**  
by **Michael Way**

**Q173. Attach Appendix K Articles of Incorporation or Municipal Charter**



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

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

Total Files Count: 5

Applicant Evidence :



Uploaded on **4/28/2022**

by **Michael Way**

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

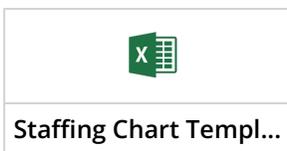
Q174. **Projected Staff** Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models. Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings, and align with the proposed budget.

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

Applicant Comments :

Staffing chart is attached as evidence to this section.

Resources





Applicant Evidence :



Q.174 Staffing Plan.x...

Uploaded on **4/27/2022**

by **Michael Way**

Q175.**Staffing Plans, Hiring, and Management** Explain the board's strategy for recruiting and retaining high-performing teachers.



We understand the importance of not just recruiting staff to all vacant positions but finding the right individuals to fill those positions. Recruitment focus will be not only vetting credentials but ensuring there is a commitment to learning and making decisions that are in the best interest of students. In line with state guidelines, we will ask teachers to have a valid certification issued through the state of North Carolina and all employees will be required to pass a state background check in accordance with applicable state and county guidelines. In accordance with state and federal guidelines, equal employment opportunity will be provided to all applicants and the recruitment policy will not violate any antidiscrimination provisions and will follow best practices. Recruitment efforts will consist of the following:

- Coordination with colleges and universities to offer intern and student teaching opportunities to eligible students.
- Posting on external sites such as college boards and larger career-based boards like LinkedIn, Indeed and ZipRecruiter. Additionally, ALA-Monroe will post on any applicable state education boards.
- ALA-Monroe will partner with Alternative Route to licensure programs to allow educators to complete a post-bachelor program to simultaneously teach and complete program requirements. This could be especially beneficial for Exceptional Children position or others that are considered “hard-to-fill.” Such programs could include partnerships with Troops to Teachers for example.
- Participation in external job fairs (in and out of state). Additionally, ALA-Monroe will host internal job fairs as needed.

As a charter, we will also seek to recruit from a pool of candidates that might be looking to education or teaching as a second career. Since we are able to hire a certain percentage of non-licensed teachers, we may use this approach to attract talent that would not be available to the traditional public schools. Note: ALA-Monroe 's preference will be to hire teachers with licensure, or to help faculty obtain licensure through an alternative route to licensure program. We will then complete a compensation analysis to ensure salary and benefits are in line with the local market and attract high performing teachers. This may include pay-for-performance incentives. All jobs will also be posted on the school website and candidate applications will be housed in an applicant tracking system managed by the management organization. Charter Employees of the school will be reflective of the community served. Lastly, this is not an exhaustive list of recruitment strategies and ALA-Monroe recognizes that flexibility and adaptability is key to ensure the needs of all students are met.

**Q176.If already identified, describe the principal/head of school candidate and explain**



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

We have not yet identified the school leader.

**Q177. Attach in Appendix O the School Leader's Resume** If the school leader has been identified, include the school leader's one-page resume in Appendix O.

**Applicant Comments :**

We have not yet identified the school leader.

**Q178. Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.**

Pursuant to North Carolina law, all teachers, faculty and staff will be reviewed and approved by the Board of Directors. Charter One will engage in all recruiting activities, with all recommendations presented to the Board of Directors. The School Director will be employed by Charter One, while all other employees will be employed by the Board.

**Q179. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.**



The Board is responsible for the approving, the hiring, and dismissing of school personnel. Charter One will provide Human Resource support for the School Director including the hiring and dismissing of school personnel and conducting criminal background checks. The School Director will make recommendations regarding the hiring of the teachers and staff. ALA-Monroe will use non-discriminatory procedures when hiring employees and will follow both Federal and State Equal Opportunity Laws to prohibit discrimination of applicants and employees. Charter One will recruit and recommend the hiring of the School Director and members of the administrative team with approval by the Board. Staff hiring decisions will begin with the School Director who will execute the following procedures in the hiring process:

1. Reduce the pool of applicants to a select group of highly qualified candidates.
2. The interview team will be assembled to include the School Director and administration/teacher representatives.
3. The interview team will interview the applicant(s).
4. The School Director will select the candidate to fill the vacant position(s) based on the counsel from the interview team.
5. Three reference checks will be done by Charter One's HR department on the selected candidate.
6. Charter One's HR department will conduct criminal history background checks in accordance with state law on all potential employees and it will mirror the criminal background check policy of the Union County Public School System.
7. At the direction of the School Director, Charter One's HR team will make a job offer contingent upon a successful criminal background check.
8. The Board will review the School Director's recommendation. The Board will approve or disapprove the recommendation.
9. Employees at ALA-Monroe will sign one year "at will" contracts. At any time an employee can be terminated immediately for committing acts that violate federal or state law. Teachers can also be terminated for "poor performance" as deemed necessary by the School Director. ALA-Monroe's School Director will actively support any teacher whose performance is not proficient through written action plans with strategic interventions and measurable goals for teacher improvement. Every effort will be made to assist teachers who are not performing adequately to improve their job performance before termination is determined.

**Q180. Outline the school's proposed salary range and employment benefits for all levels of employment.**



The School will conduct compensation analyses annually to determine the market rates and ensure compensation for all staff remains competitive and in line with the market and local LEA. Below is a salary placement guide that was compiled based on a compilation of the 2021-2022 compensation data and takes into account the varying levels of degrees and certification that will be accepted at the charter. The table represents a tentative placement scale for ALA-Monroe teachers. Note that salaries continue to be revisited throughout the year and can be subject to change each year based on market conditions and available data. This matches our recruitment strategy to attract teachers that do not yet have certification and built to give credit for credentials as well as education. Additionally, a comprehensive benefits package will be offered to eligible staff that includes medical, dental, vision and applicable ancillary coverages (life insurance, short-term disability, long-term etc.). ALA-Monroe plans to offer several medical plans and offer an employer contribution to help offset employee costs for medical and dental coverage. As a preliminary estimate, ALA-Monroe plans to contribute around \$ 456.65 per month (appx \$5,500 per year) per employee towards benefit premiums. ALA-Monroe will also offer its own 401k plan, separate from the state retirement offering. The Board of Directors will have oversight of employer matching contributions and plan design.

The salary range is itemized in the attached table. You will find the salary range from a sister-school, Bonnie Cone Classical Academy, located in Charlotte-Mecklenberg, as well as the salary range that Union County Public Schools (UCPS) uses. Charter One's HR Department will further analyze current market trends and utilize the salary range schedules that UCPS uses in creating ALA-Monroe's salary range.

**Applicant Evidence :**


Q.180 ALA-Monroe P...

Uploaded on **4/28/2022**  
by **Michael Way**

**Q181. Provide the procedures for handling employee grievances and/or termination.**



Before moving forward with discipline ALA-Monroe will consider a number of factors. This includes, the nature and seriousness of the offense, the employee's past record, impact on the School and any other applicable circumstances. Discipline, short of termination, will be used to encourage employees to improve their conduct or performance and prevent future incidents so the employee may continue employment. If corrective action fails to produce the desired results, or in the event of a serious offence that warrants immediate termination, ALA-Monroe will follow best practices for termination meetings and will comply with State and Federal guidelines regarding non-discrimination practices and other applicable regulations. This means that termination decisions cannot be made autonomously by the School Director. These decisions will be made in consultation with Charter One's Human Resource team, as well as with the Executive Leadership Team. ALA-Monroe hopes that all employees will have a favorable experience with their colleagues and the School, but understands that from time to time, concerns may emerge, and ALA-Monroe encourages all employees to come forward. In accordance with school values, all staff should seek first to understand one another. When possible, ALA-Monroe encourages individuals who believe they are being subjected to unwanted conduct to promptly advise the offender that the behavior is unwelcome and request that it be discontinued. The school recognizes, however, that an employee may prefer not to address the matter directly. If this occurs in the workplace, the employee should notify his or her supervisor, Human Resources, or any member of the executive team with whom they are comfortable speaking with as soon as possible. ALA-Monroe encourages, but does not require, complaining parties to provide a written description of the incident(s) prompting concern. If/when an investigation is initiated, Human Resources will typically take the lead on these types of inquiries. The goal is always to ensure the investigation is conducted fairly, and that the unwanted behavior ceases. At the conclusion of the investigation, appropriate action will be taken (including discipline if appropriate) and a written conclusion to the investigation will be provided to the employee. Please note, the policy for staff grievances was discussed earlier in the application.

**Q182. Identify any positions that will have dual responsibilities and the funding source for each position.**

At this time, we do not anticipate staff to have dual responsibilities. However, should ALA-Monroe attain Title I status, it may become expected for certain employees to have dual responsibilities. If this is the case, we expect Title I funding to assist those employees with dual responsibilities. We will also closely track assignments for these employees to ensure the funding meets all Federal and State guidelines.



**Q183. Describe the plans to have qualified staffing adequate for the anticipated special needs population and means for providing qualified staffing for EL and gifted students.**

In line with state guidelines, EC teachers and those that work with ELL and gifted populations will be required to obtain and maintain appropriate licensure for the position. The needs of students in these populations will be evaluated by the appropriate team(s) at the school level, typically the School Director, Assistant Director and the EC Director at the school, and ESS Director at Charter One. We will track closely during registration, the number of related students, to ensure that we have sufficiently trained personnel on staff. If we are additional staff is required, the School Director will notify Charter One, and appropriate staffing actions will follow. Budget adjustments will be approved by the Board if necessary.

**Q184. Provide a narrative detailing the roles and responsibilities, qualifications, and appropriate licenses that each position must have to be hired by the school's board of directors and effectively perform the job function(s).**



## SCHOOL DIRECTOR

### Job Description

Duties include but are not limited to: Defines the responsibilities and accountability of staff members and develops plans for interpreting the school program to the community. Evaluates student progress in the instructional program by means that include the maintaining of up to-date student data. The School Director supervises and appraises the performance of the school staff. Set and enforce rigorous standards for student achievement that are in line with the goals of ALA-Monroe. Create a culture of excellence, teamwork and collaboration amongst the staff, teachers, students and families. Oversee all programs, services, and activities to ensure that program objectives are met. Manage student enrollment process to ensure that the school achieves its targeted enrollment projections. Ensure appropriate standards of student behavior, performance, and attendance and ensures that all disciplinary issues are addressed fairly and immediately. Work with teachers to improve their teaching practice through coaching, professional development, modeling, and collaborative planning. Recruit, select, and hire school staff, including teachers and school-based support staff. Serve as liaison between teachers, parents, and the community. Candidates with the following qualities will thrive as part of our growing ALA-Monroe team:

Leadership and team collaboration skills

Positive interpersonal and communication skills

Organizational skills and self-management to effectively handle multiple responsibilities  
Commitment to go above and beyond when necessary to reach goals

Strong planning, execution and problem-solving skills

Self-motivation

Dependability

**Minimum Requirements:** Must have a Bachelor's degree or higher with management or leadership experience.

**Preferred Requirements:** Education leadership degree with prior leadership experience in an educational setting. ALA-Monroe offers a competitive salary that is individually determined based on education and experience.



ALA-Monroe offers health benefits, paid time off, and 401K investment options including employer contributions. Interested candidates are encouraged to complete an online application and submit the following supporting documentation: Current resume, Cover letter, Letters of recommendation (2-3).

### **ELEMENTARY TEACHER K - 6**

#### **Job Description**

ALA-Monroe is seeking Elementary Teachers (K-6) for the 2023-24 school year. Candidates must complete a background check in accordance with North Carolina statutes. Job expectations include, but are not limited to:

Daily classroom instruction as aligned to approved lesson plans.

Ensure that all school policies and procedures are adhered to.

Ensure a sustainable relationship with parents, school personnel, and members of the public. Submit grades and attendance according to the procedures of the school.

Prepare classroom for instruction.

Candidates with the following qualities will thrive as part of our growing team:

Leadership and team collaboration skill

Positive interpersonal and communication skills

Commitment to go above and beyond when necessary to reach goals

Strong planning, execution and problem-solving skills

Dependability

Organizational and self-management skills to effectively handle multiple responsibilities

ALA-Monroe offers a competitive salary that is individually determined based on education and experience. We offer health benefits, paid time off, and 401k investment options including employer contributions. Interested candidates are encouraged to complete an online application and submit the following supporting documentation: North Carolina Teaching Certificate, Current resume, and



Letters of recommendation (2-3).

## **SPECIAL EDUCATION TEACHER**

### **Job Description**

ALA-Monroe is seeking accepting applications for Special Education teachers for the 2023-2024 school year. Job expectations include, but are not limited to:

Modify and develop daily curriculum techniques specific to students with different learning modalities.

Develop approved lesson plans to meet the standards of the curriculum within the classroom and assist in developing lesson plans for inclusion students.

Consistently communicate and correspond with parents, administrators, school psychologists and other professionals to set-up and plan IEP and Evaluation meetings.

Act as IEP facilitator and collaborator between special education and general education teachers. Gather relative information from team members and write, revise, or update IEP and existing data reports.

Complete report cards and progress reports on each student's progress.

Assist other professional staff in identifying and implementing interventions for students identified in the Student Study Team process.

Maintain appropriate student data in order to keep school-wide grading system up to date as well as data required to monitor IEP goal progress.

Attend professional meetings, educational conferences and training workshops in order to maintain and improve professional competence.

Candidates with the following qualities and qualifications will thrive as part of our growing team

Exceptional Children's License from the State of North Carolina

Leadership and team collaboration skills

Positive interpersonal and communication skills



Organizational and self-management skills to effectively handle multiple responsibilities  
Commitment to go above and beyond when necessary to reach goals

Strong planning, execution and problem-solving skills

Dependability

ALA-Monroe offers a competitive salary that is individually determined based on education and experience. We offer health benefits, paid time off, and 401k investment options including employer contributions. Interested candidates are encouraged to complete an online application and submit the following supporting documentation: North Carolina Special Education teaching certificate, current resume, letters of recommendation (2-3) and any applicable certificates and endorsements.

## **SCHOOL NURSE**

### **Job Description**

ALA-Monroe is seeking applications for a School Nurse for the 2023-2024 school year. Job duties include:

Provide basic first aid and general care to students

Organize health office, manage student health records and medication logs

Review student immunization records to ensure state compliance

Conduct hearing and vision screenings

Administer medications to students and maintain accurate records

Compile periodic and year-end reports for state and district

Communication of health education to students, parents, and staff members

### **Job requirements:**

A Registered Nurse, currently licensed in North Carolina. Experience in a school setting is preferred. Candidates with the following qualities will thrive as part of our growing ALA-Monroe team:



Leadership and team collaboration skills

Positive interpersonal and communication skills

Organizational skills and self-management to effectively handle multiple responsibilities

Strong planning, execution and problem-solving skills

Self-motivation

Dependability

ALA-Monroe offers a competitive salary that is individually determined based on education and experience. We offer health benefits, paid time off, and 401k investment options including employer contributions. Interested candidates are encouraged to complete an online application and submit the following supporting documentation: current resume, letters of recommendation and applicable licenses and certificates.

## **REGISTRAR**

### **Job Description**

ALA-Monroe is seeking applications for a Registrar for the 2023-24 school year. Duties include, but are not limited to:

Manage student enrollment, registration, and withdrawals.

Assess students' aptitudes and abilities through the interpretation of individual standardized test scores and other relevant data, and assist students with course selections.

Meets with students and prospective families, providing information for new enrollments.

Data entry into Student Information Systems.

Maintain compliant student records.

Communicates effectively with parents, staff and students.



Ensures excellent customer service is maintained and questions and concerns are escalated properly.

Meets deadlines with attention to details.

Ensures time cards are entered for hourly staff and substitutes, responsible for staff absence reconciliation.

Assists with coordination of campus events as needed.

**Qualification Requirements:**

Knowledge and experience with Student Information System

Submission of North Carolina background check

Graduation from high school

CPR/First Aid certified

Preferred Requirements:

3 to 5 years of experience of Registration experience in a school setting

Candidates with the following qualities will thrive as part of our growing ALA-Monroe team:

Leadership and team collaboration skills

Positive interpersonal and communication skills

Organizational skills and self-management to effectively handle multiple responsibilities  
Commitment to go above and beyond when necessary to reach goals.

Strong planning, execution and problem-solving skills

Self-motivation

Dependability

**ENGLISH TEACHER 6-8**



## Job Description

ALA-Monroe is seeking English Teachers (6-8) for the 2023-2024 school year. Job expectations include, but are not limited to:

Daily classroom instruction as aligned to approved lesson plans.

Ensure that all school and district policies and procedures are adhere to.

Ensure a sustainable relationship with parents, school personnel, and members of the public. Submit grades and attendance according to the procedures of the school.

Prepare classroom for instruction.

Candidates with the following qualities will thrive as part of our growing ALA-Monroe team:

Leadership and team collaboration skills

Positive interpersonal and communication skills

Organizational skills and self-management to effectively handle multiple responsibilities  
Commitment to go above and beyond when necessary to reach goals.

Strong planning, execution and problem-solving skills

Self-motivation

Dependability

ALA-Monroe offers a competitive salary that is individually determined based on education and experience. We offer health benefits, paid time off, and 401k investment options including employer contributions. Interested candidates are encouraged to complete an online application and submit the following supporting documentation: North Carolina Teaching Certificate, current resume, letters of recommendation, and any applicable certificates and endorsements.

## **HISTORY TEACHER 6-8**

### Job Description

ALA-Monroe is seeking History Teachers (6-8) for the 2023-2024 school year. Job expectations include, but are not limited to:



Daily classroom instruction as aligned to approved lesson plans.

Ensure that all school and district policies and procedures are adhered to.

Ensure a sustainable relationship with parents, school personnel, and members of the public.

Submit grades and attendance according to the procedures of the school.

Prepare classroom for instruction.

Candidates with the following qualities will thrive as part of our growing ALA-Monroe team:

Leadership and team collaboration skills

Positive interpersonal and communication skills

Organizational skills and self-management to effectively handle multiple responsibilities  
Commitment to go above and beyond when necessary to reach goals.

Strong planning, execution and problem-solving skills

Self-motivation

Dependability

ALA-Monroe offers a competitive salary that is individually determined based on education and experience. We offer health benefits, paid time off, and 401k investment options including employer contributions. Interested candidates are encouraged to complete an online application and submit the following supporting documentation: North Carolina Teaching Certificate, current resume, letters of recommendation, and any applicable certificates and endorsements.

### **SCIENCE TEACHER 6-8**

#### **Job Description**

ALA-Monroe is seeking Science Teachers (6-8) for the 2023-2024 school year. Job expectations include, but are not limited to:

Daily classroom instruction as aligned to approved lesson plans.



Ensure that all school and district policies and procedures are adhere to.

Ensure a sustainable relationship with parents, school personnel, and members of the public.

Submit grades and attendance according to the procedures of the school.

Prepare classroom for instruction.

Candidates with the following qualities will thrive as part of our growing ALA-Monroe team:

Leadership and team collaboration skills

Positive interpersonal and communication skills

Organizational skills and self-management to effectively handle multiple responsibilities

Commitment to go above and beyond when necessary to reach goals.

Strong planning, execution and problem-solving skills

Self-motivation

Dependability

ALA-Monroe offers a competitive salary that is individually determined based on education and experience. We offer health benefits, paid time off, and 401k investment options including employer contributions. Interested candidates are encouraged to complete an online application and submit the following supporting documentation: North Carolina Teaching Certificate, current resume, letters of recommendation, and any applicable certificates and endorsements.

### **MATHEMATICS TEACHER 6-8**

#### **Job Description**

ALA-Monroe is seeking Mathematics Teachers (6-8) for the 2023-2024 school year. Job expectations include, but are not limited to:

Daily classroom instruction as aligned to approved lesson plans.

Ensure that all school and district policies and procedures are adhere to.



Ensure a sustainable relationship with parents, school personnel, and members of the public.

Submit grades and attendance according to the procedures of the school.

Prepare classroom for instruction.

Candidates with the following qualities will thrive as part of our growing ALA-Monroe team:

Leadership and team collaboration skills

Positive interpersonal and communication skills

Organizational skills and self-management to effectively handle multiple responsibilities

Commitment to go above and beyond when necessary to reach goals.

Strong planning, execution and problem-solving skills

Self-motivation

Dependability

ALA-Monroe offers a competitive salary that is individually determined based on education and experience. We offer health benefits, paid time off, and 401k investment options including employer contributions. Interested candidates are encouraged to complete an online application and submit the following supporting documentation: North Carolina Teaching Certificate, current resume, letters of recommendation, and any applicable certificates and endorsements.

#### **10.4. Staff Evaluations and Professional Development**



**Q185. Identify the positions responsible for maintaining teacher license requirements and professional development.**

ALA-Monroe will comply with state law that requires at least 50% of the teaching staff to have a valid teachers license. Non-certified teachers will be encouraged to pursue certification. Teachers are responsible for maintaining their teacher licenses. The School Director will ensure the licensure requirements are met. Teachers are expected to complete all required professional development as indicated by the School Director and Charter One.

**Q186. Provide a detailed plan noting how the school will mentor, retain and evaluate staff in a format that matches the school's mission and educational program. The plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state and federal law. Be sure this overview matches with the projected staff and funding of the proposed budget section.**



ALA-Monroe will develop a Beginning Teacher Support Plan and receive approval from NCDPI. The school will have a Beginning Teacher Support Coach and mentors will be assigned to all teachers with 3 years or less of teaching experience. ALA-Monroe will utilize the Charter One evaluation tool. This tool has been approved for use at other NC Charter Schools managed by Charter One. ALA-Garner will submit a cross walk between the Charter One evaluation tool and the North Carolina Educator Evaluation System (NCEES) for approval as part of the Ready to Open process. The School Director, Assistant Director and peer evaluators will be used.

**#1: Training:** Before participating in the evaluation process, all teachers, administrators and peer evaluators must complete training on the evaluation process.

**#2: Orientation:** Within two weeks of the first day of any Teacher's new school year, an Administrator will provide all teachers with the evaluation rubric that will be used during the evaluation process.

**#3: Pre-Observation Conference:** Before the first formal observation, the Administrator will meet with the teacher to review and discuss the self-assessment, the teacher's most recent professional growth plan, and the lesson(s) to be observed. The goal of the conference is to prepare both the teacher and the Administrator for the observation. In the event that there are multiple observations, pre-observation conferences are not required for subsequent observations.

**#4: Observations:** Formal observations by the Administrator will be made for a minimum of 45 minutes or the entire class period. Those teachers that are designated as Probationary will undergo no fewer than three formal classroom observations, one of which must be conducted by a peer evaluator. All teachers, regardless of tenure, will receive no fewer than 4 formal observations but are encouraged to receive 7 observations, at least one of which will be a formal evaluation. This exceeds state requirements.

**#5: Post-Observation Conference:** The Administrator shall conduct a post-observation conference with the teacher no later than ten days after each formal observation. During the post observation conference, the Administrator and Teacher shall discuss the performance strengths and weakness from the observed lesson.

**#6: Professional Development Plan:** This is an opportunity for the Administrator and Teacher to set professional development goals.

ALA-Monroe will comply with state law that requires at least 50% of the teaching staff to have a valid teachers license. Non-certified teachers will be encouraged to pursue certification. Teachers are



responsible for maintaining their teacher licenses. The School Director will ensure the licensure requirements are met. Teachers are expected to complete all required professional development as indicated by the School Director.

**Q187. Describe the core components of the professional development plan and how these components will support the effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.**

The ALA-Monroe professional development plan has as its nucleus a commitment to a mission-driven focus on classical and character education. Core to this is the continuing development of high-quality instruction for constant improvement in student learning. Through the use of trained in-house staff, professional conferences, qualified contractors, guest speakers, and online learning the professional development program will include topics of current and historical value in the art and craft of teaching for learning. These areas will include classroom management, evidence based instructional strategies, engaging parents in the educational process, technology benefits, content competency and other pertinent topics. In addition to self-study or a strict group lecture format, professional development programs will emphasize small group instruction and discussion, peer collaboration and teamwork. Workplace issues will also be incorporated into the professional development program covering topics such as maintaining a safe workplace, First Aid/CPR/AED training, effective communication, preventing sexual harassment and cultivating a culture that respects the dignity of every human being.

**Q188. Provide a schedule and explanation of professional development that will take place prior to the school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.**



Pre-opening professional development will begin 9 days prior to the first day of school for students. Faculty and Staff will report to school at 8:00 a.m. and remain until 3:00 p.m. Each day will include approximately 60 - 90 minutes of classroom setup and 30 minutes for lunch. The remaining hours will be utilized for the following professional development: to train the staff on all operating policies and procedures including school safety plans, Code of Ethics, employment policy review, student referrals for discipline, student referrals for special education, reporting/managing workplace violence (including sexual harassment) and other procedural, safety, and policy topics. Additional hours will be designed to build a culture of collaboration among the staff through icebreakers, team building exercises, simulations and small group problem solving. Staff will be provided orientation on school wide instructional objectives during which the goals and measurement criteria for student performance will be discussed in detail as a group. Breakout time will be incorporated into the instructional objectives; program instructional/grade teams, led by grade leaders, to meet and detail specific objectives within their grades, develop team wide instructional strategies, create action plans for anticipated obstacles and challenges, coordinate lesson plans and synthesize curriculum components within the grades.

**Q189. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.**

The school calendar provides 16.5 teacher work days, of which 9 will be considered mandatory professional development days prior to the beginning of school, where teachers will receive curriculum design and goals, classroom management and the remainder of the days throughout the year providing continuous support and training for faculty. Staff development will be structured into designated teacher workdays, which are incorporated into the school calendar. School will not be in session for students during these days but faculty and staff will be required to work the normal school business hours. The needs identified by the School Director and staff leaders will determine programmatic opportunities for maximizing professional development. In addition, the school will advise teachers of topic specific learning opportunities that are available throughout the year. If teachers choose to participate in such opportunities, arrangements will be made in advance so that classes can be delivered during the time that the teacher is participating in professional development.

## 10.5. Marketing, Recruitment, and Enrollment



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

**Q190. Marketing Plan** Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-218.45(e)).

ALA-Monroe has and will continue to implement a full-scale marketing plan that will reach a wide-variety of demographics in the greater Monroe area and surrounding communities. This marketing plan will include the following strategies:

**Digital Marketing:** Google Search and display advertising, paid social media, OTT streaming media services, and website search engine optimization. Digital marketing enables ALA-Monroe to geo-target particular areas and demographics.

**Traditional Marketing:** Direct mailers, flyer drop distribution, trifold, word of mouth, and family and friends of the Board and local employees.

**Community Event Marketing:** Attend planned community events (i.e. city festivals, kid/family events, information sessions, and welcome events) to engage with the community and promote that the school plans to provide an exceptional learning environment for families and to assist students in their educational goals.

The Board understands how vital marketing is to the survival of a school and has partnered with Charter One and their in-house marketing team that has had great success in recruiting and retaining some of the largest charter schools in the state.



**Q191. Describe how parents and other members of the community will be informed about the school.**

American Leadership Academy-Monroe will use a variety of communication strategies to inform potential families and community members about our school. Our digital marketing, traditional marketing, and community event marketing will be used to build an initial interest list for ALA-Monroe. Individuals who sign up for the interest list will receive consistent communication via email, social media, and website postings regarding progress updates for campus construction and enrollment information. Once a family enrolls in the school, they will be transferred over to monthly newsletters from campus administration and teachers that pertain directly to the open/start of school.

**Q192. Describe your plan to recruit students during the planning year, including the strategies, activities, events, and responsible parties. Include a timeline and plan for student recruitment/engagement and enrollment, with benchmarks that will indicate and demonstrate suitable recruitment and enrollment practices over time.**



### Student Recruitment Timeline by Year

2022 (One Year from Opening) Build interest list through various digital marketing and events  
Nurture interest list with updates via email communications, social media and website. Quarters 1-3:  
Continue building interest list Quarters 1-3: Continue nurturing interest list with updates via email  
communications, social media and website.

2022 Quarter 4: Ramp up start of enrollment period with more marketing including: bigger spend on  
digital ads including OTT streaming ads. Distribute direct mailer to surrounding zip codes and  
communities, deploy magazine ads, participate in kid/family community events, sign up for a listing  
in local directories, as well as local business chambers in the greater Monroe area. Open enrollment  
period begins. Consistently holding in-person information sessions.

### 2023 (Opening Year)

Quarter 1: Continue marketing efforts from previous year but emphasize Call to Action of “Enroll  
Now” or “Construction Tours”. Open enrollment ends, lottery is conducted, and families are notified.  
Consistently holding in-person Q/A sessions, Welcome Events, Uniform Nights, etc.

Quarter 2: Final enrollment push before the start of the school year. Provide campus tours which  
gives families the opportunity to ask questions in-person, see classrooms and campus amenities,  
and meet staff.

Quarter 3: Opening of school year.

We have learned from Charter One that the key to student recruitment (especially during the  
opening year) is making sure that the families feel like they are already a part of the school.  
Constant and clear communication is key along with plenty of opportunities with face-to-face  
interaction. Their success in marketing, student recruitment, and opening the largest charters  
across the state at full enrollment. We are confident in our joint efforts in recruiting and retaining  
efforts. The large interest list numbers from the local community are already a testament to the  
continued success that ALA-Monroe will see.

**Q193. Describe how students will be given an equal opportunity to attend the school. Specifically, describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at-risk of academic failure. If your school has a specific area of focus, describe the plan to**



### market that focus.

As a tuition-free public charter school, the Board will give **all** students an equal opportunity to attend ALA-Monroe. Digital and direct marketing efforts will utilize geo-targeting to ensure that various communities and zip codes in the area receive information about the school and have an equal opportunity to enroll. ALA-Monroe will offer transportation and participate in the national school lunch program to remove barriers for some students. ALA-Monroe will implement a weighted lottery for economically disadvantaged students and will intentionally market to students who are educationally disadvantaged (families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at-risk of academic failure). Marketing materials will also be distributed in print form to local Boys and Girls Clubs, YMCA, churches, community organizations, low-income housing, and other housing developments. The School Director and Registrar will hold community information sessions at the school and in the community. As part of our NC ACCESS Grant application, we will have a community outreach coordinator.

### Q194. What established community organizations would you target for marketing and recruitment?

American Leadership Academy-Monroe will establish relationships with local Boys and Girls Clubs, YMCA, churches, community organizations, chamber of commerce, preschools, day cares, and summer camps. The organizations will be requested to assist in local outreach efforts.

## 10.6. Parent and Community Involvement



**Q195. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.**

The main communication strategies to engage with parents and community members from the approval through opening process include email newsletters, as well as ALA-Monroe social media accounts and website. An additional form of communication that could be utilized includes text communication. This would be most effective to communicate big announcements, such as the open and close of the enrollment period, campus tours being available, and any other events that families can attend and engage with ALA-Monroe staff. After the lottery, ALA-Monroe will hold welcome events for families that are enrolled in the school.



**Q196. Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.**

Creating an engaging relationship between teachers/staff and families is important to American Leadership Academy-Monroe. Instilling ALA-Monroe 's mission, RAISE values, and commitment to student education is the foundation of our success in building this partnership. Our mission and virtues are the cornerstone of the ALA-Monroe culture. Students and families will come to recognize these through mission and value posters hanging inside the school and similar banners that greet families as they enter the campus. RAISE values will also be incorporated into the daily and weekly curriculum that students learn in the classroom and implemented at home and in the community. By getting students and families to buy into our mission and virtues, we hope to create an engaging and inclusive school culture that strengthens our school community and support for student learning. Parents will be afforded the opportunity for active involvement in the school and extracurricular activities. ALA-Monroe will encourage parents to attend and support our students in group activities to create a strong sense of a community school. An example of this could include curriculum information sessions, fathers assisting with carpool, and other volunteer activities. Parents will feel supported at ALA-Monroe as they do at other Charter One managed schools in a way that is difficult for most families to experience. As a K-8 campus at full build out by the third year, we are able to be a one-stop shop for families and their children regardless of whether their children are in the elementary or middle grade levels. Having families be able to attend the same campus and same schools creates a long-term relationship with our students and families that is unique to ALA Monroe.

**Q197. If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.**

Depending on demand, American Leadership Academy-Monroe may offer parents the opportunity to learn financial literacy. Parents will be asked to assist with marketing and student recruitment activities.

## 10.7. Admissions Policy

**Q198. Weighted Lottery Does your school plan to use a weighted lottery? The State**



Board of Education may approve an applicant's request to utilize a special weighted, or otherwise limited, lottery in certain circumstances. If the charter applicant wishes to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:

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

- Yes  
 No

**Q199. Please provide the following: 1) A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization of the weighted or limited lottery**

The mission of ALA-Monroe is "to provide the best educational experience to as many students as possible, in a wholesome environment". ALA-Monroe will guide students through a rigorous curriculum which will advance students' social competence, self-efficacy, and intelligence, empowering students to use unique experiences as effective resources in their learning. Students will know education liberates and provides options for their future. ALA-Monroe seeks to make these opportunities and options available to all students and families in our community, who may not be currently exposed to these values. And without ALA-Monroe, may not have the opportunity otherwise.



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Q200.2) A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.



If a lottery is needed, ALA-Monroe will place all applications received during the open enrollment period into a lottery. Parents may not choose which grade they would like their child enrolled in for the coming year, they must enter the actual current grade and the student will be entered into the lottery for the next grade level. Parents wishing to have their child considered for retention must still submit their student for the subsequent grade level. Families will be given the opportunity to have their application weighted in the lottery by completing an optional weighted lottery application form. The form will allow families to declare their eligibility per the current year Federal Income Eligibility Guidelines. This form will be clearly labeled as optional and will inform families that choosing not to provide the requested information will not negatively affect the student's application. The form will also include the statement: "No specific information from your weighted lottery application will be obtained beyond eligibility status, and the information will not be retained." Families completing the optional form may be asked to give consent for ALA-Monroe to verify their status as economically disadvantaged. Verification will be based upon current year Federal Income Eligibility Guidelines but will not take place until the student has been enrolled through selection in the weighted lottery. ALA-Monroe will conduct the weighted lottery in conjunction with the general lottery. Students who choose to submit the optional weighted lottery application form will be randomly selected to obtain a specified target of 35%.

Once the specified target has been met, all remaining lottery entries will have equal weighting. If a student is selected for enrollment through the weighted lottery, the family may be asked to provide supporting documentation of eligibility during the enrollment process. If a family is unable to provide the supporting documentation necessary to determine eligibility, school administration will contact them to request supporting documentation. If the family is still unable to provide the necessary documentation, the student will be placed on the general waiting list. With each lottery, the School Director will work to identify the number of Free or Reduced Lunch seats available in order to balance students admitted across total seats available and planned annual target.

**Bundled Policy for Siblings:** All children in a family are "bundled" together under one unique lottery registration number but will only be registered to run in the lottery under the name and grade of the oldest child ("Primary Registrant"). When the "Primary Registrant" child is selected, they will be placed in their grade level based upon available space. If the grade level is full, they will be added to the grade level specific wait list. All siblings bundled on the registration form will be eligible for placement in their respective grade level immediately, as long as there is an opening. If there are no openings, they will be placed on the general wait list for the respective grade level. It is our intent to provide Lottery Procedures that benefit families but are fair and consistent for all of our applicants.



**Multiple Birth Siblings:** If multiple birth siblings apply to the school, they will be “bundled” together under one unique lottery registration number. If the multiple birth siblings are pulled in the lottery when there is still at least one spot remaining in their grade level, all multiple birth siblings shall be admitted. If their application is pulled after the spots are all filled, they will be added to the waitlist under a bundled registration.

**Lottery Procedures:** All applications shall be drawn during the lottery process and assigned an enrollment priority. Once all spaces for a specific grade level are full, a waitlist shall be created using the enrollment priority established during the lottery. Waitlists shall be operated on a grade-level basis to ensure the maximum number of students may be admitted to the school. This wait list will be used in the event that a spot opens, and the school chooses to fill the vacant position.

**Lottery Results:** The school will post the results of the lottery on the website within 5 business days of the lottery. If a student has been admitted to the school, the parent/guardian of the student will be contacted via email unless they indicated on their application that they did not have access to email. If the parent is unable to receive email, an acceptance letter will be mailed to the child's residence. The results and the waitlist will be updated monthly to allow parents to determine their current place on the waitlist. Parents of students placed on the waitlist will not receive communication via email or mail as to their student's place on the waitlist. They will be asked to look at the waitlist information placed online to determine their spot on the waitlist.

**Students Applying after the Open Enrollment Period:** Applications received following the completion of the open enrollment period will be granted priority on a first-come, first-serve basis for the school year for which the lottery was operated. For grade levels where wait lists were established during the lottery process, late applications will be appended to the end of the waitlist on a first-come, first-serve basis.

### Q201.3) [The underlying research, pedagogical, educational, psychometric, and legal, that supports the request and the procedures the applicant is requesting.](#)

Pursuant to G.S. 115C-218.45(g1), if a procedure for a weighted lottery reflecting the mission of the school has been approved by the State Board of Education and a lottery is needed under the standard admission procedures, a weighted lottery may be conducted according to the procedure in the charter.

### Q202. [Provide the school's proposed policies and the procedures for admitting students](#)



to the proposed charter school, including:

1. Tentative dates for the open enrollment application period, enrollment deadlines and procedures. \*Please be advised schools cannot accept applications until after final approval from the SBE.
2. Clear policies and procedures detailing the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences.
3. Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
4. Explanation of the purpose of any pre-admission activities (if any) for students or parents.
5. Clear policies and procedures for student withdrawals and transfers.



1. In order to apply for admission to ALA-Monroe, a prospective student must be a resident of the State of North Carolina. ALA-Monroe does not discriminate based on race, color, creed, national origin, ethnicity, or religion. We will not discriminate against any student based on special needs or previous academic performance. All potential students are required to complete the application process. The process of open enrollment will be communicated annually. We plan to have open enrollment begin in November of each year. The open enrollment period will be a minimum of 30 day, pursuant to State law. Applicants will be required to visit the school website and complete an online application to be entered into the lottery. In the event that a family is unable to access the site, we will provide a hard copy to parents upon request. The application will include the student's name, parent/guardian names, current address of student, phone number of parent/guardian, email of parent/guardian, current grade level, student's date of birth, the name of any siblings currently enrolled at the school, and a declaration of the student's residence in the State of North Carolina. If an application is filled out incorrectly or incompletely, it will be disqualified from consideration. All applications will be electronically time stamped and applicant information will be entered into the database for ALA-Monroe admissions. All applications must be received by 11:59 EST on the last day of the open enrollment period.

2. If there are fewer applicants than allotted seats, then all applicants will be admitted to ALA-Monroe. If there are more applicants than allotted seats, ALA-Monroe will conduct a public lottery in accordance with NC Charter School law. In accordance with North Carolina General Statutes, ALA-Monroe accepts all students who submit a timely application unless the number of applications exceeds the capacity of a program, class, grade level, or building. Enrollment priority is given to the following students:

- Children of employees, EMO employees, and board members;
- Students returning in the second or subsequent year of enrollment,
- Including siblings of students already enrolled at ALA-Monroe
- Students enrolled at a charter school the previous year
- Economically Disadvantaged Students

3. Students not accepted by the lottery will remain on the waitlist until the end of the following school year. If not accepted throughout the school year, they will be required to submit a new application during the upcoming school year and begin the enrollment period again. If the student is on the waitlist and has a grade retention, they will be moved to the correct grade level and placed on the waitlist of their new grade based on the number they were pulled during the lottery. Current students of ALA-Monroe will not be required to re-enroll. They will be asked to sign a non-binding letter of intent for the coming year to allow the school to plan appropriately for the lottery.

4. Prospective students and parents will receive notification of upcoming back to school events,



including meet the teacher night, uniform sales events, kindergarten starter events, etc. They will also be invited to community events that are attended by the school population through email invite and social media.

5. Once a student is admitted to ALA-Monroe, they will retain their slot in student enrollment for subsequent years unless they withdraw voluntarily. If a student withdraws from ALA-Monroe, they must reapply and complete the application process and lottery if needed. When a student withdraws, that creates an open seat to be filled by another student through the waitlist process. Students wishing to transfer into the school may submit an application at that time which will be processed. Students will be enrolled based on availability in the grade level or placed on waitlist.

### 10.8. Certify

Q203. **This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.**

- Yes
- No

Q204. **Explanation (optional):**

Portions of this charter application are taken from American Leadership Academy-Johnston (ALA-Johnston). This application mirrors ALA-Johnston, another ALA based school.



## 11. Operations

### 11.1. Transportation Plan

Q205. Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. Include budgetary assumptions and the impact of transportation on the overall budget. The details of this plan should align with the mission, identified need for the charter school, targeted student population, and the budget proposal. If you plan to provide transportation, include the following:

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



ALA-Monroe will rely on Charter One's experience of operating a large fleet of buses for a number of years, transporting thousands of students each school year. ALA-Monroe will not allow transportation to become a barrier for enrollment at our school. We have factored into the budget the initial purchase of 2 buses that will allow the school to provide cluster stops in its first year of operation. ALA-Monroe will operate 3 buses in year two, and 4 buses in year three. We will select specific drop zones where parents will be able to meet bus drivers to transfer their children to the care of our bus drivers for transport to the school. This will allow families who do not live in the immediate vicinity of the school the option of not having to drive the entire distance to the facility. Instead, they will meet the bus in public locations closer to their own residence. Based on need, geographic areas will have multiple drop zones. ALA-Monroe's drivers will keep tight schedules to ensure promptness and efficiency. These drop zones will be located at well-known landmarks like popular shopping centers, houses of worship, and community centers. ALA-Monroe will select the location of the drop zones based on proximity of students who need transportation service. Administration will verify that the selected locations are practical for a large concentration of students. The administration will also continually evaluate the safety of the drop zone locations and set distinct procedures to ensure the safety of all students. The practice of providing drop zones will alleviate transportation dilemmas for our families and also be an efficient use of the school's transportation resources.

Oversight of the transportation program will be the responsibility of the Office Manager, who in turn is responsible to the School Director. The Office Manager will receive training from the Charter One's Transportation Department and other charter schools in North Carolina where they serve as the management company. This training will consist of:

- Route planning;
- Policies;
- Procedures;
- Safety;
- Compliance;
- Licensure requirements, etc.

Compliance with local, state, and federal laws and regulations is of utmost importance to ALA-Monroe. We will ensure that all transportation staff and vehicles meet all applicable requirements by maintaining and adhering to a defined calendar of required tasks. Tasks will include trainings as mentioned above, as well as reporting and maintenance schedules. Charter One's expert staff will be instrumental in initial setup of the transportation program in addition to monitoring and support. In the event that a student needs individual transportation assistance, the school will coordinate



resources to accommodate them. ALA-Monroe will provide all transportation services mandated in students' IEPs or those required by the McKinney-Vento Act. ALA-Monroe will provide an option to facilitate carpool coordination for families that do not wish to use the bus.

American Leadership Academy-Monroe will make transportation options available for all families, though experience has taught us that most of our students will be transported by their families to school using ALA-Monroe's efficient car line system. We anticipate that students from several communities in the greater Monroe area, as well as other surrounding areas, will need transportation offered by the school. Some of these additional options are discussed further below: ALA-Monroe Administrators may assist families who wish to coordinate a carpool system based on expressed interest. ALA-Monroe will deploy an online system that allows families to organize rides for their children with other students who live near them. ALA-Monroe's website will have a link to the coordination tool where families will be able to coordinate transportation. Carpooling will also help to foster a sense of community and connectedness to other parents and the school.

As ALA-Monroe grows, we will expand our transportation resources as finances allow. We will evaluate the transportation budget on an ongoing basis to determine when funding is necessary to obtain additional resources. ALA-Monroe's goal is to provide no-cost transportation options to all students to guarantee that no children are denied access to the school for lack of transportation.

## 11.2. School Lunch Plan

**Q206. Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal. If the school intends to participate in the National School Lunch Program, include the following components in the response:**

- 1. How the school will comply with applicable local, state, and federal guidelines and regulations;**
- 2. Any plans to meet the needs of low-income students; and**
- 3. Include how the school intends to collect free- and reduced-price lunch information from qualified families. If a school intends to participate in the Community Eligibility Provision, describe the methodology the school will use to determine eligibility.**



Charter One will contract with a reputable and capable food service provider on behalf of ALA-Monroe to provide food services on the campus. Two leading candidates, Aramark and Sodexo, are multinational food service operators with large numbers of government, private, and charter school clients in North America. The number of kitchen staff will be determined by enrollment, per the agreement with Charter One. The kitchen equipment will be provided with the facility and included in the facility lease. The Kitchen Manager will work with the local authorities to obtain all necessary permits and licenses. Charter One will work with the provider and the Kitchen Manager to provide an annual calendar of meals, recipes, purchasing guidelines, a kitchen handbook, and guidance on establishing and maintaining a sustainable cafeteria program. Charter One will also perform an annual audit of the kitchen to ensure that the kitchen is operating in a healthy and efficient manner in preparation for required periodic health inspections.

American Leadership Academy-Monroe will apply to participate in the National School Lunch Program. Charter One has several schools that participate in this program, which provides meals for students at a reduced rate, or free based on need. The cost for operating the kitchen will be offset by revenues generated by selling lunches to students. If a specific family truly cannot afford lunches, they may request a waiver from lunch fees from the School Director. The School Director will have the authority to waive fees based on documented evidence of need. The ability to waive fees is at the discretion of the School Director. ALA-Monroe will seek community sponsors to help offset the cost of these lunches and ensure all students receive adequate nutrition.

ALA-Monroe will request families complete the National School Lunch Program eligibility forms and/or use the Community Eligibility Provision.

### 11.3. Civil Liability and Insurance

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

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



Law

Q207. Complete the attached table, indicating the amount of each type of coverage as outlined in a quote obtained from an insurance provider.

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

**Applicant Comments :**

Please see attachment.

**Resources**


Insurance Coverage ...

**Applicant Evidence :**


Q.207 Insurance Cov...

Uploaded on **4/27/2022**

by **Michael Way**

Q208. **Attach Appendix L: Insurance Quotes**

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

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

Total Files Count: 5

**Applicant Comments :**

Please see attachment.



Applicant Evidence :



Uploaded on **4/27/2022**  
by **Michael Way**

### 11.4. Health and Safety Requirements

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

Q209. We, the Board members will develop a written safety plan and policies to be shared with staff, parents, and students and be available upon inspection from the Department of Public Instruction and local Health Departments. **The Board Chair must sign this question.**

Signature

### 11.5. Start-Up Plan

Q210. Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if



applicable).

Please see attached.

**Applicant Evidence :**


Q.210 Start-up Plan....

Uploaded on **4/28/2022**  
by **Michael Way**

**Q211. Describe what the board anticipates will be the challenges of starting a new school and how it expects to address these challenges. Submit a Start-up (Year 0) Budget as Appendix O, if applicable.**

The Board anticipates two major challenges: startup funding and the hiring of the School Director. Startup funding will include furniture, technology, curriculum, and staffing. Charter One will provide the funding and the budget for Year 0. For example, it is anticipated that Charter One will spend approximately \$30,000 on marketing and \$20,000 on website development and maintenance. Charter One will also provide start-up funding prior to the availability of state and local charter school funding. The Board will also apply for the NC ACCESS Grant. If awarded, the school may hire the School Director during the planning year and will focus other resources toward student recruitment and professional development.

We will also rely on Charter One to gather necessary applications, and engage in the hiring process as previously described. They have tremendous experience at identifying individuals with the right training and aptitude to serve our students and families, by implementing our charter with fidelity.

## 11.6. Facility



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

**Q212. What is your plan to obtain a building? Identify specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. Present a timeline with reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation.**

American Leadership Academy-Monroe will enter into a lease with SH Monroe for the existing facility. The landlord has committed to building an additional 37,500 square feet for year two. SH Monroe has presented ALA-Monroe with a letter of intent to provide the financing and leasing of educational facilities. Members of the Charter One team have extensive experience in developing charter schools across the nation. They have decades of experience in real estate investment, management and development. Their diverse backgrounds as real estate developers and agents provides a broad and unique view of the marketing and development process.

A draft lease is included in this application. The existing facility has a Certificate of Occupancy for Education Use. The board has a commitment to add to existing facilities to be completed by Year 2. The developer and landlord will ensure that the facility complies with all local building codes and regulations. The developer is responsible for coordinating with the local city/county inspections department to complete all necessary inspections to meet building and land use regulations. The facility will satisfy all safety and fire standards to guarantee the health, safety, and welfare of all occupants.

**Q213. Describe the school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your budget is reasonable.**



The facility is a 37,000 square foot building situated on approximately 30 acres of land. It includes classrooms, a cafeteria, offices and storage rooms with the ability to accommodate 450 students. Before the beginning of Year 2, approximately 37,500 square feet will be added to the facility. The school is situated on approximately 30 acres and additional facilities will be added to meet projected enrollment. The lease numbers included in the budget are affordable and reasonable.

**Q214. Describe school facility needs, including: science labs, art room, computer labs, library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, workroom/copy room, supplies/storage, teacher workrooms, and other spaces.**

The current facilities have classrooms, a cafeteria, offices, storage rooms and work rooms. The construction for Year 2 will add additional classrooms.

**Q215. What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location.**

In year one we will use an existing facility and a copy of the draft lease is provided. The landlord has committed, as indicated in the lease, to build an additional 37,500 square foot building on the same property for the second year. With increased construction cost, we are anticipating a total project cost of \$250 per square foot.

**Q216. Facility Contingency Plan: Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open.**

A facility contingency plan is not needed as the existing facility has a Certificate of Occupancy for Educational Use.

**Q217. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.**



The ALA-Monroe Board has experience in charter school development. One board member is a licensed civil engineer and has overseen the construction and expansion of other charter school facilities. We are familiar with what is required to overcome potential challenges involved with facilities acquisition, building, and management.

### 11.7. Certify

Q218. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- No

Q219. Explanation (optional):

Portions of this charter application are taken from American Leadership Academy-Johnston (ALA-Johnston). This application mirrors ALA-Johnston, another ALA based school.



## 12. Financial Plan

### 12.1. Charter School Budget

All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate additional questions by those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

**Q220. If applicable, attach Appendix M: Revenue Assurances. Assurances are needed to confirm the commitment of any additional sources of revenue.**

This section is not applicable

**Q221. Attach Appendix N: Proposed Budget for Year 1 through Year 5 [Click here to access and download the Budget Template. \(https://www.dpi.nc.gov/charter-application-budget-template-2021-22xlsx/download?attachment\)](https://www.dpi.nc.gov/charter-application-budget-template-2021-22xlsx/download?attachment)**

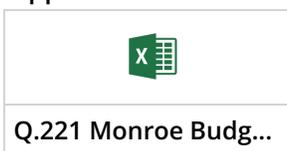
Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5

#### Applicant Comments :

Please see attachment.

#### Applicant Evidence :



Uploaded on **4/28/2022**  
by **Michael Way**



## 12.2. Budget Narrative

Please include additional information that explains the assumptions used in the 5-year budget.

### Q222. How was the student enrollment number projected?

We are targeting our enrollment in Union County, specifically near the Monroe, NC area. Since the census data in 2010, Union County's population has increased by 24.66% (<https://worldpopulationreview.com/us-counties/nc/union-county-population>), and continues to grow at a rate of 1.63% annually.

We are targeting our enrollment in and around the Monroe, NC area. This area has been experiencing a tremendous amount of growth over the past several years. Most recently Charter One has been involved with Wake Preparatory Academy and ALA-Johnston. Both will open we with over 1,650 students with a strong waitlist in charter-dense areas. With few other charters in the local area, we can expect similar if not more interest in Monroe. With 16 months before opening, Charter One is already marketing the school. We are confident to reach the enrollment numbers outline in this application.

We have performed an analysis of the existing schools in our target area and determined that with the population growth in the area combined with the academic performance we would be able to attract sufficient enrollment. Our interest list numbers to date give further evidence to these assumptions and data points. The related supporting documentation for our enrollment analysis has been previously attached under "Monroe LEA Grades" under Question 104.

### Q223. Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.



The combination of a growing community and an increased demand in school choice lead us to believe that we will meet our enrollment projections. We anticipate being able to do this by utilizing Charter One's unique marketing efforts, comprehensive curriculum, RAISE Values, and classroom experience. This has been demonstrated by Charter One in multiple schools across the nation. It is one of the main reasons we chose to partner with Charter One. We believe that the enrollment target is not only attainable, but realistic. Parents' need for school choice continues to rise in the greater Garner area. Parents also desire classical education with an all-inclusive K-12 model. Charter One has a history of meeting and exceeding enrollment projections. Bonnie Cone Classical Academy, American Leadership Academy-Johnston and Wake Preparatory Academy in North Carolina are examples of Charter One's proven local success. Wake Preparatory Academy is authorized for 1,650 students and has received over 3,500 applications. Wake Preparatory Academy will open in August 2022 with 2,000 students in grades K-12. The need for school choice and the growth patterns in Garner are similar to that of the other local Charter One powered campuses.

**Q224. Provide the break-even point of student enrollment.**

The necessary enrollment to break-even is projected to be at 410 students in the first year.

**Q225. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.**



In the event that anticipated revenues are either not received or are lower than estimated within the budget, we would implement several steps to ensure the financial stability of our school. We will work with Charter One to realign our budget as needed. Charter One has a proven history in working with start-up charter schools and navigating through unforeseen budget shortfalls. Their efforts include assisting schools to increase enrollment, working with schools to defer rent payments, negotiating favorable terms with vendors, and obtain financing as needed. The steps that we would implement with the assistance of Charter One would begin with an effort to increase enrollment numbers to help ensure the long-term success of our school.

With enrollment being the biggest driver of revenue, we would implement a strategy to reach out to a larger number of families, particularly those in the earlier grades. In addition to working on increasing enrollment, we would seek other revenue sources beyond governmental funds. We would also seek out additional grants and/or donations that would be available to the school including working with the local business community. If, however, we are unable to increase our enrollment numbers, we would look to implement a series of cost-saving measures as needed. Such measures would include, if necessary, the reduction of nonessential staff and eliminating any non-essential services or programs. ALA-Monroe has selected Charter One as the EMO from the onset to help navigate a successful opening.

The Board expects to open with enrollment projections on target with the budget. However, we recognize that unanticipated events can occur that may result in revenues not meeting expectations. The Board will closely monitor the financial performance of the school to quickly identify any signs of financial struggles. In such a case, the Board will work closely with Charter One to develop a plan of action that will allow for the long-term success of the school. Charter One has a proven history of working with charter schools and providing valuable resources to ensure their success. Working with Charter One, the Board will look for ways to increase revenue streams that align with the mission and values of the school and include obtaining appropriate grants, seeking funding from community partners, and working to increase enrollment as needed. Additional steps would also include a review of expenses that can be minimized or eliminated, looking first at non-essential services. If needed, a reduction in staff would be considered looking first at non-essential staff in order to minimize the impact to the educational experience for our students. The Board will also work with Charter One to negotiate with them and other vendors to agree to terms that will allow ALA-Monroe to continue to operate and provide services. Charter One may have to defer their management fee in the event there is a shortage of funds.



**Q226. Does the budget rely on sources of funds other than state, county, and federal (e.g., loans, donations, etc.)? If so, please provide the source and amount. Also, describe any committed contributions and in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. Clearly indicate between those grants or in-kind donations which have already been firmly committed and those the board is planning to pursue. Be sure that the appropriate assurances documentation is provided in the appendices.**

The budget does not rely on loans, donations or other sources beyond that of state, county, and federal funding. However, we will work with the Grants Management Department at Charter One to pursue appropriate grants that are available to the school and fall within our mission. Depending on actual enrollment demographics, we will pursue Title I funds that are currently not comprehended in the budget. At this time the budget includes state, county and federal sources of revenue that can be readily determined. The school will work with Charter One, who has an experienced grants management team, to consider both federal and state grants which are not currently included in the budget forecast. Depending on the demographics of the student population, certain federal entitlement grants would be applied for but are not currently comprehended in the existing budget. The NC ACCESS grant is one of the grants we intend to pursue. This will provide a significant boost to the school in its early years. ALA-Monroe does not currently have donations of any kind committed or included in the budget but may seek such donations as appropriate.

**Q227. Provide the student to teacher ratio that the budget is built on.**



The quality of education is an important factor to the success to ALA-Monroe and includes an average student-teacher ratio of 25 students to each teacher.

Please note that this is simply an average and for a K-8 campus as well. It is important to note that these ratios will skew less, or more, depending on a number of factors. For example, it is important to note that Kindergarten classes, and younger grades in general, will utilize the Teacher Aides and have a lower student-teacher ratio when compared to the rest of the school. Another example would be specific elective courses for the middle school grades like band, orchestra, PE, choir. These courses will (on average) have more than 25 students enrolled per class. We believe that some courses (like those previously mentioned) benefit from a larger student body. While a larger student body may be needed for some courses, a lower student body for other courses would be true as well. Courses distinguished as Honors, or other higher-level courses would see a lower student ratio than the 25:1.

These are just several examples of how we are viewing the “average” 25:1, student-teacher ratio. Yes, some classes will skew to a lower ratio. Yes, some classes will skew to a higher ratio. Yes, the ratio will be subjective based on grade level as well. All of that being said, the average student to teacher ratio that the budget is built on is 25:1

**Q228. Describe the board’s individual and collective qualifications and capacity for implementing the financial plan successfully.**



All of our Board members have a thorough understanding of their role in overseeing the school to ensure its financial success. While each of our Board members are qualified, two of our Board members exhibit further beneficial knowledge in the area of financial management. First, Mrs. Yolanda Hill-Robinson, the Board's Treasurer, has extensive experience in the accounting and non-profit management. She holds a Bachelors and Masters degree in Accounting from the University of North Carolina at Greensboro. She is also the Chief Financial Officer at Balanced Nutrition. She is very familiar with and successful in managing budgets and implementing financial plans. Second, Mr. Chris Millis, the Board's Vice President, has a great deal of experience in board management. He has personally served on multiple charter boards across the state and is familiar with charter school finance and the accountability that rests with the Board. Mitchell Schwab, Heather Whillier and Chris Millis have experience working with or serving on other charter school boards. John Amanchukwu has prior private school operating experience.

**Q229. Describe how one or more high needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.**

We are committed to serving all students, regardless of their needs, but do recognize that high needs students with disabilities have an impact on the budget. Charter One has over a decade of experience in working with high need students including finding the most efficient and effective way to provide resources for those students. For this reason, we have anticipated higher EC student populations due to the associated higher expenses that accompany these students. We attached higher expenses in these areas to prepare us for this uncertainty.

Charter One has a history of managing charter schools and assisting in developing cost effective and efficient solutions for students with high needs. The Board understands that the costs associated with high needs students can be extraordinary and will work with Charter One to provide the most efficient and economical approach to meeting the needs of these students. State and Federal EC funding is included in the budget. We are anticipating a 12% EC population and plan to apply for the Special State Reserves grant in the first year and Risk Pool Funding in the second year if needed.

**Q230. If there is a plan to outsource any or all financial management areas such as**



**payroll, benefits, audits, fundraising, accounting, etc., provide a statement on how the vendors will be selected and how the board will oversee their activities to ensure fidelity and compliance.**

The board will outsource many of the financial management areas to Charter One and will perform a search of qualified firms to perform the annual audit. Charter One has over a decade of experience providing financial management for charter schools across the country. The Finance department at Charter One consists of a number of qualified and experienced team members to perform all financial management functions including budget and forecasting, payroll and benefits, accounts payable, accounts receivable, asset management, reporting and compliance.

While the board will outsource the daily financial management functions to Charter One, we will maintain our fiduciary responsibility to the school. Our oversight will require Charter One to provide regular reports in order to oversee the financial activity and compliance of the school. The Board may review these reports at monthly Board Meetings to ensure Charter One's fiduciary duty is being met. The Board has chosen to outsource the financial management to Charter One. This includes payroll, benefits, cash management, accounting, monthly reports, and local government billing. One of the reasons the Board selected Charter One as our EMO was the ability of the Charter One finance team to create an efficient way to manage the finances of the school. The Charter One team has a vast amount of experience in operating the financial management and compliance of charter schools. The Board will provide oversight to Charter One and will review the financial status and compliance of the school on a regular basis. The performance of Charter One will be reviewed by the Board on an ongoing basis. The Board will select a State approved audit firm to conduct the required annual audit

**Q231. Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial, etc? Describe the criteria and procedures for the selection of contractors and large purchases.**



We intend to contract with Charter One as our EMO to oversee the day-to-day operations of such services as student accounting, financial services, and all instructional support. Charter One has a comprehensive staff with over a decade of experience in providing these services to charter schools across the county. We will review the cost benefit of outsourcing services that are not included as part of the Charter One agreement as needed against the benefit of internally hiring positions to meet those needs. All large purchases will be reviewed and approved by the proper authority at the school. The vendor selection process for any outsourced services will be done by reviewing the contractor's qualifications as well as the cost of the service.

The board will maintain oversight of all contracts and will regularly evaluate contractor performance to ensure both fiscal responsibility and compliance. Charter One will provide services related to student accounting, financial services, exceptional children instructional support, and other support related to the operation of the school. The selection of contractors and large purchases will be done at the discretion of the Board. The Board will review the need for such contracts, determine the criteria needed to measure results, and approve contracts as needed. Charter One and the Board will seek bids from local third-party contractors. All decisions made by the Board pertaining to large purchases and selection of contractors will be in the best overall interest of the school. Contracts will be reviewed on an annual basis. One of the benefits with having Charter One as the EMO is its large-scale purchasing power. This will allow the school to reap the benefits of the savings (employee benefits, computers, curriculum, furniture, supplies, etc.).

**Q232. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.**



Our mission is “to provide the best educational experience to as many students as possible in a moral and wholesome environment”. We have developed the budget with this mission in mind and have balanced being fiscally responsible with meeting our mission in a meaningful way. In order to achieve our mission, we must be able to provide an exceptional classroom experience to all of our students. This will be accomplished by employing quality staff and providing them with the resources that they need to deliver an exceptional education. The budget includes competitive compensation packages that will allow us to attract the type of educators and support staff necessary to carry out our mission. Along with quality instructional and support staff, we believe what drives the best educational experience is the curriculum. The budget includes expenses for both quality curriculum and learning tools that will enhance the educational experience for every student. The budget also encompasses facilities designed to provide a full experience for our students including athletics, fine arts, and other extra-curricular activities. The budget also includes the cost of transporting students to and from school.

The budget was created with the school’s mission and purpose in mind and encompasses needed elements to provide students with the necessary tools of learning. The budget includes essential expenses for the instructional operations of the school including competitive teacher salary and rigorous curriculum; extracurricular activities such as performing arts, athletics and other student activities; expenses associate with transportation of students as outlined in our transportation plan as previously described.

**Q233. What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.**

We believe that it is best practice to operate on a zero-based, balanced budget each year and to steadily build a reserve of fund balance that will help ensure the school’s long-term financial success. We have developed a goal of having a 5% cash reserve. By using all funds in a responsible manner with the intention of building an adequate number of days’ cash on hand, we will reach the 5% target between the second and third year of operations.

**Q234. Provide a description of proposed financing structure. Include financing of facilities, other asset financing, and leases.**



The Board will enter into a lease agreement with SH Monroe. The landlord has committed to building an additional 37,500 square feet for year two. SH Monroe has presented ALA-Monroe with a letter of intent to provide the financing and leasing of educational facilities. The facility's expense represented in the budget includes the estimated lease payments. Other assets, such as furniture and equipment, will be purchased with the goal of the Board to keep financing as limited as possible so that debt payments will not be a hindrance to the operation of the school. Assets, such as equipment, furniture, and transportation will be financed through either lease or purchase arrangements. The Board intends to use debt financing only as needed in order to minimize the long-term impact of debt on the financial health of the school.

**Q235. Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends.**

All assets, including building, furniture, and equipment will be funded through our operating revenues, or, if needed, may be financed. Working with Charter One, we will strategically pursue opportunities to obtain assets from other sources that meet the needs of the school. The budget has not included any assets derived from sources outside of the school's operating budget. The Board will coordinate with Charter One to determine if assets can be obtained from other appropriate sources but such commitments are not included in the budget forecast.

### 12.3. Financial Compliance

**Q236. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate record keeping?**



The Board will work with Charter One to ensure that adequate internal controls, including segregation of duties, safeguarding of assets, and accurate and adequate record keeping are implemented in accordance with Generally Accepted Accounting Principles ("GAAP"). Charter One's large and experienced team has an existing set of internal controls to be tailored specifically to the school and ensure proper oversight of operations. The internal control procedures will be reviewed and approved by the Board. Board policies may include safeguards such as multiple check signers, clear guidelines on expenditure approval limits, safeguarding of assets, and invoice processing. The internal control document will include all aspects of the financial accounting cycle, as well as the necessary controls to safeguard all assets belonging to the school. The document will include specific assignment of duties as well as necessary verification procedures. The Board will ensure that the internal control processes will be reviewed by the independent auditor on an annual basis and adjustments made as needed. The Board will also discuss the need to adhere to internal control processes with the school's management team and will focus on creating an environment that promotes ethical behavior.

**Q237. Provide any known or possible related party transactions (relationship, description of transaction, and estimated dollars involved).**

ALA-Monroe does not have, nor do we expect to have, any related party transactions.

**Q238. Provide the name of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. Include the complete mailing address, telephone number, and fax number. If a firm has yet to be identified, please list the firms the board has investigated.**

The board has not yet selected an auditor. However, we have obtained a listing of firms approved by the NC LGC. The Board has had a presentation from Darrell L. Keller of Cleveland County. The board will select an auditor as part of the Ready to Open process.

## 12.4. Certify

**Q239. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.**

Yes



No

**Q240.Explanation (optional):**

Portions of this charter application are taken from American Leadership Academy-Johnston (ALA-Johnston). This application mirrors ALA-Johnston, another ALA based school.



## 13. Other Forms

Q241. Sign the attached Charter School Required Signature Certification document and upload it as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

### Resources



Charter School Requ...

### Applicant Evidence :



Q.241 Charter Schoo...

Uploaded on **4/28/2022**  
by **Michael Way**



## 14. Third-party Application Preparation

Q242. Was this application prepared with the assistance of a third-party person or group?

- Yes
- No

Q243. Give the name of the third-party person or group:

Charter One, LLC

Q244. Fees provided to the third-party person or group:

None



## 15. Application Fee

Pursuant to G.S. 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by **April 29, 2022, at 5:00 pm EDT** for Fast Track and Accelerated applications, and **April 29, 2022, at 5:00 pm EDT** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash is not accepted.

**Q245.\*Application Note: The applicant must mail the certified check along with the Application Fee Payment Form (see the resources for this question) before or on the due date of April 29, 2022, at 5:00 pm EDT for Fast Track and Accelerated applicants, and April 29, 2022, at 5:00 pm EDT for traditional timeline applicants. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete. Payments should be made payable to the North Carolina Department of Public Instruction: North Carolina Department of Public Instruction Office of Charter Schools 6307 Mail Service Center Raleigh, NC 27699-6307**

I understand

### Resources



2022 Payment Form....



## 16. Signature page

Q246. Fill out the attached resource and get it signed and notarized. Then upload as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

### Resources



Signature Page.docx

### Applicant Evidence :



Q.246 Signature Pag...

Uploaded on **4/28/2022**

by **Michael Way**

Q247. Please digitally sign your application here  
Signature



**Final Status**

Reject     Approve

**Approver Comments**

**Academic  
School Year**

**Grade Levels**

**Total Projected  
Student Enrollment**

Year 1	K-8	450
Year 2	K-8	675
Year 3	K-8	850
Year 4	K-8	1100
Year 5	K-8	1100

<b>Anticipated Racial/Ethnic Demographics (%)</b>	<b>% of Economically Disadvantaged Students</b>	<b>% of Students with Disabilities</b>	<b>% of English Language Learners</b>
<b>25% Black, 66% White, 9% Other</b>	<b>35%</b>	<b>12%</b>	<b>14%</b>

		General	State	Federal Grants
APA	2021 Surplus	\$163,725.00	\$0.00	\$0.00
	Balance	\$527,145.00	\$0.00	\$0.00
	2020 Surplus	\$211,923.00	\$0.00	\$0.00
	Balance	\$363,420.00	\$0.00	\$0.00
	2019 Surplus	-\$164,497.00	\$0.00	\$0.00
	Balance	\$151,497.00	\$0.00	\$0.00

BCCA	2021 Surplus	\$608,935.00	\$0.00	\$0.00
	Balance	\$1,200,923.00	\$0.00	\$0.00
	2020 Surplus	\$591,888.00	\$0.00	\$0.00
	Balance	\$591,988.00	\$0.00	\$0.00

ALA Coastal	2021 Surplus	\$535,558.00	\$0.00	\$0.00
	Balance	\$1,960,715.00	\$0.00	\$0.00
	2020 Surplus	\$433,885.00	\$0.00	\$0.00
	Balance	\$1,425,157.00	\$0.00	\$0.00
	2019 Surplus	\$431,150.00	\$0.00	\$0.00
	Balance	\$991,272.00	\$0.00	\$0.00

2018 - 2021 Performance Grades		Grades				Growth				Enrollment			
		2018	2019	2020	2021	2018	2019	2020	2021	2018	2019	2020	2021
ES	Rocky River Elementary	B	B	-	-	Met	Met	-	-	686	549	540	526
	New Town Elementary	A	A			Met	Exceeded	-	-	947	828	874	776
	Benton Heights Elem School of the Arts	D	C	-	-	Met	Exceeded	-	-	591	570	539	514
	East Elementary	D	D	-	-	Met	Exceeded	-	-	507	463	483	415
	Poplin Elementary	B	B	-	-	Not Met	Met	-	-	753	666	659	631
	Porter Ridge Elementary	B	C	-	-	Exceeded	Met	-	-	467	530	563	531
	Kensington Elementary	B	A	-	-	Not Met	Met	-	-	786	799	964	996
	Indian Trail Elementary	B	B	-	-	Exceeded	Exceeded	-	-	591	626	580	530
	Sardis Elementary	B	B	-	-	Met	Met	-	-	499	520	508	438
	Unionville Elementary	B	A			Met	Exceeded			683	698	691	613
	Rock Rest Elementary	B	B	-	-	Met	Met	-	-	567	520	459	453
	Wingate Elementary	C	C	-	-	Met	Not Met	-	-	546	482	443	402
	Shiloh Valley Primary School	B	B			Not Met	Exceeded			591	658	582	517
	Walter Bickett Elementary	D	D			Exceeded	Exceeded			695	557	557	537
	Shiloh Valley Elementary	C	B			Not Met	Met			499	552	593	565
	Waxhaw Elementary	B	C	-	-	Met	Not Met	-	-	598	555	536	478
									<b>ES Totals</b>	<b>10006</b>	<b>9573</b>	<b>9571</b>	<b>8922</b>
MS	Cuthbertson Middle School	B	A	-	-	Met	Exceeded	-	-	1,241	1,395	1,403	1,400
	Porter Ridge Middle School	C	B	-	-	Not Met	Met	-	-	1,289	1,279	1,326	1,260
	Parkwood Middle School	C	C	-	-	Met	Met	-	-	951	808	794	800
				-	-			-	-				
				-	-			-	-				
				-	-			-	-				
									<b>MS Totals</b>	<b>3,481</b>	<b>3,482</b>	<b>3,523</b>	<b>3,460</b>

Data retrieved from [dpi.nc.gov](http://dpi.nc.gov) statistical profile online.

<b>TOTAL</b>	13,487	13,055	13,094	12,382
Inc./Dec.		-3.2%	0.3%	-5.4%
				-8.2%

# Sample Master Schedule

At 7:51 a.m., students line up, Teachers pick-up students from designated areas no later than 7:53am. Students need to be in their seats by 8:00 a.m.

		Kinder	1st	2nd	3rd	4th	5th	6th	Teacher PLC Times & Specials Schedule
Attendance #1	8:00	Bellwork	Bellwork	Bellwork	Bellwork	Bellwork	Bellwork	Bellwork	8:00-8:19 1st prep 1st grade 8:20-9:05 3rd grade 9:05-9:50
	8:05	Announcements	Announcements	Announcements	Announcements	Announcements	Announcements	Announcements	
End #1	8:10	Math	Math	MOWR/Inter/Enrich/Gifted	Math	ELA/History	Math	Math	11:45-12:00 Specials Lunch 12:00-12:30 Specials PLC k 12:30-1:15 6th grade 1:15-2:00
	8:15	8:10-8:40	8:10-8:20	8:10-8:55	8:10-9:05	8:10-9:25	8:10-9:40	8:10-9:40	2:00-2:14 3rd prep 4th grade 2:15-2:55
	8:20		Specials			*Wed. Leadership 45min.			
	8:25		8:20-9:05						
	8:30								
	8:35	30							
	8:40	Recess							
	8:45	8:40-8:55							
	8:50	15		45					
	8:55	MOWR/Inter/Enrich/Gifted		Recess					
	9:00	8:55-9:40	45	8:55-9:10					
	9:05			15	60				
	9:10		Math	Math	Specials				
	9:15		9:05-9:55	9:10-10:15	9:05-9:50				
	9:20					75			
	9:25					Recess			
	9:30					9:25-9:40			
	9:35	45				15	90	90	
	9:40	Math				ELA/History	ELA/History	Inter/Enrich/Gifted	
	9:45	9:40-10:30	60			9:40-10:40	9:40-11:00	9:40-10:25	
	9:50				45		*Wed. Leadership 45min.		
	9:55		Recess		Math				
	10:00		9:55-10:10		9:55-10:25				
	10:05		15						
	10:10		Math						
	10:15		10:10-10:45	65					
	10:20			Specials					
	10:25	80		10:15-11:00	90				
	10:30	Lunch			ELA/History			Recess	
	10:35	10:30-10:45	90		10:25-11:15			10:25-10:40	
	10:40					135		15	
	10:45	Recess	Lunch			Science		ELA/History	
	10:50	10:45-11:00	10:45-11:00			10:40-11:30		10:40-12:15	
	10:55	30		45			80	*Wed. Leadership 45min.	
	11:00	Math	Recess	Lunch			Specials		
	11:05	90	11:00-11:15	11:00-11:15			11:00-11:45		
	11:10	ELA							
	11:15	11:10-12:30	MOWR/Inter/Enrich/Gifted	Recess	Lunch				
	11:20		11:15-12:00	11:15-11:30	11:15-11:30				
	11:25			30		50			
	11:30			Math	Recess	Lunch			
	11:35			11:30-11:55	11:30-11:45	11:30-11:45			
	11:40				30				
	11:45			ELA/History	Recess	Lunch			
	11:50		90	11:45-12:45	11:45-12:00	11:45-12:00			
Attendance #2	11:55		45	ELA					
	12:00		ELA	11:55-12:45		Math			
	12:05		12:00-1:00		12:00-1:30				
	12:10								
	12:15								
	12:20								
	12:25	80							
	12:30	Specials							
	12:35	12:30-1:15			MOWR/Inter/Enrich/Gifted				
	12:40			50	12:35-1:20				
	12:45			Recess					
	12:50			12:45-1:00					
	12:55		60	15					
End #2	1:00		Recess	ELA					
	1:05		1:00-1:15	1:00-2:10					
	1:10	45	15						
	1:15	Recess	ELA						
	1:20	1:15-1:30	1:15-2:15		ELA/History				
	1:25	15			110				
	1:30	ELA			Recess	Inter/Enrich/Gifted			
	1:35	1:30-2:10			1:30-1:45	1:30-2:15			
	1:40				15				
	1:45				ELA/History				
	1:50				120				
	1:55				Science/Hist				
	2:00				1:55-2:50				
	2:05	120		120	*Wed. Leadership 45min.				
	2:10	Sci/Hist/WS	120	Sci/Hist/WS					
	2:15	2:10-2:50	Sci/Hist/WS	2:10-2:50					
	2:20	*Wed. Leadership 45min.	2:15-2:50	*Wed. Leadership 45min.					
	2:25		*Wed. Leadership						
	2:30								
	2:35								
	2:40								
	2:45								
	2:50	45	40	45	60			50	
	2:55					45		45	
	3:00	k	1	2	3	4	5	6	Dismissal
All staff members are actively assisting daily with p.m. duties. in their Reflective vests.									

Teacher PLC Times & Specials Schedule	
8:00-8:19	1st prep
8:20-9:05	1st grade
9:05-9:50	3rd grade
9:50-10:09	2nd prep
10:15-11:00	2nd grade
11:00-11:45	5th grade
11:45-12:00	Specials Lunch
12:00-12:30	Specials PLC
12:30-1:15	k
1:15-2:00	6th grade
2:00-2:14	3rd prep
2:15-2:55	4th grade

Lunch/Recess	
k	10:30-11:00
1st	10:45-11:15
2nd	11:00-11:30
3rd	11:15-11:45
4th	11:30-12:00
5th	11:45-12:15
6th	12:15-12:45

MOWR k-3 & 6th Lab	
2nd	8:10-8:50
k	8:55-9:35
1st	11:15-12:00
3rd	12:35-1:10
6th Lab	1:15-2:00 in Classr or Media

Early Release Lunch	
k	10:30-11:00
1st	10:45-11:15
2nd	11:00-11:30
3rd	11:15-11:45
4th	11:30-12:00
5th	11:45-12:15
6th	12:15-12:45

Early Release Specials	
kinder	8:15-8:45
5th	8:50-9:20, no band
4th	9:30-10:00
3rd	10:15-10:45
lunch	11:00-11:30
2nd	11:30-12:00
1st	12:00-12:30
6th	12:45-1:15, no band

Early Release Recess	
kinder	8:45-9:00
2nd	9:10-9:25
5th	9:25-9:40
3rd	9:45-10:00
4th	10:05-10:20
6th	10:25-10:40
1st	12:45-1:00

Early Release - Bus Riders @ 1:20  
Early Release @ 1:30

Bus Riders released @ 2:50

# SPECIALS SCHEDULE

\*\*\*REFER TO STAFF CALENDAR & FAR LEFT COLUMN OF THIS SCHEDULE TO  
Please pick up students on time. Early is on time!

Kindergarten 12:30-1:15 (PICK UP STUDENTS at 1:10)						
Class	Monday	Tuesday	Wednesday	Thursday	Friday	
Black	PE	Art	Tech	Music	Art	
wk. 1	PE	Art	Tech	Music	Art	
wk. 2	PE	Art	Tech	Music	PE	
wk. 3	PE	Art	Tech	Music	Music	
wk. 4	PE	Art	Tech	Music	Tech	
Blair	Monday	Tuesday	Wednesday	Thursday	Friday	
wk. 1	Art	Music	PE	Tech	Tech	
wk. 2	Art	Music	PE	Tech	Art	
wk. 3	Art	Music	PE	Tech	PE	
wk. 4	Art	Music	PE	Tech	Music	
Braun	Monday	Tuesday	Wednesday	Thursday	Friday	
wk. 1	Music	Tech	Art	PE	Music	
wk. 2	Music	Tech	Art	PE	Tech	
wk. 3	Music	Tech	Art	PE	Art	
wk. 4	Music	Tech	Art	PE	PE	
Woodbury	Monday	Tuesday	Wednesday	Thursday	Friday	
wk. 1	Tech	PE	Music	Art	PE	
wk. 2	Tech	PE	Music	Art	Music	
wk. 3	Tech	PE	Music	Art	Tech	
wk. 4	Tech	PE	Music	Art	Art	
1st 8:20-9:05 (PICK UP STUDENTS @ 9:00)						
Suberaz	Monday	Tuesday	Wednesday	Thursday	Friday	
wk. 1	PE	Art	Tech	Music	Art	
wk. 2	PE	Art	Tech	Music	PE	
wk. 3	PE	Art	Tech	Music	Music	
wk. 4	PE	Art	Tech	Music	Tech	
Maslet	Monday	Tuesday	Wednesday	Thursday	Friday	
wk. 1	Art	Music	PE	Tech	Tech	
wk. 2	Art	Music	PE	Tech	Art	
wk. 3	Art	Music	PE	Tech	PE	
wk. 4	Art	Music	PE	Tech	Music	
Lansgrave	Monday	Tuesday	Wednesday	Thursday	Friday	
wk. 1	Music	Tech	Art	PE	Music	
wk. 2	Music	Tech	Art	PE	Tech	
wk. 3	Music	Tech	Art	PE	Art	
wk. 4	Music	Tech	Art	PE	PE	
Pulsipher	Monday	Tuesday	Wednesday	Thursday	Friday	
wk. 1	Tech	PE	Music	Art	PE	
wk. 2	Tech	PE	Music	Art	Music	
wk. 3	Tech	PE	Music	Art	Tech	
wk. 4	Tech	PE	Music	Art	Art	
2nd 10:15-11:00 (PICK UP STUDENTS @ 10:55)						
Mock	Monday	Tuesday	Wednesday	Thursday	Friday	
wk. 2	PE	Art	Tech	Music	PE	
wk. 3	PE	Art	Tech	Music	Music	
wk. 4	PE	Art	Tech	Music	Tech	
Middleton	Monday	Tuesday	Wednesday	Thursday	Friday	
wk. 1	Art	Music	PE	Tech	Tech	
wk. 2	Art	Music	PE	Tech	Art	
wk. 3	Art	Music	PE	Tech	PE	
wk. 4	Art	Music	PE	Tech	Music	
Smith	Monday	Tuesday	Wednesday	Thursday	Friday	
wk. 1	Music	Tech	Art	PE	Music	
wk. 2	Music	Tech	Art	PE	Tech	
wk. 3	Music	Tech	Art	PE	Art	
wk. 4	Music	Tech	Art	PE	PE	
Blamens	Monday	Tuesday	Wednesday	Thursday	Friday	
wk. 1	Tech	PE	Music	Art	PE	
wk. 2	Tech	PE	Music	Art	Music	
wk. 3	Tech	PE	Music	Art	Tech	
wk. 4	Tech	PE	Music	Art	Art	
3rd 9:05-9:50 (PICK UP STUDENTS @ 9:45)						
Summitt	Monday	Tuesday	Wednesday	Thursday	Friday	
wk. 1	PE	Art	Tech	Music	Art	
wk. 2	PE	Art	Tech	Music	PE	
wk. 3	PE	Art	Tech	Music	Music	
wk. 4	PE	Art	Tech	Music	Tech	
LeBin	Monday	Tuesday	Wednesday	Thursday	Friday	
wk. 1	Art	Music	PE	Tech	Tech	
wk. 2	Art	Music	PE	Tech	Art	
wk. 3	Art	Music	PE	Tech	PE	
wk. 4	Art	Music	PE	Tech	Music	
Wakefield	Monday	Tuesday	Wednesday	Thursday	Friday	
wk. 1	Music	Tech	Art	PE	Music	
wk. 2	Music	Tech	Art	PE	Tech	
wk. 3	Music	Tech	Art	PE	Art	
wk. 4	Music	Tech	Art	PE	PE	
Dollak	Monday	Tuesday	Wednesday	Thursday	Friday	
wk. 1	Tech	PE	Music	Art	PE	
wk. 2	Tech	PE	Music	Art	Music	
wk. 3	Tech	PE	Music	Art	Tech	
wk. 4	Tech	PE	Music	Art	Art	
4th 2:15-2:55 (PICK UP STUDENTS @ 2:55)						
Ayache	Monday	Tuesday	Wednesday	Thursday	Friday	
wk. 1	PE	Art	Tech	Music	Art	
wk. 2	PE	Art	Tech	Music	PE	
wk. 3	PE	Art	Tech	Music	Music	
wk. 4	PE	Art	Tech	Music	Tech	
Edlich	Monday	Tuesday	Wednesday	Thursday	Friday	
wk. 1	Art	Music	PE	Tech	Tech	
wk. 2	Art	Music	PE	Tech	Art	
wk. 3	Art	Music	PE	Tech	PE	
wk. 4	Art	Music	PE	Tech	Music	
Stamland	Monday	Tuesday	Wednesday	Thursday	Friday	
wk. 1	Music	Tech	Art	PE	Music	
wk. 2	Music	Tech	Art	PE	Tech	
wk. 3	Music	Tech	Art	PE	Art	
wk. 4	Music	Tech	Art	PE	PE	
Palmater	Monday	Tuesday	Wednesday	Thursday	Friday	
wk. 1	Tech	PE	Music	Art	PE	
wk. 2	Tech	PE	Music	Art	Music	
wk. 3	Tech	PE	Music	Art	Tech	
wk. 4	Tech	PE	Music	Art	Art	
5th 11:00-11:45 (PICK UP STUDENTS @ 11:40)						
*5th grade Band students attend 4 days a week. Band students will attend PE class (Except on Fridays).						
*Mr. Krites (Band teacher) pick up & walk back our students to us						
*No Band on Early Release days. Band students will join Specials assigned to their class.						
Spence	Monday	Tuesday	Wednesday	Thursday	Friday	
wk. 1	PE	Art	Tech	Music	Art	
wk. 2	PE	Art	Tech	Music	PE	
wk. 3	PE	Art	Tech	Music	Music	
wk. 4	PE	Art	Tech	Music	Tech	
Blum	Monday	Tuesday	Wednesday	Thursday	Friday	
wk. 1	Art	Music	PE	Tech	Tech	
wk. 2	Art	Music	PE	Tech	Art	
wk. 3	Art	Music	PE	Tech	PE	
wk. 4	Art	Music	PE	Tech	Music	
Steinauer	Monday	Tuesday	Wednesday	Thursday	Friday	
wk. 1	Music	Tech	Art	PE	Music	
wk. 2	Music	Tech	Art	PE	Tech	
wk. 3	Music	Tech	Art	PE	Art	
wk. 4	Music	Tech	Art	PE	PE	
Conway	Monday	Tuesday	Wednesday	Thursday	Friday	
wk. 1	Tech	PE	Music	Art	PE	
wk. 2	Tech	PE	Music	Art	Music	
wk. 3	Tech	PE	Music	Art	Tech	
wk. 4	Tech	PE	Music	Art	Art	
6th 1:15-2:00 (PICK UP STUDENTS @ 1:55)						
*6th grade Band students attend 4 days a week. Band students will attend PE class.						
*Mr. Krites (Band teacher) pick up & walk back our students to us						
*No Band on Early Release days. Band students will join Specials assigned to their class.						
Price	Monday	Tuesday	Wednesday	Thursday	Friday	
PE	Art	Tech	Music	Lab		
Burch	Monday	Tuesday	Wednesday	Thursday	Friday	
Lab	PE	Art	Tech	Music		
Franklin	Monday	Tuesday	Wednesday	Thursday	Friday	
Music	Lab	PE	Art	Tech		
Strait	Monday	Tuesday	Wednesday	Thursday	Friday	
Tech	Music	Lab	PE	Art		
Beuden	Monday	Tuesday	Wednesday	Thursday	Friday	
Art	Tech	Music	Lab	PE		



<b><u>Board Member Name</u></b>	<b><u>Board Title</u></b>	<b><u>County of Residence</u></b>	<b><u>Current Occupation</u></b>
Mitchell Schwab	Chair	Lincoln/WY	Attorney
Chris Millis	Vice Chair	Wake/NC	Civil Engineer
Yolanda Hill	Secretary/Treasure	Guilford/NC	CFO of Nonprofit
John Amanchukwu	Director	Wake/NC	Pastor/Author/Speak
Heather Whillier	Director	Union/NC	Political Consultant

**Past or Present Professional Licenses Held**

Law License in NC

Professional Engineer

er

**Any disciplinary action taken against any of these professional licenses?**

N/A

N/A

N/A

N/A

N/A

<b><u>Position</u></b>	<b><u>Year 0</u></b>	<b><u>Year 1</u></b>	<b><u>Year 2</u></b>	<b><u>Year 3</u></b>
Principal/School Leader		1	1	1
Assistant Principal		1	1	1
Core Classroom Teachers		15	20	26
Specialized Classroom Teachers (special education, ELL, electives)		5	7	10
Student Support Positions (social workers, community outreach)		0	0	1
Instructional Support and Beggining Teacher Support		1	1	1
Teaching Aides or Assistants		2	2	2
School Operations Support Staff		7	7	8
total staff:		32	39	50

**Year 4**

1

2

32

11

1

2

3

9

61

**Year 5**

1

2

32

11

1

2

3

9

61

**Bonnie Cone Classical Academy Teacher Salary Scale**

Years of experience	Bachelors HQ/Not certifie	Bachelors Certified	Masters HQ/Not certified
0	40,000	41,000	43,500
1	41,000	42,000	44,500
2	42,000	43,000	45,500
3	43,000	44,000	46,500
4	44,000	45,000	47,500
5	45,000	46,000	48,500
6	46,000	47,000	49,500
7	47,000	48,000	50,500
8	48,000	49,000	51,500
9	49,000	50,000	52,500
10	50,000	51,000	53,500
11	51,000	52,000	54,500
12	52,000	53,000	55,500
13	53,000	54,000	56,500
14	54,000	55,000	57,500
15	55,000	56,000	58,500
16	55,100	56,100	58,600
17	55,200	56,200	58,700
18	55,300	56,300	58,800
19	55,400	56,400	58,900
20	55,500	56,500	59,000
21	55,600	56,600	59,100
22	55,700	56,700	59,200
23	55,800	56,800	59,300
24	55,900	56,900	59,400
25	56,000	57,000	59,500
26	56,100	57,100	59,600
27	56,200	57,200	59,700
28	56,300	57,300	59,800
29	56,400	57,400	59,900
30	56,500	57,500	60,000
31+	56,600	57,600	60,100

**Union County Public Schools Teacher Salary Scales**

Years of experience	Bachelors HQ/Not certifie	Bachelors Certified	Masters HQ/Not certified
0	38,610	39,610	42,160
1	39,620	40,620	43,270
2	40,630	41,630	44,380
3	41,640	42,640	46,500
4	42,660	43,660	46,610
5	44,670	44,670	47,720
6	44,750	45,750	48,900
7	45,840	46,840	50,100
8	46,920	47,920	51,280
9	48,000	49,000	52,460
10	49,090	50,090	53,650
11	50,170	51,170	54,830
12	51,250	52,250	56,010

13	52,330	53,330	57,910
14	53,420	54,420	58,380
15	54,500	55,500	59,570
16	54,570	55,570	59,640
17	54,640	55,640	59,710
18	54,710	55,710	59,780
19	54,780	55,780	59,850
20	54,850	55,850	59,920
21	54,920	55,920	59,990
22	54,990	55,990	59,060
23	55,060	56,060	60,130
24	56,130	56,130	60,200
25	57,260	58,260	62,500
26	57,260	58,260	62,500
27	57,260	58,260	62,500
28	57,260	58,260	62,500
29	57,260	58,260	62,500
30	57,260	58,260	62,500
31+	57,260	58,260	62,500

Masters Certified	Doctorate HQ/Not Certified	Doctorate Certified
44,500	45,500	46,000
45,500	46,500	47,000
46,500	47,500	48,000
47,500	48,500	49,000
48,500	49,500	50,000
49,500	50,500	51,000
50,500	51,500	52,000
51,500	52,500	53,000
52,500	53,500	54,000
53,500	54,500	55,000
54,500	55,500	56,000
55,500	56,500	57,000
56,500	57,500	58,000
57,500	58,500	59,000
58,500	59,500	60,000
59,500	60,500	61,000
59,600	60,600	61,100
59,700	60,700	61,200
59,800	60,800	61,300
59,900	60,900	61,400
60,000	61,000	61,500
60,100	61,100	61,600
60,200	61,200	61,700
60,300	61,300	61,800
60,400	61,400	61,900
60,500	61,500	62,000
60,600	61,600	62,100
60,700	61,700	62,200
60,800	61,800	62,300
60,900	61,900	62,400
61,000	62,000	62,500
61,100	62,100	62,600

Masters Certified	Doctorate HQ/Not Certified	Doctorate Certified
43,160	44,690	45,690
44,270	45,800	46,800
45,380	46,910	47,910
47,500	48,020	49,020
47,610	49,140	50,140
48,720	50,250	51,250
49,900	51,430	52,430
51,100	53,810	54,810
52,280	53,880	54,880
53,460	54,990	55,990
54,650	56,180	57,180
55,830	57,360	58,360
57,010	58,540	59,540



<b><u>Area of Proposed Coverage</u></b>	<b><u>Proposed Amount of Coverage</u></b>	<b><u>Cost (Quote)</u></b>
Comprehensive General Liability	\$1,000,000.00/occurrence	\$ 3,053.00
Officers and Directors/Errors and Omissions	\$1,000,000.00/occurrence	\$ 2,856.00
Automobile Liability	\$1,000,000.00/occurrence	\$ 900.00
Property Insurance		Covered in Building Lease
Crime Coverage - Minimum/Maximum Amount	\$250,000.00   \$250,000.00	\$ 350.00
Worker's Compensation	\$500,000.00	\$ 4,848.00
Abuse/Molestation	\$1,000,000.00/occurrence	\$ 1,798.00
Umbrella	\$ 5,000,000.00	\$ 3,418.00
<b>Total Cost</b>		<b>\$ 17,223.00</b>



## Enrollment Projections Year 1 through Year 5

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects. Please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match the enrollment page.

The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any particular level.

**LEA #1:** 900-Union

What percentage of students from this LEA are projected to attend this school?

**LEA #2:** 600-Char.-Mecklenburg

What percentage of students from this LEA are projected to attend this school?

**LEA #3:**

What percentage of students from this LEA are projected to attend this school?

Grade	Year 1			Year 2			
	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1
	900	600		900	600		900
Kindergarten	53	3		80	4		100
Grade 1	53	3		80	4		100
Grade 2	53	3		80	4		100
Grade 3	53	3		80	4		100
Grade 4	53	3		80	4		90
Grade 5	53	3		80	4		90
Grade 6	53	3		60	2		90
Grade 7	27	2		60	2		90
Grade 8	27	2		45	2		70
Grade 9	0	0		0	0		0
Grade 10	0	0		0	0		0
Grade 11	0	0		0	0		0
Grade 12	0	0		0	0		0
<b>LEA Totals:</b>	<b>425</b>	<b>25</b>	<b>0</b>	<b>645</b>	<b>30</b>	<b>0</b>	<b>830</b>

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years as subsequent years, the school may increase its enrollment only as permitted by NCGS 115C-218.7(b).



jects to enroll. In addition,  
those on the initial cover

rticular level.

he LEA selected above will qualify for EC funding?	95%
--	-----

he LEA selected above will qualify for EC funding?	5%
--	----

he LEA selected above will qualify for EC funding?	
--	--

Year 3		Year 4			Year 5		
LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3
600		900	600		900	600	
5		130	6		130	6	
5		130	6		130	6	
5		130	6		130	6	
5		120	6		120	6	
5		120	6		120	6	
5		120	5		120	5	
5		120	5		120	5	
5		90	5		90	5	
5		90	5		90	5	
0		0	0		0	0	
0		0	0		0	0	
0		0	0		0	0	
0		0	0		0	0	
45	0	1050	50	0	1050	50	0

set forth and approved in the projected enrollment tables. However, in

## Budget: Revenue Projections from each LEA Year 1

**State Funds:** Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.

**In year 1:** Base state allotments are determined by the LEA in which the student resides.

**In year 2 and Beyond:** Base State allotments are determined by the LEA in which the school is located.

**Local Funds:** Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.

**State EC Funds:** Charter schools receive a per pupil share of state funds per student with disabilities (school-aged 5 through 21). Funds are limited to 12.75% of the local education agency's average daily membership (ADM).

**Federal EC Funds:** Charter schools must qualify and apply for the individual federal grants based on their population of students.

### REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1:		900-Union		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds	\$5,722.24	425	\$2,431,952.00	
Local Funds	\$2,462.20	425	\$1,046,435.00	
State EC Funds	\$4,800.62	54	\$260,133.60	
Federal EC Funds	\$1,514.35	54	\$82,058.84	
<b>Total:</b>			\$3,820,579.44	

LEA #2:		600-Char.-Mecklenburg		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds	\$5,807.09	25	\$145,177.25	
Local Funds	\$3,183.15	25	\$79,578.75	
State EC Funds	\$4,800.62	1	\$6,000.78	
Federal EC Funds	\$1,514.35	1	\$1,892.94	
<b>Total:</b>			\$232,649.71	

LEA #3:				
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds				
Local Funds				
State EC Funds				
Federal EC Funds				
<b>Total:</b>			\$0.00	

## Total Budget: Revenue Projections Year 1 through Year 5

All per pupil amounts are from the most current information and would be approximations for Year 1.

Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying year one to meet budgetary goals.

These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in Year 1.

For local funding amounts, applicants will need to contact their local offices or LEA.

Income: Revenue Projections	Year 1	Year 2	Year 3	Year 4
State ADM Funds	\$ 2,577,129	\$ 3,865,058	\$ 5,010,778	\$ 6,298,707
Local Per Pupil Funds	\$ 1,126,014	\$ 1,683,614	\$ 2,186,868	\$ 2,744,468
State EC Funds	\$ 266,134	\$ 401,992	\$ 518,827	\$ 654,685
Federal EC Funds	-	\$ 83,952	\$ 163,663	\$ 206,519
Other Funds*	\$ 184,275	\$ 276,413	\$ 358,313	\$ 450,450
Working Capital*				
<b>TOTAL REVENUE:</b>	<b>\$ 4,153,552</b>	<b>\$ 6,311,027</b>	<b>\$ 8,238,449</b>	<b>\$ 10,354,828</b>

\*All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate by those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commit these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Apper



g on federal funding in

Year 5	
\$	6,298,707
\$	2,744,468
\$	654,685
\$	206,519
\$	450,450
<b>\$</b>	<b>10,354,828</b>

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**Personnel Budget: Expenditure Projections**

Budget Expenditure Projections	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary
<b>Administrative &amp; Support Personnel</b>															
Lead Administrator	1	\$ 80,000	\$ 80,000	1	\$ 85,000	\$ 85,000	1	\$ 85,000	\$ 85,000	1	\$ 85,000	\$ 85,000	1	\$ 85,000	\$ 85,000
Assistant Administrator	1	\$ 60,000	\$ 60,000	1	\$ 65,000	\$ 65,000	1	\$ 70,000	\$ 70,000	2	\$ 70,000	\$ 140,000	2	\$ 70,000	\$ 140,000
Finance Officer	0		\$ -	0		\$ -	0		\$ -	0		\$ -	0		\$ -
Clerical	1	\$ 40,000	\$ 40,000	1	\$ 40,000	\$ 40,000	1	\$ 40,000	\$ 40,000	1	\$ 40,000	\$ 40,000	1	\$ 40,000	\$ 40,000
Food Service Staff	2	\$ 25,000	\$ 50,000	2	\$ 30,000	\$ 60,000	2	\$ 30,000	\$ 60,000	2	\$ 30,000	\$ 60,000	2	\$ 30,000	\$ 60,000
Custodians	2	\$ 30,000	\$ 60,000	2	\$ 40,000	\$ 80,000	2	\$ 40,000	\$ 80,000	2	\$ 40,000	\$ 80,000	2	\$ 40,000	\$ 80,000
Transportation Staff	2	\$ 30,000	\$ 60,000	2	\$ 30,000	\$ 60,000	3	\$ 30,000	\$ 90,000	4	\$ 30,000	\$ 120,000	4	\$ 30,000	\$ 120,000
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<b>Total Admin and Support:</b>	<b>9</b>		<b>\$ 350,000</b>	<b>9</b>		<b>\$ 390,000</b>	<b>10</b>		<b>\$ 425,000</b>	<b>12</b>		<b>\$ 525,000</b>	<b>12</b>		<b>\$ 525,000</b>
<b>Instructional Personnel</b>															
Core Content Teacher(s)	15	\$ 50,000	\$ 750,000	20	\$ 50,000	\$ 1,000,000	26	\$ 50,000	\$ 1,300,000	32	\$ 50,000	\$ 1,600,000	32	\$ 50,000	\$ 1,600,000
Electives/Specialty Teacher(s)	3	\$ 48,000	\$ 144,000	4	\$ 48,000	\$ 192,000	6	\$ 48,000	\$ 288,000	7	\$ 48,000	\$ 336,000	7	\$ 48,000	\$ 336,000
Exceptional Children Teacher(s)	2	\$ 51,000	\$ 102,000	3	\$ 51,000	\$ 153,000	4	\$ 51,000	\$ 204,000	4	\$ 51,000	\$ 204,000	4	\$ 51,000	\$ 204,000
Instructional Support	1	\$ 40,000	\$ 40,000	1	\$ 40,000	\$ 40,000	1	\$ 40,000	\$ 40,000	2	\$ 40,000	\$ 80,000	2	\$ 40,000	\$ 80,000
Teacher Assistants	2	\$ 30,000	\$ 60,000	2	\$ 30,000	\$ 60,000	2	\$ 30,000	\$ 60,000	3	\$ 30,000	\$ 90,000	3	\$ 30,000	\$ 90,000
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<b>Total Instructional Personnel:</b>	<b>23</b>		<b>\$ 1,096,000</b>	<b>30</b>		<b>\$ 1,445,000</b>	<b>39</b>		<b>\$ 1,892,000</b>	<b>48</b>		<b>\$ 2,310,000</b>	<b>48</b>		<b>\$ 2,310,000</b>
<b>Total Admin, Support and Instructional Personnel:</b>	<b>32</b>		<b>\$ 1,446,000</b>	<b>39</b>		<b>\$ 1,835,000</b>	<b>49</b>		<b>\$ 2,317,000</b>	<b>60</b>		<b>\$ 2,835,000.00</b>	<b>60</b>		<b>\$ 2,835,000</b>

Benefits	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total
<b>Administrative &amp; Support Benefits</b>															
Health Insurance	7	\$ 4,700	\$ 32,900	7	\$ 4,700	\$ 32,900	8	\$ 4,700	\$ 37,600	9	\$ 4,700	\$ 42,300	9	\$ 4,700	\$ 42,300
Retirement Plan--NC State			\$ -			\$ -			\$ -			\$ -			\$ -
Retirement Plan--Other	9	\$ 2,333	\$ 21,000	9	\$ 2,600	\$ 23,400	10	\$ 2,550	\$ 25,500	12	\$ 2,625	\$ 31,500	12	\$ 2,625	\$ 31,500
Life Insurance			\$ -			\$ -			\$ -			\$ -			\$ -
Disability			\$ -			\$ -			\$ -			\$ -			\$ -
Medicare	9	\$ 389	\$ 3,500	9	\$ 433	\$ 3,900	10	\$ 425	\$ 4,250	12	\$ 438	\$ 5,250	12	\$ 438	\$ 5,250
Social Security	9	\$ 3,500	\$ 31,500	9	\$ 3,900	\$ 35,100	10	\$ 3,825	\$ 38,250	12	\$ 3,938	\$ 47,250	12	\$ 3,938	\$ 47,250
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<b>Total Admin and Support Benefits:</b>			\$ 88,900			\$ 95,300			\$ 105,600			\$ 126,300			\$ 126,300
<b>Instructional Personnel Benefits</b>															
Health Insurance	18	\$ 4,700	\$ 84,600	23	\$ 4,700	\$ 108,100	30	\$ 4,700	\$ 141,000	36	\$ 4,700	\$ 169,200	36	\$ 4,700	\$ 169,200
Retirement Plan--NC State			\$ -			\$ -			\$ -			\$ -			\$ -
Retirement Plan--Other	23	\$ 2,859	\$ 65,760	30	\$ 2,890	\$ 86,700	39	\$ 2,911	\$ 113,520	48	\$ 2,888	\$ 138,600	48	\$ 2,888	\$ 138,600
Social Security	23	\$ 3,812	\$ 87,680	30	\$ 3,853	\$ 115,600	39	\$ 3,881	\$ 151,360	48	\$ 3,850	\$ 184,800	48	\$ 3,850	\$ 184,800
Disability			\$ -			\$ -			\$ -			\$ -			\$ -
Medicare	23	\$ 477	\$ 10,960	30	\$ 482	\$ 14,450	39	\$ 485	\$ 18,920	48	\$ 481	\$ 23,100	48	\$ 481	\$ 23,100
Life Insurance			\$ -			\$ -			\$ -			\$ -			\$ -
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<b>Total Instructional Personnel Benefits:</b>			\$ 249,000			\$ 324,850			\$ 424,800			\$ 515,700			\$ 515,700
<b>Total Personnel Benefits:</b>			\$ 337,900			\$ 420,150			\$ 530,400			\$ 642,000			\$ 642,000
<b>Total Admin &amp; Support Personnel (Salary &amp; Benefits):</b>	9		\$ 438,900	9		\$ 485,300	10		\$ 530,600	12		\$ 651,300.00	12		\$ 651,300
<b>Total Instructional Personnel (Salary &amp; Benefits):</b>	23		\$ 1,345,000	30		\$ 1,769,850	39		\$ 2,316,800	48		\$ 2,825,700	48		\$ 2,825,700
<b>TOTAL PERSONNEL:</b>	32		\$ 1,783,900	39		\$ 2,255,150	49		\$ 2,847,400	60		\$ 3,477,000	60		\$ 3,477,000

\*The personnel list below may be amended to meet the staffing of individual charter schools: This list should align with the projected staff located in the Operations Plan.

## Operations Budget: Expenditure Projections

The following list of expenditure items is presented as an example. Applicants should modify to meet their needs.

OPERATIONS BUDGET: Administrative and Support			
	Year 1	Year 2	Year 3
<b>Office</b>			
Office Supplies	\$ 13,500.00	\$ 20,250.00	\$ 26,250.00
Paper	\$ 9,000.00	\$ 13,500.00	\$ 17,500.00
Computers & Software	\$ 150,000.00	\$ 150,000.00	\$ 150,000.00
Communications & Telephone	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00
Copier leases	\$ 12,000.00	\$ 13,000.00	\$ 13,000.00
Other	\$ 5,000.00		
*** Insert rows and edit text as needed. ***			
<b>Management Company</b>			
Contract Fees	\$ 498,426.28	\$ 757,323.26	\$ 988,613.87
Other			
*** Insert rows and edit text as needed. ***			
<b>Professional Contract</b>			
Legal Counsel	\$ 10,000.00	\$ 15,000.00	\$ 15,000.00
Student Accounting	\$ -		
Financial	\$ 124,606.57	\$ 189,330.82	\$ 247,153.47
Other			
EC Services	\$ 63,000.00	\$ 94,500.00	\$ 122,500.00
<b>Facilities</b>			
Facility Lease/Mortgage	\$ 738,440.00	\$ 1,876,128.00	\$ 1,876,128.00
Maintenance	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00
Custodial Supplies	\$ 11,700.00	\$ 17,550.00	\$ 22,750.00
Custodial Contract	\$ -		
Insurance (pg19)	\$ 15,000.00	\$ 20,000.00	\$ 20,000.00
Other			
*** Insert rows and edit text as needed. ***			
<b>Utilities</b>			
Electric	\$ 10,000.00	\$ 10,500.00	\$ 11,000.00
Gas	\$ 2,000.00	\$ 2,500.00	\$ 3,000.00
Water/Sewer	\$ 2,500.00	\$ 3,000.00	\$ 3,500.00
Trash	\$ 4,000.00	\$ 4,500.00	\$ 5,000.00
Other			
*** Insert rows and edit text as needed. ***			
<b>Transportation</b>			
Buses	\$ 40,000.00	\$ 10,000.00	\$ 10,000.00
Gas	\$ 7,000.00	\$ 9,000.00	\$ 11,000.00
Oil/Tires & Maintenance	\$ 7,000.00	\$ 9,000.00	\$ 10,500.00

Other	\$ 2,000.00	\$ 3,000.00	\$ 3,000.00
*** Insert rows and edit text as needed. ***			
Other			
Marketing	\$ 45,000.00	\$ 35,000.00	\$ 35,000.00
Child nutrition	\$ 124,275.00	\$ 216,412.50	\$ 298,312.50
Travel			
Other			
*** Insert rows and edit text as needed. ***			
<b>Total Administrative &amp; Support Operations:</b>	<b>\$ 1,956,447.86</b>	<b>\$ 3,531,494.58</b>	<b>\$ 3,951,207.83</b>

<b>OPERATIONS BUDGET:</b>			
<b>Instructional</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>Classroom Technology</b>			
Software	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Other			
*** Insert rows and edit text as needed. ***			
<b>Instructional Contract</b>			
Staff Development	\$ 5,000.00	\$ 5,000.00	\$ 7,000.00
Other			
*** Insert rows and edit text as needed. ***			
<b>Books and Supplies</b>			
Instructional Materials	\$ 67,500.00	\$ 101,250.00	\$ 131,250.00
Curriculum/Texts	\$ 180,000.00	\$ 236,250.00	\$ 218,750.00
Copy Paper	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Testing Supplies	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00
Other			
*** Insert rows and edit text as needed. ***			
<b>Total Instructional Operations:</b>	<b>\$ 269,500.00</b>	<b>\$ 359,500.00</b>	<b>\$ 374,000.00</b>
<b>TOTAL OPERATIONS:</b>	<b>\$ 2,225,947.86</b>	<b>\$ 3,890,994.58</b>	<b>\$ 4,325,207.83</b>

*\*Applicants may amend this table and the position titles to fit their Education and Operations Plans.*

Year 4	Year 5
\$ 33,000.00	\$ 33,000.00
\$ 22,000.00	\$ 22,000.00
\$ 150,000.00	\$ 150,000.00
\$ 12,000.00	\$ 12,000.00
\$ 13,000.00	\$ 13,000.00
\$ 1,242,579.36	\$ 1,242,579.36
\$ 15,000.00	\$ 15,000.00
\$ 310,644.84	\$ 310,644.84
\$ 154,000.00	\$ 154,000.00
\$ 1,876,128.00	\$ 1,876,128.00
\$ 50,000.00	\$ 50,000.00
\$ 28,600.00	\$ 28,600.00
\$ 20,000.00	\$ 20,000.00
\$ 11,000.00	\$ 11,000.00
\$ 3,000.00	\$ 3,000.00
\$ 3,500.00	\$ 3,500.00
\$ 5,000.00	\$ 5,000.00
\$ 10,000.00	\$ 10,000.00
\$ 11,000.00	\$ 11,000.00
\$ 10,500.00	\$ 10,500.00

\$ 3,000.00	\$ 3,000.00
\$ 35,000.00	\$ 35,000.00
\$ 390,450.00	\$ 390,450.00
<b>\$ 4,409,402.21</b>	<b>\$ 4,409,402.21</b>

Year 4		Year 5	
\$	10,000.00	\$	10,000.00
\$	8,000.00	\$	8,000.00
\$	165,000.00	\$	165,000.00
\$	220,000.00	\$	220,000.00
\$	5,000.00	\$	5,000.00
\$	2,000.00	\$	2,000.00
\$	410,000.00	\$	410,000.00
\$	4,819,402.21	\$	4,819,402.21

## Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4	Year 5
Total Personnel	J	\$ 1,783,900.00	\$ 2,255,150.00	\$ 2,847,400.00	\$ 3,477,000.00	\$ 3,477,000.00
Total Operations	M	\$ 2,225,947.86	\$ 3,890,994.58	\$ 4,325,207.83	\$ 4,819,402.21	\$ 4,819,402.21
Total Expenditures	N = J + M	\$ 4,009,847.86	\$ 6,146,144.58	\$ 7,172,607.83	\$ 8,296,402.21	\$ 8,296,402.21
Total Revenue	Z	\$ 4,153,552.37	\$ 6,311,027.20	\$ 8,238,448.88	\$ 10,354,828.03	\$ 10,354,828.03
Surplus / (Deficit)	= Z - N	\$ 143,704.52	\$ 164,882.62	\$ 1,065,841.05	\$ 2,058,425.83	\$ 2,058,425.83

## SERVICE PROVIDER AGREEMENT

This Service Provider Agreement (this “Agreement”) is entered into and effective as of July 23, 2020 (the “Effective Date”), by and between CHARTER ONE, LLC, an Arizona limited liability company (the “CONTRACTOR”), and American Leadership Academy, North Carolina, a North Carolina Non-profit Corporation (the “CORPORATION”). For purposes of this Agreement, the CONTRACTOR and the CORPORATION shall be referred to collectively as the “Parties.”

### RECITALS

WHEREAS, the CORPORATION operates or seeks to operate a public charter school located in Wake County, North Carolina (the “Charter School”), pursuant to a Charter issued or soon to be issued by the North Carolina State Board of Education (the “Charter”).

WHEREAS, the CORPORATION is overseen by its Board of Directors (“Board”) and such staff and vendors as the Board may employ;

WHEREAS, the CONTRACTOR is in the business of developing, managing, staffing, and operating public charter schools for non-profit boards;

WHEREAS, the CORPORATION’s Board has determined that it is in the best interest to contract with a qualified and competent educational management firm to operate Charter Schools;

WHEREAS, the CORPORATION and the CONTRACTOR are mutually committed to the goals of creating and supporting public charter schools where students from all backgrounds develop the knowledge, skills, and character needed to succeed in top-quality schools, including colleges, and the competitive world beyond;

WHEREAS, the CORPORATION desires to hire the CONTRACTOR to provide exclusive management services for all Charter Schools granted to the CORPORATION by the State Board of Education, and intends to seek approval from the State Board of Education to engage the CONTRACTOR to serve as an education management organization for each school; and

WHEREAS, the Parties desire to enter into this Agreement to establish the terms pursuant to which the CORPORATION will engage the CONTRACTOR for the provision of management services for each Charter School.

NOW THEREFORE, in consideration of the conditions and covenants contained herein, the receipt and sufficiency of which the Parties acknowledge, the Parties agree as follows:

### ARTICLE I. TERM

1.1 Term. This Agreement is effective as of the Effective Date and shall continue until June 30, 2032, unless otherwise restricted by law or earlier terminated as provided in Article VII below (the “Initial Term”).

1.2 Renewal. After the Initial Term, this Agreement will continue for the duration of the CORPORATION's charter contract (the "Charter"), including any renewals to the Charter, unless terminated earlier pursuant to Article VII of this Agreement (the "Renewal Term" and together with the Initial Term the "Term"). This agreement is subject to an automatic ten-year renewal at the conclusion of each Term, unless otherwise agreed by the parties in writing. Any such termination shall only be effective at the end of the then-current fiscal year.

## **ARTICLE II. RESPONSIBILITIES OF THE CORPORATION**

2.1 The CORPORATION's Responsibilities. During the Term, the CORPORATION shall be responsible for the following:

2.1.1 The CORPORATION Board Policies. The Board shall be responsible for the operational, fiscal, and academic policies of the schools. The Board shall exercise good faith in considering the recommendations of the CONTRACTOR, including but not limited to, the CONTRACTOR's recommendations regarding policies, rules, regulations for each Charter School.

2.1.2 Charter Oversight. The Board shall oversee this Agreement and shall retain ultimate responsibility for meeting the terms of the CORPORATION's charters.

2.1.3 Charter One Access. the CORPORATION will ensure the CONTRACTOR has access to all personnel, financial, and other information necessary for the CONTRACTOR to fully and properly perform its responsibilities and the Services set forth in this Agreement.

2.1.4 Review and Approval of Annual Budget. The Board shall consider in good faith any proposed Annual Budgets for the schools (as defined in Section 3.3), including any amendments thereto, and shall not approve any Annual Budget that materially hinders the CONTRACTOR's ability to deliver the Services set forth in this Agreement.

## **ARTICLE III. RESPONSIBILITIES OF THE CONTRACTOR**

3.1 Services. During the Term, the CONTRACTOR shall provide the CORPORATION with the following services (the "Services"):

3.1.1 Operational, Academic, Financial, Compliance Services. The CONTRACTOR shall provide the operational, academic, financial and compliance Services, as defined and set forth in **Exhibit A** attached hereto.

3.1.2 Human Resource Administration. the CONTRACTOR shall provide human resource services for the CORPORATION for all the CORPORATION staff and personnel ("the CORPORATION Employees"), and all the CONTRACTOR employees assigned to provide services at each Charter School. the CONTRACTOR shall:

3.1.2.1 Have board delegated power and authority to recruit, hire,

discipline, promote, terminate and otherwise make management decisions regarding the CORPORATION Employees pursuant to the CORPORATION's Board approved policies and procedures.

3.1.2.2 Perform all human resource management and benefits administration services as is necessary for the CORPORATION Employees, including:

3.1.2.3 Negotiate and contract with a certified professional employer organization to handle paying, withholding, and transmitting payroll taxes; providing unemployment insurance and workers' compensation benefits; and handle unemployment and workers' compensation claims involving the CORPORATION Employees. However, the CORPORATION shall be solely responsible for funding the cost of salary, wages, and premiums paid, as provided for in the Annual Budget, no less than three (3) business days prior to any payroll cycle.

3.1.2.4 Submit health insurance coverage options for the CORPORATION Employees to the Board for its consideration and procurement of such policy terms and limitations as approved by the Board. the CORPORATION shall be solely responsible for paying the cost of such health insurance coverage, as provided for in the Annual Budget, at the time the insurance premiums are due.

3.1.2.5 Manage compliance with federal, state, and local labor and employment laws applicable to the CORPORATION Employees, including but not limited to, the Immigration Reform and Control Act of 1986; the Internal Revenue Code ("Code"); the Employee Retirement Income Security Act ("ERISA"); the Health Insurance Portability and Accountability Act ("HIPAA"); the Family Medical Leave Act; Title VII of the Civil Rights Act of 1964; the Americans with Disabilities Act; the Fair Labor Standards Act; the Consolidated Omnibus Budget Reconciliation Act ("COBRA"); the Uniformed Services Employment and Reemployment Rights Act of 1994; and as set forth in the Patient Protection and Affordable Care Act ("ACA").

3.1.2.6 Manage compliance with all provisions of the ACA applicable to the CORPORATION Employees, including the employer shared responsibility provisions relating to the offer of "minimum essential coverage" to "full-time" employees (as those terms are defined in Code

§4980H and related regulations) and the applicable employer information reporting provisions under Code §6055 and §6056 and related regulations.

3.1.3 Actions in Accordance with the CORPORATION's Exempt Status and Charter. To the extent applicable, the CONTRACTOR agrees that in providing the Services pursuant to this Agreement the CONTRACTOR will not act in a manner that will threaten to terminate the CORPORATION's tax- exempt status, as described in Internal Revenue Code Section 501(c)(3) or the CORPORATION's charter contract (the "Charter") under North Carolina Law.

3.1.4 Actions in Accordance with Privacy Laws. In the course of carrying out its responsibilities under this Agreement, the CONTRACTOR agrees to maintain the confidentiality of information as required by law. the CONTRACTOR shall adhere to all federal and state laws and regulations protecting the confidentiality of student records including but not limited to the provisions of the Family Educational Rights and Privacy Act ("FERPA"), the Protection of Pupil

Rights Amendment (“PPRA”) and the applicable state public records laws. the CORPORATION hereby designates the employees of the CONTRACTOR as “other school officials” and agents of the CORPORATION, as having a legitimate educational interest, and as acting as a contractor providing institutional services and functions solely for the purpose of entitling such people’s access to education records under FERPA 20 U.S.C. §1232g and 34 C.F.R. § 99.31.

3.2 Deposits, Banking, Lines of Credit. the CORPORATION shall select depository institutions accounts for all funds received by the CORPORATION, and all funds received by the CORPORATION shall be deposited in such accounts. All interest and investment earning on the CORPORATION’s deposits shall accrue to the CORPORATION. The signatories on such accounts shall include representative(s) of the CONTRACTOR and the CORPORATION, as approved by the Board. Upon Board approval, the CONTRACTOR shall have access to all bank accounts, lines of credit, and other financial accounts as necessary to perform the Services outlined in this Agreement. Provided, however, that the CORPORATION reserves the right, with seven (7) days’ prior written notice, to review the previous month’s invoices and payments. the CONTRACTOR shall timely provide a report to the CORPORATION showing such invoices and payments.

3.3 Annual Budget. the CONTRACTOR shall provide the Board with an annual proposed budget, along with any amendments or modifications the CONTRACTOR deems necessary or expedient, for the Board’s approval (together the “Annual Budget”).

3.4 Account Management. the CONTRACTOR shall supervise, manage, disburse and account for all revenues consistent with the Annual Budget, this Agreement, the Charter, and applicable law. Revenues shall be used to pay for the fees or expenses associated with the CORPORATION’s operations. Upon seven (7) days’ prior written request, the CONTRACTOR shall provide the CORPORATION with accurate and complete documentation of all revenues and expenses. the CONTRACTOR agrees to comply with the CORPORATION’s Signature Authority Policy if any), as amended by the Board from time to time, in the management of the CORPORATION’s bank accounts, lines of credit or other financial accounts.

3.5 Use of SCHOOL Funds. Any costs or expenses paid by or charged to the CORPORATION shall be limited to those costs specified to the CORPORATION, and shall not include any costs or expenses incurred on behalf of the CONTRACTOR’s other clients.

3.6 Availability of Funds. the CONTRACTOR shall only be required to perform the Services to the extent that there are sufficient and timely revenues available to make payments in accordance with the terms of the Annual Budget, unless such budget shortfalls are caused by or arise from the CONTRACTOR’s own negligent or intentional acts or omissions, or failure of the State of North Carolina or any local school administrative unit to make timely deposits.

3.7 Record Retention. All records under the CONTRACTOR’s control shall be retained according to state and federal law, and charter school authorizer policies, as is then in effect (“Retention Schedule”). To the extent it is practical, both financial and administrative records shall be stored and maintained at the CORPORATION’s location or chosen facility. the CONTRACTOR shall make any records stored with the CONTRACTOR available at the CORPORATION’s request for duration of the Term and for so long as is required by the Retention Schedule. Upon termination of this Service Agreement, the CONTRACTOR shall deliver to the

CORPORATION all records pertaining to the CORPORATION within seven (7) business days.

3.8 Place of Performance. Unless prohibited by applicable law or the Charter, the CONTRACTOR reserves the right to perform the Services, other than instruction, such as purchasing, administrative functions, and professional development, off-site.

3.9 Additional Services. As referenced in this Agreement, certain additional services provided by the CONTRACTOR outside of the ongoing Services may be recommended by the CONTRACTOR for approval by the CORPORATION. The costs for the additional services, after approval by the CORPORATION, shall be charged separately to the CORPORATION. the CORPORATION recognizes that the CONTRACTOR possesses the time, expertise, negotiating power and the ability to procure such additional services beyond the time, expertise, negotiating power and ability available to the CORPORATION. In procuring such reimbursable additional services, the CONTRACTOR is exercising and utilizing its time, expertise, negotiating power and ability, which in and of itself is a valuable service provided for the CORPORATION.

3.10 Subcontracts. the CONTRACTOR reserves the right to subcontract any and all aspects of the Services. Provided, however, that the CONTRACTOR shall not subcontract the oversight of the educational program, except with prior written approval of the Board.

#### **ARTICLE IV. PERSONNEL & TRAINING**

4.1 Personnel. The CONTRACTOR shall recruit, select, hire, and assign qualified personnel and support staff for each charter school (“Personnel”). the CONTRACTOR shall have the responsibility and authority to evaluate, transfer, discipline, and terminate Personnel, consistent with the Budget, Charter, and applicable law, with the exception of teachers, as set forth below. At the election of the CONTRACTOR and the CORPORATION, Personnel shall be either employees of the CONTRACTOR or employees of the CORPORATION and shall be paid pursuant to the Annual Budget. the CONTRACTOR and the Board each shall be responsible for their respective employees.

4.2 School Director. The CONTRACTOR shall recruit, select, hire, and assign one or more qualified administrators for each Charter School (the “Director”). the CONTRACTOR shall have the responsibility and authority to evaluate, transfer, discipline, and terminate the Director. The Director shall be an employee of the CONTRACTOR and shall be paid pursuant to the Annual Budget. The Director shall work with the CONTRACTOR on the day-day to management and operation of each charter school. the CONTRACTOR shall remove the Director from each charter school if the Board is reasonably dissatisfied with the Director’s performance. However, absent compelling circumstances, the Board shall provide the CONTRACTOR and the Director six (6) months to correct the basis for the Board’s reasonable dissatisfaction.

4.3 Teachers. The CONTRACTOR shall recruit, select, hire, and assign qualified Teachers for each charter school (“Teachers”) and recommend to the Board for its consideration and approval, qualified teachers for each charter school. All teachers shall be employed by the CORPORATION for such purposes as inclusion in the compensation and employee benefit plans of the CONTRACTOR, payroll administration, and other employment policies and practices. The Board shall retain hiring and firing authority for Board employed teachers at each charter school

pursuant to N.C. Gen. Stat. § 115C-218.90(a)(1), as amended. However, the Board agrees not to unreasonably withhold approval of hires or fires without a reasonable cause.

4.4 Training. The CONTRACTOR shall provide training in its methods, curriculum, educational program and philosophy, and technology to all teachers on a regular basis. Instructional personnel shall be required to obtain at least the minimum hours of professional development as required by applicable law. Non-instructional personnel shall receive training as the CONTRACTOR determines reasonable and necessary under the circumstances.

4.5 Background Checks and Qualifications. The CONTRACTOR shall comply with applicable law regarding background checks, unprofessional conduct searches, and certification/licensure, as applicable, for all persons working at each charter school and for all persons who may be reasonably expected to have unsupervised access to and care, custody, or control of any Charter School student. The cost of background checks shall constitute a reimbursable expense pursuant to Section 6.2 below.

4.6 Compliance with Budget and Applicable Law. All decisions made by the CONTRACTOR, and any discretion exercised by the CONTRACTOR, in its selection, hiring, evaluation, assignment, discipline, transfer, and termination of personnel, shall be consistent with the Annual Budget, the CORPORATION's charter contract, and applicable law.

4.7 Signatory Authority. CORPORATION grants signatory authority to CONTRACTOR representatives for the purposes of hiring and firing as set for in Section for of this Agreement. The following representatives shall be the only representatives with the described signatory authority unless otherwise approved by the Board via Corporate Resolution.

4.7.1 CONTRACTOR representatives.

- (a) A Member of Charter One;
- (b) A duly appointed Officer of Charter One (Executives such as CEO, CFO, COO, etc.);
- (c) The North Carolina Division President of Charter One; or
- (d) a Human Resources Director of Charter One.

**ARTICLE V.  
RELATIONSHIP OF THE PARTIES**

5.1 Independent Contractor. The CONTRACTOR is an independent contractor performing the Services for the CORPORATION and is neither a division nor a part of the CORPORATION. Likewise, the CORPORATION is neither a division nor a part of the CONTRACTOR. The relationship between the Parties is based solely on the terms of this Agreement. Nothing herein may be construed to create a partnership or joint venture by or between the CORPORATION and the CONTRACTOR or to make one the fiduciary of the other. Neither the CORPORATION nor the CONTRACTOR may hold itself out as a partner or agent of the other or otherwise state or imply by advertising or otherwise any relationship between it and the other in any manner contrary to the terms of this Agreement. Neither the CORPORATION nor the CONTRACTOR has nor may represent that it has the power to bind or legally obligate the other. the CORPORATION acknowledges that the CONTRACTOR may have other school clients.

5.2 Designation of Agents. Subject to its discretion, the CORPORATION hereby authorizes the CONTRACTOR to communicate with and negotiate on behalf of the CORPORATION with all local, state, and federal agencies.

5.3 Sales and Use Taxes. Refunds for sales and use taxes shall accrue to the CORPORATION.

## **ARTICLE VI. CONSIDERATION**

6.1 Fee for Services. In exchange for providing the Services hereunder, the CORPORATION will pay the CONTRACTOR an annual fee in an amount equal to 15% of total revenues of the CORPORATION, or a lesser amount if agreed to in writing by the CONTRACTOR (the "Fee"). The Fee shall be set forth in the Annual Budget.

6.2 Expenses. The CORPORATION shall be responsible for all expenses for the operation of each charter school, including, but not limited to, all expenses set forth in the Annual Budget, and the CONTRACTOR shall have no obligation to pay such expenses from its own funds. the CONTRACTOR shall be reimbursed actual costs incurred that are the responsibility of the CORPORATION. the CORPORATION shall pay all reimbursements owed to the CONTRACTOR within thirty (30) days after receipt of invoice from the CONTRACTOR. Without limiting the foregoing, in addition to the Fee, the CORPORATION shall pay Direct Expenses and reimburse or permit Pass Through Expenses (as each of those terms is defined in **Exhibit A**), for all costs and expenses incurred, without limitation. For those expenses that are payable directly by the CORPORATION, the CORPORATION shall authorize and establish an the CORPORATION account for which appropriate the CONTRACTOR representatives are permitted signers on the account and shall fund such an account on a quarterly basis, or on a basis consistent with the CORPORATION's anticipated schedule for receipt of local, state and federal revenues, with sufficient funds to permit the CONTRACTOR to pay Direct Expense for the CORPORATION's legitimate and ordinary operating expenses such as utility bills and office supplies. the CORPORATION will not be required to reimburse the CONTRACTOR for non-budgeted expenses advanced without the prior written approval of the CORPORATION.

6.3 Notice and Timing of Payments. Payment of the Fee shall be made in equal payments during the Term. On the twelfth (12th) day of each month, the CONTRACTOR shall deliver an invoice for one-twelfth (1/12) of the Fee and expenses, if any, to the CORPORATION. the CORPORATION shall remit payment within thirty (30) business days of it receiving such invoice. If the CORPORATION fails to receive timely funding from the state, the Parties may agree in writing to a revised payment schedule. If the CORPORATION fails to pay an invoice in full within thirty (30) days after the invoice date due to no fault of the CONTRACTOR, interest shall accrue on the outstanding balance at a rate of 1.5 percent per month. Failure to pay invoices in a timely manner shall be considered a material breach of this Agreement and therefore the CONTRACTOR may terminate this Agreement pursuant to Article VII.

## **ARTICLE VII. TERMINATION**

7.1 Termination by Charter One. The CONTRACTOR may terminate this Agreement

prior to the end of the Term if the CORPORATION fails to remedy a material breach of this Agreement within thirty (30) days after receiving a notice from the CONTRACTOR of such breach. For purposes of this Subsection, a material breach (which for the sake of clarity is a default hereunder) includes, but is not limited to: (i) a failure by the CORPORATION to timely pay the CONTRACTOR any compensation or reimbursement required under this agreement or (ii) a suspension, revocation, or non-renewal of the Charter.

7.2 Termination by the CORPORATION. The CORPORATION may terminate this Agreement prior to the end of the Term if the CONTRACTOR fails to remedy a material breach of this Agreement within (30) days after receiving notice from the schools of such breach. For purposes of this Subsection, a material breach (which for the sake of clarity is a default hereunder) shall mean a substantial and continuing failure to provide the Services set forth in this Agreement that results, or if continued would result, in violation of the terms of the CORPORATION's Charter or cause the schools to no longer operate as a going concern.

7.3 Termination by Either Party. Either party may terminate this Agreement prior to the end of the Term, with or without cause, by providing the other party with at least ninety (90) days' prior written notice.

7.4 Termination Upon Action by State Board of Education. The Parties acknowledge and anticipate that, immediately upon execution of this Agreement, the CORPORATION will seek approval of the Agreement and its engagement of the CONTRACTOR from the State Board of Education. If the State Board of Education disapproves the CORPORATION's request for approval of this Agreement or its engagement of the CONTRACTOR, this agreement shall terminate at the conclusion of the CORPORATION's fiscal year, as set forth in Section 7.5

7.5 Effect of Termination. If this Agreement is terminated prior to the end of the Term pursuant to Sections 7.2, 7.3, or 7.4, and unless otherwise agreed by the Parties, such termination will not become effective until the end of the conclusion of the CORPORATION's then-current fiscal year. In the event this Agreement is terminated prior to the end of the Term pursuant to Section 7.1 the agreement shall terminate immediately, and (i) the CONTRACTOR, in its sole discretion, may elect to continue providing Services to the schools for a reasonable period of time, not to exceed ninety (90) days, to transition the schools to another administrative, managerial, or services arrangement ("Transition Services") and (ii) the CORPORATION shall be required to pay or reimburse the Fee and any expenses, as set forth in Article VI, through the later of the date of termination or the conclusion of any Transition Services.

7.6 Non-Solicitation. The CORPORATION agrees that during the term of this Agreement and for a period continuing for one year after its termination, the CORPORATION will not directly or indirectly solicit, recruit, attempt to solicit, hire, or recruit, any employee of the CONTRACTOR that has provided services to the CORPORATION or any vendor or subcontractor of the CONTRACTOR that has provided services to the CORPORATION during the twelve months prior to the date of the Agreement's termination. Should the CORPORATION violate the restrictive covenant in this Section 7.6, the obligations hereunder shall run for a period of one year from the first date the CORPORATION ceases to be in violation of such obligation.

## **ARTICLE VIII. INDEMNIFICATION**

8.1 Indemnification of the CONTRACTOR. The CORPORATION shall indemnify, defend, save, and hold the CONTRACTOR and its affiliates and all of their respective employees, members, managers, owners, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability (including reasonable attorney's fees and costs) that may arise out of, or by reason of operation of each charter school, performance of the Charter, employment of any employees performing services for the CORPORATION, any noncompliance by the CORPORATION with any agreements, covenants, warranties or undertakings of the CORPORATION contained in or made pursuant to this Agreement, and any misrepresentations or breach of the representations and warranties of the CORPORATION contained in or made pursuant to this Agreement. In addition, the CORPORATION shall pay as incurred and in advance of the final disposition of any proceeding all expenses legal expenses and other costs incurred by the CONTRACTOR in defense of any demand, claim, or suit for which indemnification may be available under this Section, without regard as to the CONTRACTOR's ultimate right to indemnification hereunder. The indemnification requirements of this Section 8.1 may be met by the purchase of insurance pursuant to Section 8.4.

8.2 Indemnification of the CORPORATION. The CONTRACTOR shall indemnify, defend, save, and hold the CORPORATION and all of its employees, officers, directors, subcontractors, and agents harmless against any and all claims, demands, suits or other forms of liability (including penalties equal to the total amount of employment taxes not collected or not accounted for and paid over as well as interest, penalties, and reasonable attorney's fees and costs, and sales and use taxes accrued) that may arise out of, or by reason of, any noncompliance by the CONTRACTOR with any agreements, covenants, warranties or undertakings contained in or made pursuant to this Agreement, and any misrepresentation or breach of the representations and warranties of the CONTRACTOR contained in or made pursuant to this Agreement. In addition, the CONTRACTOR will reimburse the CORPORATION for any and all legal expenses and costs associated with the defense of any such claim, demand or suit. The indemnification requirements of this Section 8.2 may be met by the purchase of insurance pursuant to this Section 8.4.

8.3 Limitations of Liabilities. The CORPORATION will assert all immunities, statutory limitations of liability, and other applicable defenses in connection with any claims arising from its operations and will not waive any immunities or limitations without the prior written consent of the CONTRACTOR.

8.4 Insurance Coverage. The CORPORATION shall maintain during the Term such policies of insurance as required by the Charter and applicable law. Each party shall, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this Article. Each party shall comply with any information or reporting requirements required by the other party's insurer(s), to the extent reasonably practicable.

8.4.1 Workers Compensation Insurance. Each party shall maintain workers' compensation insurance as required by law to cover their respective employees (if any) and shall provide the other party with a certificate or certificates of such insurance.

8.4.2 Automobile Insurance. Each party shall name the other party as an additional insured on its automobile insurance coverage. Each party shall provide the other party with a certificate evidencing such insurance and showing the other party as an additional insured.

8.4.3 Cancellation. Each insurance policy required herein shall provide for not less than ten (10) days written notice to the other party in the event of cancellation or material change of coverage. To the maximum extent permitted by its insurance policies, each party, for the benefit of the other party, waives any and all right of subrogation which might otherwise exist (and the certificate required herein shall indicate such waiver of subrogation).

## **ARTICLE IX. INTELLECTUAL PROPERTY**

9.1 “The CONTRACTOR’s Materials” means all curriculum, print and electronic textbooks, instructional materials, lesson plans, teacher guides, workbooks, tests, analysis, reports, procedures, or other information or materials that have been or will be authored, originated, discovered, and invented by or for the CONTRACTOR and of which the CONTRACTOR is deemed to be the author and originator. The Parties agree that the CONTRACTOR shall have and retain all right, title, and interest in and to the CONTRACTOR’s Materials and that the CONTRACTOR shall have all rights to apply for, register, obtain and own any and all copyrights, trademarks, service marks, trade names, patents and/or other exclusive proprietary registrations or forms of ownership. the CONTRACTOR retains the right to sell any of the CONTRACTOR’s Materials. In the event the CORPORATION is held, for any reasons, to have any right title, or interest in and to any of the CONTRACTOR’s materials, whether or not copyrighted or copyrightable, trademarked or registerable, patented or patentable, the CORPORATION hereby unconditional and irrevocably transfers and assigns such right, title, and interest in and to the CONTRACTOR as an essential part of the consideration for this Agreement. the CORPORATION further agrees that it shall, within five (5) days after receipt of a written request from the CONTRACTOR, execute a written instrument for the purpose of waiving its rights, if any to attribution for any of the CONTRACTOR’s Materials under Section 106A(a) of The Copyright Act of 1976 (17 USC Sec. 101, 1976) or any succeeding law.

9.2 Derivative Works. The Parties acknowledge that to the extent any materials created by the CORPORATION are derivative of the CONTRACTOR’s Materials, use of such derivative materials during the term is subject to the license granted herein, and the license to use such derivative materials shall cease as of the date of expiration or termination of this Agreement.

9.3 No transfer or Sale. The CORPORATION acknowledges and agrees that the CONTRACTOR is not transferring or selling, and the CORPORATION is not receiving, purchasing, or acquiring any intellectual property or proprietary rights in or to the CONTRACTOR’s Materials.

9.4 Licenses. The CONTRACTOR hereby grants to the CORPORATION a revocable, non-exclusive, non-transferable right to use the CONTRACTOR’s Materials and any materials created by the CORPORATION which are derivative of the CONTRACTOR’s Materials, solely in connection with the operation of each charter school for which the CONTRACTOR provides the Services under this Agreement (the “License”). This License shall terminate upon the termination of this Agreement. the CORPORATION represents and warrants that during the Term and following the expiration or termination of this Agreement, the CORPORATION will not exploit or assist any third party to exploit any of the CONTRACTOR’s Materials for commercial purposes. Subject to applicable law, the CORPORATION grants the CONTRACTOR a non-exclusive, irrevocable, worldwide, assignable right to use, distribute, modify and display any and

all the CORPORATION materials, solely related to educational purposes for the CORPORATION, in any and all media now known or hereafter developed.

9.5 “Confidential Information” means any confidential and proprietary information owned by the other party, including, without limitation, information about the business affairs, finances, methods of operation, trade secrets, designs, processes, techniques, research, or other proprietary information. Each party agrees not to disclose to any third-party, whether directly or indirectly, confidential or proprietary information without the written permission of the other party, except as required by either party’s responsibilities under this Agreement. After notice by one party or the termination of the Agreement, the other party must immediately return the confidential or proprietary information and comply with the instructions regarding the return or disposition of the confidential or proprietary information, including any copies or reproductions. This Section does not apply to information that: (a) is or becomes available to the general public other than as a result of disclosure by the receiving party; (b) becomes available to a party on a non-confidential basis from a source (other than the other party) which is not known by the receiving party to be in breach of any nondisclosure obligations; or (c) is independently developed by a party without reference to confidential information. If a receiving party believes that it is required by law to disclose confidential information, it shall provide notice to the disclosing party, to the greatest extent possible, prior to making such disclosure so as to allow the disclosing party to undertake action to prevent disclosure or otherwise obtain confidential treatment of such disclosure. The provisions of this Article IX shall survive the termination or expiration of this Agreement.

## **ARTICLE X. WARRANTIES AND REPRESENTATIONS**

10.1 Representations and Warranties of the CONTRACTOR. the CONTRACTOR hereby represents and warrants to the CORPORATION:

10.1.1 The CONTRACTOR is a duly organized corporation in good standing and is and will remain authorized to conduct business in the State of Arizona for the duration of the Term.

10.1.2 The CONTRACTOR has the authority under the Code and other applicable laws and regulations to execute, deliver, and perform in accordance with this Agreement, and to incur the obligations provided for under this Agreement. This Agreement has been duly authorized and executed by the CONTRACTOR and constitutes the legal and validly binding obligation of the CONTRACTOR, enforceable against the CONTRACTOR in accordance with its terms, except as such enforceability may be limited by bankruptcy, insolvency, reorganization, moratorium, fraudulent conveyance, and other laws of general applicability relating to or affecting creditors’ rights and general principles of equity.

10.1.3 The CONTRACTOR’s actions under this Agreement have been and will be duly and validly authorized, and it will adopt any and all further resolutions or expenditure approvals required for execution of this Agreement.

10.1.4 The CONTRACTOR agrees to comply with any terms and conditions imposed by the Charter or each charter school authorizer.

10.1.5 The CONTRACTOR agrees to comply with all applicable laws, regulations, the Code, Board policies, charter school authorizer policies, the Charter or other regulatory authority in carrying out its responsibilities under this Agreement

10.1.6 The CONTRACTOR will use its best efforts to ensure that the educational program complies with and will continue to comply with the Charter, the Code, and other applicable laws and regulations.

10.1.7 The CONTRACTOR possesses the knowledge, skill, and experience necessary to perform the Services and will do so with a reasonable degree of quality and attention to detail, and in a timely matter.

10.1.8 The CONTRACTOR agrees not to claim any depreciation or amortization deductions, tax credits or rent deductions, with respect to any facility owned or occupied by the CORPORATION that is financed by tax-exempt bonds.

10.2 Disclaimer of Warranty. The CONTRACTOR makes no express or implied warranties as to any matter whatsoever with regard to any equipment, materials, or supplies purchased on or behalf of or for use at the CORPORATION, including without limitation, the condition of any such item, its merchantability or fitness for any particular purpose. Notwithstanding the foregoing, the CONTRACTOR shall enforce any existing manufacturer warranties on all equipment, materials, or supplies purchased on behalf of or for the use of the CORPORATION.

10.3 Representations and Warranties of the CORPORATION. The CORPORATION hereby represents and warrants to the CONTRACTOR:

10.3.1 The CORPORATION is a duly organized and validly existing North Carolina non-profit corporation in good standing, and is, and will remain authorized to conduct business in the State of North Carolina for the duration of the Term.

10.3.2 It is anticipated that the Charter authorizer (i) authorizes the CORPORATION to operate a charter school in North Carolina and receive per pupil revenue; and (ii) approves the education program and other activities implemented by the CORPORATION.

10.3.3 The CORPORATION has the authority under the Code and other applicable laws and regulations to contract with a private entity to perform the Services.

10.3.4 The Board warrants that its actions have been duly and validly authorized, and that it will adopt any and all resolutions required for execution of this Agreement.

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

10.5 Dispute Resolution. In the event of a dispute, controversy or claim arising out of or relating in any way to the Agreement, the Parties shall have any and all remedies available to it

under the terms of this Agreement or provided at law or equity, including, without limitation, the right of injunctive relief, the right to damages, including exemplary damages, as provided by law, and the right to liquidated damages set-off or forfeiture. Except in the instance where injunctive relief or other actions in equity are sought, the following shall govern disputes under this Agreement;

10.5.1 The aggrieved party shall first provide written notice of any claim arising out of this Agreement to the other party. The notice shall include a specific description of the party's claim and a request for relief.

10.5.2 In the event that the other party fails to respond satisfactorily to the written notice within fifteen (15) days after it is received, the Parties shall mediate their dispute by selecting an independent, third-party mediator acceptable to both parties and meeting with that mediator in Johnston County, North Carolina in a good faith attempt to resolve their differences.

10.5.3 The Parties agree to evenly split all costs and fees charged by the mediator and, so long as the process described herein is followed without resort to the state or federal courts, each party shall bear its own attorney fees and costs.

**ARTICLE XI.  
MISCELLANEOUS**

11.1 Sole Agreement. This Agreement, and the Exhibits hereto, supersedes and replaces any and all prior agreements and understandings, written or oral, between the CORPORATION and the CONTRACTOR regarding the subject matter contained herein.

11.2 Force Majeure. Notwithstanding any other section of this Agreement, neither party will be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, terrorism, embargo, fire, flood, explosion, sabotage, labor strike or other acts beyond its reasonable control.

11.3 Governing Law. The laws of the State of North Carolina will govern this Agreement, its construction, and the determination of any rights, duties and remedies of the Parties arising out of or relating to this Agreement.

11.4 Counterparts. This Agreement may be executed in counterparts, each of which will be deemed an original, but both of which will constitute one and the same instrument.

11.5 Official Notices. All notices and other communications required by the terms of this Agreement will be in writing and sent to the Parties hereto at the addresses set forth below (and such addresses may be changed upon proper notice to such addressees). Notice may be given by: (i) certified or registered mail, postage prepaid, returns receipt requested, (ii) electronic transmission (e-mail), or (iii) personal delivery. Notice will be deemed to have been given three days after mailing or on the date of personal delivery or on the date of the electronic transmission if on a business day during normal business hours (or, if not, the first business day thereafter). The addresses of the Parties are:

**TO: The CORPORATION**

American Leadership Academy, North  
Carolina

ATTN: Chris Millis, Vice Chair  
Board of Directors  
10320 Durant Rd.  
Raleigh, NC 27614  
chris.millis@alascchools.org

**TO: The CONTRACTOR**

CHARTER ONE, LLC  
ATTN: William Guttery, CEO  
6913 E Rembrandt Ave, Suite 1  
Mesa, AZ 85212  
bill@charter.one

11.6 Assignment. This Agreement may not be assigned by the CONTRACTOR without the consent of the CORPORATION, which consent shall not be unreasonably withheld, and the State Board of Education.

11.7 Amendment. This Agreement may not be altered, amended, modified, or supplemented except in a written document approved by the Board and signed by authorized officers of both the CORPORATION and the CONTRACTOR.

11.8 Waiver. No waiver of any provision of this Agreement will be deemed to be or will constitute a waiver of any other provision, nor will such waiver constitute a continuing waiver unless otherwise expressly stated.

11.9 Severability. The invalidity of any of the covenants, phrases, or clauses in this Agreement will not affect the remaining portions of this Agreement, and this Agreement will be construed as if such invalid covenant, phrase, or clause had not been contained in this Agreement. To the extent that any of the services to be provided by the CONTRACTOR are found to be an invalid delegation of authority by the CORPORATION, such Services will be construed to be limited to the extent necessary to make the Services valid and binding.

11.10 Successors and Assigns. Except as limited by Section 11.6 above, this Agreement will be binding upon, and inure to the benefit of, the Parties and their respective successors and assigns.

11.11 No Third-Party Rights. This Agreement is made for the sole benefit of the CORPORATION and the CONTRACTOR, and their successors and assigns. Except as otherwise expressly provided, nothing in this Agreement will create or be deemed to create a relationship between the Parties to this Agreement, or either of them, and any third person, including a relationship in the nature of a third-party beneficiary or fiduciary.

11.12 Survival of Termination. Sections 8, 9, 10, 11.3, 11.12, 11.13, and 11.17 of this Agreement shall survive termination of this Agreement.

11.13 Binding Effect. This Agreement shall be binding upon and inure to the benefit of the Parties and their respective heirs, executors, administrators, personal representatives, successors, and assigns.

11.14 Adequate Consideration. Each party hereto acknowledges that consideration for this Agreement consists only of the terms set forth in this Agreement, and agree that such consideration is fair, adequate, and reasonable.

11.15 Independent Counsel. Each party to this Agreement acknowledges that it has had the benefit of advice of competent legal counsel or the opportunity to retain such counsel with respect to its decision to enter into this Agreement. The signatures affixed to this Agreement represent that the Parties are entering into this Agreement freely and without coercion by any other party or non-party hereto.

11.16 Indebtedness. No indebtedness of any kind incurred or created by each charter

school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of each charter school shall involve or be secured by the faith, credit, or taxing power of the State or its political subdivisions.

11.17 Non-Disparagement. The Parties agree not to make any disparaging statements or representations, either directly or indirectly, whether orally or in writing, by word or gesture, to any person whatsoever, about the other party, unless required to do so by legal process. For purposes of this paragraph, a disparaging statement or representation is any communication which, if publicized to another, would cause or tend to cause the recipient of the communication to question the business condition, integrity, competence, good character or product quality of the person or entity to whom the communication relates.

*[Remainder of Page Intentionally Left Blank]*

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

**the CHARTER ONE, LLC,  
an Arizona limited liability company**

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Name:

Title: Managing Member

**American Leadership Academy, North Carolina,  
a North Carolina Non-Profit Corporation**

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Name:

Title: Vice Chair, Board of Directors

## **EXHIBIT A**

### **OPERATIONAL, ACADEMIC, FINANCIAL, AND COMPLIANCE SERVICES**

The CONTRACTOR will provide the following Services (Operational Services, Academic Services, Financial Services, and Compliance Services) to the CORPORATION:

#### **Operational Services**

**Site Management.** Subject to the CONTRACTOR's right to restructure its management and staff, in its sole and absolute discretion, the typical site management at a school will include:

- Overall management of each charter school's academic program by the Director, Assistant Director, and Chief Academic Officer.
- Overall management of the school sites by a Director and Assistant Director.
- Overall management of each charter school's physical plant and day to day operations by the Chief Executive Officer.

#### **Technology and IT Services**

- Design overall technology and IT system and strategy
- Assure alignment of technology purchases with technology strategy
- Provide staff training on technology and IT systems
- Design overall data collection system, select and/or create database systems and security systems, and assure compatibility
- Manage IT staff at all school sites
- Conduct research on future growth of technology, IT services, and equipment; and implement changes and improvements
- Design, host, and maintain a website for the CORPORATION, which shall include the CORPORATION related announcements, Board, donations section, calendar, and any additional information deemed necessary by either party.

*Costs and expenses of the IT services provided at each charter school site either by contract or by the CONTRACTOR employees and other direct costs related to technology and IT systems (e.g. computer and other technology repairs, software installation, internet connection maintenance, etc.) are not included in the Fee and shall be paid for pursuant to the Board approved budget.*

#### **Grants and Fund Raising**

- Identify relevant grant opportunities
- Write and administer all grants
- Manage fund raising for the CORPORATION
- Manage fund raising for special projects and needs
- Contract with outside fundraisers and/or provide fundraising staff at each charter school as required

*Costs and expenses for (i) services provided by outside fundraisers; (ii) expenses for fundraising staff at each charter schools; and (iii) fundraising costs including, but not limited to, the costs of*

*printing brochures, hosting events and travel, are not included in the Fee and shall be paid from the CORPORATION funds pursuant to the Board approved budget.*

#### Maintenance

- Coordinate and supervise building maintenance and repair
- Overall management of maintenance staff, including grounds and custodial staff

*Costs and expenses related to contracting for building and asset maintenance and repair are not included in the Fee and shall be paid for pursuant to the Board approved budget.*

#### Public Relations and Marketing

- Develop public relations strategies for each charter schools
- Prepare and distribute press releases for the CORPORATION
- Conduct regular outreach efforts for the CORPORATION
- Engage firms for PR or marketing services as required
- Oversee the development of a coherent brand identity for the CORPORATION and an effective marketing plan to promote ongoing enrollment. Such work may include the use of internet, social media, public announcement, print and email advertising.

*Costs and expenses for services provided by PR firms are not included in the Fee and shall be paid pursuant to the Board approved budget.*

#### Health Services

- Assist the CORPORATION in identifying and supporting the health-related needs of all enrolled students
- Disseminate, update, and maintain a health services handbook for all appropriate personnel
- Design and deliver comprehensive health-related training for health services staff in order to assist the CORPORATION in remaining in compliance with state and federal regulations regarding student health
- Assist the CORPORATION in complying with local, state and federal reporting requirements and student care
- the CONTRACTOR shall periodically audit the CORPORATION to validate alignment with the policies and procedures recommended by the CONTRACTOR
- Assist the CORPORATION in complying with requirements related to immunizations, vision/hearing screening, health action plans, crisis response procedures, and mandatory reporting of child abuse or neglect

#### Other

- Maintain and update the CORPORATION's corporate files
- Provide support for Board meetings, as required
- Prepare state required annual reports and annual reports for each charter school authorizer
- Propose school calendars that meet state requirements for Board approval

- Provide time (bell) schedules for all charter schools
- Prepare and provide the Board with status reports on the CORPORATION's operational performance in relation to the most recent NC Charter School Performance Framework at least quarterly or upon seven (7) days' written request by the CORPORATION.
- Select and engage attorneys, to be paid for by the CORPORATION, to provide services to the CORPORATION in connection with the operation of each charter school or its performance of the Charter
- Manage and oversee food services

### Mission Statement

- Assist the Board in implementing and maintaining the CORPORATION's mission statement. Any changes to the mission statement shall be subject to the review and approval of the Board and the North Carolina State Board of Education.

### Academic Services

#### Enrollment and Enrollment Maintenance

- Manage and oversee operations related to: student application process, enrollment, registration, wait-list, application lottery management, withdrawals, attendance, and student records
- Create manuals and time lines for policies and procedures and staff training related to the application process, enrollment, registration, wait-list management, withdrawals, attendance, retention and student records
- Conduct market analysis (demand for each charter school's services)
- Conduct student retention analysis
- Prepare periodic enrollment reports for the Board
- PowerSchool student data

#### PowerSchool (NC Student Information System)

- Contract with database system providers, update and solve database problems
- Conduct data entry training for site staff
- Supervise data entry
- Supervise data uploads
- Supervise PowerSchool legal compliance

*Costs and expenses related to contracting for database systems, maintenance, and repair are not included in the Fee and shall be paid pursuant to the Board approved budget.*

### Curriculum

- Design and publish policies and procedures related to Board approved middle school grade promotion and high school graduation requirements
- Design and administer each charter school's internal syllabi audit system (the audit

- system includes the curriculum alignment with NC standards), manage the system, and supervise the process of the CORPORATION course audits
- Design and manage each charter school's student and school progress assessment system, manage the system, and train the teachers and administrators to use the system
  - Supervise the administration of required NC assessments
  - Curriculum will be paid for by the CORPORATION, and the CONTRACTOR will manage the implementation of the curriculum.

*Costs and expenses related to external tests for students including but not limited to PSAT, ACT, EOCs, EOGs, SAT, AP exams, and the costs of external training related to these exams, are not included in the Fee, and shall be paid pursuant to the Board approved budget.*

### **Academic/Human Resources Services**

#### **Teachers**

- Conduct teacher recruiting
- Background checks on teachers, all employees, third party personnel, and volunteers
- Conduct in house teacher training programs in subject content, classroom management, assessment design, developmental psychology, and federal and NC compliance, including special education compliance
- Arrange training by outside experts and coordinate off site individual teacher training and professional development activities
- Plan instructional staffing levels
- Target 50% teacher certification
- Conduct regular teacher evaluations
- Supervision of teachers by Charter School Director

#### **Policies and Procedures**

- Draft policy and procedure manuals, forms (including teacher offer letters, applications, enrollment and similar forms, policies, and procedures for all aspects of school operations) and management procedures for Board approval.

#### **Professional Development and Training**

- Oversee the design and delivery of training in its methods, curriculum, program, and technology to all teaching personnel on a regular basis. Instructional personnel shall receive at least the minimum hours of professional development required by applicable laws. Non-instructional personnel shall receive such training as the CONTRACTOR determines reasonable and necessary. Such training and development shall be consistent with the guidelines released by the state.

#### **Exceptional Children Services ("EC")**

- Assist the CORPORATION in understanding state and federal EC laws
- Create and recommend policies and procedures for Board approval and supervise operations related to: identifying and providing services to students with special needs in compliance with federal and state laws and regulations, including required reporting.

- Create and recommend EC policies and procedures
- Supervise operations related to identifying and providing educational services to EC
- Recruit and supervise licensed EC staff at all school sites
- Supervise data collection and provide relevant data for state monitoring and EC audits
- Identify and provide educational services to students with special needs, in compliance with federal and NC laws and regulations, including state required reporting
- Find, contract, and supervise licensed SPED staff at all school sites
- Supervise data collection and provide relevant data for monitoring and Exceptional Student Services (EC) audits
- Provide, develop, maintain, and enhance policies, procedures, curricula, curriculum maps, pacing guides, and a specialized program of instruction in accordance with applicable law and evidence-based best practices, to be used to educate students

*Costs and expenses related to resources provided to EC Students and EC services are not included in the Fee and shall be paid pursuant to the Board approved budget.*

#### Section 504 of the Rehabilitation Act of 1973 and Subsequent Amendments

- Assist the CORPORATION in understanding state and federal laws relating to Section 504, and suggest policies and procedures to the Board that will assist the CORPORATION in complying with such laws.

#### Complaint Resolution

- Offer assistance and guidance related to formal complaints filed against the CORPORATION and the CONTRACTOR concerning the schools, including, but not limited to, complaints filed with the Office of Civil Rights, the Department of Justice, the state, each charter school authorizer, the Equal Employment Opportunity Commission, Occupational Safety and Health Administration, the Department of Labor, the Office of Administrative Hearings, and other such agencies. the CONTRACTOR shall notify the CORPORATION, in writing, of any additional costs or expenses determined to be necessary to provide these complaint resolution service, and the CORPORATION shall approve the same prior to the CONTRACTOR providing such services.
- The CONTRACTOR shall immediately notify the CORPORATION of any of all notices or complaints from Office of Civil Rights, the Department of Justice, the state, each charter school authorizer, the Equal Employment Opportunity Commission, Occupational Safety and Health Administration, the Department of Labor, the Office of Administrative Hearings, the Internal Revenue Service, any law enforcement agency, or other such agencies.

#### Other

Prepare and provide the Board with status reports on the CORPORATION's status on academic performance in relation to the most recent NC Charter School Performance Framework at least quarterly or upon seven (7) days' written request by the CORPORATION.

#### **Financial Services**

- Prepare, for the Board's consideration and vote, a proposed budget each year for presentation to the Board at a Board meeting at a time and date selected and scheduled by the Board. Authority to approve a budget shall ultimately remain with the Board.
- Prepare and deliver to the Board reports which shall include an accounting and detailed statements of all revenues received, from whatever source, with respect to the CORPORATION; detailed statements of all expenses, including an accounting of all expenditures for services rendered to, or on behalf of, the CORPORATION by the CONTRACTOR, whether incurred on-site or off-site; and reports on the CORPORATION's status on the financial performance in relation to the most recent NC Charter School Performance Framework. Such financial reports shall be provided to the CORPORATION at least quarterly or upon seven (7) days' written request by the CORPORATION.
- Prepare such other financial statements as required by and in compliance with the Charter, North Carolina Law, the Code, and other applicable state and federal laws and regulations, including such documentation and support as needed by the CORPORATION during an annual audit of the CORPORATION's financial statements by an independent certified public accountant retained by the CORPORATION. The cost of the audit shall be the responsibility of the CORPORATION, as provided for in the budget.
- Prepare such other reports on the finances and operation of the CORPORATION as requested or required by the state, the Board, or each charter school authorizer.
- Provide advice regarding contracts including, but not limited to facilities, curriculum, and purchase and sales agreements. In addition, the CONTRACTOR shall provide advice related to forecasting of future fiscal needs for the CORPORATION.
- Maintain all vendor files and make available upon request to the Board
- Coordinate, lead, and otherwise conduct negotiations with vendors or other third parties at the written direction of the Board.
- Dispense payroll expenses and any other expenses as authorized in advance by the CORPORATION in writing. the CORPORATION may authorize in writing one or more the CORPORATION Employees to dispense payment for expenses; such authority shall be subject to the limitations set forth by the CORPORATION.
- Coordinate the preparation and filing of all necessary tax returns for the CORPORATION by an accountant with expertise in tax filings for tax-exempt charter schools. The Board will be required to contract with an independent auditor for this service. The Board shall have a direct contractual relationship with the auditor for consultation, review, approval, and for all matters related to the audit. the CONTRACTOR shall ensure the CORPORATION's Board has an opportunity to review and approve the CORPORATION's Form 990 prior to filing.
- Manage accounts payable and accounts receivable, including:

- Management and supervision of all accounts payable and the CORPORATION's bank account and lines of credit, including the direct payment of the CORPORATION's bills and expenses by the CONTRACTOR on behalf of the CORPORATION from the CORPORATION's bank accounts.
- The CORPORATION shall reimburse shall pay expenses for the operation of each charter school, including, but not limited to, all expenses included in the Annual Budget, through either of two methods, as determined by the CONTRACTOR: (1) such expenses may initially be paid by the CONTRACTOR and invoiced to the CORPORATION for reimbursement to the CONTRACTOR ("Pass Through Expenses"); or (2) the CONTRACTOR may pay such expenses directly from the CORPORATION's bank accounts ("Direct Expenses"). All Pass Through Expenses and Direct Expenses are in addition to the Fee but shall not exceed the Board approved budget without prior Board approval. Direct Expenses shall be authorized and permitted for any of the CORPORATION's ordinary and recurring operating expenses, including without limitation, utility bills, the CORPORATION Employees' salaries, supplies, building maintenance and repair, equipment maintenance and repair.

### **Compliance Services**

The CONTRACTOR shall manage compliance in all areas delegated to it under this Agreement, and may refer matters to outside counsel for the CORPORATION as appropriate, including but not limited to, the following:

- All aspects of the Charter.
- Local, state and federal reporting requirements and student care including requirements related to immunizations, vision/hearing screening, health action plans, crisis response procedures, and mandatory reporting of child abuse or neglect
- Federal, state, and local labor and employment laws applicable to the CORPORATION Employees, including but not limited to, the Immigration Reform and Control Act of 1986; the Internal Revenue Code ("Code"); the Employee Retirement Income Security Act ("ERISA"); the Health Insurance Portability and Accountability Act ("HIPAA"); the Family Medical Leave Act; Title VII of the Civil Rights Act of 1964; the Americans with Disabilities Act; the Fair Labor Standards Act; the Consolidated Omnibus Budget Reconciliation Act ("COBRA"); the Uniformed Services Employment and Reemployment Rights Act of 1994; and, as set forth in subparagraph 3.1.3.7.5 below, the Patient Protection and Affordable Care Act ("ACA").
- All provisions of the ACA applicable to the CORPORATION Employees, including the employer shared responsibility provisions relating to the offer of "minimum essential coverage" to "full- time" employees (as those terms are defined in Code §4980H and related regulations) and the applicable employer information reporting provisions under Code §6055 and §6056 and related regulations.
- Power School legal compliance.

**DRAFT BUILD-TO-SUIT LEASE  
WITH OPTION TO PURCHASE**

**between**

**SH MONROE LLC**

**as the Landlord**

**and**

**AMERICAN LEADERSHIP ACADEMY MONROE INC.,**

**as the Tenant**

**Dated: April 28, 2022**

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**BASIC LEASE INFORMATION**

Lease Date	April 28, 2022
Tenant	AMERICAN LEADERSHIP ACADEMY MONROE INC., a North Carolina nonprofit corporation
Tenant’s notice address	American Leadership Academy Monroe Inc. Attn: Michell Schwab 10320 Durant Road, Suite 101 Raleigh, NC 27614 Telephone (for verification purposes only): Email: mitchell@denali.law
Landlord	SH Monroe LLC, a Utah limited liability company
Landlord’s notice address	SH Monroe LLC Attn: Scott M. Brand 3115 East Lion Lane, Suite 300 Salt Lake City, Utah 84121 Telephone (for verification purposes only): 801-830-8300 Email: scott@schooldev.us
Premises	The premises is described in exhibit A.
Facility	An existing school building consisting of approximately 37,000 square feet and a Phase I that will be To-be-constructed leasable space in the Improvements to be located on the Premises, comprising rentable square feet as more particularly described on exhibit B.
Substantial Completion Date	Phase II is Anticipated to be July 2024
Commencement Date	The date the Tenant takes possession of the Premises
Lease Term	240 months
Base Rent	See exhibit C
Security Deposit	\$50,000

The terms above (the “**Basic Lease Information**”) are a part of the Lease. If there is a conflict between the Basic Lease Information and the remainder of the Lease, the remainder of the Lease controls.

## **BUILD-TO-SUIT LEASE WITH OPTION TO PURCHASE**

This Build-to-Suit Lease with Option to Purchase (this “**Lease**”) is dated April 28, 2022, between SH MONROE LLC, a Utah limited liability company (the “**Landlord**”), and AMERICAN LEADERSHIP ACADEMY MONROE INC., a North Carolina nonprofit corporation (the “**Tenant**”).

The Landlord is a developer of school facilities for charter schools. The Tenant is a charter school licensed in North Carolina. The Tenant wants to lease the existing facility and have the Landlord build a building and other improvements on land in Union county, North Carolina, described on exhibit A (the “**Land**”); to lease that Land and those improvements from the Landlord; and to obtain an option to purchase the Land and related improvements.

The parties therefore agree as follows:

### **ARTICLE 1 LEASE OF PREMISES**

1.1 **Lease of the Premises.** The Landlord shall lease to the Tenant, and the Tenant shall lease from the Landlord, the Premises. “**Premises**” means all of the following: (i) the Land; (ii) all rights and easements appurtenant to the Land; and (iii) all improvements on the Land. The Premises are subject to all current restrictions and encumbrances on the Premises as of the date of this Lease.

### **ARTICLE 2 TERM**

2.1 **Term.** This Lease is in full force and effect from the date in the introductory paragraph above. The term begins on the Commencement Date and continues until the end of the calendar month that is 240 months after the Commencement Date (that period, the “**Lease Term**”). Subject to the other terms of this Lease, the Lease will terminate at midnight at the end of the Lease Term. Each consecutive 12-month period following the first day of the calendar month following the Commencement Date is a “**Lease Year.**”

2.2 **Commencement Date.** “**Commencement Date**” the date the Tenant takes possession of the Premises.

2.3 **Obligations on Lease Termination.** At the end of the Lease Term or upon the termination of this Lease, the Tenant shall promptly surrender the Premises in good order, condition, and repair, ordinary wear and tear excepted, and broom clean and shall, at its expense, remove from the Premises all personal property and shall repair all damage caused by that property or the removal of it. At the option of the Landlord, any property of the Tenant not removed by the Tenant will be deemed abandoned. Notwithstanding anything to the contrary in this Lease, all masonry, poured concrete, hard surface bonded or adhesively affixed flooring, plumbing and toilet fixtures, power panels, switches and transformers, floor covering, wall covering, ceiling material, fixed partitions, and installed lighting equipment (whether or not the same are trade fixtures), other fixtures (other than trade fixtures), and other alterations that have been made or installed by either the Landlord or the Tenant upon the Premises, will remain upon

and be surrendered with the Premises as a part of the Premises, without disturbance, molestation or injury, and without charge, at the expiration or other termination of this Lease, and become the property of the Landlord. The parties acknowledge and agree that all equipment, fixtures, furniture, and other items included in Improvements Costs or otherwise paid for by the Landlord or the Landlord's affiliate belong to the Landlord and will be surrendered to the Landlord at the termination of this Lease. The Tenant shall promptly surrender all keys for the Premises to the Landlord at the place then fixed for notice to the Landlord and shall inform the Landlord of the combinations for any locks and safes on the Premises. If the Tenant does not promptly surrender the Premises as required above, the Landlord has the option, in addition to any other rights and remedies the Landlord may have, to apply the Security Deposit toward the following costs and expenses: the servicing of all heating, electrical, ventilating, and air conditioning systems; the removal of personal property, signs, alterations, and trade fixtures; the cleaning of the Premises; the making of all repairs; and the satisfaction of all other obligations of the Tenant.

2.4 **Holdover.** If the Tenant holds over the Premises after the expiration of the Lease Term or termination of the Lease, that holding over will be construed to be only a tenancy from month to month, subject to all the covenants, conditions, and obligations in this Lease, and the Tenant hereby agrees to pay to the Landlord 150% of the monthly rental as provided in this Lease. Nothing in this Lease will be construed to give the Tenant any rights to so hold over and to continue in possession of the Premises after the expiration of the Lease Term or the termination of the Lease.

### **ARTICLE 3 RENT**

3.1 **Absolute Net Lease.** This is an absolute net lease, and it is the intention of the parties that, except as otherwise limited by the express terms of this Lease, the Tenant shall be responsible for all costs and expenses of the ownership, maintenance, repair, and operation of the Premises incurred or accrued during the Lease Term and any hold-over term. This Lease will not terminate, nor is the Tenant entitled to any abatement, reduction, set-off, counterclaim, defense, or deduction with respect to any Base Rent or any additional rent or other sum payable hereunder, nor will the obligations of the Tenant under this Lease be affected, by reason of any damage to or destruction of the Premises or by any taking of the Premises or any part thereof by condemnation.

3.2 **Base Rent.** Beginning on the later of (a) October 1, and (b) 60 days after the Tenant takes possession of the Premises, and on the first day of each calendar month thereafter, the Tenant shall pay to the Landlord (at the Landlord's notice address below or to such other place as the Landlord may on one or more occasions designate in writing) for each month during the Lease Term, the monthly portion of the rent payable each year as stated in the rent schedule attached as exhibit C ("**Base Rent**"), without any deduction or setoff. If the Commencement Date is a day other than the first day of a month, then the Tenant shall pay interim rent equal to a portion of the Base Rent prorated based upon the number of days between the Commencement Date and the first day of the following calendar month.

3.3 **Additional Rent.** In addition to Base Rent, all other payments to be made by the Tenant under this Lease will be deemed additional rent and are due and payable on demand if no

other time for payment is specified. Additional rent is payable in monthly installments in advance on or before the first day of each calendar month, in lawful money of the United States, without deduction or offset whatsoever except as otherwise expressly permitted by this Lease, at the Landlord's notice address or to such other place as the Landlord may from time to time designate in writing. Base Rent, additional rent, and all other amounts due to the Landlord are referred to together herein as "**Rent.**"

3.4 **Payment of Rent.** Unless otherwise stated in this Lease, the Tenant shall pay the Landlord the Rent amount on or before the first day of each calendar month. If the Tenant fails to pay Rent before ten days after Rent is due, the Tenant shall pay a late fee charge equal to 10% of each payment of Rent not paid when due.

3.5 **Payments by the Landlord.** Upon ten days' prior written notice to the Tenant, the Landlord may pay any amount or do any act that the Tenant has failed to do, and the Tenant agrees to pay the Landlord, upon demand, all sums so expended by the Landlord, together with interest at the rate of 12% per annum from the date of expenditure until paid. That amount will also be deemed additional rent and included in the definition of Rent.

3.6 **Interest on Past Due Obligations.** Any amount due to the Landlord that is not paid when due will bear interest at the rate of 12% per annum beginning on the date the amount was due.

3.7 **Security Deposit.** For a period of 12 months commencing one year after the Commencement Date, the Tenant shall deposit with the Landlord the sum of \$4,166 each month, for a total amount of \$50,000 (the actual amount held by the Landlord, the "**Security Deposit**"). The Security Deposit shall be held by the Landlord for the faithful performance by the Tenant of all of the terms of this Lease. If the Tenant breaches any provision of this Lease, the Landlord may—but is not obligated to—use the Security Deposit to pay the amount due by the Tenant to the Landlord or to a nonparty. If any portion of the Security Deposit is so used, the Tenant shall, on or before ten days after written demand, deposit with the Landlord an amount sufficient to restore the Security Deposit to its original amount. The Landlord is not required to keep the Security Deposit separate from the Landlord's general funds, and the Tenant is not entitled to interest on the Security Deposit. If the Tenant performs all terms of this Lease to be performed by the Tenant and vacates the Premises at the end of the Lease Term or at the earlier termination of this Lease, as applicable, the Landlord shall return to the Tenant the Security Deposit or any balance of the Security Deposit on or before 30 days after written request by the Tenant. If the Tenant exercises its option to purchase the Premises pursuant to this Lease, the Security Deposit will be applied towards the purchase price at the closing of the purchase.

#### **ARTICLE 4 USE OF THE PREMISES**

4.1 **Use.** The Tenant may use the Premises only as a charter school and as a headquarters or administrative offices for the Tenant's charter school operations. The Tenant acknowledges that neither the Landlord nor any agent of the Landlord has made any representation or warranty as to the present or future suitability of the Premises for the purposes above or any other purpose or use whatsoever.

4.2 **Compliance with Laws.** The Tenant shall fully comply with all laws applicable to the Tenant or the Premises. The Tenant represents and warrants to the Landlord that the Tenant has obtained and will maintain in full force all necessary governmental approvals to operate a charter school at the Premises.

#### 4.3 **Environmental Compliance**

(a) **Restrictions on Hazardous Substances; Remedial Work.** The Tenant shall not allow any Hazardous Substance to be brought, kept, or used in or about the Premises except in commercial quantities not in violation of Environmental Law and similar to those quantities usually kept on similar premises by others in the charter school business. The Tenant, its officers, directors, owners, agents, employees, subtenants, assignees, contractors, subcontractors, invitees, or concessionaires shall store, use and dispose of Hazardous Substances in compliance with all applicable laws, including, without limitation, Environmental Law. If the presence of any Hazardous Substance on, in, or under the Premises caused by the Tenant, its officers, directors, owners, agents, employees, subtenants, assignees, contractors, subcontractors, invitees, or concessionaires or occurred during the Lease Term results in any contamination of the Premises, the Tenant shall promptly take all actions, at its sole expense, as are necessary to return the affected area to the condition existing prior to the introduction of any such Hazardous Substance, including, without limitation, any investigation or monitoring of site conditions or any clean up, remediation, response, removal, encapsulation, containment, or restoration work required because of the presence of any such Hazardous Substance on, in, or under the Premises or any release of any such Hazardous Substance in the air, soil, surface water or ground water (collectively, the “**Remedial Work**”). The Tenant shall obtain all necessary licenses, manifests, permits, and approvals to perform the Remedial Work prior to performing the work. The Tenant shall promptly perform all Remedial Work and the disposal of all waste generated by the Remedial Work in accordance with all Environmental Law.

(b) **Compliance with Environmental Law.** The Landlord represents and warrants to the Tenant that, to the knowledge of the Landlord, the Premises and the Improvements are free and clear of any and all Hazardous Substances and in compliance with Environmental Law. The phrase “**knowledge of the Landlord**” and similar phrases mean the actual knowledge of Scott Brand without a duty to investigate. Following delivery of the Premises to the Tenant, the Tenant shall be solely and completely responsible for insuring that the Premises and all activities thereon (including, without limitation, activities of the Tenant, its officers, directors, owners, employees, agents, contractors, subcontractors, subtenants, assignees, licensees, and concessionaires) are in full compliance with Environmental Law and for responding to, defending against, and complying with any administrative order, request, or demand relating to potential or actual contamination on the Premises, or third party claims (including the claims of current or future subtenants in the Premises, or other the Tenants or subtenants in units or parcels adjoining or near the Premises) for Remedial Work or for the costs of any such Remedial Work or for the costs of any such Remedial Work that the third-party claimant has undertaken, whether such order, request, demand, or claim names the Landlord, the Tenant, or both, or refers to the Premises in any way, except where the Tenant can prove the contamination or other violation of Environmental Law occurred prior to the date of execution of the Lease or was caused by the Landlord or any prior owner or tenant (other than subtenants or assignees of the Tenant) of the Premises. The Tenant’s responsibility under this section 4.3(b)

includes, without limitation, promptly responding to those orders, requests, demands, and claims on behalf of the Landlord and defending against any assertion of the Landlord's financial responsibility or individual duty to perform thereunder.

(c) **Indemnification.** The Tenant shall indemnify, pay, hold harmless, and defend the Landlord, its officers, directors, employees, agents, successors, and assigns (collectively with the Landlord, the "**Landlord Indemnitees**") from and against all claims, actions, judgments, damages, punitive damages, penalties, fines, costs, liabilities, interest, or other losses (including, without limitation, diminution in value of the Premises or the Improvements; damages for the loss or restriction on use of rentable or usable space or of any amenity in the Improvements; damages arising from any adverse impact on marketing of space in the Improvements; and sums paid in settlement of claims, attorney's fees, consultant fees, expert fees, and any fees and expenses incurred in enforcing this indemnity) incurred by, sought from, or asserted directly or indirectly against any Landlord Indemnitee during or after the Lease Term as a result of the presence of any Hazardous Substance on, in, or under the Premises or any release of any Hazardous Substance into the air, soil, surface water, or ground water. The Tenant shall promptly deliver to the Landlord copies of all communications, filings, or other writings, photographs, or materials given to or received from any person, entity, or agency in connection with any cleanup or Remedial Work conducted by the Tenant and shall notify the Landlord of, and permit the Landlord's representative to attend, any related meetings or oral communications.

The Landlord shall indemnify, pay, hold harmless, and defend the Tenant, its officers, directors, employees, agents, successors, and assigns (collectively with the Tenant, the "**Tenant Indemnitees**") for, from, and against all claims, actions, judgments, damages, punitive damages, penalties, fines, costs, liabilities, interest, or other losses (including, without limitation, diminution in value of the Premises and the Improvements; damages for the loss or restriction on use of rentable or usable space or of any amenity in the Improvements; damages arising from any adverse impact on marketing of space in the Improvements; and sums paid in settlement of claims, attorney's fees, consultant fees, expert fees, and any fees and expenses incurred in enforcing this indemnity) incurred by, sought from, or asserted directly or indirectly against any Tenant Indemnitee during or after the Lease Term that are as a result of the presence of any Hazardous Substance on, in, or under the Premises or any release of any Hazardous Substance into the air, soil, surface water, or ground water, which Hazardous Substance was brought, kept, or used in or about the Premises by the Landlord, its officers, directors, owners, employees, agents, contractors, subcontractors, subtenants, assignees, licensees, and concessionaires, or as a result of a breach by the Landlord of its obligations under this section 4.3.

(d) **Definitions.** "**Hazardous Substance**" means any hazardous or toxic substance, material, or waste that is or becomes regulated by any local governmental authority, the state in which the Premises are located, or the United States government, including, without limitation, (i) any substance, chemical, or waste that is listed or defined as hazardous, toxic, or dangerous under Environmental Law, (ii) any other chemical, material, or substance, exposure to which is prohibited, limited or regulated by any federal, state, or local governmental authority pursuant to any environmental, health, and safety or similar law and that may or could pose a hazard to the health and safety of occupants or users of the Premises or any part thereof, any adjoining property or cause damage to the environment, (iii) any petroleum products, (iv) PCB's, (v) leaded paint, and (vi) asbestos. "**Environmental Law**" means the Comprehensive

Environmental Response, Compensation and Liability Act, 42 U.S.C. §§ 9601 et seq., the Resource Conservation and Recovery Act, 42 U.S.C. §§ 6901, et seq., the Federal Water Pollution Control Act, 33 U.S.C. §§ 1251 et seq., the Clean Air Act, 42 U.S.C. §§ 7401, et seq., the Hazardous Materials Transportation Act, 49 U.S.C. §§ 1801 et seq., the Toxic Substances Control Act, 15 U.S.C. §§ 2601 et seq., and the Safe Drinking Water Act, 42 U.S.C. §§ 300f through 300j-26, as such acts have been or are hereafter amended from time to time; any so called superfund or superlien law; and any other federal, state and local law regulating, relating to, or imposing liability or standards of conduct concerning any hazardous, toxic, or dangerous waste, substance, or material as now or any time hereafter in effect.

(e) **Survival.** The obligations of the Tenant and the Landlord and the indemnities of the Tenant and the Landlord in this Article 4 will survive the Lease Term and the termination of this Lease.

#### 4.4 **Prohibited Uses**

(a) The Tenant shall not do or permit anything to be done on or under Premises that will cause a cancellation of any insurance policy covering the Premises. The Tenant shall not sell or permit to be kept, used, or sold in or about the Premises any items that may be prohibited by a standard form policy of fire insurance unless the Tenant provides additional insurance coverage extending protection to cover all risks associated with those items.

(b) The Tenant shall not use the Premises or permit anything to be done in or about the Premises that will in any way conflict with any applicable law now in force or that may hereafter be applicable. The Tenant shall, at the Tenant's sole cost and expense, promptly comply with all applicable laws and with the requirements of any board of fire underwriters or other similar body relating to the use or occupancy of the Premises, including, without limitation, structural changes that relate to the Premises.

(c) The Tenant shall comply with all requirements, if any, of any recorded restrictive covenants or bylaws of any association affecting the Premises.

4.5 **Covenant of Quiet Enjoyment.** So long as the Tenant is not in breach of this Lease, the Tenant may freely, peaceably, and quietly enjoy full and exclusive use of the Premises.

4.6 **Landlord's Access to the Premises.** Until the Facility is fully completed with no additional work required by the Landlord or its agents, the Landlord, its officers, employees, agents, contractors, subcontractors of any contractor, and their respective agents have free and full access to the Premises for the purposes of constructing the Facility and the Improvements and any other improvements and complying with their obligations in this Lease. After the full completion of the Facility, the Landlord, its officers, employees, agents, appraisers, contractors, subcontractors, and their respective agents, at all reasonable times following 24-hours prior written notice to the Tenant, will have free and full access to the Premises for the purpose of examining or inspecting the condition of the Premises; for the purpose of installing, maintaining, or repairing the Improvements; for the purpose of determining if the Tenant is performing its obligations in this Lease; and for the purpose of posting notices as the Landlord reasonably may

desire to protect the rights of the Landlord so long as the exercise of those rights does not materially interfere with the Tenant's use and enjoyment of the Premises.

**ARTICLE 5**  
**IMPROVEMENT OF THE PREMISES AND**  
**CONSTRUCTION OF IMPROVEMENTS**

5.1 **Improvements.** The Landlord shall construct the Improvements as stated below:

(a) **Definitions**

(1) **"Improvements"** means the Facility and other improvements the Landlord is obligated to construct and install on the Premises as described on exhibit B, as may be amended and supplemented on one or more occasions. The Improvements and all structural and equipment specifications are subject to governmental review and approval prior to commencement of any improvement work. The Landlord and the Tenant hereby approve the prototypical plans on exhibit B, as may be amended and supplemented on one or more occasions (the **"Plans"**). The Landlord shall cause final plans and specifications to be prepared for the construction of the Improvements based upon the Plans, subject to modification by the applicable city or county supervising department (the **"City"**) in order to comply with City requirements and the modifications as are necessary to conform the Plans to the property upon which the Improvements are being constructed. The Landlord shall provide drafts of the Plans and any revisions to the Plans to the Tenant for Tenant's review and comment. If the requested changes do not increase the cost of the Improvements more than trivially, the Landlord shall adopt the Tenant's requested changes to the Plans to the extent permitted by the exercise of the Landlord's good-faith and commercially-reasonable judgment. The Plans, once modified and approved by the City, will be the **"Final Plans."** The construction and installation of the Improvements will be subject to governmental inspection and approval for compliance of the Improvements with the Final Plans.

(2) **"Improvement Cost"** means all preparation costs, design costs, architectural costs, management fee costs, construction costs, landscaping costs, title costs, legal and other professional costs, loan and other financing costs, developer fees, taxes, environmental costs, survey costs, costs for reports and studies required by governmental agencies, and all other actual costs the Landlord incurs to enter into and perform this Lease, install and construct the Improvements, and prepare the Premises for use by the Tenant as reasonably determined by the Landlord. The Landlord shall pay the Improvement Cost necessary to construct the Improvements in accordance with the Final Plans. If the Tenant wants improvements in excess of or in lieu of those described in the Final Plans, the cost of those additional or substituted improvements will be the sole responsibility of the Tenant, and the Tenant shall promptly deliver funds sufficient to cover those additional expenses to the Landlord prior to the Landlord proceeding with the additional improvements. The Landlord has no obligation to construction the additional improvements, and if the Tenant does not deliver that payment on or before five business days after written request by the Landlord, the Landlord may ignore or modify those additions or substitutions in the Landlord's discretion.

(3) **"Completion"** means the Inspection Approval Date.

(4) **“Force Majeure Delay”** means an unanticipated delay in the critical path of construction due to weather, act of God, unavailability or shortage of labor or materials, national emergency, fire or other casualty, natural disaster, war, delays or actions of governmental authorities or utilities, riots, acts of violence, labor strike, the existence of any Dispute, injunctions in connection with litigation, or other cause that is not within the reasonable control of the Landlord.

(b) **Completion of Improvements.** The Landlord shall notify the Tenant in writing once the Landlord has received documentation from the contractor engaged to construct the Phase II Improvements stating that the contractor has completed its work or when the Landlord believes, based on notice from the Landlord’s contractor, that the Improvements have been completed, except for nonmaterial punch-list work (that status, **“Substantial Completion”**). The Landlord shall ask the general contractor that will construct the Improvements (the **“Contractor”**) to try to cause Substantial Completion to occur on or before July 15, 2024 (the actual date of Substantial Completion, the **“Substantial Completion Date”**), but the Landlord is not required to obtain a contractual obligation from the Contractor to complete the Improvements before that date. The Tenant has 15 days after notice of Substantial Completion (the end of that 15-day period, the **“Inspection Approval Date”**) to inspect the Improvements. If the Tenant believes that the Improvements have not been completed properly, then the Tenant may notify the Landlord in writing within that 15-day period. If the Tenant does not object in writing within that 15-day period, the Tenant will be deemed to agree that the Improvements have been completed as required by this Lease.

(c) **Right to Inspect Improvements.** All parties have the right to inspect the construction of the Improvements at any time subject to notice to the Contractor and compliance with reasonable instructions and safety restrictions imposed by the Contractor. The inspection is at the sole risk of the inspecting party. If the Tenant believes that the Improvements are not being properly constructed, then the Tenant shall promptly notify the Landlord in writing and provide all evidence available to the Tenant of the Tenant’s belief. The Landlord shall review the information that the Tenant is relying on to determine if Improvements are not being properly constructed. If the Landlord agrees with the Tenant, then the Landlord shall notify the applicable contractor of that fact and demand that the contractor correct any work that is not in substantial conformance. If the Landlord does not agree with the Tenant, then the Landlord shall notify the Tenant of that fact. If the Tenant disagrees with the Landlord’s decision, then the Tenant may submit the matter to mediation and arbitration as provided in this Lease.

(d) **Warranties.** Upon Completion of the Improvements and written request by the Tenant, the Landlord shall assign to the Tenant, on a nonexclusive basis, all warranties received in connection with the construction and installation of the Improvements to the extent the warranties are assignable.

(e) **Representatives.** Each party designates the respective individuals named below as the party’s representative to act on the party’s behalf in all matters covered by this Lease. The parties shall make all inquiries, requests, instructions, authorizations, and other communications with respect to the matters covered by this Lease to the applicable representative. The decisions and agreements of a party’s representative is binding on the party.

A party may change the party's representative at any time by written notice to the other parties. The initial representative of each party for purposes of this paragraph is as follows:

Tenant's representative: Mitchell Schwab, 307-413-8023, [mitchell@denali.law](mailto:mitchell@denali.law)  
Landlord representative: Scott Brand, 801-830-8300, [scott@schooldev.us](mailto:scott@schooldev.us)

(f) **Meetings.** Until Completion of the Improvements, the designated representatives of the parties shall meet on a regular basis (the frequency of which will be as agreed on one or more occasions by the representatives) regarding the status of construction of the Improvements, scheduling and coordination issues, engineering and design issues, and other similar matters. The Landlord's representative is responsible for scheduling the time and location of the meetings and shall give the other parties at least five days' prior written notice.

5.2 **Alterations.** In addition to the construction of the Improvements, at any time and on one or more occasions during the Lease Term, the Tenant, at its sole cost and expense, but subject to the Landlord's prior written approval (which may be conditioned on various matters), may make additions and alterations to the Improvements now or hereafter located on the Premises, except that (a) all additions and alterations must be constructed on the same basis as the existing Improvements, and must not decrease the value of any of the existing Improvements; and (b) all required approvals of construction must have been obtained from the governmental authorities and utilities having jurisdiction thereof. The Landlord shall in all cases have the right to post on the Premises a "notice of nonresponsibility" prior to commencement of construction and to take other action the Landlord reasonably deems appropriate.

5.3 **Plans and Specifications.** All construction work on the Premises, and all alterations and additions to the Premises, must be done in compliance with and pursuant to the Final Plans and performed by duly licensed and reputable contractors approved by the Landlord.

5.4 **Preapproved Tenant Improvements.** The Tenant may, at the Tenant's sole cost and expense and with the aid of a licensed architect or engineer, construct or cause the construction of the improvements described in exhibit D (the "**Tenant Improvements**"). The Tenant shall cause the Tenant Improvements to be constructed in accordance with the terms of this Lease and exhibit D (including, without limitation, completing plans and specifications for the Tenant Improvements, submitting those plans and specifications to the Landlord for approval, and obtaining the Landlord's approval prior to commencement of construction). All the Tenant Improvements must be completed in a first-class, workmanlike manner by the Tenant and to the reasonable satisfaction of the Landlord at the Tenant's sole cost and expense, and all materials and equipment incorporated into the Tenant Improvements (i) will be new and free of defects, (ii) will conform to all applicable laws, and (iii) will conform to the final working drawings approved by the Landlord and the Tenant, including all changes or modifications approved by the Landlord.

5.5 **Mechanics' Liens.** The Tenant shall not allow—and shall indemnify, pay, and hold harmless the Landlord for, from, and against—any mechanics' or other similar lien and claims relating to the Tenant Improvements or the work of any construction, repair, restoration, replacement, or improvement done by or on behalf of the Tenant. The Tenant shall pay or cause to be paid all of those liens and claims before any action is brought to enforce them against the

Premises. If the Tenant in good faith contests the validity of any lien or claim, then the Tenant shall, at its expense, defend the Tenant and the Landlord against the lien or claim and shall pay and satisfy any adverse judgment that may be rendered prior to execution of the judgment. If there is any such contest, the Tenant shall, at the request of the Landlord, provide the security and take the steps as may be required by law to release the Premises from the effect of the lien. The Landlord shall not allow, and shall indemnify, pay, and hold harmless the Tenant for, from, and against, any mechanics' lien or other similar lien arising from, or any claim for damage growing out of, the Improvements and the work of any construction, repair, restoration, replacement, or improvement done by or on behalf of the Landlord in connection with the Improvements.

5.6 **Expansion Right of First Refusal.** The Tenant shall enter into an expansion right of first refusal in the form attached as exhibit E.

## **ARTICLE 6 TAXES AND ASSESSMENTS**

6.1 **Payment of Taxes and Assessments.** Except as otherwise provided in section 6.3, the Tenant shall pay when due all the following:

(a) all taxes, assessments, levies, fees, fines, penalties, and other governmental charges that are, during the Lease Term, imposed or levied upon or assessed against (i) the Premises, (ii) any Rent or other sum payable by the Tenant pursuant to this Agreement, or (iii) this Lease, the leasehold estate hereby created, or the operation, possession, or use of the Premises; and

(b) all sales, transaction privilege, gross receipts, or similar taxes (but excluding income taxes) imposed or measured by Base Rent or other amounts payable to the Landlord.

If the Tenant fails to pay any of the foregoing when due, the Landlord, after notice to the Tenant, may pay the amounts. If that occurs, the Tenant shall reimburse the Landlord for all costs incurred by the Landlord as additional rent no later than 20 days after notice to the Tenant. Promptly after demand, the Tenant shall deliver to the Landlord proof of payment of all items referred to above that are payable by the Tenant. If any assessment may legally be paid in installments, the Tenant may pay the assessment in installments.

6.2 **Prorations.** All ad valorem real estate taxes and personal property taxes that are due in the first Lease Year and within one year after the expiration of the Lease Term will be prorated as of the Commencement Date or the date of expiration of the Lease Term, as applicable, on the basis of the fiscal year with respect to which the taxes are assessed, and assuming that the taxes are payable in arrears. The Tenant shall pay the portion of the taxes relating to the periods beginning with the Commencement Date through and including the expiration or earlier termination of this Lease.

6.3 **Privilege of Contesting.** Upon no less than ten days' prior written notice to the Landlord and the Tenant delivering to the Landlord the bonds or other security as reasonably requested by the Landlord, the Tenant shall have the right to contest any taxes and assessments

to be paid by the Tenant. On or before the due date for the applicable tax payment, the Tenant shall post a bond in favor of the Landlord pursuant to the preceding sentence for those tax payments that are due. The Tenant may defer payment of any tax or assessment so long as the legality or the amount thereof is being so contested diligently and in good faith. If at any time payment of the tax or assessment must be paid to prevent a lien being placed on the Premises, the termination by sale or otherwise of the right of redemption of any property, or to prevent foreclosure or physical eviction of either the Landlord or the Tenant because of nonpayment, the Tenant shall pay the same to prevent those consequences. A contest by the Tenant is at the cost of the Tenant, and the Tenant shall pay all costs incurred by the Landlord relating to the contest. Each refund of any assessment so contested will be paid to the Tenant, and the Landlord shall not, without prior approval of the Tenant, make or enter into any settlement, compromise, or any disposition of any contest or discontinue or withdraw any contest or accept any refund, other adjustment, or credit of any such tax or assessment as a result of any contest. If there are any refunds of the taxes or assessment at the end of the Lease Term, the amounts will be prorated between the Landlord and the Tenant as stated in section 6.2. Penalties and interest that become due as a result of any a contest by the Tenant shall be paid by the Tenant.

6.4 **Property Tax Exemption.** The Tenant shall use reasonable efforts to obtain a property tax exemption available because the Tenant is a charter school. Landlord shall cooperate with the Tenant in those efforts.

## **ARTICLE 7 REPAIRS AND MAINTENANCE**

7.1 **Tenant's Inspection of the Premises.** The Tenant represents and warrants to the Landlord that the Tenant has inspected and assessed the Premises and is accepting the Premises "as-is." The Tenant (1) represents, warrants, and agrees that the Tenant has not relied upon the accuracy or completeness of any express or implied representation, warranty, statement, or information of any nature made or provided by or on behalf of the Landlord, except for the representations and warranties of the Landlord expressly stated in this Lease and (2) waives any right the Tenant may have against the Landlord with respect to the inaccuracy in any representation, warranty, statement, or information that is not in this Lease or with respect to any omission or concealment, on the part of the Landlord or any representative of the Landlord, of any potentially material information. The Landlord shall provide the Tenant with a preliminary title report (the "**Preliminary Report**") for the Land to notify the Tenant of title matters on the Land (collectively, the "**Title Items**"). Except to the extent the Tenant notifies the Landlord otherwise in writing on or before five business days after the Tenant receives the Preliminary Report, the Tenant hereby waives all claims relating to the Title Items that the Tenant may have against the Landlord relating to those Title Items.

### 7.2 **Additional Obligations of the Tenant**

(a) During the Lease Term, the Tenant shall maintain the Premises and all of the improvements on the Premises in good and safe condition (as those terms are generally defined and accepted under applicable standards of practice, custom, and applicable law) and

shall make all appropriate repairs, replacements, and renewals (foreseen or unforeseen, ordinary or extraordinary) to maintain that state of repair and condition. The parties intend for the Landlord to have no liability for any of the foregoing, for the Landlord to obtain possession of the improvements at the end of the Lease Term, and for the improvements to be in good repair and condition at that time, reasonable wear and tear and insured casualty loss excepted.

(b) During the Lease Term, the Tenant shall also maintain all buildings, HVAC, windows and plate glass, wiring, plumbing, roadways, driveways, parking areas, landscaping, sidewalks, fencing, lighting, retention areas, drainage and utility facilities, other improvements on, in, or under the Premises, and all other elements of the Premises. The Tenant shall ensure all improvements, additions, alterations, maintenance, and repairs necessary for the Premises and all improvements thereon to be in compliance with the Americans with Disabilities Act. The Tenant waives any law that may require any duty of repair by the Landlord or permit the Tenant to make repairs at the expense of the Landlord. The Tenant's foregoing obligations do not include or extend to issues related to the structural integrity of the Improvements. If the Tenant neglects the obligations in this section 7.2(b), the Landlord may, but is not required to, take over management and maintenance of the Premises and charge the costs and reasonable management fees to the Tenant. The Tenant shall promptly pay those amounts as additional rent.

(c) Beginning with the 36th month of the Lease Term and each month thereafter, the Tenant shall maintain and deposit monthly to a separate bank account held jointly in the name of the Tenant and the Landlord that requires the signature of both the Landlord and the Tenant for any withdrawal or transfer, an amount equal to 1% of the monthly Base Rent in a reserve account to be spent solely for the upkeep of the Premises. This requirement will increase to 2% of the Base Rent on the 48th month of the Lease Term and thereafter. These funds must be used for capital improvement items with the intent to maintain the Premises in a condition similar to the condition on the Commencement Date. Those maintenance items include significant repair or replacement of HVAC, exterior improvements such as exterior paint, roofing, parking lot repaving, major plumbing items, and the similar capital expenditure items. The expenditure of these funds must be mutually agreed to between the Tenant and the Landlord, except that the Tenant shall approve any expenditure necessary to keep the Premises and Facility in good and safe condition, substantially similar to the condition of the Premises as delivered on the Commencement Date. Notwithstanding the foregoing, if the reserve account exceeds \$100,000, the Tenant shall not be required to deposit the monthly amount so long as the account balance exceeds \$100,000, but the Tenant shall make additional monthly contributions to restore the account to \$100,000 if the balance in the reserve account falls below \$100,000 for any reason, including because of draws upon the account for capital expenditures.

7.3 **Landlord Warranty.** Notwithstanding anything to the contrary in this Lease, the Landlord shall warrant the Improvements against material defects for a period of one year following the Substantial Completion.

## **ARTICLE 8 UTILITIES**

During the Lease Term, the Tenant agrees to pay, when due, and to indemnify, defend, and hold harmless the Landlord and the Premises from any liability for charges for water, sewer,

gas, electricity, telephone, internet, CATV, and all other utility services of every kind and nature supplied to and used on the Premises, including, without limitation, all connection fees and pending assessment charges that accrue after the Commencement Date. Any interruptions or impairments of utility services of any nature or in any manner whatsoever will not affect any of the Tenant's obligations under this Lease unless caused by the Landlord's reckless disregard of the consequences of its act or failure to act or intentionally causing consequences, in which case rent will be equitably abated during the period of the interruption or impairment based on the portion of the Premises that are not useable as a result of the interruption or impairment.

## **ARTICLE 9 INSURANCE AND INDEMNITY**

9.1 **Indemnity.** After the Commencement Date, the Landlord is not liable for—and the Tenant shall pay, indemnify, and hold harmless the Landlord Indemnitees from—all liability relating in any way to the Premises other than to the extent the liability resulted directly from the Landlord's reckless disregard for the consequences of an act or failure to act or its intentionally causing those consequences. These indemnities shall survive the termination of this Lease.

9.2 **Casualty Insurance.** The Tenant shall keep all improvements, equipment, and fixtures on the Premises insured for the benefit of the Landlord and the Tenant with a value of 100% of full replacement cost, against loss or damage from fire and other casualty risks normally insured against. The Tenant hereby assigns the Landlord all proceeds from those policies except to the extent the proceeds are payable for any property that would remain the property of the Tenant upon the termination of this Lease.

9.3 **Comprehensive Liability Insurance.** The Tenant shall maintain in force an insurance policy or policies that name the Landlord and the Tenant as insured parties insuring against all liability resulting from injury or death occurring to persons on or about the Premises, with limits for each occurrence of not less than \$1,000,000 per person and \$3,000,000 per occurrence combined single limit, with respect to personal injury, death, and property damage. The Tenant shall retain possession of the original of the policies. Upon request, the Tenant shall promptly deliver to the Landlord a copy of the full policy. The Tenant shall also maintain all workmen's compensation insurance on its employees, if any, required under the applicable law. Notwithstanding the foregoing in this Article 9, if the Landlord's lender reasonably requires additional insurance or different coverages, the Tenant shall comply with those additional insurance and coverage requirements.

9.4 **Business Income and Extra Expense Insurance.** The Tenant shall maintain in full force a business income and extra expense insurance policy reasonably acceptable to the Landlord with the Landlord named as the Article 9 loss payee.

9.5 **Policy Requirements.** All insurance policies required under this Article 9 must be issued by a company or companies with an "A" company rating and a financial rating of Class XII or better by the then most current edition of Best's Insurance Guide (or if that guide is no longer published, then having a comparable rating as specified by the Landlord), responsible and authorized to do business in the state in which the Premises are located, and must be approved by the Landlord. All policies referenced in this Article 9 must name the Landlord as an additional

insured. The Tenant shall deliver certificates of coverage to the Landlord for the policies required by this Article 9 and shall deliver updated certificates of coverage upon the expiration of the prior certificates of coverage. All such policies must be written as primary policies, not contributing with and not in excess of any coverage that the Landlord may carry. At least 20 days before the expiration of the policies, the Tenant shall furnish the Landlord with renewals or binders. If the Tenant does not procure and maintain the required insurance, the Landlord may, but is not obligated to, procure the insurance on the Tenant's behalf and all sums paid by the Landlord will bear interest at the rate of 12% and will be immediately due and payable. The Tenant shall have the right to provide the insurance coverage pursuant to blanket policies obtained by the Tenant so long as the blanket policies expressly afford coverage to the Premises and to the Landlord as required by this Lease.

**9.6 Mutual Release of Subrogation Rights.** Without in any way limiting the obligations in this Article 9, the Tenant and the Landlord each hereby release and relieve the other and the officers, directors, owners, shareholders, employees, agents, and representatives of the other, and waive their entire right of recovery against the other and the officers, directors, owners, shareholders, employees, agents, and representatives of the other, for loss arising out of or incident to the perils insured against under this Article 9, which perils occur on the Premises, whether due to the negligence of the Landlord or the Tenant or their agents, employees, contractors, concessionaires or invitees, but only to the extent of insurance proceeds actually paid. The Tenant shall, upon obtaining the policies of insurance required by this Article 9, give notice to and obtain waiver of subrogation agreements or endorsements from the insurance carrier or carriers concerning the foregoing mutual waiver of subrogation in this Lease.

## **ARTICLE 10 ASSIGNMENT AND SUBLETTING**

**10.1 Prohibition against Assignment.** The Tenant shall not assign or sublease all or part of this Lease without the Landlord's prior written consent, except that the Landlord shall not object to the assignment by the Tenant to a subsidiary or affiliated entity or entities. An assignment or sublease in breach of this section 10.1 is null and void.

**10.2 Subleases Subject to this Lease.** If consented to by the Landlord, a sublease is subject to all of the terms of this Lease, and each subtenant, by accepting any sublease and entering into possession of any portion of the Premises, will be deemed to have covenanted directly with the Landlord to observe and perform all of the provisions of this Lease as they relate to the portion of the Premises subject to the sublease. No assignment or sublease releases the Tenant from the obligations of the Tenant. The consent by the Landlord to any assignment or sublease by the Tenant will not relieve the Tenant of any obligation to be performed by the Tenant under this Lease, whether occurring before or after the consent, assignment, or sublease. The consent by the Landlord to any assignment or sublease does not relieve the Tenant from the obligation to obtain the Landlord's written consent to any other assignment or sublease. The acceptance of rent by the Landlord from any other person or legal entity will not be deemed to be a waiver by the Landlord of any provision of this Lease or to be a consent to any assignment, subletting, or other transfer. The Tenant shall pay the Landlord the amounts of any increase in costs or expenses incident to the occupancy of the Premises by an assignee or subtenant,

including, without limitation, reasonable attorney's fees incurred in connection with assessing the assignment or sublease transaction and giving or withholding the consent.

10.3 **Landlord's Right to Assign.** The Landlord is entitled to assign its interest under this Lease without the consent of the Tenant. If the Landlord assigns that interest, the Landlord will, from and after the date of the assignment, be relieved of all liability and obligation to the Tenant under this Lease, and all that liability and obligation will, as of the time of the assignment or on the Commencement Date, whichever is later, automatically pass to the Landlord's assignee. This Lease will not be affected by any assignment, sale, or transfer of the Premises, and the Tenant shall attorn to the purchaser or other transferee. If a sale or conveyance by the Landlord of the Landlord's interest in the Premises other than a transfer for security purposes only, the Landlord shall be relieved from and after the date specified in any notice of transfer of all obligations and liabilities to the Tenant that accrue after that sale or conveyance on the part of the Landlord, except that funds in the possession of the Landlord at the time of transfer in which the Tenant has an interest will be delivered to the successor of the Landlord.

## **ARTICLE 11 DAMAGE AND DESTRUCTION**

11.1 **No Abatement of Rent.** No damage to or destruction of Improvements will effect an abatement or reduction in Rent or other obligation. The Tenant waives any provisions of law to the contrary.

11.2 **Damage or Destruction.** If Improvements are damaged during the Lease Term by any casualty that is required to be covered by a policy of insurance to be maintained pursuant to Article 9, the Tenant shall repair or rebuild the Improvements so that the repaired or rebuilt Improvements have at least the same values as the Improvements immediately prior to the damage or destruction. At the option of the Landlord, the Landlord may have control of and direct the repair or rebuild of the Improvements.

## **ARTICLE 12 CONDEMNATION**

12.1 **Eminent Domain; Cancellation.** If all the Premises are taken by any entity with the power of eminent domain (a "**Condemning Authority**") or if the Premises are conveyed to a Condemning Authority by a negotiated sale, or if part of the Premises is so taken or conveyed so that the use of the remaining Premises is materially interfered with, or such that the Improvements cannot be rebuilt so that upon completion the Tenant may again use the Premises without substantial interference, the Tenant may terminate this Lease by giving the Landlord written notice on or before 60 days after the occurrence of any of the foregoing and that termination will be effective as of the date of the transfer to the Condemning Authority. If this Lease is terminated pursuant to this section 12.1, the Landlord shall promptly refund to the Tenant any Rent prepaid beyond the effective date of termination.

12.2 **Partial Takings.** If part of the Premises or the Improvements are taken or conveyed without materially interfering with the use of the Premises, this Lease will not terminate, and Rent will not abate. In that event, the Landlord will receive the portion of the

award attributable to the value of the fee title estate taken, and the Tenant will be entitled to all remaining awards and other compensation or sums, and the Tenant shall apply all those amounts the Tenant receives to the extent necessary to pay the cost of restoring the Improvements and the Premises to a complete architectural unit suitable for the Tenant's use on the Premises.

12.3 **Basis of Awards.** No award for any taking will be apportioned—and the Tenant hereby assigns to the Landlord any award that may be made in the taking or condemnation—together with all rights of the Tenant arising from the award or any portion of the award, except that nothing contained in this section 12.3 will be deemed to give the Landlord any interest in or to require the Tenant to assign to the Landlord any award made to the Tenant for the taking of personal property and fixtures belonging to the Tenant, for the interruption of or damage to the Tenant's business, or for the Tenant's unamortized cost of leasehold improvements. No temporary taking of the Premises or the Tenant's right in the Premises or under this Lease will terminate this Lease or give the Tenant any right to any abatement of rent thereunder, and any award made to the Tenant by reason of a temporary taking will belong entirely to the Tenant, and the Landlord is not entitled to any portion of it.

## **ARTICLE 13 LANDLORD FINANCING**

13.1 **Landlord's Mortgage.** The Landlord is entitled to encumber the Landlord's interest in the Premises by one or more mortgages, deeds of trust, assignments of rents and leases, security agreements, or otherwise (in each case, a "**Landlord Mortgage**"). As a condition to any Landlord Mortgage, the Landlord shall obtain a nondisturbance agreement from each secured party providing that the secured party will not disturb the Tenant's enjoyment of the Premises under the Lease so long as the Tenant is not in default under the Lease beyond the applicable cure period.

13.2 **Attornment.** If the holder of any Landlord Mortgage succeeds to the rights of the Landlord under this Lease, then at the option of that successor, the Tenant shall attorn to and recognize that successor as the Tenant's landlord under this Lease and shall promptly execute and deliver any instrument that may be necessary to evidence that attornment.

13.3 **Prohibition of the Tenant's Mortgage.** The Tenant is not entitled to mortgage or encumber its interest in this Lease. Any encumbrance in breach of this section is null and void.

13.4 **Subordination.** This Lease, at the Landlord's option, is subject and subordinate to the lien of any mortgages or deeds of trust in any amount or amounts whatsoever now or hereafter placed on or against the Premises, the Improvements, or on or against the Landlord's interest or estate therein, without the necessity of the execution and delivery of any further instruments on the part of the Tenant to effectuate the subordination. Notwithstanding anything to the contrary in this article or Article 15, this Lease will remain in full force and effect for the full term of this Lease, including any extensions, so long as the Tenant is not in default under the Lease. The Landlord agrees to provide to the Tenant a nondisturbance agreement from its lender and any subsequent lenders. The Tenant shall execute and deliver upon demand such further instruments evidencing the subordination of this Lease to the lien of any Landlord Mortgages as may be reasonably requested by the Landlord.

### 13.5 Estoppel Certificates

(a) **Delivery of Tenant Estoppel Certificate.** The Tenant shall on one or more occasions—upon ten days’ prior written notice from the Landlord—sign, notarize, and deliver to the Landlord, or the holder of any Landlord Mortgage or other persons or entities as the Landlord may designate, a statement in writing, all limited to the Tenant’s actual knowledge, (i) certifying that this Lease is unmodified and in full force and effect (or, if modified, stating the nature of the modifications and certifying that this Lease, as so modified, is in full force and effect) and the date to which the rent and other charges are paid in advance, if any; (ii) acknowledging that there are not any uncured defaults on the part of the Landlord hereunder, or specifying the defaults if any are claimed; (iii) acknowledging that the Tenant has unconditionally accepted the Premises, is in possession thereof, and no defense to enforcement of the Lease exists; (iv) agreeing to provide any Landlord mortgagee with the opportunity to cure defaults by the Landlord; and (v) agreeing not to amend, cancel, or assign (except to affiliates as approved by the Landlord) the Lease without the prior written consent of any holder of a Landlord Mortgage. Any such statement may be conclusively relied upon by any prospective purchaser or encumbrancer of the Premises.

(b) **Consequences If Tenant Estoppel Certificate Not Delivered.** At the Landlord’s option, the Tenant’s failure to deliver the statement pursuant to section 13.5(a) within the required time will be a material breach of this Lease. The Tenant’s failure will also be conclusive upon the Tenant (i) that this Lease is in full force and effect, without modification, except as may be represented by the Landlord; (ii) this Lease constitutes the entire agreement between the Landlord and the Tenant with respect to the Premises and, except as stated in this Lease, the Tenant does not claim any right, title, or interest in the Premises or any part thereof, (iii) that there are no uncured defaults in the Landlord’s performance; (iv) that not more than one month’s rent has been paid in advance; (v) that the Tenant is in possession of the Premises; (vi) that no defenses exist to the enforcement of the Lease; and (vii) that the Tenant agrees to be bound by this Lease.

## ARTICLE 14 ADDITIONAL COVENANTS

14.1 **Representations.** The Tenant hereby represents and warrants to the Landlord as follows:

(a) The Tenant is duly organized, validly existing, and in good standing under the laws of the state of formation of the Tenant.

(b) The Tenant has the power and authority to enter into and to perform its obligations under this Lease. The execution and delivery of this Lease and performance by the Tenant of the Tenant’s obligations under this Lease have been duly authorized by all necessary action.

(c) This Lease has been duly executed and delivered by the Tenant.

(d) The execution and delivery of this Lease and the performance of the terms of this Lease by the Tenant (i) will not conflict with or result in a violation of any applicable law

or rule affecting the Tenant; (ii) will not conflict with or result in a violation of any judgment, order, or decree of any court or governmental agency; (iii) will not breach the terms of any instrument, document, or agreement to which the Tenant is a party or by which the Tenant or any of Tenant's property is bound.

(e) No consent, license, approval, or authorization of any governmental authority, bureau, or agency is required for the execution, delivery, performance, validity, and enforceability of this Lease by or against the Tenant, except those that have previously been obtained.

14.2 **Financial Condition.** On one or more occasions, the Landlord may request from the Tenant, and the Tenant shall deliver, a copy of the Tenant's most recent financial statements as to the Tenant's financial condition, including those prepared by an outside accountant, and all other information about the Tenant that the Landlord may reasonably request. The request may include, among other things, copies of the last two years' federal tax filings, profit and loss statements of the current and previous fiscal year, balance sheets as of the end of those years, copies of reports submitted to the chartering agency, financial audits, number of students enrolled, number of students on waiting lists, and all expenditures. The Tenant shall deliver the requested documents no later than 15 days after written request to the extent the documents are reasonably available, or if they are not reasonably available during that 15-day period, the Tenant shall use reasonable efforts to provide the requested documents as promptly as reasonably possible.

14.3 **Charter Status.** The Tenant represents and warrants to the Landlord that the Tenant has all necessary licenses and authorizations necessary to operate as a charter school (those approvals, the "**Charter**"). The Tenant shall maintain the Charter as valid and in good standing at all times during the Lease Term. The Tenant shall comply with all applicable laws relating to charter schools (those applicable laws, "**Charter School Regulations**").

14.4 **Lender Requirements.** The Tenant shall, at all times, be in compliance with all terms established or required by any third party lender ("**Lender**") relating to the Premises (those requirements, the "**Lender Requirements**") contained in any loan agreement ("**Loan Agreement**") entered into between a Lender and the Landlord. Those requirements may include, without limitation, the following:

(a) The Tenant taking action to cause any applicable state to pay all ADM and state equalization payments and other public monies into a control account maintained with a designated paying agent bank as instructed by a Lender.

(b) The Tenant maintaining a lease intercept account with a paying agent bank or depository bank as instructed by a Lender.

(c) The Tenant complying with additional covenants required by any Loan Agreement and considered normal and reasonable for a lender to require. Examples of common requirements are attached as exhibit F.

(d)

#### 14.5 Charter School Requirements

(a) The Tenant shall comply with all requirements and covenants of its Charter as required by the charter authorizer (“**Authorizer**”).

(b) The Tenant shall provide the Landlord with copies of all correspondence required by the Authorizer and all financial reports required by the Authorizer and applicable department of education in the required form.

(c) The Tenant shall provide the Landlord with internally-generated quarterly financial statements before 45 days after the end of each calendar quarter.

(d) The Tenant shall provide the Landlord and the Lender with copies of the Tenant’s unqualified audited financial statements before 180 days after the end of the Tenant’s fiscal year.

(e) The Tenant shall not incur any indebtedness in excess of \$50,000 without the prior written consent of the Lender.

(f) The Tenant shall operate the school in a manner to maintain the current enrollment and to achieve the enrollment projections provided by the Tenant to the Landlord during the Landlord’s due diligence.

### ARTICLE 15 DEFAULT

15.1 **Events of Default.** Any one or more of the following constitute an event of default (“**Events of Default**”) under this Lease:

(a) **Breach of Obligations.** If the Tenant does any one or more of the following:

(1) Fails to pay any Rent or other amount on or before the date due and that failure is not cured before five days after written notice from the Landlord

(2) Fails to provide insurance coverage as required by this Lease, and that failure is not cured before ten days after written notice of the breach

(3) Makes any material misrepresentation or any material false statement to the Landlord or the Landlord’s agents in any document delivered to the Landlord in connection with the negotiations of this Lease

(4) Abandons or enters into negotiations to abandon the Premises or vacate the Premises; fails to occupy the Premises upon the completion of the construction of the Premises; or admits that the Tenant does not intend to occupy the Premises upon completion of the construction of the Premises

(5) Breaches this Agreement and that breach is not cured before 30 days after written notice of the breach, or if the cure will reasonably take longer than 30 days but not more than 60 days to cure, the cure is not started within the 30-day period or once started is not pursued diligently to completion.

(b) **Bankruptcy.** If the Tenant (i) files a petition in bankruptcy, for reorganization, or for an arrangement pursuant to any federal or state bankruptcy law or any similar law; (ii) is adjudicated a bankrupt; (iii) makes an assignment for the benefit of creditors; (iv) admits in writing its inability to pay its debts generally as they become due; or (v) if a petition or answer proposing the adjudication of the Tenant as a bankrupt or its reorganization pursuant to any bankruptcy law or any similar law is filed in any court and the Tenant consents to or acquiesces in the filing or the petition or answer is not discharged or denied before 120 days after the occurrence of any of those events in this clause (v).

(c) **Other Insolvency Events.** If a receiver, trustee, or liquidator of the Tenant or if all or substantially all of the assets of the Tenant or of the Premises or the Tenant's leasehold interest therein are appointed in any proceeding brought by the Tenant, or if any such receiver, trustee, or liquidator is appointed in any proceeding brought against the Tenant and is not be discharged within 120 days after the occurrence thereof, or if the Tenant consents to or acquiesces in the appointment.

(d) **Debt Service Coverage.** A failure of the Tenant to maintain a minimum debt service coverage ratio of 1.0:1 as reasonably calculated by the Landlord or a Lender.

(e) **Lender Requirements.** The failure of the Tenant to comply with the Lender Requirements in accordance with Section 14.4, or to cure such noncompliance within ten days of notice of noncompliance.

(f) **License.** The failure of the Tenant to maintain its Charter or the failure of the Tenant to comply with the Charter School Regulations or other applicable law, and that failure is not cured before 15 days after written notice of the failure.

15.2 **Remedies.** If there is an Event of Default, the Landlord has, among others, the following rights and remedies to the maximum extent available or permitted under applicable law:

(a) **Right to Terminate.** The Landlord may give the Tenant notice of the Landlord's termination of the Lease. Upon the giving of notice, the term of this Lease and the estate hereby granted will expire and terminate on the date in the notice with the same effect as if that date were the date in this Lease fixed for the expiration of the Lease Term, and all rights of the Tenant hereunder (and all rights of the Tenant under the options described in this Lease) will terminate. But the Tenant will remain liable as provided in this Lease. Upon termination of this Lease, all improvements to the Premises will automatically belong to the Landlord, except that the Tenant may remove all school-related furniture, trade fixtures, and equipment that belong to the Tenant pursuant to this Lease.

(b) **Right to Re-enter.** At the Landlord's option and without waiving any default by the Tenant, the Landlord may continue this Lease in full force and effect and collect

all Rent and any other amounts to be paid by the Tenant under this Lease as and when due. The Landlord may, whether or not the term of this Lease has been terminated, re-enter and repossess the Premises by summary proceedings, ejectment, or in any lawful manner the Landlord determines to be desirable and to remove all persons and property from the Premises. No re-entry or repossession of the Premises by the Landlord will be construed as an election by the Landlord to terminate this Lease unless a notice of that termination is given to the Tenant pursuant to 15.2(a).

(c) **Reletting of the Premises.** At any time on one or more occasions after the re-entry or repossession of the Premises, whether or not the term of this Lease has been terminated, the Landlord shall use reasonable efforts to relet the Premises for the account of the Tenant at a rental that is reasonable in light of the then-existing market conditions in the community, in the name of the Tenant, the Landlord, or otherwise, without notice to the Tenant, for the term and on the other terms and for the uses as the Landlord may determine. The Landlord may collect and receive any rents payable by reason of that reletting. The Landlord is not obligated to relet the Premises for a purpose other than as a charter school.

(d) **No Release.** No expiration or termination of the Lease pursuant to this Lease, by operation of law, or otherwise; no re-entry or repossession of the Premises; and no reletting of the Premises will relieve the Tenant of the Tenant's obligations under this Lease, all of which will survive any such expiration, termination, re-entry, repossession, or reletting.

(e) **Damages.** If this Lease expires or is terminated or the Landlord re-enters or repossesses the Premises because of an Event of Default, the Tenant shall pay the Landlord all Rent, additional rent, and all other amounts due to the Landlord to and including the date of that expiration, termination, re-entry, or repossession. Thereafter, the Tenant shall, until the end of what would have been the term of this Lease in the absence of the expiration, termination, re-entry, or repossession, and whether or not the Premises has been relet, be liable to the Landlord for, and shall pay to the Landlord, as liquidated and agreed current damages all of the following: (i) all Base Rent on a current basis and all additional rent and other sums that would be payable under this Lease by the Tenant in the absence of the expiration, termination, re-entry, or repossession, less (ii) the net proceeds, if any, of the reletting affected for the account of the Tenant pursuant to this section 15.2(c), after deducting from those proceeds all expenses of the Landlord in connection with the reletting (including, without limitation, all repossession costs, brokerage commissions, attorneys' fees and expenses (including fees and expenses of appellate proceedings), employees' expenses, alteration and construction costs and expenses of preparation for the reletting, and other expenses related to the Tenant's default). The Tenant shall pay the current damages on the days on which Base Rent would be payable under this Lease in the absence of the expiration, termination, re-entry, or repossession, and the Landlord is entitled to recover the same from the Tenant on each such day.

15.3 **Landlord's Rights.** Subject to applicable law, on or before 30 days after receipt of written notice by the Landlord of the Tenant, the Tenant shall

(a) implement any reasonable administrative programs, oversight, or training reasonably requested by the Landlord;

- (b) deposit all funds into an account specified by the Landlord;
- (c) engage consultants selected by the Landlord to provide specialized or targeted technical assistance and promptly comply with instructions and recommendations from those consultants; and
- (d) enter into a tenant management services agreement with a recognized tenant management company selected by the Landlord and promptly comply with instructions and recommendations from that management company.

15.4 **Remedies Not Exclusive.** No right or remedy in this Lease is intended to be exclusive of any other right or remedy, and each and every right and remedy will be cumulative and in addition to any other right or remedy given under this Lease or available by applicable law.

## **ARTICLE 16 DISPUTE RESOLUTION**

16.1 **Mediation.** If a dispute arises out of or relates to this Lease, and if the dispute cannot be settled through negotiation, the parties shall first try in good faith to settle the dispute by mediation before resorting to arbitration, litigation, or some other dispute resolution procedure. The mediation will take place in Raleigh, North Carolina.

### **16.2 Arbitration**

(a) If a party believes that a dispute exists, the party may notify the other parties by written notice (a “**Dispute Notice**”). The Dispute Notice must identify and describe the dispute in reasonable detail. On or before 90 days after a Dispute Notice is delivered by one party to the other parties (that period, the “**Final Position Period**”), each party shall submit to the other parties the party’s final and best position as to the dispute (that submission, a “**Final Position**”). A party may not change their Final Position after the Final Position Period unless agreed by all the parties. The parties may, however, make settlement proposals after the Final Position Period, but those proposals may not be submitted to or considered by the arbitrator. Promptly after the Final Position Period, and in no event more than 30 days after the Final Position Period, the parties shall meet and attempt in good faith to resolve the dispute. If the dispute is not resolved at that meeting, any party may submit the dispute to arbitration.

(b) Any dispute that is not settled through mediation or the process in section 16.2(a), will be settled by arbitration in Raleigh, North Carolina, in accordance with the North Carolina Uniform Arbitration Act, and judgment on the award rendered by the arbitrator—if not paid or otherwise settled in full before 30 days after the date of the award—may be entered in any court of competent jurisdiction.

(c) Subject to section 16.3, the arbitrator shall select one of the Final Positions of all parties. The parties acknowledge and agree to the risks associated with limiting the arbitrator to selecting one Final Position rather than making a general arbitration award. The parties shall use reasonable efforts to cause the arbitrator to render the arbitrator’s decision on or before 90 days after the designation of the arbitrator, and the parties shall cooperate with each

other and the arbitrator in the conduct of the arbitration to permit that timing. If the arbitrator determines the arbitrator cannot practically render a decision within the 90-day period, the arbitrator may extend the 90-day period to be the shortest reasonable period allowing for expedited discovery. All mediation and arbitration will be confidential. The unsuccessful parties shall pay all reasonable costs (including attorney's fees) related to the dispute of the prevailing party in an arbitration proceeding.

16.3 **Final-Positions Approach Not Applicable to Cost Disputes.** Notwithstanding anything to contrary in this Article 16, the provisions of section 16.2 requiring the parties to submit (and the arbitrator to choose between) Final Positions will not apply to any dispute related to the costs payable by a party. For any such cost dispute or portion of a dispute that relates to costs payable by one party to another, no party is required to submit a Final Position, and the arbitrator shall make its determination without constraint as to the Final Positions of the parties.

## **ARTICLE 17 OPTION TO PURCHASE**

17.1 **Option to Purchase.** So long as no Event of Default then exists, the Tenant has an option to purchase fee title to the Premises after the 36th month of the lease term pursuant to the option to purchase attached as exhibit G and signed by the Landlord and the Tenant in connection with this Lease. The purchase price will be the sum of \$11,802,338.00 plus additional Improvement Costs for Phase II times 1.2.

17.2 **Survival upon Exercise of Option.** All obligations of the Landlord and the Tenant included in sections 4.3, 5.5, Article 6, Article 9, Article 16, and Article 18 will survive the Tenant's exercise of the option and the conveyance of the Premises to the Tenant.

## **ARTICLE 18 GENERAL PROVISIONS**

18.1 **Broker's Commission.** The Tenant and the Landlord represent and warrant to each other that there are no claims for brokerage commissions or finder's fees in connection with this Lease, and each shall pay and indemnify the other against all liabilities arising from any claims, including related attorneys' fees, relating to claims arising out of the other's actions.

18.2 **Quitclaim.** At the expiration or earlier termination of this Lease, the Tenant shall execute, acknowledge, and deliver to the Landlord, on or before five days after written demand, any quitclaim deed or other document deemed necessary or desirable by the Landlord's counsel to remove the cloud of this Lease from the real property subject to this Lease.

18.3 **Notices.** Each party giving or making any notice, request, demand, or other communication (each, a "Notice") pursuant to this Lease must give the Notice in writing and use one of the following methods of delivery, each of which, for purposes of this Lease, is a writing: personal delivery, registered or certified mail (in each case, return receipt requested and postage prepaid), nationally-recognized overnight courier (with all fees prepaid), facsimile, or PDF (portable document format) attached to an email. Any party giving a Notice must address the Notice to the appropriate person at the receiving party (the "Addressee") at the address stated

below or to another Addressee or another address as designated by a party in a Notice given to the other parties pursuant to this section. Except as may be expressly stated otherwise in this Lease, a Notice is effective only if the party giving the Notice has complied with this section and the Addressee has received the Notice. A Notice is deemed received as follows: (a) if a Notice is delivered in person, sent by registered or certified mail, or sent by nationally-recognized overnight courier, upon receipt as indicated by the date on the receipt; (b) if a Notice is sent by facsimile, upon receipt by the party giving the Notice of an acknowledgment or transmission report generated by the machine from which the facsimile was sent indicating that the facsimile was sent in its entirety to the Addressee's facsimile number; and (c) if a Notice is sent as a PDF attachment to an email, upon proof the email was sent. If the Addressee rejects or otherwise refuses to accept the Notice, or if the Notice cannot be delivered because of a change in address for which no or improper Notice was given, then the Notice is deemed delivered and received by the Addressee upon the rejection, refusal, or inability to deliver. If a Notice is received after 5:00 p.m. on a business day where the Addressee is located, or on a day that is not a business day where the Addressee is located, then the Notice is deemed received at 9:00 a.m. on the next business day where the Addressee is located.

If to Landlord: Schoolhouse Development, LLC  
Attn: Scott M. Brand  
3115 East Lion Lane, Suite 300  
Salt Lake City, Utah 84121  
Facsimile: None  
Telephone (for verification purposes only): (801) 278-0800  
Email: scott@schooldev.us

With a copy to: Carman Lehnhof Israelsen LLP  
Attn: Mark R. Carman  
299 S. Main Street, Suite 1300  
Salt Lake City, Utah 84054  
Facsimile: 801-494-5515  
Telephone (for verification purposes only): 801-649-4929  
Email: mcarman@clilaw.com

If to Tenant: American Leadership Academy Monroe Inc.  
Attn: Mitchell Schwab  
[Address]  
Facsimile: [●]  
Telephone (for verification purposes only): [●]  
Email: [●]

With a copy to: [●]  
Attn: [●]  
[●]  
[●]  
Facsimile: [●]  
Telephone (for verification purposes only): [●]  
Email: [●]

## 18.4 Confidentiality

(a) **Obligation to Maintain Confidentiality.** Except as otherwise required by law, the Tenant shall not, and shall cause each of the Tenant's directors, officers, employees, agents, and representatives (collectively, the "**Representatives**") not to disclose the Confidential Information to any person or entity other than the Representatives of the Tenant that need to know the Confidential Information for appropriate business purposes and agree to be bound by the provisions of this section.

(b) **Definition of Confidential Information.** "**Confidential Information**" means all information relating to the terms of this Lease and the business of the Landlord or Schoolhouse Development LLC, a Utah limited liability company. The term "Confidential Information" excludes information that becomes generally publicly available other than as a result of disclosure by the Tenant or any of the Tenant's Representatives or becomes available to the Tenant on a nonconfidential basis from a third party that is not bound by a similar duty of confidentiality.

18.5 **Amendments.** The parties may amend this Lease only by a written agreement signed by all of the parties that identifies itself as an amendment to this Lease.

18.6 **Waivers.** The parties may waive any provision in this Lease only by a writing signed by the party or parties against whom the waiver is sought to be enforced. No failure or delay in exercising any right or remedy or in requiring the satisfaction of any condition under this Lease, and no act, omission, or course of dealing between the parties, operates as a waiver or estoppel of any right, remedy, or condition. A waiver made in writing on one occasion is effective only in that instance and only for the purpose for which the waiver was obtained. A waiver once given is not to be construed as a waiver on any future occasion or against any other person.

18.7 **Severability.** If any provision of this Lease is determined to be invalid, illegal, or unenforceable, (a) the remaining provisions of this Lease remain in full force if the essential terms of this Lease for each party remain valid and enforceable, and (b) the parties shall substitute a valid and enforceable provision that, to the maximum extent possible under applicable law, preserves the economic positions and original intentions of the parties as to the invalid, illegal, or unenforceable provision.

18.8 **Entire Agreement.** This Lease constitutes the final agreement between the parties. It is the complete and exclusive expression of the parties' agreement on the matters contained in this Lease. All prior and contemporaneous negotiations and agreements between the parties on the matters contained in this Lease are expressly merged into and superseded by this Lease. The provisions of this Lease may not be explained, supplemented, or qualified through evidence of trade usage or a prior course of dealings. In entering into this Lease, the parties represent, warrant, and agree that they have not relied upon the accuracy or completeness of, whether express or implied, any statement, information, representation, warranty, or agreement of another party except for those expressly contained in this Lease. There are no conditions precedent to the effectiveness of this Lease other than those expressly stated in this Lease.

18.9 **Counterparts; Facsimile and Electronic Signatures.** The parties may sign this Lease in multiple counterparts, each of which constitutes an original, and all of which, collectively, constitute only one agreement. The signatures of all of the parties need not appear on the same counterpart, and delivery of a signed counterpart signature page by facsimile or electronically is as effective as signing and delivering this Lease in the presence of the other parties to this Lease. This Lease is effective upon delivery of one executed counterpart from each party to the other parties. In proving this Lease, a party must produce or account only for the signed counterpart of the party to be charged.

18.10 **Transaction Costs.** Except as expressly provided in this Lease, each party will pay the fees and expenses of the party's agents, representatives, attorneys, and accountants and all the party's other fees and expenses incurred in connection with the negotiation, drafting, signing, delivery, and performance of this Lease and the transactions it contemplates.

18.11 **Third-Party Beneficiaries.** This Lease does not and is not intended to confer any rights or remedies upon any person other than the signatories, except that the nonparties indemnified pursuant to this Lease and Schoolhouse Development LLC are express third-party beneficiaries of this Lease and may enforce this Lease as if a party to this Lease.

18.12 **Interpretation.** This Lease will not be construed in favor of or against any party because of authorship or for any other reason.

18.13 **Time of Essence.** With regards to all dates and time periods in this Lease, time is of the essence.

18.14 **Additional Documents.** At the written request of a party, each other party shall provide the requesting party, or sign for the requesting party, any additional documents required to consummate the transactions contemplated by this Lease.

18.15 **Governing Law.** The laws of the state of North Carolina (without giving effect to its conflict of laws principles) govern the interpretation, construction, performance, and enforcement of this Lease and all other matters arising out of or relating to this Lease.

18.16 **Rights and Remedies Cumulative.** Any enumeration of rights and remedies in this Lease is not intended to be exhaustive. Any party's exercise of any right or remedy under this Lease does not preclude the exercise of any other right or remedy. All of a party's rights and remedies are cumulative and are in addition to any other right or remedy in this Lease, any other agreement between the parties, or which may now or subsequently exist at law or in equity, by statute, or otherwise.

18.17 **Waiver of Jury Trial.** Each party knowingly, voluntarily, and intentionally waives the party's right to a trial by jury to the extent permitted by law in any action or other legal proceeding arising out of or relating to this Lease and the transactions it contemplates. This waiver applies to any action or other legal proceeding, whether sounding in contract, tort, or otherwise. Each party acknowledges that the party has received, or has had the opportunity to receive, the advice of competent counsel related to this waiver.

18.18 **Litigation Expenses.** If any legal action, arbitration, or other proceeding is brought under this Lease, in addition to any other relief to which a successful or prevailing party (the “**Prevailing Party**”) is entitled, the Prevailing Party is entitled to recover, and the non-Prevailing Party shall pay, all fees, taxes, costs, and expenses incident to the legal action, arbitration, appellate, bankruptcy, postjudgment, or other proceedings and all other reasonable attorneys’ fees, court costs, expenses of the Prevailing Party, even if not recoverable by law as court costs, incurred in that action, arbitration, or proceeding and all appellate proceedings. For purposes of this section, the term “attorneys’ fees” includes paralegal fees, investigative fees, expert-witness fees, administrative costs, disbursements, and all other charges billed by the attorney to the Prevailing Party.

18.19 **Not a Partnership.** This Lease does not constitute or create a partnership among the parties. No joint venture, partnership, or other joint undertaking is inferred from this Lease. No party to this Lease has the right or authority to make representations, act, or incur any debts on behalf of another party. No party is acting as an agent for an undisclosed principal or as a nominee.

18.20 **Advice of Counsel.** Each party acknowledges and agrees that the terms of this Lease have been completely read and fully understood and voluntarily accepted by the party after having a reasonable opportunity to retain and confer with legal counsel. This Lease is entered into after a full investigation by the parties. The parties acknowledge and agree that Carman Lehnhof Israelsen LLP represents Schoolhouse Development and its interest in this Lease and does not represent any other party to this Lease, has not given advice to any other party to this Lease, and has recommended to nonrepresented parties that they seek competent legal counsel related to this Lease.

18.21 **Specific Performance.** The parties agree that irreparable damage would occur if any of the provisions of this Lease were not performed in accordance with the terms of this Lease and that the parties are entitled to specific performance of the terms of this Lease in addition to any other remedy at law or equity.

[Remainder of page intentionally left blank]

The parties are signing this Build-to-Suit Lease with Option to Purchase on the date stated in the introductory paragraph.

SH MONROE LLC

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_

AMERICAN LEADERSHIP ACADEMY  
MONROE INC.

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_

EXHIBITS

- A: Premises – Legal Description
- B: Facilities/Improvements
- C: Rent Schedule
- D: Tenant Improvements
- E: Intentionally Omitted
- F: Intentionally Omitted
- G: Option to Purchase

**EXHIBIT A  
PREMISES**

BEGINNING AT A NAIL LOCATED AT THE INTERSECTION OF THE CENTER LINE OF N. C. HIGHWAY #84 WITH THE CENTER LINE OF STATE ROAD #1160 AND RUNS THENCE WITH THE CENTER LINE OF STATE ROAD #1160 SOUTH 18 DEGREES 15 MINUTES WEST 1055 FEET TO A POINT IN THE CENTER LINE OF SAID ROAD; THENCE SOUTH 7 DEGREES 45 MINUTES WEST 165 FEET TO AN IRON ON THE WEST EDGE OF SAID ROAD; THENCE WITH NINE LINES OF THE R. F. BEASLEY PROPERTY AS FOLLOWS: 1ST, SOUTH 76 DEGREES 30 MINUTES EAST 394.5 FEET TO AN IRON STAKE; 2ND, SOUTH 24 DEGREES EAST 315 FEET TO AN IRON STAKE; 3RD, NORTH 60 DEGREES 15 MINUTES EAST 96.5 FEET TO AN IRON STAKE; 4TH, SOUTH 27 DEGREES 15 MINUTES EAST 266.8 FEET TO AN IRON STAKE; 5TH, NORTH 59 DEGREES EAST 592 FEET TO A STONE IN A PINE STUMP HOLE; 6TH, NORTH 3 DEGREES 15 MINUTES EAST 283 FEET TO A PINE TREE; 7TH, NORTH 15 DEGREES EAST 531.5 FEET TO AN IRON IN A BLACKJACK STUMP; 8TH, NORTH 12 DEGREES EAST 205 FEET TO A PINE TREE; 9TH, NORTH 00 DEGREES 30 MINUTES WEST 301.5 FEET, PASSING AN IRON STAKE JUST SOUTH OF THE SOUTHERLY RIGHT OF WAY LINE OF N. C. HIGHWAY #84, TO A NAIL IN THE CENTER LINE OF N. C. HIGHWAY #84; THENCE WITH THE CENTER LINE OF SAID HIGHWAY NORTH 83 DEGREES 15 MINUTES WEST 1075 FEET TO THE POINT AND PLACE OF BEGINNING AND CONTAINING 38.35 ACRES, MORE OR LESS.

LESS AND EXCEPT:

THAT CERTAIN LAND DESCRIBED IN INSTRUMENTS RECORDED IN BOOK 433, PAGE 551; BOOK 1790, PAGE 658; AND BOOK 6202, PAGE 143. ALL UNION COUNTY, NORTH CAROLINA PUBLIC REGISTRY.

## **EXHIBIT B**

### **FACILITIES / IMPROVEMENTS**

The facilities/improvement include an existing 32,513 SF school building located on 38.35 acres and a proposed phase II facility consisting of approximately 37,500 SF.

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## EXHIBIT C

### RENT SCHEDULE

- For the period beginning on the Commencement Date and ending August 31, 2024, Base Rent is \$73,844 per month plus 9% of additional Improvement Costs if any. Notwithstanding the prior sentence, the Landlord waives Base Rent for the first two months of that period.
- For the period ending August 31, 2025, Base Rent is \$73,844 per month plus 9% of additional Improvement costs for the buildout of Phase II.
- For each subsequent 12-month period, Base Rent will increase by 2.5%. For example, in a sample 12-month period, if Base Rent is \$550,000, the following year's Base Rent would increase to \$563,750.

The parties acknowledge that the calculation of Land and Improvement Costs will likely change after the Inspection Approval Date based on costs or credits identified, received, or incurred after the Inspection Approval Date. The parties shall negotiate in good faith an estimate of Land and Improvements Costs and Base Rent as of the Inspection Approval Date for purposes of calculating Base Rent to be paid as of the Inspection Approval Date. The parties shall true up actual Land and Improvement Costs and Base Rent effective as of the Inspection Approval Date on one or more occasions when requested by a party. The Tenant shall promptly pay to the Landlord any shortage in Base Rent resulting from that true-up, and the Landlord shall promptly pay to the Tenant any surplus resulting from that true-up. Any dispute as to the Base Rent will be handled pursuant to the dispute resolution terms of the Lease. If mediation or arbitration under the Lease is necessary, the amount agreed or determined to be due by a party will accrue interest at 8% per year starting on the date a party demands or the parties begin to pursue mediation or arbitration

**EXHIBIT D**  
**THE TENANT IMPROVEMENTS**

The Tenant improvements will include the following furniture, fixtures and equipment:

None

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**EXHIBIT G**  
**OPTION TO PURCHASE REAL PROPERTY**

SH MONROE LLC, a Utah limited liability company (the “**Seller**”), hereby grants to AMERICAN LEADERSHIP ACADEMY MONROE INC a North Carolina nonprofit corporation (the “**Purchaser**”), the exclusive option (the “**Option**”) to purchase the real property of the Seller situated in Union County, North Carolina (the “**Premises**”), described on exhibit A, together with all improvements on the Premises.

The Option is given subject to the following terms:

1. PRICE AND TERMS OF PAYMENT

1.1 **Option Consideration.** The Purchaser and the Seller entered into the Build to Suit Lease and Option dated April 28, 2022 (the “**Lease**”). The Seller and the Purchaser agree that the Lease has been bargained for and agreed to as consideration for the Seller’s agreement to grant the Option independent of any consideration for the purchase of the Premises. All capitalized terms not otherwise defined in this Option to Purchase Real Property (this “**Option Agreement**”) have the meanings given to them in the Lease.

1.2 **Purchase Price.** The purchase price for the Premises will be as determined pursuant to Article 17 of the Lease (the “**Purchase Price**”). Other than the Security Deposit, no amounts paid or payable under the Lease will apply to the Purchase Price.

2. PERIOD OF OPTION, EXTENSION, AND EXERCISE

2.1 **Term.** The Purchaser may exercise the option contemplated by this Option Agreement only during the period beginning as of the 36th month following the Commencement Date and ending 60 months thereafter (the “**Option Period**”). Closing of the purchase of the Premises must be on or before 12 months after the Purchaser provides written notice of the Purchaser’s intent to exercise the option, except that the Tenant may extend the period for an additional six months if, during the six-month extension period, the Purchaser agrees that the Base Rent for that six-month extension period will increase to the next higher Base Rent amount as set forth in exhibit C to the Lease.

2.2 **Exercise.** The Purchaser may, but is not obligated to, exercise the option by delivering to the Seller at any time during the Option Period written notice that the Purchaser has elected to exercise the option (the “**Option Notice**”).

3. TITLE

Promptly after the option is exercised, the Seller shall provide to the Purchaser evidence of good and marketable fee simple title in the Premises by a commitment for title insurance issued by a qualified title insurance company doing business in the jurisdiction of the Premises (the “**Title Company**”). Upon purchase of the Premises pursuant to the option, title will be conveyed by special warranty deed, subject to exceptions to title in the approved commitment for title insurance and any additional matters caused, or approved, by the Purchaser.

#### 4. CONDITION OF PREMISES

The Purchaser is the Tenant under the Lease and is in possession of the Premises. Accordingly, the Purchaser hereby affirms that the Seller, its agents, employees, and attorneys have not made, nor has the Purchaser relied upon, any representation, warranty, or promise with respect to the Premises, the Lease, or any other subject matter of this Option except as expressly set forth in this Option, including, without limitation, any warranties or representations, expressed or implied, as to (a) the general plan designation, zoning, value, use, tax status, or physical condition of the Premises, or any part thereof, including, without limitation, to the flood elevations, drainage patterns, soil and subsoils composition and compaction level, and other conditions at the Premises; (b) the existence or nonexistence of hazardous materials on or under the Premises; or (c) the accuracy of any survey, soils report, or other plan or report with respect to Premises. Without limiting the generality of the foregoing, the Purchaser is purchasing the Premises from the Seller and assuming the Seller's right, title, interest, and obligations (except as expressly reserved to the Seller) in an **"as is" "where is" condition, subject to "all faults," including, without limitation, but not limited to both latent and patent defects. The Purchaser hereby waives all warranties, express or implied, regarding the condition and use of the Premises, including, without limitation, to any warranty of merchantability or fitness for a particular purpose, except that nothing contained in this Option Agreement will be deemed to waive, terminate, or otherwise affect the construction, material, and equipment warranties to be assigned to the Purchaser pursuant to section 5.1(d) of the Lease.**

Within 30 days after delivering written notice of the Purchaser's exercise of this Option Agreement, the Purchaser shall deliver to the Seller a term sheet, commitment letter, or other evidence reasonably satisfactory to Seller of Purchaser's ability to obtain financing to pay the Purchase Price. On or before six months after the Purchaser provides notice of the Purchaser's intent to exercise the option, the Seller and the Purchaser shall close the purchase of the Premises (the **"Closing"**) by the Purchaser delivering the Purchase Price to the Seller and the Seller delivering the special warranty deed for the Premises to the Purchaser. It is anticipated that such closing will happen through the Title Company acting as escrow agent.

#### 5. POSSESSION AND RISK OF LOSS

The Purchaser will continue in possession of the Premises pursuant to the Lease until the Closing, and shall maintain the Premises in its present condition, reasonable wear from ordinary use excepted. Risk of loss from fire or other casualty to the Premises will be the Purchaser's as provided in the Lease. The Purchaser shall maintain insurance against loss, including extended coverage, as required by the Lease.

#### 6. NOTICES

Any notice under this Option Agreement must be given in writing to the party for whom it is intended in person, by overnight courier, or by registered mail at the address in the Lease or such future address as may be designated in writing. Notice will be deemed delivered upon actual delivery of the notice if by personal delivery or by overnight courier. If the notice is

delivered via registered mail, the notice will be deemed delivered three days after the date of mailing.

## 7. ASSIGNMENT AND SUCCESSION

This Option Agreement may not be assigned by the Purchaser without the prior written consent of the Seller. Notwithstanding the foregoing, the Purchaser may assign this Option Agreement to a subsidiary or other affiliated company or to the new tenant under the Lease if the Purchaser, as the tenant under the Lease, has assigned its entire interest under the Lease in accordance with the terms of the Lease, and subject to Seller's (the Landlord's) prior written approval.

## 8. BROKERS

Each party represents to the other that there has been no broker, real estate agent, finder, or similar person engaged in connection with this Option Agreement or the sale of the Premises from the Seller to the Purchaser if consummated as contemplated by this Option Agreement. Each party agrees that should any claim be made for brokerage commissions or finders' fees by any broker, agent, finder, or similar person by, through, or on account of any acts of the party or its agent, employees, or representatives that party shall pay, indemnify, and hold harmless the other party from and against any and all loss, liability, cost, damage, and expense (including attorneys' fees and court costs) in connection therewith. The provisions of this section shall survive the termination of this Option Agreement and the Closing.

## 9. CLOSING COSTS

9.1 **Seller's Expenses.** The Seller shall pay (a) the fees of any counsel representing it in connection with this transaction, (b) the real estate excise tax, (c) the fees for recording the special warranty deed and any other instrument used to convey the Premises from the Seller to the Purchaser, (d) one-half the basic premium for a standard owners policy of title insurance in the amount of the Purchase Price to be issued to the Purchaser by the Title Company at Closing, and (e) one-half of any escrow fee which may be charged by the Title Company in connection with this transaction.

9.2 **Purchaser's Expenses.** The Purchaser shall pay (a) the fees of any counsel representing Purchaser in connection with this transaction, (b) the cost of a survey obtained by the Purchaser, if any, of the Premises, (c) the one-half basic premium for a standard owners policy of title insurance in the amount of the Purchase Price to be issued to the Purchaser by the Title Company at the Closing, (d) one-half of any escrow fees charged by the Title Company in connection with this transaction; and (e) the cost of an environmental audit of the Premises, if any, obtained by the Purchaser.

9.3 **Other Expenses.** All other costs and expenses incident to this transaction and the closing thereof will be paid by the party incurring same.

10. MISCELLANEOUS

10.1 **Recording.** The Tenant shall not record this Option Agreement, but a memorandum of the Lease may be recorded as agreed upon by the Seller and the Purchaser.

10.2 **Additional Terms.** To the extent not in conflict with this Option Agreement, the sale of the Premises from the Seller to the Purchaser will be conducted in accordance with standard practices of the county in which the Premises is located.

10.3 **Entire Agreement.** This Option Agreement supersedes all prior discussions and agreements, oral or written, between the Seller and the Purchaser with respect to the option to purchase the Premises and all other matters contained herein and constitutes the sole and entire agreement between the Seller and the Purchaser with respect to the option to purchase the Premises. This Option Agreement may not be modified or amended unless the amendment is set forth in writing and signed by both the Seller and the Purchaser.

[Remainder of page intentionally left blank]

The parties are signing this Option to Purchase Real Property on the date stated in the introductory paragraph.

SH MONROE LLC

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_

AMERICAN LEADERSHIP ACADEMY  
MONROE LLC

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_

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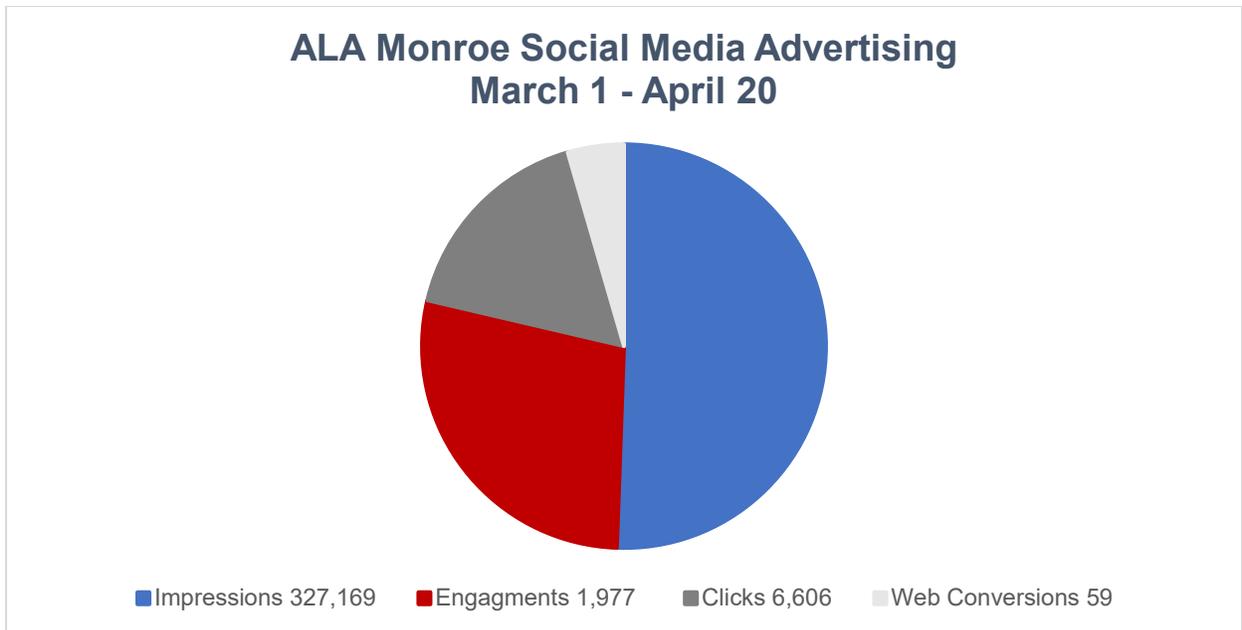
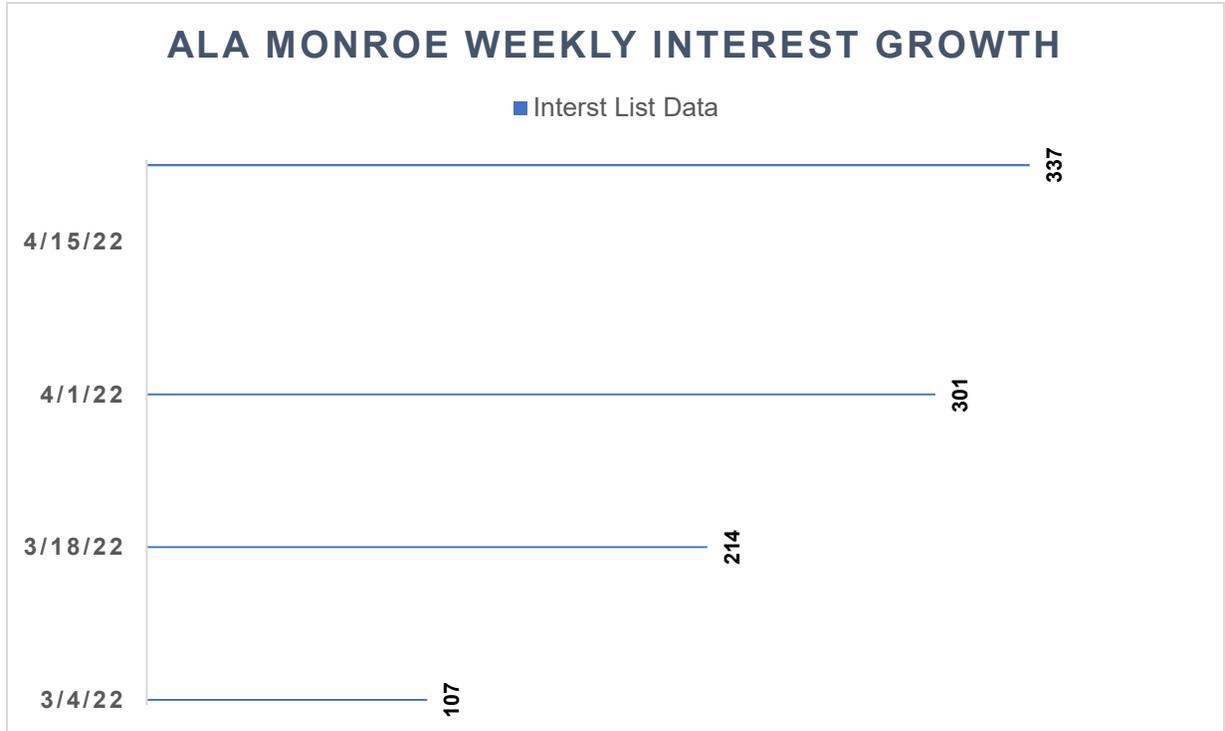
EXHIBIT A TO OPTION TO PURCHASE REAL PROPERTY  
(Legal Description of Premises)

[Insert or attach legal description]

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Financial documents were submitted as part of the Wake Preparatory Academy charter application submission in 2018. The State Board of Education approved Charter One to serve as an EMO for Wake Preparatory Academy and Bonnie Cone Classical Academy.

# AMERICAN LEADERSHIP ACADEMY



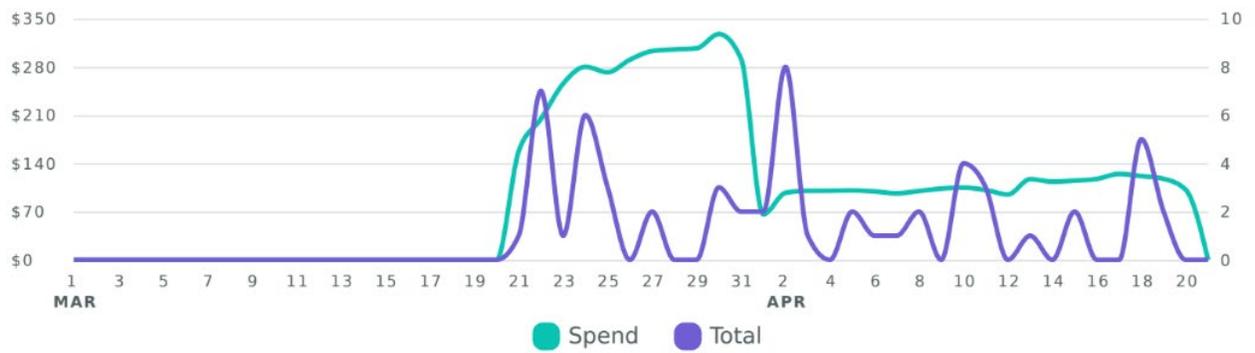
Impressions, by Day



Engagements, by Day



Web Conversions, by Day



# AMERICAN LEADERSHIP ACADEMY

May 16, 2022

Dave Machado  
Director of the Office of Charter Schools  
301 Mail Service Center  
Raleigh, NC 27699-6301

RE: EMO Agreement for ALA Monroe & ALA Garner

Dear Mr. Machado,

It has come to my attention that our charter applications for American Leadership Academy Monroe (“ALA Monroe”) and American Leadership Academy Garner (“ALA Garner”) have been deemed “incomplete” by the Office of Charter Schools (“OCS”) due to the lack of signatures on the EMO Agreements.

The Board has reviewed the EMO agreement and has expressed unanimous support to execute the EMO agreement. However, after review with outside legal counsel, we have opted to wait on signatures. It is our impression that we cannot enter into a contract with an EMO until the State Board of Education (“SBE”) approves the EMO – Charter School relationship. As such, please excuse the status of “incompletion” for both ALA Monroe and ALA Garner. We will happily execute the EMO agreement after we receive official approval by the SBE.

If there are additional questions or concerns, please contact me or Gregg Sindors of the Charter One Southeast regional offices.

Respectfully,



Mitchell D. Schwab  
Board Chair  
American Leadership Academy North Carolina, Inc.

## SERVICE PROVIDER AGREEMENT

This Service Provider Agreement (this “Agreement”) is entered into and effective as of April 25<sup>th</sup>, 2022 (the “Effective Date”), by and between CHARTER ONE, LLC, an Arizona limited liability company (the “CONTRACTOR”), and American Leadership Academy, North Carolina, a North Carolina Non-profit Corporation (the “CORPORATION”). For purposes of this Agreement, the CONTRACTOR and the CORPORATION shall be referred to collectively as the “Parties.”

### RECITALS

WHEREAS, the CORPORATION operates or seeks to operate a public charter school located in Wake County, North Carolina (the “Charter School”), pursuant to a Charter issued or soon to be issued by the North Carolina State Board of Education (the “Charter”).

WHEREAS, the CORPORATION is overseen by its Board of Directors (“Board”) and such staff and vendors as the Board may employ;

WHEREAS, the CONTRACTOR is in the business of developing, managing, staffing, and operating public charter schools for non-profit boards;

WHEREAS, the CORPORATION’s Board has determined that it is in the best interest to contract with a qualified and competent educational management firm to operate Charter Schools;

WHEREAS, the CORPORATION and the CONTRACTOR are mutually committed to the goals of creating and supporting public charter schools where students from all backgrounds develop the knowledge, skills, and character needed to succeed in top-quality schools, including colleges, and the competitive world beyond;

WHEREAS, the CORPORATION desires to hire the CONTRACTOR to provide exclusive management services for all Charter Schools granted to the CORPORATION by the State Board of Education, and intends to seek approval from the State Board of Education to engage the CONTRACTOR to serve as an education management organization for each school; and

WHEREAS, the Parties desire to enter into this Agreement to establish the terms pursuant to which the CORPORATION will engage the CONTRACTOR for the provision of management services for each Charter School.

NOW THEREFORE, in consideration of the conditions and covenants contained herein, the receipt and sufficiency of which the Parties acknowledge, the Parties agree as follows:

### ARTICLE I. TERM

1.1 Term. This Agreement is effective as of the Effective Date and shall continue until June 30, 2032, unless otherwise restricted by law or earlier terminated as provided in Article VII below (the “Initial Term”).

1.2 Renewal. After the Initial Term, this Agreement will continue for the duration of the CORPORATION's charter contract (the "Charter"), including any renewals to the Charter, unless terminated earlier pursuant to Article VII of this Agreement (the "Renewal Term" and together with the Initial Term the "Term"). This agreement is subject to an automatic ten-year renewal at the conclusion of each Term, unless otherwise agreed by the parties in writing. Any such termination shall only be effective at the end of the then-current fiscal year.

## **ARTICLE II. RESPONSIBILITIES OF THE CORPORATION**

2.1 The CORPORATION's Responsibilities. During the Term, the CORPORATION shall be responsible for the following:

2.1.1 The CORPORATION Board Policies. The Board shall be responsible for the operational, fiscal, and academic policies of the schools. The Board shall exercise good faith in considering the recommendations of the CONTRACTOR, including but not limited to, the CONTRACTOR's recommendations regarding policies, rules, regulations for each Charter School.

2.1.2 Charter Oversight. The Board shall oversee this Agreement and shall retain ultimate responsibility for meeting the terms of the CORPORATION's charters.

2.1.3 Charter One Access. the CORPORATION will ensure the CONTRACTOR has access to all personnel, financial, and other information necessary for the CONTRACTOR to fully and properly perform its responsibilities and the Services set forth in this Agreement.

2.1.4 Review and Approval of Annual Budget. The Board shall consider in good faith any proposed Annual Budgets for the schools (as defined in Section 3.3), including any amendments thereto, and shall not approve any Annual Budget that materially hinders the CONTRACTOR's ability to deliver the Services set forth in this Agreement.

## **ARTICLE III. RESPONSIBILITIES OF THE CONTRACTOR**

3.1 Services. During the Term, the CONTRACTOR shall provide the CORPORATION with the following services (the "Services"):

3.1.1 Operational, Academic, Financial, Compliance Services. The CONTRACTOR shall provide the operational, academic, financial and compliance Services, as defined and set forth in **Exhibit A** attached hereto.

3.1.2 Human Resource Administration. the CONTRACTOR shall provide human resource services for the CORPORATION for all the CORPORATION staff and personnel ("the CORPORATION Employees"), and all the CONTRACTOR employees assigned to provide services at each Charter School. the CONTRACTOR shall:

3.1.2.1 Have board delegated power and authority to recruit, hire,

discipline, promote, terminate and otherwise make management decisions regarding the CORPORATION Employees pursuant to the CORPORATION's Board approved policies and procedures.

3.1.2.2 Perform all human resource management and benefits administration services as is necessary for the CORPORATION Employees, including:

3.1.2.3 Negotiate and contract with a certified professional employer organization to handle paying, withholding, and transmitting payroll taxes; providing unemployment insurance and workers' compensation benefits; and handle unemployment and workers' compensation claims involving the CORPORATION Employees. However, the CORPORATION shall be solely responsible for funding the cost of salary, wages, and premiums paid, as provided for in the Annual Budget, no less than three (3) business days prior to any payroll cycle.

3.1.2.4 Submit health insurance coverage options for the CORPORATION Employees to the Board for its consideration and procurement of such policy terms and limitations as approved by the Board. the CORPORATION shall be solely responsible for paying the cost of such health insurance coverage, as provided for in the Annual Budget, at the time the insurance premiums are due.

3.1.2.5 Manage compliance with federal, state, and local labor and employment laws applicable to the CORPORATION Employees, including but not limited to, the Immigration Reform and Control Act of 1986; the Internal Revenue Code ("Code"); the Employee Retirement Income Security Act ("ERISA"); the Health Insurance Portability and Accountability Act ("HIPAA"); the Family Medical Leave Act; Title VII of the Civil Rights Act of 1964; the Americans with Disabilities Act; the Fair Labor Standards Act; the Consolidated Omnibus Budget Reconciliation Act ("COBRA"); the Uniformed Services Employment and Reemployment Rights Act of 1994; and as set forth in the Patient Protection and Affordable Care Act ("ACA").

3.1.2.6 Manage compliance with all provisions of the ACA applicable to the CORPORATION Employees, including the employer shared responsibility provisions relating to the offer of "minimum essential coverage" to "full-time" employees (as those terms are defined in Code §4980H and related regulations) and the applicable employer information reporting provisions under Code §6055 and §6056 and related regulations.

3.1.3 Actions in Accordance with the CORPORATION's Exempt Status and Charter. To the extent applicable, the CONTRACTOR agrees that in providing the Services pursuant to this Agreement the CONTRACTOR will not act in a manner that will threaten to terminate the CORPORATION's tax- exempt status, as described in Internal Revenue Code Section 501(c)(3) or the CORPORATION's charter contract (the "Charter") under North Carolina Law.

3.1.4 Actions in Accordance with Privacy Laws. In the course of carrying out its responsibilities under this Agreement, the CONTRACTOR agrees to maintain the confidentiality of information as required by law. the CONTRACTOR shall adhere to all federal and state laws and regulations protecting the confidentiality of student records including but not limited to the provisions of the Family Educational Rights and Privacy Act ("FERPA"), the Protection of Pupil

Rights Amendment (“PPRA”) and the applicable state public records laws. the CORPORATION hereby designates the employees of the CONTRACTOR as “other school officials” and agents of the CORPORATION, as having a legitimate educational interest, and as acting as a contractor providing institutional services and functions solely for the purpose of entitling such people’s access to education records under FERPA 20 U.S.C. §1232g and 34 C.F.R. § 99.31.

3.2 Deposits, Banking, Lines of Credit. the CORPORATION shall select depository institutions accounts for all funds received by the CORPORATION, and all funds received by the CORPORATION shall be deposited in such accounts. All interest and investment earning on the CORPORATION’s deposits shall accrue to the CORPORATION. The signatories on such accounts shall include representative(s) of the CONTRACTOR and the CORPORATION, as approved by the Board. Upon Board approval, the CONTRACTOR shall have access to all bank accounts, lines of credit, and other financial accounts as necessary to perform the Services outlined in this Agreement. Provided, however, that the CORPORATION reserves the right, with seven (7) days’ prior written notice, to review the previous month’s invoices and payments. the CONTRACTOR shall timely provide a report to the CORPORATION showing such invoices and payments.

3.3 Annual Budget. the CONTRACTOR shall provide the Board with an annual proposed budget, along with any amendments or modifications the CONTRACTOR deems necessary or expedient, for the Board’s approval (together the “Annual Budget”).

3.4 Account Management. the CONTRACTOR shall supervise, manage, disburse and account for all revenues consistent with the Annual Budget, this Agreement, the Charter, and applicable law. Revenues shall be used to pay for the fees or expenses associated with the CORPORATION’s operations. Upon seven (7) days’ prior written request, the CONTRACTOR shall provide the CORPORATION with accurate and complete documentation of all revenues and expenses. the CONTRACTOR agrees to comply with the CORPORATION’s Signature Authority Policy if any), as amended by the Board from time to time, in the management of the CORPORATION’s bank accounts, lines of credit or other financial accounts.

3.5 Use of SCHOOL Funds. Any costs or expenses paid by or charged to the CORPORATION shall be limited to those costs specified to the CORPORATION, and shall not include any costs or expenses incurred on behalf of the CONTRACTOR’s other clients.

3.6 Availability of Funds. the CONTRACTOR shall only be required to perform the Services to the extent that there are sufficient and timely revenues available to make payments in accordance with the terms of the Annual Budget, unless such budget shortfalls are caused by or arise from the CONTRACTOR’s own negligent or intentional acts or omissions, or failure of the State of North Carolina or any local school administrative unit to make timely deposits.

3.7 Record Retention. All records under the CONTRACTOR’s control shall be retained according to state and federal law, and charter school authorizer policies, as is then in effect (“Retention Schedule”). To the extent it is practical, both financial and administrative records shall be stored and maintained at the CORPORATION’s location or chosen facility. the CONTRACTOR shall make any records stored with the CONTRACTOR available at the CORPORATION’s request for duration of the Term and for so long as is required by the Retention Schedule. Upon termination of this Service Agreement, the CONTRACTOR shall deliver to the

CORPORATION all records pertaining to the CORPORATION within seven (7) business days.

3.8 Place of Performance. Unless prohibited by applicable law or the Charter, the CONTRACTOR reserves the right to perform the Services, other than instruction, such as purchasing, administrative functions, and professional development, off-site.

3.9 Additional Services. As referenced in this Agreement, certain additional services provided by the CONTRACTOR outside of the ongoing Services may be recommended by the CONTRACTOR for approval by the CORPORATION. The costs for the additional services, after approval by the CORPORATION, shall be charged separately to the CORPORATION. the CORPORATION recognizes that the CONTRACTOR possesses the time, expertise, negotiating power and the ability to procure such additional services beyond the time, expertise, negotiating power and ability available to the CORPORATION. In procuring such reimbursable additional services, the CONTRACTOR is exercising and utilizing its time, expertise, negotiating power and ability, which in and of itself is a valuable service provided for the CORPORATION.

3.10 Subcontracts. the CONTRACTOR reserves the right to subcontract any and all aspects of the Services. Provided, however, that the CONTRACTOR shall not subcontract the oversight of the educational program, except with prior written approval of the Board.

#### **ARTICLE IV. PERSONNEL & TRAINING**

4.1 Personnel. The CONTRACTOR shall recruit, select, hire, and assign qualified personnel and support staff for each charter school ("Personnel"). the CONTRACTOR shall have the responsibility and authority to evaluate, transfer, discipline, and terminate Personnel, consistent with the Budget, Charter, and applicable law, with the exception of teachers, as set forth below. At the election of the CONTRACTOR and the CORPORATION, Personnel shall be either employees of the CONTRACTOR or employees of the CORPORATION and shall be paid pursuant to the Annual Budget. the CONTRACTOR and the Board each shall be responsible for their respective employees.

4.2 School Director. The CONTRACTOR shall recruit, select, hire, and assign one or more qualified administrators for each Charter School (the "Director"). the CONTRACTOR shall have the responsibility and authority to evaluate, transfer, discipline, and terminate the Director. The Director shall be an employee of the CONTRACTOR and shall be paid pursuant to the Annual Budget. The Director shall work with the CONTRACTOR on the day-day to management and operation of each charter school. the CONTRACTOR shall remove the Director from each charter school if the Board is reasonably dissatisfied with the Director's performance. However, absent compelling circumstances, the Board shall provide the CONTRACTOR and the Director six (6) months to correct the basis for the Board's reasonable dissatisfaction.

4.3 Teachers. The CONTRACTOR shall recruit, select, hire, and assign qualified Teachers for each charter school ("Teachers") and recommend to the Board for its consideration and approval, qualified teachers for each charter school. All teachers shall be employed by the CORPORATION for such purposes as inclusion in the compensation and employee benefit plans of the CONTRACTOR, payroll administration, and other employment policies and practices. The Board shall retain hiring and firing authority for Board employed teachers at each charter school

pursuant to N.C. Gen. Stat. § 115C-218.90(a)(1), as amended. However, the Board agrees not to unreasonably withhold approval of hires or fires without a reasonable cause.

4.4 Training. The CONTRACTOR shall provide training in its methods, curriculum, educational program and philosophy, and technology to all teachers on a regular basis. Instructional personnel shall be required to obtain at least the minimum hours of professional development as required by applicable law. Non-instructional personnel shall receive training as the CONTRACTOR determines reasonable and necessary under the circumstances.

4.5 Background Checks and Qualifications. The CONTRACTOR shall comply with applicable law regarding background checks, unprofessional conduct searches, and certification/licensure, as applicable, for all persons working at each charter school and for all persons who may be reasonably expected to have unsupervised access to and care, custody, or control of any Charter School student. The cost of background checks shall constitute a reimbursable expense pursuant to Section 6.2 below.

4.6 Compliance with Budget and Applicable Law. All decisions made by the CONTRACTOR, and any discretion exercised by the CONTRACTOR, in its selection, hiring, evaluation, assignment, discipline, transfer, and termination of personnel, shall be consistent with the Annual Budget, the CORPORATION's charter contract, and applicable law.

4.7 Signatory Authority. CORPORATION grants signatory authority to CONTRACTOR representatives for the purposes of hiring and firing as set for in Section for of this Agreement. The following representatives shall be the only representatives with the described signatory authority unless otherwise approved by the Board via Corporate Resolution.

4.7.1 CONTRACTOR representatives.

- (a) A Member of Charter One;
- (b) A duly appointed Officer of Charter One (Executives such as CEO, CFO, COO, etc.);
- (c) The North Carolina Division President of Charter One; or
- (d) a Human Resources Director of Charter One.

**ARTICLE V.  
RELATIONSHIP OF THE PARTIES**

5.1 Independent Contractor. The CONTRACTOR is an independent contractor performing the Services for the CORPORATION and is neither a division nor a part of the CORPORATION. Likewise, the CORPORATION is neither a division nor a part of the CONTRACTOR. The relationship between the Parties is based solely on the terms of this Agreement. Nothing herein may be construed to create a partnership or joint venture by or between the CORPORATION and the CONTRACTOR or to make one the fiduciary of the other. Neither the CORPORATION nor the CONTRACTOR may hold itself out as a partner or agent of the other or otherwise state or imply by advertising or otherwise any relationship between it and the other in any manner contrary to the terms of this Agreement. Neither the CORPORATION nor the CONTRACTOR has nor may represent that it has the power to bind or legally obligate the other. the CORPORATION acknowledges that the CONTRACTOR may have other school clients.

5.2 Designation of Agents. Subject to its discretion, the CORPORATION hereby authorizes the CONTRACTOR to communicate with and negotiate on behalf of the CORPORATION with all local, state, and federal agencies.

5.3 Sales and Use Taxes. Refunds for sales and use taxes shall accrue to the CORPORATION.

## **ARTICLE VI. CONSIDERATION**

6.1 Fee for Services. In exchange for providing the Services hereunder, the CORPORATION will pay the CONTRACTOR an annual fee in an amount equal to 15% of total revenues of the CORPORATION, or a lesser amount if agreed to in writing by the CONTRACTOR (the "Fee"). The Fee shall be set forth in the Annual Budget.

6.2 Expenses. The CORPORATION shall be responsible for all expenses for the operation of each charter school, including, but not limited to, all expenses set forth in the Annual Budget, and the CONTRACTOR shall have no obligation to pay such expenses from its own funds. the CONTRACTOR shall be reimbursed actual costs incurred that are the responsibility of the CORPORATION. the CORPORATION shall pay all reimbursements owed to the CONTRACTOR within thirty (30) days after receipt of invoice from the CONTRACTOR. Without limiting the foregoing, in addition to the Fee, the CORPORATION shall pay Direct Expenses and reimburse or permit Pass Through Expenses (as each of those terms is defined in **Exhibit A**), for all costs and expenses incurred, without limitation. For those expenses that are payable directly by the CORPORATION, the CORPORATION shall authorize and establish an the CORPORATION account for which appropriate the CONTRACTOR representatives are permitted signers on the account and shall fund such an account on a quarterly basis, or on a basis consistent with the CORPORATION's anticipated schedule for receipt of local, state and federal revenues, with sufficient funds to permit the CONTRACTOR to pay Direct Expense for the CORPORATION's legitimate and ordinary operating expenses such as utility bills and office supplies. the CORPORATION will not be required to reimburse the CONTRACTOR for non-budgeted expenses advanced without the prior written approval of the CORPORATION.

6.3 Notice and Timing of Payments. Payment of the Fee shall be made in equal payments during the Term. On the twelfth (12th) day of each month, the CONTRACTOR shall deliver an invoice for one-twelfth (1/12) of the Fee and expenses, if any, to the CORPORATION. the CORPORATION shall remit payment within thirty (30) business days of it receiving such invoice. If the CORPORATION fails to receive timely funding from the state, the Parties may agree in writing to a revised payment schedule. If the CORPORATION fails to pay an invoice in full within thirty (30) days after the invoice date due to no fault of the CONTRACTOR, interest shall accrue on the outstanding balance at a rate of 1.5 percent per month. Failure to pay invoices in a timely manner shall be considered a material breach of this Agreement and therefore the CONTRACTOR may terminate this Agreement pursuant to Article VII.

## **ARTICLE VII. TERMINATION**

7.1 Termination by Charter One. The CONTRACTOR may terminate this Agreement

prior to the end of the Term if the CORPORATION fails to remedy a material breach of this Agreement within thirty (30) days after receiving a notice from the CONTRACTOR of such breach. For purposes of this Subsection, a material breach (which for the sake of clarity is a default hereunder) includes, but is not limited to: (i) a failure by the CORPORATION to timely pay the CONTRACTOR any compensation or reimbursement required under this agreement or (ii) a suspension, revocation, or non-renewal of the Charter.

7.2 Termination by the CORPORATION. The CORPORATION may terminate this Agreement prior to the end of the Term if the CONTRACTOR fails to remedy a material breach of this Agreement within (30) days after receiving notice from the schools of such breach. For purposes of this Subsection, a material breach (which for the sake of clarity is a default hereunder) shall mean a substantial and continuing failure to provide the Services set forth in this Agreement that results, or if continued would result, in violation of the terms of the CORPORATION's Charter or cause the schools to no longer operate as a going concern.

7.3 Termination by Either Party. Either party may terminate this Agreement prior to the end of the Term, with or without cause, by providing the other party with at least ninety (90) days' prior written notice.

7.4 Termination Upon Action by State Board of Education. The Parties acknowledge and anticipate that, immediately upon execution of this Agreement, the CORPORATION will seek approval of the Agreement and its engagement of the CONTRACTOR from the State Board of Education. If the State Board of Education disapproves the CORPORATION's request for approval of this Agreement or its engagement of the CONTRACTOR, this agreement shall terminate at the conclusion of the CORPORATION's fiscal year, as set forth in Section 7.5

7.5 Effect of Termination. If this Agreement is terminated prior to the end of the Term pursuant to Sections 7.2, 7.3, or 7.4, and unless otherwise agreed by the Parties, such termination will not become effective until the end of the conclusion of the CORPORATION's then-current fiscal year. In the event this Agreement is terminated prior to the end of the Term pursuant to Section 7.1 the agreement shall terminate immediately, and (i) the CONTRACTOR, in its sole discretion, may elect to continue providing Services to the schools for a reasonable period of time, not to exceed ninety (90) days, to transition the schools to another administrative, managerial, or services arrangement ("Transition Services") and (ii) the CORPORATION shall be required to pay or reimburse the Fee and any expenses, as set forth in Article VI, through the later of the date of termination or the conclusion of any Transition Services.

7.6 Non-Solicitation. The CORPORATION agrees that during the term of this Agreement and for a period continuing for one year after its termination, the CORPORATION will not directly or indirectly solicit, recruit, attempt to solicit, hire, or recruit, any employee of the CONTRACTOR that has provided services to the CORPORATION or any vendor or subcontractor of the CONTRACTOR that has provided services to the CORPORATION during the twelve months prior to the date of the Agreement's termination. Should the CORPORATION violate the restrictive covenant in this Section 7.6, the obligations hereunder shall run for a period of one year from the first date the CORPORATION ceases to be in violation of such obligation.

## **ARTICLE VIII. INDEMNIFICATION**

8.1 Indemnification of the CONTRACTOR. The CORPORATION shall indemnify, defend, save, and hold the CONTRACTOR and its affiliates and all of their respective employees, members, managers, owners, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability (including reasonable attorney's fees and costs) that may arise out of, or by reason of operation of each charter school, performance of the Charter, employment of any employees performing services for the CORPORATION, any noncompliance by the CORPORATION with any agreements, covenants, warranties or undertakings of the CORPORATION contained in or made pursuant to this Agreement, and any misrepresentations or breach of the representations and warranties of the CORPORATION contained in or made pursuant to this Agreement. In addition, the CORPORATION shall pay as incurred and in advance of the final disposition of any proceeding all expenses legal expenses and other costs incurred by the CONTRACTOR in defense of any demand, claim, or suit for which indemnification may be available under this Section, without regard as to the CONTRACTOR's ultimate right to indemnification hereunder. The indemnification requirements of this Section 8.1 may be met by the purchase of insurance pursuant to Section 8.4.

8.2 Indemnification of the CORPORATION. The CONTRACTOR shall indemnify, defend, save, and hold the CORPORATION and all of its employees, officers, directors, subcontractors, and agents harmless against any and all claims, demands, suits or other forms of liability (including penalties equal to the total amount of employment taxes not collected or not accounted for and paid over as well as interest, penalties, and reasonable attorney's fees and costs, and sales and use taxes accrued) that may arise out of, or by reason of, any noncompliance by the CONTRACTOR with any agreements, covenants, warranties or undertakings contained in or made pursuant to this Agreement, and any misrepresentation or breach of the representations and warranties of the CONTRACTOR contained in or made pursuant to this Agreement. In addition, the CONTRACTOR will reimburse the CORPORATION for any and all legal expenses and costs associated with the defense of any such claim, demand or suit. The indemnification requirements of this Section 8.2 may be met by the purchase of insurance pursuant to this Section 8.4.

8.3 Limitations of Liabilities. The CORPORATION will assert all immunities, statutory limitations of liability, and other applicable defenses in connection with any claims arising from its operations and will not waive any immunities or limitations without the prior written consent of the CONTRACTOR.

8.4 Insurance Coverage. The CORPORATION shall maintain during the Term such policies of insurance as required by the Charter and applicable law. Each party shall, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this Article. Each party shall comply with any information or reporting requirements required by the other party's insurer(s), to the extent reasonably practicable.

8.4.1 Workers Compensation Insurance. Each party shall maintain workers' compensation insurance as required by law to cover their respective employees (if any) and shall provide the other party with a certificate or certificates of such insurance.

8.4.2 Automobile Insurance. Each party shall name the other party as an additional insured on its automobile insurance coverage. Each party shall provide the other party with a certificate evidencing such insurance and showing the other party as an additional insured.

8.4.3 Cancellation. Each insurance policy required herein shall provide for not less than ten (10) days written notice to the other party in the event of cancellation or material change of coverage. To the maximum extent permitted by its insurance policies, each party, for the benefit of the other party, waives any and all right of subrogation which might otherwise exist (and the certificate required herein shall indicate such waiver of subrogation).

## **ARTICLE IX. INTELLECTUAL PROPERTY**

9.1 “The CONTRACTOR’s Materials” means all curriculum, print and electronic textbooks, instructional materials, lesson plans, teacher guides, workbooks, tests, analysis, reports, procedures, or other information or materials that have been or will be authored, originated, discovered, and invented by or for the CONTRACTOR and of which the CONTRACTOR is deemed to be the author and originator. The Parties agree that the CONTRACTOR shall have and retain all right, title, and interest in and to the CONTRACTOR’s Materials and that the CONTRACTOR shall have all rights to apply for, register, obtain and own any and all copyrights, trademarks, service marks, trade names, patents and/or other exclusive proprietary registrations or forms of ownership. the CONTRACTOR retains the right to sell any of the CONTRACTOR’s Materials. In the event the CORPORATION is held, for any reasons, to have any right title, or interest in and to any of the CONTRACTOR’s materials, whether or not copyrighted or copyrightable, trademarked or registerable, patented or patentable, the CORPORATION hereby unconditional and irrevocably transfers and assigns such right, title, and interest in and to the CONTRACTOR as an essential part of the consideration for this Agreement. the CORPORATION further agrees that it shall, within five (5) days after receipt of a written request from the CONTRACTOR, execute a written instrument for the purpose of waiving its rights, if any to attribution for any of the CONTRACTOR’s Materials under Section 106A(a) of The Copyright Act of 1976 (17 USC Sec. 101, 1976) or any succeeding law.

9.2 Derivative Works. The Parties acknowledge that to the extent any materials created by the CORPORATION are derivative of the CONTRACTOR’s Materials, use of such derivative materials during the term is subject to the license granted herein, and the license to use such derivative materials shall cease as of the date of expiration or termination of this Agreement.

9.3 No transfer or Sale. The CORPORATION acknowledges and agrees that the CONTRACTOR is not transferring or selling, and the CORPORATION is not receiving, purchasing, or acquiring any intellectual property or proprietary rights in or to the CONTRACTOR’s Materials.

9.4 Licenses. The CONTRACTOR hereby grants to the CORPORATION a revocable, non-exclusive, non-transferable right to use the CONTRACTOR’s Materials and any materials created by the CORPORATION which are derivative of the CONTRACTOR’s Materials, solely in connection with the operation of each charter school for which the CONTRACTOR provides the Services under this Agreement (the “License”). This License shall terminate upon the termination of this Agreement. the CORPORATION represents and warrants that during the Term and following the expiration or termination of this Agreement, the CORPORATION will not exploit or assist any third party to exploit any of the CONTRACTOR’s Materials for commercial purposes. Subject to applicable law, the CORPORATION grants the CONTRACTOR a non-exclusive, irrevocable, worldwide, assignable right to use, distribute, modify and display any and

all the CORPORATION materials, solely related to educational purposes for the CORPORATION, in any and all media now known or hereafter developed.

9.5 “Confidential Information” means any confidential and proprietary information owned by the other party, including, without limitation, information about the business affairs, finances, methods of operation, trade secrets, designs, processes, techniques, research, or other proprietary information. Each party agrees not to disclose to any third-party, whether directly or indirectly, confidential or proprietary information without the written permission of the other party, except as required by either party’s responsibilities under this Agreement. After notice by one party or the termination of the Agreement, the other party must immediately return the confidential or proprietary information and comply with the instructions regarding the return or disposition of the confidential or proprietary information, including any copies or reproductions. This Section does not apply to information that: (a) is or becomes available to the general public other than as a result of disclosure by the receiving party; (b) becomes available to a party on a non-confidential basis from a source (other than the other party) which is not known by the receiving party to be in breach of any nondisclosure obligations; or (c) is independently developed by a party without reference to confidential information. If a receiving party believes that it is required by law to disclose confidential information, it shall provide notice to the disclosing party, to the greatest extent possible, prior to making such disclosure so as to allow the disclosing party to undertake action to prevent disclosure or otherwise obtain confidential treatment of such disclosure. The provisions of this Article IX shall survive the termination or expiration of this Agreement.

## **ARTICLE X. WARRANTIES AND REPRESENTATIONS**

10.1 Representations and Warranties of the CONTRACTOR. the CONTRACTOR hereby represents and warrants to the CORPORATION:

10.1.1 The CONTRACTOR is a duly organized corporation in good standing and is and will remain authorized to conduct business in the State of Arizona for the duration of the Term.

10.1.2 The CONTRACTOR has the authority under the Code and other applicable laws and regulations to execute, deliver, and perform in accordance with this Agreement, and to incur the obligations provided for under this Agreement. This Agreement has been duly authorized and executed by the CONTRACTOR and constitutes the legal and validly binding obligation of the CONTRACTOR, enforceable against the CONTRACTOR in accordance with its terms, except as such enforceability may be limited by bankruptcy, insolvency, reorganization, moratorium, fraudulent conveyance, and other laws of general applicability relating to or affecting creditors’ rights and general principles of equity.

10.1.3 The CONTRACTOR’s actions under this Agreement have been and will be duly and validly authorized, and it will adopt any and all further resolutions or expenditure approvals required for execution of this Agreement.

10.1.4 The CONTRACTOR agrees to comply with any terms and conditions imposed by the Charter or each charter school authorizer.

10.1.5 The CONTRACTOR agrees to comply with all applicable laws, regulations, the Code, Board policies, charter school authorizer policies, the Charter or other regulatory authority in carrying out its responsibilities under this Agreement

10.1.6 The CONTRACTOR will use its best efforts to ensure that the educational program complies with and will continue to comply with the Charter, the Code, and other applicable laws and regulations.

10.1.7 The CONTRACTOR possesses the knowledge, skill, and experience necessary to perform the Services and will do so with a reasonable degree of quality and attention to detail, and in a timely matter.

10.1.8 The CONTRACTOR agrees not to claim any depreciation or amortization deductions, tax credits or rent deductions, with respect to any facility owned or occupied by the CORPORATION that is financed by tax-exempt bonds.

10.2 Disclaimer of Warranty. The CONTRACTOR makes no express or implied warranties as to any matter whatsoever with regard to any equipment, materials, or supplies purchased on or behalf of or for use at the CORPORATION, including without limitation, the condition of any such item, its merchantability or fitness for any particular purpose. Notwithstanding the foregoing, the CONTRACTOR shall enforce any existing manufacturer warranties on all equipment, materials, or supplies purchased on behalf of or for the use of the CORPORATION.

10.3 Representations and Warranties of the CORPORATION. The CORPORATION hereby represents and warrants to the CONTRACTOR:

10.3.1 The CORPORATION is a duly organized and validly existing North Carolina non-profit corporation in good standing, and is, and will remain authorized to conduct business in the State of North Carolina for the duration of the Term.

10.3.2 It is anticipated that the Charter authorizer (i) authorizes the CORPORATION to operate a charter school in North Carolina and receive per pupil revenue; and (ii) approves the education program and other activities implemented by the CORPORATION.

10.3.3 The CORPORATION has the authority under the Code and other applicable laws and regulations to contract with a private entity to perform the Services.

10.3.4 The Board warrants that its actions have been duly and validly authorized, and that it will adopt any and all resolutions required for execution of this Agreement.

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

10.5 Dispute Resolution. In the event of a dispute, controversy or claim arising out of or relating in any way to the Agreement, the Parties shall have any and all remedies available to it

under the terms of this Agreement or provided at law or equity, including, without limitation, the right of injunctive relief, the right to damages, including exemplary damages, as provided by law, and the right to liquidated damages set-off or forfeiture. Except in the instance where injunctive relief or other actions in equity are sought, the following shall govern disputes under this Agreement;

10.5.1 The aggrieved party shall first provide written notice of any claim arising out of this Agreement to the other party. The notice shall include a specific description of the party's claim and a request for relief.

10.5.2 In the event that the other party fails to respond satisfactorily to the written notice within fifteen (15) days after it is received, the Parties shall mediate their dispute by selecting an independent, third-party mediator acceptable to both parties and meeting with that mediator in Johnston County, North Carolina in a good faith attempt to resolve their differences.

10.5.3 The Parties agree to evenly split all costs and fees charged by the mediator and, so long as the process described herein is followed without resort to the state or federal courts, each party shall bear its own attorney fees and costs.

**ARTICLE XI.  
MISCELLANEOUS**

11.1 Sole Agreement. This Agreement, and the Exhibits hereto, supersedes and replaces any and all prior agreements and understandings, written or oral, between the CORPORATION and the CONTRACTOR regarding the subject matter contained herein.

11.2 Force Majeure. Notwithstanding any other section of this Agreement, neither party will be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, terrorism, embargo, fire, flood, explosion, sabotage, labor strike or other acts beyond its reasonable control.

11.3 Governing Law. The laws of the State of North Carolina will govern this Agreement, its construction, and the determination of any rights, duties and remedies of the Parties arising out of or relating to this Agreement.

11.4 Counterparts. This Agreement may be executed in counterparts, each of which will be deemed an original, but both of which will constitute one and the same instrument.

11.5 Official Notices. All notices and other communications required by the terms of this Agreement will be in writing and sent to the Parties hereto at the addresses set forth below (and such addresses may be changed upon proper notice to such addressees). Notice may be given by: (i) certified or registered mail, postage prepaid, returns receipt requested, (ii) electronic transmission (e-mail), or (iii) personal delivery. Notice will be deemed to have been given three days after mailing or on the date of personal delivery or on the date of the electronic transmission if on a business day during normal business hours (or, if not, the first business day thereafter). The addresses of the Parties are:

**TO: The CORPORATION**

American Leadership Academy, North  
Carolina  
ATTN: Chris Millis, Vice Chair  
Board of Directors  
10320 Durant Rd.  
Raleigh, NC 27614  
chris.millis@alascchools.org

**TO: The CONTRACTOR**

CHARTER ONE, LLC  
ATTN: William Guttery, CEO  
6913 E Rembrandt Ave, Suite 1  
Mesa, AZ 85212  
bill@charter.one

11.6 Assignment. This Agreement may not be assigned by the CONTRACTOR without the consent of the CORPORATION, which consent shall not be unreasonably withheld, and the State Board of Education.

11.7 Amendment. This Agreement may not be altered, amended, modified, or supplemented except in a written document approved by the Board and signed by authorized officers of both the CORPORATION and the CONTRACTOR.

11.8 Waiver. No waiver of any provision of this Agreement will be deemed to be or will constitute a waiver of any other provision, nor will such waiver constitute a continuing waiver unless otherwise expressly stated.

11.9 Severability. The invalidity of any of the covenants, phrases, or clauses in this Agreement will not affect the remaining portions of this Agreement, and this Agreement will be construed as if such invalid covenant, phrase, or clause had not been contained in this Agreement. To the extent that any of the services to be provided by the CONTRACTOR are found to be an invalid delegation of authority by the CORPORATION, such Services will be construed to be limited to the extent necessary to make the Services valid and binding.

11.10 Successors and Assigns. Except as limited by Section 11.6 above, this Agreement will be binding upon, and inure to the benefit of, the Parties and their respective successors and assigns.

11.11 No Third-Party Rights. This Agreement is made for the sole benefit of the CORPORATION and the CONTRACTOR, and their successors and assigns. Except as otherwise expressly provided, nothing in this Agreement will create or be deemed to create a relationship between the Parties to this Agreement, or either of them, and any third person, including a relationship in the nature of a third-party beneficiary or fiduciary.

11.12 Survival of Termination. Sections 8, 9, 10, 11.3, 11.12, 11.13, and 11.17 of this Agreement shall survive termination of this Agreement.

11.13 Binding Effect. This Agreement shall be binding upon and inure to the benefit of the Parties and their respective heirs, executors, administrators, personal representatives, successors, and assigns.

11.14 Adequate Consideration. Each party hereto acknowledges that consideration for this Agreement consists only of the terms set forth in this Agreement, and agree that such consideration is fair, adequate, and reasonable.

11.15 Independent Counsel. Each party to this Agreement acknowledges that it has had the benefit of advice of competent legal counsel or the opportunity to retain such counsel with respect to its decision to enter into this Agreement. The signatures affixed to this Agreement represent that the Parties are entering into this Agreement freely and without coercion by any other party or non-party hereto.

11.16 Indebtedness. No indebtedness of any kind incurred or created by each charter

school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of each charter school shall involve or be secured by the faith, credit, or taxing power of the State or its political subdivisions.

11.17 Non-Disparagement. The Parties agree not to make any disparaging statements or representations, either directly or indirectly, whether orally or in writing, by word or gesture, to any person whatsoever, about the other party, unless required to do so by legal process. For purposes of this paragraph, a disparaging statement or representation is any communication which, if publicized to another, would cause or tend to cause the recipient of the communication to question the business condition, integrity, competence, good character or product quality of the person or entity to whom the communication relates.

*[Remainder of Page Intentionally Left Blank]*

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

**the CHARTER ONE, LLC,  
an Arizona limited liability company**

*William R. Guttery*

*William R. Guttery*  
\_\_\_\_\_

Name:

Title: Managing Member

**American Leadership Academy, North Carolina,  
a North Carolina Non-Profit Corporation**

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

Title: Vice Chair, Board of Directors

**EXHIBIT A**  
**OPERATIONAL, ACADEMIC, FINANCIAL, AND COMPLIANCE SERVICES**

The CONTRACTOR will provide the following Services (Operational Services, Academic Services, Financial Services, and Compliance Services) to the CORPORATION:

**Operational Services**

Site Management. Subject to the CONTRACTOR's right to restructure its management and staff, in its sole and absolute discretion, the typical site management at a school will include:

- Overall management of each charter school's academic program by the Director, Assistant Director, and Chief Academic Officer.
- Overall management of the school sites by a Director and Assistant Director.
- Overall management of each charter school's physical plant and day to day operations by the Chief Executive Officer.

Technology and IT Services

- Design overall technology and IT system and strategy
- Assure alignment of technology purchases with technology strategy
- Provide staff training on technology and IT systems
- Design overall data collection system, select and/or create database systems and security systems, and assure compatibility
- Manage IT staff at all school sites
- Conduct research on future growth of technology, IT services, and equipment; and implement changes and improvements
- Design, host, and maintain a website for the CORPORATION, which shall include the CORPORATION related announcements, Board, donations section, calendar, and any additional information deemed necessary by either party.

*Costs and expenses of the IT services provided at each charter school site either by contract or by the CONTRACTOR employees and other direct costs related to technology and IT systems (e.g. computer and other technology repairs, software installation, internet connection maintenance, etc.) are not included in the Fee and shall be paid for pursuant to the Board approved budget.*

Grants and Fund Raising

- Identify relevant grant opportunities
- Write and administer all grants
- Manage fund raising for the CORPORATION
- Manage fund raising for special projects and needs
- Contract with outside fundraisers and/or provide fundraising staff at each charter school as required

*Costs and expenses for (i) services provided by outside fundraisers; (ii) expenses for fundraising staff at each charter schools; and (iii) fundraising costs including, but not limited to, the costs of*

*printing brochures, hosting events and travel, are not included in the Fee and shall be paid from the CORPORATION funds pursuant to the Board approved budget.*

#### Maintenance

- Coordinate and supervise building maintenance and repair
- Overall management of maintenance staff, including grounds and custodial staff

*Costs and expenses related to contracting for building and asset maintenance and repair are not included in the Fee and shall be paid for pursuant to the Board approved budget.*

#### Public Relations and Marketing

- Develop public relations strategies for each charter schools
- Prepare and distribute press releases for the CORPORATION
- Conduct regular outreach efforts for the CORPORATION
- Engage firms for PR or marketing services as required
- Oversee the development of a coherent brand identity for the CORPORATION and an effective marketing plan to promote ongoing enrollment. Such work may include the use of internet, social media, public announcement, print and email advertising.

*Costs and expenses for services provided by PR firms are not included in the Fee and shall be paid pursuant to the Board approved budget.*

#### Health Services

- Assist the CORPORATION in identifying and supporting the health-related needs of all enrolled students
- Disseminate, update, and maintain a health services handbook for all appropriate personnel
- Design and deliver comprehensive health-related training for health services staff in order to assist the CORPORATION in remaining in compliance with state and federal regulations regarding student health
- Assist the CORPORATION in complying with local, state and federal reporting requirements and student care
- the CONTRACTOR shall periodically audit the CORPORATION to validate alignment with the policies and procedures recommended by the CONTRACTOR
- Assist the CORPORATION in complying with requirements related to immunizations, vision/hearing screening, health action plans, crisis response procedures, and mandatory reporting of child abuse or neglect

#### Other

- Maintain and update the CORPORATION's corporate files
- Provide support for Board meetings, as required
- Prepare state required annual reports and annual reports for each charter school authorizer
- Propose school calendars that meet state requirements for Board approval

- Provide time (bell) schedules for all charter schools
- Prepare and provide the Board with status reports on the CORPORATION's operational performance in relation to the most recent NC Charter School Performance Framework at least quarterly or upon seven (7) days' written request by the CORPORATION.
- Select and engage attorneys, to be paid for by the CORPORATION, to provide services to the CORPORATION in connection with the operation of each charter school or its performance of the Charter
- Manage and oversee food services

### Mission Statement

- Assist the Board in implementing and maintaining the CORPORATION's mission statement. Any changes to the mission statement shall be subject to the review and approval of the Board and the North Carolina State Board of Education.

### Academic Services

#### Enrollment and Enrollment Maintenance

- Manage and oversee operations related to: student application process, enrollment, registration, wait-list, application lottery management, withdrawals, attendance, and student records
- Create manuals and time lines for policies and procedures and staff training related to the application process, enrollment, registration, wait-list management, withdrawals, attendance, retention and student records
- Conduct market analysis (demand for each charter school's services)
- Conduct student retention analysis
- Prepare periodic enrollment reports for the Board
- PowerSchool student data

#### PowerSchool (NC Student Information System)

- Contract with database system providers, update and solve database problems
- Conduct data entry training for site staff
- Supervise data entry
- Supervise data uploads
- Supervise PowerSchool legal compliance

*Costs and expenses related to contracting for database systems, maintenance, and repair are not included in the Fee and shall be paid pursuant to the Board approved budget.*

### Curriculum

- Design and publish policies and procedures related to Board approved middle school grade promotion and high school graduation requirements
- Design and administer each charter school's internal syllabi audit system (the audit

system includes the curriculum alignment with NC standards), manage the system, and supervise the process of the CORPORATION course audits

- Design and manage each charter school's student and school progress assessment system, manage the system, and train the teachers and administrators to use the system
- Supervise the administration of required NC assessments
- Curriculum will be paid for by the CORPORATION, and the CONTRACTOR will manage the implementation of the curriculum.

*Costs and expenses related to external tests for students including but not limited to PSAT, ACT, EOCs, EOGs, SAT, AP exams, and the costs of external training related to these exams, are not included in the Fee, and shall be paid pursuant to the Board approved budget.*

### **Academic/Human Resources Services**

#### **Teachers**

- Conduct teacher recruiting
- Background checks on teachers, all employees, third party personnel, and volunteers
- Conduct in house teacher training programs in subject content, classroom management, assessment design, developmental psychology, and federal and NC compliance, including special education compliance
- Arrange training by outside experts and coordinate off site individual teacher training and professional development activities
- Plan instructional staffing levels
- Target 50% teacher certification
- Conduct regular teacher evaluations
- Supervision of teachers by Charter School Director

#### **Policies and Procedures**

- Draft policy and procedure manuals, forms (including teacher offer letters, applications, enrollment and similar forms, policies, and procedures for all aspects of school operations) and management procedures for Board approval.

#### **Professional Development and Training**

- Oversee the design and delivery of training in its methods, curriculum, program, and technology to all teaching personnel on a regular basis. Instructional personnel shall receive at least the minimum hours of professional development required by applicable laws. Non-instructional personnel shall receive such training as the CONTRACTOR determines reasonable and necessary. Such training and development shall be consistent with the guidelines released by the state.

#### **Exceptional Children Services ("EC")**

- Assist the CORPORATION in understanding state and federal EC laws
- Create and recommend policies and procedures for Board approval and supervise operations related to: identifying and providing services to students with special needs in compliance with federal and state laws and regulations, including required reporting.

- Create and recommend EC policies and procedures
- Supervise operations related to identifying and providing educational services to EC
- Recruit and supervise licensed EC staff at all school sites
- Supervise data collection and provide relevant data for state monitoring and EC audits
- Identify and provide educational services to students with special needs, in compliance with federal and NC laws and regulations, including state required reporting
- Find, contract, and supervise licensed SPED staff at all school sites
- Supervise data collection and provide relevant data for monitoring and Exceptional Student Services (EC) audits
- Provide, develop, maintain, and enhance policies, procedures, curricula, curriculum maps, pacing guides, and a specialized program of instruction in accordance with applicable law and evidence-based best practices, to be used to educate students

*Costs and expenses related to resources provided to EC Students and EC services are not included in the Fee and shall be paid pursuant to the Board approved budget.*

#### Section 504 of the Rehabilitation Act of 1973 and Subsequent Amendments

- Assist the CORPORATION in understanding state and federal laws relating to Section 504, and suggest policies and procedures to the Board that will assist the CORPORATION in complying with such laws.

#### Complaint Resolution

- Offer assistance and guidance related to formal complaints filed against the CORPORATION and the CONTRACTOR concerning the schools, including, but not limited to, complaints filed with the Office of Civil Rights, the Department of Justice, the state, each charter school authorizer, the Equal Employment Opportunity Commission, Occupational Safety and Health Administration, the Department of Labor, the Office of Administrative Hearings, and other such agencies. the CONTRACTOR shall notify the CORPORATION, in writing, of any additional costs or expenses determined to be necessary to provide these complaint resolution service, and the CORPORATION shall approve the same prior to the CONTRACTOR providing such services.
- The CONTRACTOR shall immediately notify the CORPORATION of any of all notices or complaints from Office of Civil Rights, the Department of Justice, the state, each charter school authorizer, the Equal Employment Opportunity Commission, Occupational Safety and Health Administration, the Department of Labor, the Office of Administrative Hearings, the Internal Revenue Service, any law enforcement agency, or other such agencies.

#### Other

Prepare and provide the Board with status reports on the CORPORATION's status on academic performance in relation to the most recent NC Charter School Performance Framework at least quarterly or upon seven (7) days' written request by the CORPORATION.

#### Financial Services

- Prepare, for the Board's consideration and vote, a proposed budget each year for presentation to the Board at a Board meeting at a time and date selected and scheduled by the Board. Authority to approve a budget shall ultimately remain with the Board.
- Prepare and deliver to the Board reports which shall include an accounting and detailed statements of all revenues received, from whatever source, with respect to the CORPORATION; detailed statements of all expenses, including an accounting of all expenditures for services rendered to, or on behalf of, the CORPORATION by the CONTRACTOR, whether incurred on-site or off- site; and reports on the CORPORATION's status on the financial performance in relation to the most recent NC Charter School Performance Framework. Such financial reports shall be provided to the CORPORATION at least quarterly or upon seven (7) days' written request by the CORPORATION.
- Prepare such other financial statements as required by and in compliance with the Charter, North Carolina Law, the Code, and other applicable state and federal laws and regulations, including such documentation and support as needed by the CORPORATION during an annual audit of the CORPORATION's financial statements by an independent certified public accountant retained by the CORPORATION. The cost of the audit shall be the responsibility of the CORPORATION, as provided for in the budget.
- Prepare such other reports on the finances and operation of the CORPORATION as requested or required by the state, the Board, or each charter school authorizer.
- Provide advice regarding contracts including, but not limited to facilities, curriculum, and purchase and sales agreements. In addition, the CONTRACTOR shall provide advice related to forecasting of future fiscal needs for the CORPORATION.
- Maintain all vendor files and make available upon request to the Board
- Coordinate, lead, and otherwise conduct negotiations with vendors or other third parties at the written direction of the Board.
- Dispense payroll expenses and any other expenses as authorized in advance by the CORPORATION in writing. the CORPORATION may authorize in writing one or more the CORPORATION Employees to dispense payment for expenses; such authority shall be subject to the limitations set forth by the CORPORATION.
- Coordinate the preparation and filing of all necessary tax returns for the CORPORATION by an accountant with expertise in tax filings for tax-exempt charter schools. The Board will be required to contract with an independent auditor for this service. The Board shall have a direct contractual relationship with the auditor for consultation, review, approval, and for all matters related to the audit. the CONTRACTOR shall ensure the CORPORATION's Board has an opportunity to review and approve the CORPORATION's Form 990 prior to filing.
- Manage accounts payable and accounts receivable, including:

- Management and supervision of all accounts payable and the CORPORATION's bank account and lines of credit, including the direct payment of the CORPORATION's bills and expenses by the CONTRACTOR on behalf of the CORPORATION from the CORPORATION's bank accounts.
- The CORPORATION shall reimburse shall pay expenses for the operation of each charter school, including, but not limited to, all expenses included in the Annual Budget, through either of two methods, as determined by the CONTRACTOR: (1) such expenses may initially be paid by the CONTRACTOR and invoiced to the CORPORATION for reimbursement to the CONTRACTOR ("Pass Through Expenses"); or (2) the CONTRACTOR may pay such expenses directly from the CORPORATION's bank accounts ("Direct Expenses"). All Pass Through Expenses and Direct Expenses are in addition to the Fee but shall not exceed the Board approved budget without prior Board approval. Direct Expenses shall be authorized and permitted for any of the CORPORATION's ordinary and recurring operating expenses, including without limitation, utility bills, the CORPORATION Employees' salaries, supplies, building maintenance and repair, equipment maintenance and repair.

### Compliance Services

The CONTRACTOR shall manage compliance in all areas delegated to it under this Agreement, and may refer matters to outside counsel for the CORPORATION as appropriate, including but not limited to, the following:

- All aspects of the Charter.
- Local, state and federal reporting requirements and student care including requirements related to immunizations, vision/hearing screening, health action plans, crisis response procedures, and mandatory reporting of child abuse or neglect
- Federal, state, and local labor and employment laws applicable to the CORPORATION Employees, including but not limited to, the Immigration Reform and Control Act of 1986; the Internal Revenue Code ("Code"); the Employee Retirement Income Security Act ("ERISA"); the Health Insurance Portability and Accountability Act ("HIPAA"); the Family Medical Leave Act; Title VII of the Civil Rights Act of 1964; the Americans with Disabilities Act; the Fair Labor Standards Act; the Consolidated Omnibus Budget Reconciliation Act ("COBRA"); the Uniformed Services Employment and Reemployment Rights Act of 1994; and, as set forth in subparagraph 3.1.3.7.5 below, the Patient Protection and Affordable Care Act ("ACA").
- All provisions of the ACA applicable to the CORPORATION Employees, including the employer shared responsibility provisions relating to the offer of "minimum essential coverage" to "full- time" employees (as those terms are defined in Code §4980H and related regulations) and the applicable employer information reporting provisions under Code §6055 and §6056 and related regulations.
- Power School legal compliance.

Date of this notice: 04-18-2022

Employer Identification Number:  
88-1814652

Form: SS-4

Number of this notice: CP 575 A

AMERICAN LEADERSHIP ACADEMY NORTH  
CAROLINA  
ALA NORTH CAROLINA  
14111 CAPITAL BLVD  
WAKE FOREST, NC 27587

For assistance you may call us at:  
1-800-829-4933

IF YOU WRITE, ATTACH THE  
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 88-1814652. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

Taxpayers request an EIN for their business. Some taxpayers receive CP575 notices when another person has stolen their identity and are opening a business using their information. If you did **not** apply for this EIN, please contact us at the phone number or address listed on the top of this notice.

When filing tax documents, making payments, or replying to any related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear-off stub and return it to us.

Based on the information received from you or your representative, you must file the following forms by the dates shown.

Form 1120

09/15/2022

If you have questions about the forms or the due dates shown, you can call us at the phone number or write to us at the address shown at the top of this notice. If you need help in determining your annual accounting period (tax year), see Publication 538, *Accounting Periods and Methods*.

We assigned you a tax classification (corporation, partnership, etc.) based on information obtained from you or your representative. It is not a legal determination of your tax classification, and is not binding on the IRS. If you want a legal determination of your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2020-1, 2020-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue). Note: Certain tax classification elections can be requested by filing Form 8832, *Entity Classification Election*. See Form 8832 and its instructions for additional information.

IMPORTANT INFORMATION FOR S CORPORATION ELECTION:

If you intend to elect to file your return as a small business corporation, an election to file a Form 1120-S, U.S. Income Tax Return for an S Corporation, must be made within certain timeframes and the corporation must meet certain tests. All of this information is included in the instructions for Form 2553, Election by a Small Business Corporation.

If you are required to deposit for employment taxes (Forms 941, 943, 940, 944, 945, CT-1, or 1042), excise taxes (Form 720), or income taxes (Form 1120), you will receive a Welcome Package shortly, which includes instructions for making your deposits electronically through the Electronic Federal Tax Payment System (EFTPS). A Personal Identification Number (PIN) for EFTPS will also be sent to you under separate cover. Please activate the PIN once you receive it, even if you have requested the services of a tax professional or representative. For more information about EFTPS, refer to Publication 966, *Electronic Choices to Pay All Your Federal Taxes*. If you need to make a deposit immediately, you will need to make arrangements with your Financial Institution to complete a wire transfer.

The IRS is committed to helping all taxpayers comply with their tax filing obligations. If you need help completing your returns or meeting your tax obligations, Authorized e-file Providers, such as Reporting Agents or other payroll service providers, are available to assist you. Visit [www.irs.gov/mefbusproviders](http://www.irs.gov/mefbusproviders) for a list of companies that offer IRS e-file for business products and services.

**IMPORTANT REMINDERS:**

- \* Keep a copy of this notice in your permanent records. This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you. You may give a copy of this document to anyone asking for proof of your EIN.
- \* Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.
- \* Refer to this EIN on your tax-related correspondence and documents.
- \* Provide future officers of your organization with a copy of this notice.

Your name control associated with this EIN is AMER. You will need to provide this information along with your EIN, if you file your returns electronically.

Safeguard your EIN by referring to Publication 4557, *Safeguarding Taxpayer Data: A Guide for Your Business*.

You can get any of the forms or publications mentioned in this letter by visiting our website at [www.irs.gov/forms-pubs](http://www.irs.gov/forms-pubs) or by calling 800-TAX-FORM (800-829-3676).

If you have questions about your EIN, you can contact us at the phone number or address listed at the top of this notice. If you write, please tear off the stub at the bottom of this notice and include it with your letter.

Thank you for your cooperation.





1628 North Higley Rd.  
Gilbert, AZ 85234  
480-641-1100  
[www.firstintbank.com](http://www.firstintbank.com)

April 7, 2022

To whom it may concern:

Charter One, LLC is a valued customer of First International Bank & Trust. Charter One, LLC has deposit accounts and a loan with our institution that are in good standing and have been since the start of our relationship. We have gathered financial information from them, including tax returns, financial statements, and credit reports that show they are financially sound.

First International Bank & Trust has been in business for over 110 years, and aims to build long-term relationships with our customers. We are looking forward to maintaining a long-term banking relationship with Charter One, LLC. Please do not hesitate to contact me directly with any questions.

Thank you,

*Kayla Harris*

Kayla Harris  
Treasury Management Ops  
Direct: (480) 751-2743  
[kharris@fibt.com](mailto:kharris@fibt.com)

Kindergarten Curriculum Map			
Week	Text	Focus Questions	Optional
Notes			
<b>Quarter 1</b>			
1	<p><b>ELA: CKLA Skills</b>                      Routines &amp; Procedures, routines &amp; procedures, and routines &amp; procedures                      U1, L1: Awareness of Noises; Prewriting Skills .                      U1, L2: Awareness of Noises; Prewriting Skills: Vertical Line                      U1, L3: Awareness of Noises; Prewriting Skills                      U1, L4: Awareness of Noises; Prewriting Skills: Horizontal Line; Blending Pretest</p>	<p><b>Q1 Standards Assessed:</b>                      RF.1a, RF.2a,                      RF.2c (blending only), RF.3c (see SM breakdown)                      WF.1a (letters from U1 &amp; U2), WF.1b (letters from U1 &amp; U2), WF.3d (see SM breakdown)</p>	
	<p><b>ELA: CKLA Domain 1: Nursery Rhymes and Fables</b>                      Culture Week Activities                      Culture Week Activities                      L1a "Roses are Red"                      L1g "Ring Around the Rosie"                      Do not take time to memorize the Nursery Rhymes.                      L2a "Rain, Rain, Go Away"                      L2b "It's Raining, It's Pouring" &amp; Saying and Phrases: It's Raining Cats and Dogs                       L3a "Jack Be Nimble"                      L3b "Little Jack Horner"</p>	<p><b>Q1 Standards Assessed:</b>                      RL.1, RL.2, RL.3 (characters only), RL.5 (storybook only), RL.7</p> <p>1. What happened in the poem? Describe events in a proper sequence. Use a flow map.                       2. What are the similarities and differences between two nursery rhymes (choose between one realistic poem and one</p>	<p>L1b Multiple Meaning Word Activity: Ring                      L1b On Stage   <b>Do not do L2b:</b> Recitation of Nursery Rhymes Recitations should not take up instructional time.                       L3a Extension: On Stage                      L3b Extension: On Stage  <b>Do not do L3b:</b> Recitation of Nursery Rhymes</p>
2	<p><b>ELA: CKLA Skills</b>                      U1, L5: Awareness of Noises and Words; Prewriting Skills: Circle                      U1, L6: Awareness of Noises and Words; Prewriting Skills: Writing Strokes Pretest                      U1, L7: Awareness of Noises and Words; Prewriting Skills: Diagonal Line                      U1, L8: Awareness of Noises and Words; Prewriting Skills: Square                      U1, L9: Awareness of Words; Prewriting Skills: Triangle</p>	<p><b>Q1 Standards Assessed:</b>                      RF.1a, RF.2a,                      RF.2c (blending only), RF.3c (see SM breakdown)                      WF.1a (letters from U1 &amp; U2), WF.1b (letters from U1 &amp; U2), WF.3d (see SM breakdown)</p>	
	<p><b>ELA: CKLA Domain 1: Nursery Rhymes and Fables</b>                      L4a "Jack and Jill"                      L4b "Little Miss Muffet"                      L5a "This Little Pig Went to Market"                      L5b "One, Two, Buckly My Shoe"                      Flex/Catchup                      L6a "Star Light, Star Bright"                      L6b "Twinkle, Twinkle Little Star"                      Pausing Point</p>	<p><b>Q1 Standards Assessed:</b>                      RL.1, RL.2, RL.3 (characters only), RL.5 (storybook only), RL.7</p> <p>1. How does this poem relate to your personal life? (Text to Self Connection)                       2. How are the characters in the nursery rhyme similar and different? (Compare and</p>	<p><b>Do not do L6b:</b> Recitation of Nursery Rhymes   <b>Do not do Nursery Rhyme Recitation Assessment</b></p>
3	<p><b>ELA: CKLA Skills</b>                      U1, L10: Awareness of Words; Prewriting Skills; Unit 1 Assessment                      Pausing Point: Teacher Choice - 1st Step of Remediation - Intervene with any skill needed. You may want to do some small group work with only the struggling students.                      U2, L1: Sound and Word Blending; Prewriting Skills: Cup</p>	<p><b>Q1 Standards Assessed:</b>                      RF.1a, RF.2a,                      RF.2c (blending only), RF.3c (see SM breakdown)                      WF.1a (letters from U1 &amp; U2), WF.1b (letters from U1 &amp; U2),</p>	

	<p>U2, L2: Sound Blending; Hearing Initial Sounds; Prewriting Skills: Hump                  U2, L3: Sound and Word Blending; Prewriting Skills: Zigzag</p> <p><b>ELA: CKLA Domain 1: Nursery Rhymes and Fables</b>                  L7a "Hickory, Dickory, Dock"                  L7b "Diddle, Diddle Dumpling"                  L8a "Little Bo Peep"                  L8b "Little Boy Blue"                  L9a "Baa, Baa, Black Sheep"                  L9b "Humpty Dumpty"                  L10a "The Lion and the Mouse"                  L10b Extension: Image Review                  L11a "The Dog and His Reflection"  <b>L11b: Extension: Assessment - Sequencing: Beginning, Middle, and End (11B-1)</b></p>	<p>WF.3d (see SM breakdown)</p>	<p><b>Q1 Standards Assessed:</b>                  RL.1, RL.2, RL.3 (characters only),                  RL.5 (storybook only), RL.7</p> <p>1. What predictions do you have about the text? Where you accurate in your predictions?                   2. What is the moral of the fable?</p>	<p><b>Do not do L8b:</b> Recitation of Nursery Rhymes</p> <p>L9a Extension: On stage                  L10b Extension: On Stage</p>
4	<p><b>ELA: CKLA Skills</b>                  U2, L4: Sound Blending; Hearing Initial Sounds; Prewriting Skills: Wavy Line                  U2, L5: Sound Blending; Hearing Initial Sounds; Prewriting Skills: Spiral                  U2, L6: Sound Blending; Hearing Initial Sounds; Prewriting Skills: X, +                  U2, L7: Sound Blending; Hearing Initial Sounds; Prewriting Skills: Loop                  U2, L8: Sound Blending; Hearing Initial Sounds; Prewriting Skills: Cane</p> <p><b>ELA: CKLA Domain 1: Nursery Rhymes and Fables</b>                  L12a; The Hare and the Tortoise                  L12b Syntactic Awareness Activity: Sentence Builder                  L12b Vocabulary Instructional Activity: Race                  Hex/Catchup                  Domain Review: Teacher Choice</p> <p><b>Domain Assessment: Part 1, 2, &amp; 3</b>                  Domain Culminating Activities: Teacher Choice</p>	<p><b>Q1 Standards Assessed:</b>                  RF.1a, RF.2a,                  RF.2c (blending only), RF.3c (see SM breakdown)                  WF.1a (letters from U1 &amp; U2), WF.1b (letters from U1 &amp; U2),</p> <p><b>Q1 Standards Assessed:</b>                  RL.1, RL.2, RL.3 (characters only),                  RL.5 (storybook only), RL.7</p> <p>1. How are the characters in the nursery rhyme similar and different? (Compare and contrast using a Venn Diagram of two or three characters</p>	<p>L12b Multiple Meaning Word Activity: Break</p> <p><b>**Domain-Related Trade Book (**Options from your CK Scholastic Library are: My First Action Rhymes, Itsy, Bitsy, Spider, and/or Five Little Monkeys Jumping on the Bed)</b></p>	
5	<p><b>ELA: CKLA Skills</b>                  U2, L9: Sound Blending; Prewriting Skills: Hook                  U2, L10: Sound Blending; Prewriting Skills; Student Performance Task Assessment                  Pausing Point: Teacher Choice                  U3, L1: Sound /m/ Spelled 'm'</p> <p><b>ELA: CKLA Domain 2: The Five Senses</b>                  L1a "My Senses Are Amazing"                  L1b No required Extension L2a                  "The Sense of Sight"                  L2b Extension: Sayings and Phrases: Look Before You Leap                  L3a "The Sense of Hearing"                  L3b <b>Extension: Assessment - Loud and Soft Sounds (3B-1)</b>                  L4a "The Sense of Smell"                  L4b Extension: Saying and Phrases: "Better Safe Than Sorry"                  L4b Extension: Pleasant and Unpleasant Odors T-Chart</p>	<p><b>Q1 Standards Assessed:</b>                  RF.1a, RF.2a,                  RF.2c (blending only), RF.3c (see SM breakdown)                  WF.1a (letters from U1 &amp; U2), WF.1b (letters from U1 &amp; U2),</p> <p><b>Q1 Standards Assessed:</b>                  RL.1, RL.2, RL.3 (characters only),                  RL.5 (storybook only), RL.7</p> <p>1. How do our senses affect the world around us?                   2. What are the key points from the text?</p>	<p>L1b Connections                  L1b Above and Beyond (1B-1)                  L2b Vocabulary Instructional Activity: Leap</p> <p>L3b Extension: Hush, Little Baby</p>	
6	<p><b>ELA: CKLA Skills</b>                  U3, L2: Sound /a/ Spelled 'a' .                  U3, L3: Sound /t/ Spelled 't'                  U3, L4: Sound /d/ Spelled 'd'</p>	<p><b>Q1 Standards Assessed:</b>                  RF.1a, RF.2a,                  RF.2c (blending only), RF.3c (see SM breakdown)</p>		

	<p>U3, L5: Review U3, L6: Sound /o/ Spelled 'o'</p> <p><b>ELA: CKLA Domain 2: The Five Senses</b> L5a "The Sense of Taste" L5b No Required Extension L6a "The Sense of Touch" L6b No Required Extension</p> <p><b>Prep for PTC: Goal Setting</b> Pausing Point: Teacher Choice <b>Required Assessment - Five Senses (PP-1)</b> L7a "Ray Charles" L7b Extension: A Timeline of Ray Charles's Life</p>	<p>WF.1a (letters from U1 &amp; U2), WF.1b (letters from U1 &amp; U2),</p> <p><b>Q1 Standards Assessed:</b> RL.1, RL.2, RL.3 (characters only), RL.5 (storybook only), RL.7</p> <p>1. How do our senses affect the world around us? 2. What are the key points from the text?</p>	<p>L5b Drawing the Read-Aloud: Gallery Walk L6b Multiple Meaning Word Activity: Skin L6b Syntactice Awareness Activity: Combining Ideas L6b Vocabulary Instructional Activity: Injury</p>
7	<p><b>ELA: CKLA Skills</b> U3, L7: Sound /k/ Spelled 'c' U3, L8: Sound /g/ Spelled 'g' U3, L9: Sound /i/ Spelled 'i' . U3, L10: Review U3, L11: Review and Student Performance Task Assessment .</p> <p><b>ELA: CKLA Domain 2: The Five Senses</b> L8a "Helen Keller" L8b Extension: A Timeline of Helen Keller's Life Domain Review: Teacher Choice</p> <p><b>Domain Assessment: Part 1, 2, &amp; 3</b> Domain Culminating Activities: Teacher Choice L1a Chicken Little <b>L1b Extension: Assessment - Sequencing: Beginning, Middle, and End (1B-1)</b></p>	<p><b>Q1 Standards Assessed:</b> RF.1a, RF.2a, RF.2c (blending only), RF.3c (see SM breakdown) WF.1a (letters from U1 &amp; U2), WF.1b (letters from U1 &amp; U2),</p> <p><b>Q1 Standards Assessed:</b> RL.1, RL.2, RL.3 (characters only), RL.5 (storybook only), RL.7</p> <p>1. How are the texts "Helen Keller" and "Ray Charles" similar and different? 1. What is the PLOT (identifying the beginning, middle and end of the story)?</p>	<p>**Domain-Related Trade Book (**Options from your CK Scholastic Library are: Sense Suspense, The Five Senses, You Can't Taste a Pickle With Your Ear, I Hear a Pickle)</p>
8	<p><b>ELA: CKLA Skills</b> U3, L12: Review and Student Performance Task Assessment . U3, L13: Review and Student Performance Task Assessment . U3, L14: Review and Student Performance Task Assessment . Pausing Point: Teacher Choice U4, L1: Sound /n/ Spelled 'n'</p> <p><b>ELA: CKLA Domain 3: Stories</b> L2a The Three Little Pigs <b>L2b Extension: Assessment - Sequencing Events in the Story (2B-1)</b> <b>Flex/Catchup</b> L3a The Three Billy Goats Gruff L3b Extension: Character, Setting, and Plot L3b Multiple Meaning Word Activity: Cross L4a The Wolf and the Seven Little Kids <b>L4b Extension: Assessment - Sequencing Events in the Story (4B-1)</b></p> <p>L5a "The Bremen Town Musicians" L5b Extension: Two-Column Chart (Things animals do/don't really do)</p>	<p><b>Q1 Standards Assessed:</b> RF.1a, RF.2a, RF.2c (blending only), RF.3c (see SM breakdown) WF.1a (letters from U1 &amp; U2), WF.1b (letters from U1 &amp; U2),</p> <p><b>Q1 Standards Assessed:</b> RL.1, RL.2, RL.3 (characters only), RL.5 (storybook only), RL.7</p> <p>1. What is your favorite character? Draw a picture to present your opinion. Must include details to support this choice of character.</p>	<p>L4b Extension: **Domain-Related Trade Book (**Options from your CK Scholastic Library are: The Lion and the Mouse, Goldilocks and the Three Bears, Goldilocks and the Three Dinosaurs. The Three Bears, Red Riding Hood, The Tortoise and the Hare, and My Lucky Day) L5b Multiple Meaning Word Activity: Play</p>
9	<p><b>ELA: CKLA Skills</b></p>	<p><b>Q1 Standards Assessed:</b></p>	

	<p>U4, L2: Sound /h/ Spelled 'h'                  U4, L3: Sound /s/ Spelled 's'                  U4, L4: Sound /f/ Spelled 'f'                  U4, L5: Review</p>	<p>RF.1a, RF.2a,                  RF.2c (blending only), RF.3c (see SM breakdown)                  WF.1a (letters from U1 &amp; U2), WF.1b</p>	
	<p><b>ELA: CKLA Domain 3: Stories</b>                  Pausing Point: Teacher Choice  <b>Required Assessment: Riddles for the Core Content (PP-1)</b>                  L6a "Momotaro, Peach Boy"                  L6b Extension: Personal Stories                  L7a "The Story of the Jumping Mouse, Part 1"                  L7b Extension: The Giving Chart                  Flex/Catchup</p>	<p><b>Q1 Standards Assessed:</b>                  RL.1, RL.2, RL.3 (characters only),                  RL.5 (storybook only), RL.7</p> <p>1. What is your favorite character? Draw a picture to present your opinion. Must include details to support this choice of character.</p>	<p>L6b Syntactic Awareness Activity: Expanding Sentences</p>
<b>Quarter 2</b>			
10	<p><b>ELA: CKLA Skills</b>                  U4, L6: Sound /v/ Spelled 'v'                  U4, L7: Sound /z/ Spelled 'z'                  U4, L8: Sound /p/ Spelled 'p'                  U4, L9: Sound /e/ Spelled 'e'                  U4, L10: Review</p>	<p><b>Q2 Standards Assessed:</b>                  All Q1 Standards plus:                  RF.1b, RF.1c, RF.1d, RF.1e,                  RF.1f (lowercase only), RF.2b,                  RF.2e (add or sub initial phoneme),                  RF.3c (see SM breakdown)</p>	
	<p><b>ELA: CKLA Domain 3: Stories</b>                  L8a "The Story of the Jumping Mouse, Part 2"                  L8b Extension: Character Assessment: My Favorite Character (Opinion)                  L9a "Goldilocks and the Three Bears"                  L9b Extension: Character, Setting, and Plot                  L9b Extension: Sayings &amp; Phrases: Do Unto Other as You Would Have Them Do Unto You                  L10a "Tug of War"                  L10b Extension: Character Comparison                  Domain Review: Teacher Choice  <b>Domain Assessment: Part 1, 2, &amp; 3</b></p>	<p><b>Q2 Standards Assessed:</b>                  All Q1 Standards plus:                  RL.3 (full standard), RL.6                  RI.1, RI.2, RI.5, RI.6, RI.7</p> <p>1. How are the big and small characters in the story same or different?</p>	<p>L8b Extension: Student Choice</p> <p>L10b Vocabulary Instructional Activity: Finally</p>
11	<p><b>ELA: CKLA Skills</b>                  U4, L11: Review and Student Performance Task Assessment                  U4, L12: Review and Student Performance Task Assessment                  U4, L13: Review and Student Performance Task Assessment                  U4, L14: Review and Student Performance Task Assessment                  U4, L15: Review and Student Performance Task Assessment</p>	<p><b>Q2 Standards Assessed:</b>                  All Q1 Standards plus:                  RF.1b, RF.1c, RF.1d, RF.1e,                  RF.1f (lowercase only), RF.2b,                  RF.2e (add or sub initial phoneme),                  RF.3c (see SM breakdown)</p>	
	<p><b>ELA: CKLA Domain 4: Plants</b>                  Domain Culminating Activities: Teacher Choice                  L1a "Introduction to Plants"                  L1b Extension: Plants and Their Environments                  Flex/Catchup</p>	<p><b>Q2 Standards Assessed:</b>                  All Q1 Standards plus:                  RL.3 (full standard), RL.6                  RI.1, RI.2, RI.5, RI.6, RI.7</p> <p>1. Compare and contrast two different plants and what those plants need to live.                  2. Answer why questions require</p>	<p>L1b Multiple Meaning Word Activity: Plants</p> <p>L2b Extension: Stem Activity (You can do this in the Science Block if you would like)                  L3b Syntactic Awareness Activity: Expanding Sentences</p>
12	<p><b>ELA: CKLA Skills</b>                  Pausing Point: Teacher Choice                  U5, L1: Sound /b/ Spelled 'b' .                  U5, L2: Sound /l/ Spelled 'l' .                  U5, L3: Sound /r/ Spelled 'r'                  U5, L4: Sound /u/ Spelled 'u'</p>	<p><b>Q2 Standards Assessed:</b>                  All Q1 Standards plus:                  RF.1b, RF.1c, RF.1d, RF.1e,                  RF.1f (lowercase only), RF.2b,                  RF.2e (add or sub initial phoneme),                  RF.3c (see SM breakdown)</p>	
	<p><b>ELA: CKLA Domain 4: Plants</b></p>	<p><b>Q2 Standards Assessed:</b></p>	

	<p>L4a "The Gigantic Turnip"                      L4b Extension: <b>Assessment - A Turnip's Life Cycle (4B-1)</b>                      Pausing Point: Teacher Choice  <b>Required Assessment: Plant Parts (PP-1)</b>                      L5a "Polly the Honeybee's Flower Tour"                      L5b Extension: Pollination Simulation                      L6a "The Fruits of Polly's Labor"                      L6b Extension: Fruits and Seeds (See Science Fusion Unit 3, L11 if needed)                      L7a "Johnny Appleseed"                      L7b Extension: Image Review (Retelling: Require students to use richer more complex language, including read-aloud vocabulary)</p>	<p>All Q1 Standards plus:                      RL.3 (full standard), RL.6                      RI.1, RI.2, RI.5, RI.6, RI.7</p> <p>1. Answer why questions that require recognizing cause/effect relationships with the tall tale of "Johnny Appleseed"</p> <p>2. Compare: Alike/Different (2 fruits or 2 Trees)</p>	<p>L6b Multiple Meaning Word Activity: Pit</p>
<p>13</p>	<p><b>ELA: CKLA Skills</b>                      U5, L5: Review                      U5, L6: Sound /w/ Spelled 'w'                      U5, L7: Sound /j/ Spelled 'j'                      U5, L8: Sound /y/ Spelled 'y'                      U5, L9: Sound Combination /x/ Spelled 'x'</p> <p><b>ELA: CKLA Domain 4: Plants</b>                      L8a "Deciduous Trees"                      L8b Extension: Drawing the Read-Aloud (8B-1)                      L9a "Evergreen Trees"                      L9b Extension: Drawing the Read-Aloud                      L10a "Plants and People"                      L10b Extension: Plant Parts We Use (10B-1)                      L11a "George Washington Carver"                      L11b Extension: Saying and Phrases: "Great Oaks from Little Acorns Grow"</p> <p>Flex/Catchup (Veteran's Day Assembly)</p>	<p><b>Q2 Standards Assessed:</b>                      All Q1 Standards plus:                      RF.1b, RF.1c, RF.1d, RF.1e, RF.1f (lowercase only), RF.2b, RF.2e (add or sub initial phoneme), RF.3c (see SM breakdown)</p> <p><b>Q2 Standards Assessed:</b>                      All Q1 Standards plus:                      RL.3 (full standard), RL.6                      RI.1, RI.2, RI.5, RI.6, RI.7</p> <p>1. Compare and contrast "Johnny Appleseed" with "George Washington Carver"</p> <p>2. Compare: Alike/Different (2 fruits or 2 Trees)</p>	<p>L8b Vocabulary Instructional Activity: Year</p> <p>L11b Extension: **Domain-Related Trade Book or Student Choice                      (**CK Scholastic Library Options: George Washington Carver, From Eye to Potato, Plants That Eat Animals, Seed Sprout Pumpkin Pie, Wonderful Worms, What Do Roots Do?, Dandelions, The Carrot Seed, and From Seed to Pumpkin)</p>
<p>14</p>	<p><b>ELA: CKLA Skills</b>                      U5, L10: Spelling Alternative for /k/ Spelled 'k'                      U5, L11: Review                      U5, L12: Review and Student Performance Task Assessment                      U5, L13: Review and Student Performance Task Assessment</p> <p><b>ELA: CKLA Domain 4: Plants</b>                      Domain Review: Teacher Choice  <b>Domain Assessment: Part 1, 2, 3, &amp; 4</b>                      Culminating Activities: Teacher Choice                      L1a "Old MacDonald Has a Farm"                      L1b Extension: On Stage - "Old MacDonald's Had a Farm"</p>	<p><b>Q2 Standards Assessed:</b>                      All Q1 Standards plus:                      RF.1b, RF.1c, RF.1d, RF.1e, RF.1f (lowercase only), RF.2b, RF.2e (add or sub initial phoneme),</p> <p><b>Q2 Standards Assessed:</b>                      All Q1 Standards plus:                      RL.3 (full standard), RL.6                      RI.1, RI.2, RI.5, RI.6, RI.7</p> <p>1. What is the story mostly about and what</p>	
<p>15</p>	<p><b>ELA: CKLA Skills</b>                      U5, L14: Review and Student Performance Task Assessment                      U5, L15: Review and Student Performance Task Assessment</p> <p><b>ELA: CKLA Domain 5: Farms</b>                      L2a "With a Moo, Moo Here"                      L2b Extension: Image Review (Require students to use richer more complex language, including read-aloud vocabulary)</p>	<p><b>Q2 Standards Assessed:</b>                      All Q1 Standards plus:                      RF.1b, RF.1c, RF.1d, RF.1e,</p> <p><b>Q2 Standards Assessed:</b>                      All Q1 Standards plus:                      RL.3 (full standard), RL.6                      RI.1, RI.2, RI.5, RI.6, RI.7</p>	

	L3a "And a Cluck, Cluck There" L3b Extension: Sayings and Phrases: The Early Bird Gets the Worm	1. Summarize the texts and retell the story	L3b Multiple Meaning Word Activity: Feed
16	<p><b>ELA: CKLA Skills</b> U5, L16: Review and Student Performance Task Assessment Pausing Point: Teacher Choice U6, L1: Alphabet; Letter Names; Four-Sound Words with Initial Consonant Clusters U6, L2: Alphabet; Letter Names; Four-Sound Words with Initial Consonant Clusters U6, L3: Alphabet; Letter Names; Spelling Alternative 's' for /z/; Four-Sound Words with Initial or Final Consonant Clusters</p>	<p><b>Q2 Standards Assessed:</b> All Q1 Standards plus: RF.1b, RF.1c, RF.1d, RF.1e, RF.1f (lowercase only), RF.2b, RF.2e (add or sub initial phoneme), RF.3c (see SM breakdown) W.1 WF.1a (letters from U3-U6), WF.1b letters from U3-U6),</p>	
	<p><b>ELA: CKLA Domain 5: Farms</b> L4a "Here an Oink, There an Oink" L4b No Required Extension L5a "Everywhere a Baa, Baa" L5b Extension: Syntactic Awareness Activity: What's the Better Word? L5b Extension: Vocabulary Instructional Activity: Word Chart: Male/Female Pausing Point: Teacher Choice <b>Assessment Recitation Not Required</b> L6a "All Kinds of Crops" L6b Extension: Image Review (Require students to use richer more complex language, including read-aloud vocabulary) L7a "The Little Red Hen" L7b Extension: <b>Assessment: Sequencing Story Events (7B-1)</b></p>	<p><b>Q2 Standards Assessed:</b> All Q1 Standards plus: RL.3 (full standard), RL.6 RI.1, RI.2, RI.5, RI.6, RI.7</p> <p>1. What is the story mostly about and what are the key details? 2. Compare and contrast two farm animals such as pigs and cows.</p>	<p>L4b Extension: Domain-Related Trade Book L5b Multiple Meaning Word Activity: Pen <b>Assessment Recitation Not Required</b> L7b Extension: On Stage</p>
17	<p><b>ELA: CKLA Skills</b> U6, L4: Plural Marker 's'; Four-Sound Words with Initial or Final Consonant Clusters U6, L5: Alphabet; Letter Names; Four-Sound Words with Initial or Final Consonant Clusters U6, L6: Four-Sound Words with Initial or Final Consonant Clusters U6, L7: Four-Sound Words with Initial or Final Consonant Clusters U6, L8: Rhyming Words; Four- and Five-Sound Words with Consonant Clusters</p>	<p><b>Q2 Standards Assessed:</b> All Q1 Standards plus: RF.1b, RF.1c, RF.1d, RF.1e, RF.1f (lowercase only), RF.2b, RF.2e (add or sub initial phoneme), RF.3c (see SM breakdown) W.1 WF.1a (letters from U3-U6), WF.1b letters from U3-U6),</p>	
	<p><b>ELA: CKLA Domain 5: Farms</b> L8a "The Seasons of Farming" L8b Extension: Drawing the Read-Aloud: Seasons L9a "From Farm to Market" L9b Extension: <b>Assessment - Sequencing From Farm to Market (9B-1)</b>  Domain Review: Teacher Choice <b>Domain Assessment: Part 1 &amp; 2</b> Domain Culminating Activities: Teacher Choice</p>	<p><b>Q2 Standards Assessed:</b> All Q1 Standards plus: RL.3 (full standard), RL.6 RI.1, RI.2, RI.5, RI.6, RI.7</p> <p>1. What is the story mostly about and what are the key details? 2. Compare and contrast two farm animals such as pigs and cows.</p>	<p>L9b Extension: **Domain-Related Trade Book **CK Scholastic Library Options: Quack and Count, Pigsty, The Little Red Hen</p>
18	<p><b>ELA: CKLA Skills</b> U6, L9: Four- and Five-Sound Words with Consonant Clusters U6, L10: Four- and Five-Sound Words with Consonant Clusters  U6, L11: Rhyming Words; Four- and Five-Sound Words with Consonant Clusters U6, L12: Letter Names; Rhyming Words; Four- and Five-Sound Words with Consonant Clusters U6, L13: Letter Names; Four- and Five-Sound Words with Consonant Clusters</p>	<p><b>Q2 Standards Assessed:</b> All Q1 Standards plus: RF.1b, RF.1c, RF.1d, RF.1e, RF.1f (lowercase only), RF.2b, RF.2e (add or sub initial phoneme), RF.3c (see SM breakdown) W.1 WF.1a (letters from U3-U6),</p>	
	<p><b>ELA: CKLA Domain 6: Native Americans</b></p>		

	<p>L1a "Introduction to Native Americans"                  L1b Extension: Native American Chart                  L2a "The Lakota Sioux and the Buffalo"                  L2b Extension: Native American Chart  <b>Flex/Catchup</b>                  L3a "Where's Winona?"                  L3b Extension: Native American Chart                  L3b Extension: Sayings &amp; Phrases: Practice Makes Perfect                  L4a "Little Bear Goes Hunting"                  L4b No Required Extension</p>	<p><b>Q2 Standards Assessed:</b>                  All Q1 Standards plus:                  RL.3 (full standard), RL.6                  RI.1, RI.2, RI.5, RI.6, RI.7</p> <p>1. How do students today compare to the Native Americans we are studying?</p>	<p><b>Optional Assessment: Made from a Buffalo (2B-1)</b></p> <p><b>Optional Assessment: The Lakota Sioux Culture (3B-1)</b></p> <p>L4b Multiple Meaning Word Activity: Plain                  L4b Syntactic Awareness Activity: Asking Questions</p>
<p>19</p>	<p><b>ELA: CKLA Skills</b>                  U6, L14: Four- and Five-Sound Words with Consonant Clusters                  U6, L15: Student Performance Task Assessment; Four- and Five-Sound Words with Consonant Clusters                  Pausing Point: Teacher Choice                  U7, L1: Sound /ch/ Spelled 'ch'                  U7, L2: Sound /sh/ Spelled 'sh'</p> <p><b>ELA: CKLA Domain 6: Native Americans</b>                  Pausing Point: Teacher Choice  <b>Required Assessment: The Great Plains (PP-1)</b>                  L5a "Bear, Gull, and Crow"                  L5b Extension: Native American Chart  <b>Flex/Catchup</b>  <b>Flex/Catchup</b>                  L6a "The Lenape, The People of the Seasons"                  L6b Extension: Native American Chart</p>	<p><b>Q2 Standards Assessed:</b>                  All Q1 Standards plus:                  RF.1b, RF.1c, RF.1d, RF.1e, RF.1f (lowercase only), RF.2b, RF.2e (add or sub initial phoneme), RF.3c (see SM breakdown)                  W.1</p> <p><b>Q2 Standards Assessed:</b>                  All Q1 Standards plus:                  RL.3 (full standard), RL.6                  RI.1, RI.2, RI.5, RI.6, RI.7</p> <p>1. How do students today compare to the Native Americans we are studying?                  2. Describe the characters or illustrations.</p>	
<b>Quarter 3</b>			
<p>20</p>	<p><b>ELA: CKLA Skills</b>                  U7, L3: Review                  U7, L4: Sound /th/ Spelled 'th'                  U7, L5: Sound /th/ Spelled 'th'                  U7, L6: Review                  U7, L7: Sound /qu/ Spelled 'qu'</p> <p><b>ELA: CKLA Domain 6: Native Americans</b>                  L7a "A Native American Alphabet"                  L7b Extension: Drawing the Read-Aloud                  L8a "Native Americans Today"                  L8b No Required Extension                  Domain Review: Teacher Choice  <b>Domain Assessment: Part 1 &amp; 2</b>                  Domain Culminating Activities: Teacher Choice</p>	<p><b>Q3 Standards Assessed:</b>                  All Q1 &amp; Q2 Standards plus;                  RF.2c, RF.2d, RF.2e (add &amp; sub Initial &amp; final phoneme), RF.3a, RF.3b, RF.3d                  W.3                  WF.1a (letters from U7-U8),</p> <p><b>Q3 Standards Assessed:</b>                  All Q1 &amp; Q2 Standards plus:                  RL.4, RI. 4</p> <p>1. Describe the connection between Native American tribes thousands of years ago to the tribes in the US today.</p>	<p>L8b Extension: Student Choice                  L8b Multiple Meaning Word Activity: Wear</p>
<p>21</p>	<p><b>ELA: CKLA Skills</b>                  U7, L8: Sound /ng/ Spelled 'ng'                  U7, L9: Review                  U7, L10: Review                  U7, L11: Review and Assessment                  U7, L12: Review and Assessment</p> <p><b>ELA: CKLA Domain 7: Kings &amp; Queens</b>                  L1a "What Are Kings and Queens?"                  L1b Extension: Draw the Read-Aloud</p>	<p><b>Q3 Standards Assessed:</b>                  All Q1 &amp; Q2 Standards plus;                  RF.2c, RF.2d, RF.2e (add &amp; sub Initial &amp; final phoneme), RF.3a, RF.3b, RF.3d                  W.3                  WF.1a (letters from U7-U8),</p>	<p>L1b Multiple Meaning Word Activity: Rules</p>

	<p>L2a "The Royal Family"                  L2b Extension: Two-Column Chart (Our Family vs The Royal Family)                  L2b Extension: Vocabulary Instructional Activity: Reign                  Flex/Catchup</p> <p>L3a "King Midas and the Gold Touch"                  L3b Extension: <b>Assessment - Sequencing Events in the Story (3B-1)</b>                  L4a "Old King Cole"                  L4b No Required Extension</p>	<p><b>Q3 Standards Assessed:</b>                  All Q1 &amp; Q2 Standards plus:                  RL.4, RI. 4</p> <p>1. How does your personal life compare to the life of a royal family?</p>	<p>L4b Extension: Syntactic Awareness Activity: Sentence Builder                  L4b Extension: Domain-Related Trade Book</p>
22	<p><b>ELA: CKLA Skills</b>                  U7, L13: Review and Assessment                  U7, L14: Review and Assessment                  U7, L15: Review and Assessment                  U7, L16: Review and Assessment</p>	<p><b>Q3 Standards Assessed:</b>                  All Q1 &amp; Q2 Standards plus;                  RF.2c, RF.2d, RF.2e (add &amp; sub Initial &amp; final phoneme), RF.3a, RF.3b, RF.3d                  W.3</p>	
	<p><b>ELA: CKLA Domain 7: Kings &amp; Queens</b>                  L5a "Sing a Song of Sixpence"                  L5b No Required Extension                  Pausing Point: Teacher Choice  <b>Required Assessment: Riddles for Core Content (PP-1)</b>                  L6a "The Princess and the Pea"                  L6b Extension: Character, Setting, and Plot                  L7a "Cinderella"                  L7b Extension: <b>Assessment - Sequencing Events in the Story (7B-1)</b></p>	<p><b>Q3 Standards Assessed:</b>                  All Q1 &amp; Q2 Standards plus:                  RL.4, RI. 4</p> <p>1. What is the cause/effect relationship in the fairy tale?                  2. What parts of the tales are realistic and fantasy?</p>	<p>L5b Extension: Student Choice                  L7b Multiple Meaning Word Activity: Ball</p>
23	<p><b>ELA: CKLA Skills</b>                  U7, L17: Review and Assessment                  Pausing Point: Teacher Choice                  U8, L1: Tricky Words: the and a                  U8, L2: Tricky Words: of and all                  U8, L3: Review</p>	<p><b>Q3 Standards Assessed:</b>                  All Q1 &amp; Q2 Standards plus;                  RF.2c, RF.2d, RF.2e (add &amp; sub Initial &amp; final phoneme), RF.3a, RF.3b, RF.3d                  W.3                  WF.1a (letters from U7-U8),</p>	
	<p><b>ELA: CKLA Domain 7: Kings &amp; Queens</b>                  L8a "Snow White and the Seven Dwarfs"                  L8b Extension: <b>Assessment - Sequencing Events in the Story (8B-1)</b>                  Domain Review: Teacher Choice  <b>Domain Assessment: Part 1 &amp; 2</b>                  Domain Culminating Activities: Teacher Choice                  L1a "What's the Weather Like?"                  L1b Extension: Weather Diary (1B-1)</p>	<p><b>Q3 Standards Assessed:</b>                  All Q1 &amp; Q2 Standards plus:                  RL.4, RI. 4</p> <p>1. What is the cause/effect relationship in the fairy tale?                  2. What parts of the tales are realistic and</p>	<p>L1b Multiple Meaning Word Activity: Seasons</p>
24	<p><b>ELA: CKLA Skills</b>                  U8, L4: Review; Rhyming Words                  U8, L5: Tricky Words: one and from                  U8, L6: Review                  U8, L7: Review                  U8, L8: Tricky Word: was</p>	<p><b>Q3 Standards Assessed:</b>                  All Q1 &amp; Q2 Standards plus;                  RF.2c, RF.2d, RF.2e (add &amp; sub Initial &amp; final phoneme), RF.3a, RF.3b, RF.3d                  W.3                  WF.1a (letters from U7-U8),</p>	
	<p><b>ELA: CKLA Domain 8: Seasons and Weather</b>                  L2a "Winter"                  L2b Extensions: Season Comparison Chart                  L3a "Spring"                  L3b Extensions: Season Comparison Chart                  L3b Extension: Sayings &amp; Phrases: April Showers Bring May Flowers                  Flex/Catchup</p>	<p><b>Q3 Standards Assessed:</b>                  All Q1 &amp; Q2 Standards plus:                  RL.4, RI. 4</p> <p>1. Identify cause/effect relationships to the weather discussed (i.e When it gets warm,</p>	<p>L2b Extension: My Four Seasons Drawing Book (2B-1)                  L3b Extension: My Four Seasons Drawing Book (2B-1)</p>

	<p>L4a "Summer" L4b Extensions: Season Comparison Chart L5a "Autumn" L5b Extensions: Season Comparison Chart</p>	<p>what do you expect to change will you see? When it gets wet, what changes on farms or plants might that have...)</p>	<p>L3b Extension: My Four Seasons Drawing Book (2B-1) L3b Multiple Meaning Word Activity: Fall L3b Extension: My Four</p>
25	<p><b>ELA: CKLA Skills</b> U8, L9: Review; Rhyming Words . U8, L10: Double-Letter Spellings 'bb', 'dd', 'ff', 'gg', 'cc', 'ck', 'll', and 'mm' U8, L11: Review U8, L12: Double-Letter Spellings 'nn', 'pp', 'rr', 'ss', 'tt', and 'zz' U8, L13: Review</p>	<p><b>Q3 Standards Assessed:</b> All Q1 &amp; Q2 Standards plus; RF.2c, RF.2d, RF.2e (add &amp; sub Initial &amp; final phoneme), RF.3a, RF.3b, RF.3d W.3 WF.1a (letters from U7-U8),</p>	
	<p><b>ELA: CKLA Domain 8: Seasons and Weather</b> Pausing Point: Teacher Choice <b>Required Assessment: Riddles for Core Content (PP-1)</b> L6a "The Grasshopper and the Ants" <b>L6b Extension: Assessment - Cycles of the Seasons (6B-1)</b> <b>Flex/Catchup</b> L7a "Safety in Storms" L7b Video Questioning (Purpose: Helping kids develop questioning skills while reading-they will have to do this on almost every other lesson) L8a "Meteorology" L8b Extension: Weather Report (1B-1)</p>	<p><b>Q3 Standards Assessed:</b> All Q1 &amp; Q2 Standards plus: RL.4, RI. 4</p> <p>1. Identify cause/effect relationships to the weather discussed. If there are severe rain storms what things would you have to do to keep safe?</p>	<p>L6b Syntactice Awareness Activity: Asking &amp; Answering Questions <b>Using WHO</b>  L8b Vocabulary Instructional Activity: Predict</p>
26	<p><b>ELA: CKLA Skills</b> U8, L14: Review U8, L15: Review and Student Performance Task Assessment U8, L16: Review and Student Performance Task Assessment U8, L17: Review and Student Performance Task Assessment</p>	<p><b>Q3 Standards Assessed:</b> All Q1 &amp; Q2 Standards plus; RF.2c, RF.2d, RF.2e (add &amp; sub Initial &amp; final phoneme), RF.3a, RF.3b, RF.3d W.3</p>	
	<p><b>ELA: CKLA Domain 8: Seasons and Weather</b> Domain Review: Teacher Choice  <b>Domain Assessment: Part 1, 2, &amp; 3</b> Domain Culminating Activities: Teacher Choice L1a "The Spice Seekers" L1b Extension: Somebody Wanted But So Then</p>	<p><b>Q3 Standards Assessed:</b> All Q1 &amp; Q2 Standards plus: RL.4, RI. 4</p> <p>1. Identify cause/effect relationships to the weather discussed. If there are severe rain storms what things would you have to do to keep safe?  1. How would our life be different if these events didn't happen?</p>	<p>**Domain Related Trade Books (**CK Scholastic Library Options are: What's the Weather Today?, How Do You Know It's Winter?, What Will the Weather Be Like Today?, When A Storm Comes Up, Washington DC, Weather Wrods and What They Mean, Everything Spring)</p>
27	<p><b>ELA: CKLA Skills</b> U8, L18: Review and Student Performance Task Assessment U8, L19: Review and Student Performance Task Assessment U8, L20: Review and Student Performance Task Assessment; Rhyming Words Pausing Point: Teacher Choice U9, L1: Uppercase Letters 'A', 'B', 'C', 'D'; Tricky Words: when and word</p>	<p><b>Q3 Standards Assessed:</b> All Q1 &amp; Q2 Standards plus; RF.2c, RF.2d, RF.2e (add &amp; sub Initial &amp; final phoneme), RF.3a, RF.3b, RF.3d W.3 WF.1a (letters from U7-U8),</p>	
	<p><b>ELA: CKLA Domain 9: Columbus and the Pilgrims</b> L2a "Ferdinand and Isabella" L2b Extension: KWL Journals (2B-1) L3a "1492" L3b Extension: KWL Journals <b>Flex/Catchup</b> L4a "Not the Indies" L4b No Required Extension</p>	<p><b>Q3 Standards Assessed:</b> All Q1 &amp; Q2 Standards plus: RL.4, RI. 4</p> <p>1. How would our life be different if these events didn't happen?</p>	<p>L3b Vocabulary Instructional Activity: Forward  L4b Multiple Meaning Word Activity: Chest</p>

	L5a "Further Adventures of Christopher Columbus" L5b Extension: KWL Journals		
28	<b>ELA: CKLA Skills</b> U9, L2: Tricky Words: why and to U9, L3: Uppercase Letters 'E', 'F', 'G', 'H' . U9, L4: Review U9, L5: Tricky Words: where, no, and I .	<b>Q3 Standards Assessed:</b> All Q1 & Q2 Standards plus; RF.2c, RF.2d, RF.2e (add & sub Initial & final phoneme), RF.3a, RF.3b, RF.3d W,3	
	<b>ELA: CKLA Domain 9: Columbus and the Pilgrims</b> Pausing Point: Teacher Choice <b>Required Assessment: Where Are We?</b> L6a "Colonies in Native American Lands" L6b Extension: Timeline L7a "The Voyage of the Mayflower" L7b No Required Extension Flex/Catchup	<b>Q3 Standards Assessed:</b> All Q1 & Q2 Standards plus: RL.4, RI. 4  1. How would our life be different if these events didn't happen?	L7b Syntactic Awareness Activity: Question Word <b>WHAT</b>
<b>Quarter 4</b>			
29	<b>ELA: CKLA Skills</b> U9, L6: Uppercase Letters 'I', 'J', 'K', 'L', 'M' . U9, L7: Uppercase Letters 'N', 'O', 'P', 'Q', 'R'; Tricky Words: what and so U9, L8: Review U9, L9: Review U9, L10: Uppercase Letters 'S', 'T', 'U', 'V', 'W'; Tricky Word: which	<b>Q4 Standards Assessed:</b> All Q1, Q2, Q3 plus: RF.1f (Upper & lowercase), RF.2e (full standard), RF.3c (see SM breakdown) WF1a (full standard),	
	<b>ELA: CKLA Domain 9: Columbus and the Pilgrims</b> L8a "The Wampanoag" L8b No Required Extension L9a "Thanksgiving" L9b No Required Extension Domain Review: Teacher Choice <b>Domain Assessment: Part 1 &amp; 2</b> Domain Culminating Activities: Teacher Choice	<b>Q4 Standards Assessed:</b> All Q1, Q2, Q3 plus: RL.5,RL.9 RI.3, RI.8, RI.9  1. How would our life be different if these events didn't happen?	L8b Multiple Meaning Word Activity: Log  L9b Extension: On Stage
30	<b>ELA: CKLA Skills</b> U9, L11: Tricky Word: once U9, L12: Uppercase Letters 'X', 'Y', 'Z' U9, L13: Tricky Words: said and says U9, L14: Review U9, L15: Review	<b>Q4 Standards Assessed:</b> All Q1, Q2, Q3 plus: RF.1f (Upper & lowercase), RF.2e (full standard), RF.3c (see SM breakdown) WF1a (full standard),	
	<b>ELA: CKLA Domain 10: Colonial Towns and Townspeople</b> L1a "The Country Family" L1b Extension: Venn Diagram L2a "A Trip to Town" L2b No Required Extension L3a "The Bread Makers: Millers and Bakers" <b>L3b Extension: Assessment - Retelling a Sequence of Events (3B-1)</b> L4a "The Cloth Makers: Spinners and Weavers" L4b Nursery Rhymes Read-Aloud (Tradespeople) L5a "Dressmakers, Tailors, Hatters, and Cobblers" L5b Extension: KWL Chart	<b>Q4 Standards Assessed:</b> All Q1, Q2, Q3 plus: RL.5,RL.9 RI.3, RI.8, RI.9  1. Compare & Contrast concepts from these topics from how things are today compared to back then?  (i.e. how are jobs differnt/alike from back then to today? OR How does taking a trip	L2b Multiple Meaning Word Activity: Trade L2 Extension: Domain-Related Trade Book  L5b Extension: On Stage
31	<b>ELA: CKLA Skills</b> U9, L16: Tricky Words: are and were U9, L17: Tricky Words: here and there U9, L18: Review	<b>Q4 Standards Assessed:</b> All Q1, Q2, Q3 plus: RF.1f (Upper & lowercase), RF.2e (full standard),	

	<p>U9, L19: Punctuation; Review and Assessment U9, L20: Review and Assessment</p> <p><b>ELA: CKLA Domain 10: Colonial Towns and Townspeople</b> L6a "The Elves and the Shoemaker" L6b No Required Extension Pausing Point: Teacher Choice <b>Required Assessment: Tradespeople (PP-1)</b> <b>Flex/Catchup</b> L7a "The House Builders: Bricklayers, Masons, and Carpenters" L7b Extension: Sayings &amp; Phrases: Better Safe Than Sorry L8a "The Blacksmith" L8b No Required Extension</p>	<p>RF.3c (see SM breakdown) WF1a (full standard),</p> <p><b>Q4 Standards Assessed:</b> All Q1, Q2, Q3 plus: RL.5,RL.9 RI.3, RI.8, RI.9</p> <p>1. Compare &amp; Contrast concepts from these topics from how things are today compared to back then?  (i.e. how are jobs different/alike from back</p>	<p>L6b Extension: Student Choice</p> <p>L7b Extension: On Stage</p> <p>L8b Multiple Meaning Word Activity: Iron L8b Syntactic Awareness Activity: Where</p>
32	<p><b>ELA: CKLA Skills</b> U9, L21: Review and Assessment U9, L22: Review and Assessment U9, L23: Review and Assessment Pausing Point: Teacher Choice U10, L1: Sound /ee/ Spelled 'ee'</p> <p><b>ELA: CKLA Domain 10: Colonial Towns and Townspeople</b> L9a "The Little Gray Pony" L9b Extension: Image Review (Require students to use richer more complex language, including read-aloud vocabulary) L10a "Stone Soup" L10b Extension: Drawing the Read-Aloud (10B-1) Domain Review: Teacher Choice <b>Domain Assessment: Part 1, 2, &amp; 3</b> Domain Culminating Activities: Teacher Choice</p>	<p><b>Q4 Standards Assessed:</b> All Q1, Q2, Q3 plus: RF.1f (Upper &amp; lowercase), RF.2e (full standard), RF.3c (see SM breakdown) WF1a (full standard),</p> <p><b>Q4 Standards Assessed:</b> All Q1, Q2, Q3 plus: RL.5,RL.9 RI.3, RI.8, RI.9</p> <p>1. Compare &amp; Contrast concepts from these topics from how things are today compared to back then?</p>	<p>L9b Extension: On Stage</p> <p>L10b Vocabulary Instructional Activity: Marching L10b Extension: On Stage</p>
33	<p><b>ELA: CKLA Skills</b> U10, L2: Review U10, L3: Tricky Words: he, she, and we U10, L4: Review U10, L5: Tricky Words: be and me .</p> <p><b>ELA: CKLA Domain 11: Taking Care of the Earth</b> L1a "Introducing the Earth" L1b Extension: KWL Chart L2a "Garbage" L2b Extension: Image Card Review (Require students to use richer more complex language, including read-aloud vocabulary) <b>Flex/Catchup</b> L3a "Natural Resources" L3b Extensions: <b>Assessment - Natural Resources (3B-1)</b></p>	<p><b>Q4 Standards Assessed:</b> All Q1, Q2, Q3 plus: RF.1f (Upper &amp; lowercase), RF.2e (full standard), RF.3c (see SM breakdown)</p> <p><b>Q4 Standards Assessed:</b> All Q1, Q2, Q3 plus: RL.5,RL.9 RI.3, RI.8, RI.9</p> <p>1. Where does all the "extra" stuff go? Where does our extra food or trash go? How does this affect the earth?</p>	<p>L1b Multiple Meaning Word Activity: Earth</p>
34	<p><b>ELA: CKLA Skills</b> U10, L6: Review U10, L7: Sound /ae/ Spelled 'a_e' U10, L8: Tricky Words: they and their U10, L9: Review U10, L10: Review</p> <p><b>ELA: CKLA Domain 11: Taking Care of the Earth</b> L4a "Reduce, Reuse, Recycle" L4b Extension: Interactive Illustrations</p>	<p><b>Q4 Standards Assessed:</b> All Q1, Q2, Q3 plus: RF.1f (Upper &amp; lowercase), RF.2e (full standard), RF.3c (see SM breakdown) WF1a (full standard),</p> <p><b>Q4 Standards Assessed:</b> All Q1, Q2, Q3 plus: RL.5,RL.9</p>	<p>L4b Vocabulary Instructional Activity: Symbol</p>

	<p>L5a "Recycle! Recycle! Recycle!"                      L5b Extension: Sayings &amp; Phrases: A Place for Everything, and Everything in Its Place                      L6a "Composting"                      L6b <b>Extensions: Assessment - Composting (6B-1)</b>                      Pausing Point: Teacher Choice  <b>Required Assessment: Sorting Recyclable Items (PP-1)</b>                      L7a "Pollution"                      L7b Extension: KWL Chart</p>	<p>RI.3, RI.8, RI.9</p> <ol style="list-style-type: none"> <li>Where does all the "extra" stuff go? Where does our extra food or trash go? How does this affect the earth?</li> <li>Compare pictures of clean places versus dirty places (i.e. a clean beach vs. dirty beach)</li> </ol>	<p>L5b Extension: **Domain-Related Trade Book                      (CK Scholastic Library Options: Me on the Map, What Does It Mean to Be Green?, Miss Fox's Class Goes Green)</p> <p>L7b Multiple Meaning Word Activity: Litter</p>
<b>35</b>	<p><b>ELA: CKLA Skills</b>                      U10, L11: Sound /ie/ Spelled 'i_e'                      U10, L12: Review                      U10, L13: Tricky Word: my                      U10, L14: Review                      U10, L15: Tricky Word: by</p> <p><b>ELA: CKLA Domain 11: Taking Care of the Earth</b>                      L8a "Air Pollution"                      L8b No Required Extension                      L9a "Willy the Water Drop"                      L9b No Required Extension                      L10a "Goodbye from Good Old Earth"                      L10b Extensions: Brainstorming Links                      Domain Review: Teacher Choice  <b>Domain Assessment: Part 1 &amp; 2</b></p>	<p><b>Q4 Standards Assessed:</b>                      All Q1, Q2, Q3 plus:                      RF.1f (Upper &amp; lowercase),                      RF.2e (full standard),                      RF.3c (see SM breakdown)                      WF1a (full standard),</p> <p><b>Q4 Standards Assessed:</b>                      All Q1, Q2, Q3 plus:                      RL.5,RL.9                      RI.3, RI.8, RI.9</p> <ol style="list-style-type: none"> <li>Where does all the "extra" stuff go? Where does our extra food or trash go? How does this affect the earth?</li> </ol>	<p>L8b Syntactic Awareness Activity: Prepositions of Location (in, out, over, under)                      L9b Extension: Domain-Related Trade Book                      L9b Extension: Student Choice                      L10b Extension: Class Book: Reduce, Reuse, Recycle</p>
<b>36</b>	<p><b>ELA: CKLA Skills</b>                      U10, L16: Review                      U10, L17: Sound /oe/ Spelled 'o_e'                      U10, L18: Review                      U10, L19: Review                      U10, L20: Review</p> <p><b>ELA: CKLA Domain 12: Presidents and American Symbols</b>                      Domain Culminating Activities: Teacher Choice                      L1a "The Home of the President: Washington, D.C."                      L1b Extension: Saying &amp; Phrases: A Dog is a Man's Best Friend                      L1b Extension: Venn Diagram (Compare King vs. President)                      Flex/Catchup                      L2a "A Dishonest Story About an Honest Man"                      L2b Extension: Retelling a Legend                      L3a "A Clever General" (See Pearson: The Mount Rushmore Presidents: L2)                      L3b No Required Extension</p>	<p><b>Q4 Standards Assessed:</b>                      All Q1, Q2, Q3 plus:                      RF.1f (Upper &amp; lowercase),                      RF.2e (full standard),                      RF.3c (see SM breakdown)                      WF1a (full standard),</p> <p><b>Q4 Standards Assessed:</b>                      All Q1, Q2, Q3 plus:                      RL.5,RL.9                      RI.3, RI.8, RI.9</p> <ol style="list-style-type: none"> <li>How are Kings and Presidents alike/different?</li> <li>What characteristic of these Presidents were helpful to them while being</li> </ol>	<p>L3b Vocabulary Instructional Activity: Additional                      L3b Extension: Student Choice</p>
<b>37</b>	<p><b>ELA: CKLA Skills</b>                      U10, L21: Reading                      U10, L22: Sound /ue/ Spelled 'u_e'                      U10, L23: Tricky Words: you and your                      U10, L24: Review                      U10, L25: Review</p> <p><b>ELA: CKLA Domain 12: Presidents and American Symbols</b>                      L4a "George Washington" (See Pearson: The Mount Rushmore Presidents: L2)                      L4b Extension: George Washington Timeline</p>	<p><b>Q4 Standards Assessed:</b>                      All Q1, Q2, Q3 plus:                      RF.1f (Upper &amp; lowercase),                      RF.2e (full standard),                      RF.3c (see SM breakdown)                      WF1a (full standard),</p>	

<p>L5a "Thomas Jefferson" (See Pearson: The Mount Rushmore Presidents: L3) L5b No Required Extension</p> <p>Pausing Point: Teacher Choice <b>Required Assessment: George Washington's Life</b> L6a "Abraham Lincoln" (See Pearson: The Mount Rushmore Presidents: L4) L6b No Required Extension</p> <p>L7a "Teddy Roosevelt" (See Pearson: The Mount Rushmore Presidents: L5) L7b Extension: Image Review (Require students to use richer more complex language, including read-aloud vocabulary)</p>	<p><b>Q4 Standards Assessed:</b> All Q1, Q2, Q3 plus: RL.5,RL.9 RI.3, RI.8, RI.9</p> <p>1. What characteristic of these Presidents were helpful to them while being President? Why was it helpful to them in that role?</p>	<p>L5b Multiple Meaning Word Activity: Turn L5b Extension: **Domain-Related Trade Book (**CK Scholastic Library Options: Betsy Ross, Nickels, Pennies, The Pledge of Allegiance, Independence Day, The Liberty Bell, The American Flag, George Washington, If You Were a Kid During the Civil War, The Statue of Liberty, Washington DC)</p> <p>Lbb Multiple Meaning Word Activity: Head L5b Syntactic Awareness Activity: Prepositions of Movement (toward, away, to, from)</p>	
<p>38</p>	<p><b>ELA: CKLA Skills</b> U10, L26: Review and Assessment U10, L27: Review and Assessment U10, L28: Review and Assessment U10, L29: Review and Assessment <b>Last Day: Assemblies</b></p> <p><b>ELA: CKLA Domain 12: Presidents and American Symbols</b> L8a "Barack Obama" L8b Extension: Sayings &amp; Phrases: Where There's a Will, There's a Way L9a "Carving Mount Rushmore" (See Pearson: The Mount Rushmore Presidents: L1) L9b Extension: Drawing the Read-Aloud Domain Review: Teacher Choice Domain Culminating Activities: Teacher Choice (No Assessment) <b>Last Day: Assemblies</b></p>	<p><b>Q4 Standards Assessed:</b> All Q1, Q2, Q3 plus: RF.1f (Upper &amp; lowercase), RF.2e (full standard), RF.3c (see SM breakdown) WF1a (full standard),</p> <p><b>Q4 Standards Assessed:</b> All Q1, Q2, Q3 plus: RL.5,RL.9 RI.3, RI.8, RI.9</p> <p>1. What characteristic of these Presidents were helpful to them while being President? Why was it helpful to them in that role?</p>	<p>L8b Extension: My Favorite President</p>

1st Grade Curriculum Map 18-19			
Week	Text	Focus Questions	Optional
Notes			
<b>Quarter 1</b>			
1	<b>ELA: CKLA Skills</b> Routines & Procedures, routines & procedures, and routines & procedures U1, L1: Sounds /p/, /k/, /g/, /n/, /a/ Spelled 'p'—'P', 'c'—'C', 'g'—'G', 'n'—'N', 'a'—'A' U1, L2: Sounds /i/, /o/, /t/, /d/ Spelled 'i'—'I', 'o'—'O', 't'—'T', 'd'—'D' U1, L3: Tricky Words: a, l; Grammar: Nouns U1, L4: Sounds /m/, /f/, /v/ Spelled 'm'—'M', 'f'—'F', 'v'—'V'	Q1 Standards Assessed: RF.2c, RF.2d, RF.3a, RF.3b, RF.3f (see SM breakdown) W.3, WF.1a, WF.3e (see SM breakdown)	
	<b>CKLA Domain</b> CKLA Domain: None/Culture Activities & Testing CKLA Domain: None/Culture Activities & Testing	Q1 Standards Assessed: RL.1 (who & what ?'s), RL.4, RL.9 RI.1 (who ?'s)	
2	<b>ELA: CKLA Skills</b> U1, L5: Sounds /s/, /z/, /h/ Spelled 's'—'S', 'z'—'Z', 'h'—'H'; Tricky Words: no, so, of U1, L6: Assessment: Word Recognition Assessment, Partner Reading, CKLA Kinder Stories U1, L7: Assessment: Pseudoword Reading Assessment, Code Diagnostic Reading Assessment, & Letter Naming Reading Assessment Independent Reading, CKLA Kinder Stories U1, L8: Assessments Continued U1, L9: Assessments Continued	Q1 Standards Assessed: RF.2c, RF.2d, RF.3a, RF.3b, RF.3f (see SM breakdown) W.3, WF.1a, WF.3e (see SM breakdown)	
	<b>CKLA Domain 1: Fables and Stories</b>	Q1 Standards Assessed: RL.1 (who & what ?'s), RL.4, RL.9 RI.1 (who ?'s)	L1b Extension: On Stage
	L1a "The Boy Who Cried Wolf"	1. What is the moral of each fable?  2. Compare and contrast two fables. Compare setting and characters.	
	L1b Multiple Meaning Word Activity: Company		
	L2a "The Maid and the Milk Pail"		
	L2b Extensions: Somebody Wanted But so Then (Cause/effect) (2B-1)		L3b Extension: Multiple Meaning Word Activity: Rock
L3a "The Goose and the Golden Egg"			
L3b Extension: A New Ending			
L4a "The Dog in the Manger"			
L4b Extension: Personification (T-Chart: Things animals can/can't do: realistic vs fantasy)			
L5a "The Wolf in Sheep's Clothing"			
L5b Extension: Sayings & Phrases: Wolf In Sheep's Clothing &			
			L5b Extension: Vocabulary Instructional Activity: Pretend L5b Extension: Syntactic Awareness Activity: Using Articles a & the
3	<b>ELA: CKLA Skills</b> U1, L10: Assessments Continued U1, L11: Sister Sounds /s/ and /z/, /f/ and /v/; Tricky Words: is, to	Q1 Standards Assessed: RF.2c, RF.2d, RF.3a, RF.3b, RF.3f (see SM breakdown)	

	<p>U1, L12: Sounds /b/, /l/, /r/ Spelled 'b'—'B', 'l'—'L', 'r'—'R'                      U1, L13: Sounds /w/, /e/, /u/ Spelled 'w'—'W', 'e'—'E', 'u'—'U'; Tricky Words: all, some                      U1, L14: Grammar: Nouns; Tricky Words: from, word</p>	<p><b>W.3, WF.1a,                      WF.3e (see SM breakdown)</b></p>	
	<p><b>CKLA Domain 1: Fables and Stories</b>                      L6a "The Fox and the Grapes"                      L6b Extension: Saying and Phrases: Sour Grapes &amp; Begin Extension: Drawing Our Favorite Fable (you'll work on this all week)  <b>Assessment: Sequencing of Events (6B-2)</b>                      Pausing Point: Teacher Choice &amp;  <b>Assesment: Fables Assessment Part 1 &amp; Part 2 (Pp-1)</b>                      L7a "The Little Half-Chick (Medio Pollito)"                      L7b Extension: Drawing the Beginning, Middle, and End &amp; Extension: Sayings &amp; Phrases: Do Unto Others as You Would Have Them Do Unto You                      L8a "The Crowded, Noisy House"                      L8b No Required Extension                      L9a "The Tale of Peter Rabbit"                      L9b <b>Assessments: Retelling/Sequence (9B-1)</b></p>	<p><b>Q1 Standards Assessed:</b>                      RL.1 (who &amp; what ?'s), RL.4, RL.9                      RI.1 (who ?'s)                      1. What is the moral of each fable?                      2. Compare and contrast two fables.</p>	<p>L6b Extension: Story Map (6B-1)                                L8b Extension: On Stage                       L9b: Extension: Writing Another Tale About Peter Rabbit</p>
4	<p><b>ELA: CKLA Skills</b>                      U1, L15: Sounds /j/, /y/ Spelled 'j'—'J', 'y'—'Y'; Tricky Words: are, have, were                      U1, L16: Sounds /x/, /k/ Spelled 'x'—'X', 'k'—'K'; Tricky Words: one, once                      U1, L17: Sounds /ch/, /sh/ Spelled 'ch', 'sh'; Grammar: Nouns; Tricky Words: do, two                      U1, L18: Sister Sounds /th/ and /th/                      U1, L19: Tricky Words: the, who</p>	<p><b>Q1 Standards Assessed:</b>                      RF.2c, RF.2d, RF.3a, RF.3b,                      RF.3f (see SM breakdown)                      W.3, WF.1a,                      WF.3e (see SM breakdown)</p>	
	<p><b>CKLA Domain 1: Fables and Stories</b>                      L10a "All Stories Are Anansi's"                      L10b No required Extensions                       Domain Review: Teacher Choice                      Flex/ Catch up                      Domain Assessment Part 1, 2, 3, &amp; 4                      Culminating Activities: Teacher Choice</p>	<p><b>Q1 Standards Assessed:</b>                      RL.1 (who &amp; what ?'s), RL.4, RL.9                      RI.1 (who ?'s)                      1. What is the moral of the story? What details help you know this?                      2. Compare two fables.</p>	<p>L10b Extensions: On Stage</p>
5	<p><b>ELA: CKLA Skills</b>                      U1, L20: Tricky Words: said, says; Sounds /ng/, /qu/ Spelled 'ng', 'qu' .                      U1, L21: Vowel Sound Review                      U1, L22: Vowel and Consonant Sound Review; Grammar: Nouns                      U1, L23: Sounds /k/, /b/, /d/, /f/, /g/, /l/, /m/, /s/ Spelled 'ck', 'bb', 'dd', 'ff', 'gg', 'll', 'mm', 'ss'</p>	<p><b>Q1 Standards Assessed:</b>                      RF.2c, RF.2d, RF.3a, RF.3b,                      RF.3f (see SM breakdown)                      W.3, WF.1a,                      WF.3e (see SM breakdown)</p>	
	<p><b>CKLA Domain 2: Human Body</b>                      L1a "Everybody Has a Body"                      L1b Extensions: Know-Wonder-Learn Chart                      L2a "The Body's Framework"                      L2b Extension: KWL Chart &amp; Extension: "My Body Systems" Booklet (2B-1)                      L3a "Marvelous Moving Muscles"                      L3b Extension: KWL Chart &amp; Extension: "My Body Systems" Booklet                      L4a "Chew, Swallow, Squeeze and Churn"                      L4b Extension: KWL Chart &amp; Extension: "My Body Systems" Booklet</p>	<p><b>Q1 Standards Assessed:</b>                      RL.1 (who &amp; what ?'s), RL.4, RL.9                      RI.1 (who ?'s)                      1. Compare and Contrast organs, systems and networks.                      2. Describe the connection to self with each body system (i.e How does the</p>	<p>L1b Multiple Meaning Word Activity: Organs</p>
6	<p><b>ELA: CKLA Skills</b></p>	<p><b>Q1 Standards Assessed:</b></p>	

	<p>U1, L24: Sounds /k/, /n/, /p/, /r/, /t/, /z/ Spelled 'cc', 'nn', 'pp', 'rr', 'tt', 'zz'; The Sound /k/ Spelled 'c', 'ck', 'k', 'cc'</p> <p>U1, L25: Review Sister Sounds /s/ and /z/; Tricky Words: was, when, why</p> <p>U1, L26: Grammar: Nouns</p> <p>U1, L27: Question Mark; Tricky Words: where, which, what</p> <p>U1, L28 Review</p>	<p>RF.2c, RF.2d, RF.3a, RF.3b, RF.3f (see SM breakdown) W.3, WF.1a, WF.3e (see SM breakdown)</p>	
	<p><b>CKLA Domain 2: Human Body</b></p> <p>L5a "The Body's Superhighway"</p> <p>L5b Extension: KWL Chart &amp; Extension: "My Body Systems" Booklet</p> <p>L6a "Control Central: The Brain"</p> <p>L6b Extension: KWL Chart &amp; Extension: "My Body Systems" Booklet</p> <p><b>Flex/ Catch Up</b></p> <p>Pausing Point: Teacher Choice &amp; <b>Assessment: Body Systems (PP-1)</b> &amp; then Teacher Choice</p> <p>L7a "Dr. Welbody's Heroes"</p> <p>L7b Extension: Somebody Wanted But So Then Chart (cause/effect) (7B-1)</p>	<p><b>Q1 Standards Assessed:</b> RL.1 (who &amp; what ?'s), RL.4, RL.9 RI.1 (who ?'s)</p> <p>1. Compare and Contrast organs, systems and networks.</p> <p>2. Describe the connection to self with each body system (i.e How does the skeleton help my body move?)</p>	
<b>7</b>	<p><b>ELA: CKLA Skills</b></p> <p>U1, L29: Quotation Marks; Tricky Words: here, there</p> <p>U1, L30: Review</p> <p>U1, L31: Review</p> <p>U1, L32: Review</p> <p>Pausing Point</p>	<p><b>Q1 Standards Assessed:</b> RF.2c, RF.2d, RF.3a, RF.3b, RF.3f (see SM breakdown) W.3, WF.1a, WF.3e (see SM breakdown)</p>	
	<p><b>CKLA Domain 2: Human Body</b></p> <p>L8a "Five Keys to Health"</p> <p>L8b Vocabulary Instructional Activity: Nutritious</p> <p>L9a "The Pyramid Pantry"</p> <p>L9b Extension: Sayings &amp; Phrases: An Apple a Day Keeps the Doctor Away</p> <p>L10a "What a Complicated Network"</p> <p>L10b Extension: Poetry On Stage</p> <p>Domain Review: Teacher Choice</p> <p>Domain Assessment: Part 1, 2, &amp; 3</p>	<p><b>Q1 Standards Assessed:</b> RL.1 (who &amp; what ?'s), RL.4, RL.9 RI.1 (who ?'s)</p> <p>1. Compare and Contrast organs, systems and networks.</p>	<p>L8b Multiple Meaning Word Activity: Brush</p> <p>L8b Domain Related Trade Book</p> <p>L9b MyPlate Magic (9B-1)</p>
<b>8</b>	<p><b>ELA: CKLA Skills</b></p> <p>U2, L1: Vowel Digraph 'ee' U2, L2: Tricky Words; Nouns U2, L3: Vowel Digraph 'a_e'</p> <p>U2, L4: Review Vowel Digraphs</p> <p>U2, L5: Tricky Words</p>	<p><b>Q1 Standards Assessed:</b> RF.2c, RF.2d, RF.3a, RF.3b, RF.3f (see SM breakdown) W.3, WF.1a, WF.3e (see SM breakdown)</p>	
	<p><b>CKLA Domain 2: Human Body &amp; CKLA Domain 3: Different Lands, Similar Stories</b></p> <p>Domain Culminating Activities: Teacher Choice</p> <p>L1a "Cinderella"</p> <p>L1b Extensions: Somebody Wanted But So Then (Cause/Effect) (1B-1)</p> <p><b>Flex/ Catch Up</b></p> <p>L2a "The Girl with the Red Slippers"</p> <p>L2b Extension: Multiple Meaning Word Activity: Duck &amp; Extension: Drawing the Read-Aloud</p> <p>L3a "Billy Beg"</p> <p>L3b Extension: "Which Fairy Tale?" Venn Diagram</p>	<p><b>Q1 Standards Assessed:</b> RL.1 (who &amp; what ?'s), RL.4, RL.9 RI.1 (who ?'s)</p> <p>1. Compare two or three stories from different cultures. (Like those from lessons 1-3)</p>	<p>L1b Vocabulary Instructional Activity: Instructions</p>
<b>9</b>	<p><b>ELA: CKLA Skills</b></p>	<p><b>Q1 Standards Assessed:</b></p>	

10/4	U2, L6: Vowel Digraph 'i_e' U2, L7: Nouns U2, L8: Vowel Digraph 'o_e' U2, L9: Tricky Words	RF.2c, RF.2d, RF.3a, RF.3b, RF.3f (see SM breakdown) W.3, WF.1a, WF.3e (see SM breakdown)	
	<b>CKLA Domain 3: Different Lands, Similar Stories</b> L4a "Tom Thumb" L4b Extension: Sayings & Phrases: There's No Place Like Home L5a "Thumbelina" L5b Extension: T-Chart Comparison "Thumbelina" vs "Tom Thumb" & Extension: Creating a Variation <b>Flex/ Catch Up</b> L6a "Issun Boshi: One-Inch Boy" L6b Extension: Drawing the Read Alouds	<b>Q1 Standards Assessed:</b> RL.1 (who & what ?'s), RL.4, RL.9 RI.1 (who ?'s)  1. Compare and Contrast similar stories from different cultures. Compare "Tom Thumb" and "Thumbelina"  2. What is the lesson (moral) in these	L4b Extension: On Stage
<b>Quarter 2</b>			
10	<b>ELA: CKLA Skills</b> U2, L10: Nouns U2, L11: Nouns U2, L12: Vowel Digraph 'u_e' U2, L13: Review U2, L14: Tricky Words; Review	<b>Q2 Standards Assessed:</b> All Q1 Standards plus; RF.2a, RF.2b, RF.2c, RF.2d W.4, WF. 2a, b, c, 3a, 3f (see SM breakdown) L.1, L.1f, g, h, L.2a, L.6	
	<b>CKLA Domain 3: Different Lands, Similar Stories</b> Pausing Point: <b>Assessment: Riddles for Core Content (PP-1)</b> L7a "Little Red Riding Hood" L7b Extension: Multiple Meaning Word Activity: Left & Extension: Draw the Read-Aloud L8a "Hu Go Pu" L8b Extension: Venn Diagram L9a "Tselane" L9b Syntactic Awareness Activity: Demonstratives, this, that, those, these & Extension: Venn Diagram Domain Review: Teacher Choice	<b>Q2 Standards Assessed:</b> All Q1 Standards plus; RL.1 (who & what?'s), RL.2, RL.3, RL.5, RL.7 RI.1 (what & where ?'s), RI.2, RI.3, RI.7, RI.9  1. Reccount or Retell the text. 2. What is the central message or lesson of this text?	
11	<b>ELA: CKLA Skills</b> U2, L15: Review U2, L16: Review U2, L17: Review U2, L18: Review/Assessment U2, L19: Review/Assessment	<b>Q2 Standards Assessed:</b> All Q1 Standards plus; RF.2a, RF.2b, RF.2c, RF.2d W.4, WF. 2a, b, c, 3a, 3f (see SM breakdown) L.1, L.1f, g, h, L.2a, L.6	
	<b>CKLA Domain 3: Different Lands, Similar Stories &amp; CKLA Domain 4: Early Wo</b> Domain Assesment: Part 1 & 2 Domain Culminating Activities: Teacher Choice L1a "A Father and His Son in Mesopotamia" L1b Extension: The Civilization Chart L2a "Writing in Mesopotamia" L2b Extension: Civilization Chart & Extension: Sayings & Phrases: The Golden Rule L3a "The Religion of Babylon" L3b Extension: Civilization Chart & Interactive Illustrations	<b>Q2 Standards Assessed:</b> All Q1 Standards plus; RL.1 (who & what?'s), RL.2, RL.3, RL.5, RL.7 RI.1 (what & where ?'s), RI.2, RI.3, RI.7, RI.9  1. Compare and Contrast farming, cities, writing, leaders and religion in Mesopotamia and Ancient Egypt. (Use	L1b Multiple Meaning Word Activity: Banks
12	<b>ELA: CKLA Skills</b> Pausing Point U3, L1: Sound /oo/ Spelled 'oo'	<b>Q2 Standards Assessed:</b> All Q1 Standards plus; RF.2a, RF.2b, RF.2c, RF.2d	

	<p>U3, L2: Tricky Word because; Planning a Fictional Narrative                      U3, L3: Drafting a Fictional Narrative                      U3, L4: Editing a Fictional Narrative</p> <p><b>CKLA Domain 4: Early World Civilizations</b></p> <p>L4a "The Hanging Gardens of Babylon"                      L4b Extension: Timeline &amp; Civilization Chart (4B-1)                      Pausing Point: Teacher Choice &amp;  <b>Assessment: Civilization Chart (PP-1)</b></p> <p>L5a "People of the Nile"                      L5b Extension: Civilizations Chart &amp; Extension: Setting</p> <p>L6a "Writing in Ancient Egypt"                      L6b Extension: Civilization Chart                      L7a "Amon-Ra and the Gods of Ancient Egypt"                      L7b Extension: Civilization Chart &amp; Extension: Vocabulary Instructional Activity: Specific</p>	<p><b>W.4, WF. 2a, b, c, 3a, 3f (see SM breakdown)</b>                      L.1, L.1f, g, h, L.2a, L.6</p> <p><b>Q2 Standards Assessed:</b>                      All Q1 Standards plus;                      RL.1 (who &amp; what?'s),                      RL.2, RL.3, RL.5, RL.7                      RI.1 (what &amp; where ?'s), RI.2, RI.3, RI.7, RI.9</p> <p>1. Compare &amp; Contrast Egypt with Mesopotamia                      (How are heiroglyphs different from cuneiform? How are the gods/goddesses in ancient Egypt same/different than</p>	
<b>13</b>	<p><b>ELA: CKLA Skills</b></p> <p>U3, L5: Sound /oo/ Spelled 'oo'                      U3, L6: Planning and Drafting a Book Report                      U3, L7: Tricky Spelling 'oo'; Editing a Book Report                      U3, L8: Identifying Verbs; Publishing a Book Report                      U3, L9: Sound /ou/ Spelled 'ou'</p> <p><b>CKLA Domain 4: Early World Civilizations</b></p> <p>L8a "Approaching the Great Pyramid"                      L8b Extension: Pyramids and Ziggurats</p> <p>L9a "The Sphinx"                      L9b Extension: Pyramids and the Sphinx</p> <p>L10a "The Story of Hatshepsut" (Students need to take notes for Writing Studio L5: Who she is, what she did and what happened?)                      L10b Extensions: Civilizations Chart &amp; Extension: Somebody Wanted But So Then (10B-1)</p> <p>L11a "Tutankhamun, The Golden Pharaoh, Part I" (Students need to take notes for Writing Studio L6: Who he is, what they did, and what happened)                      L11b Extension: Civilization Chart (4B-1)</p> <p>L12a "Tutankhamun, The Golden Pharaoh, Part II"                      L12b Extension: Class Book</p>	<p><b>Q2 Standards Assessed:</b>                      All Q1 Standards plus;                      RF.2a, RF.2b, RF.2c, RF.2d  <b>W.4, WF. 2a, b, c, 3a, 3f (see SM breakdown)</b>                      L.1, L.1f, g, h, L.2a, L.6</p> <p><b>Q2 Standards Assessed:</b>                      All Q1 Standards plus;                      RL.1 (who &amp; what?'s),                      RL.2, RL.3, RL.5, RL.7                      RI.1 (what &amp; where ?'s), RI.2, RI.3, RI.7, RI.9</p> <p>1. What are the similarities and differences with Gods of Ancient Egypt with those in Mesopotamia?                      2. Compare and contrast the landmarks and/or major historical characters.</p>	<p>L6b Extension: Darwing the Read-Aloud (6B-1)</p> <p>L8b Multiple Meaning Word Activity: Steps</p> <p>L9b Syntactic Awareness Activity: Subject pronouns I, you, he, she, we, they</p>
<b>14</b>	<p><b>ELA: CKLA Skills</b></p> <p>U3, L10: Tricky Word down; Identifying Verbs                      U3, L11: Review                      U3, L12: Sound /oi/ Spelled 'oi'                      U3, L13: Identifying Present- and Past-Tense Verbs</p> <p><b>CKLA Domain 4: Early World Civilizations</b></p> <p>Pausing Point : Teacher Choice - May need to finish class book                      Assessment: Components of Civilizations (PP 2-1)</p> <p>L13a "Three World Religions"                      L13b Extension: Three Column Chart: Three World Religions (13B-1)</p> <p>L14a "Judaism"                      L14b Extension: Three Column Chart: Three World Religions (13B-1)</p> <p>L15a "Christianity"                      L15b Extension: Three Column Chart: Three World Religions (13B-1)</p>	<p><b>Q2 Standards Assessed:</b>                      All Q1 Standards plus;                      RF.2a, RF.2b, RF.2c, RF.2d  <b>W.4, WF. 2a, b, c, 3a, 3f (see SM breakdown)</b></p> <p><b>Q2 Standards Assessed:</b>                      All Q1 Standards plus;                      RL.1 (who &amp; what?'s),                      RL.2, RL.3, RL.5, RL.7                      RI.1 (what &amp; where ?'s), RI.2, RI.3, RI.7, RI.9</p> <p>1. How are the 3 World Religions the same and how are they different?</p>	<p>L14b Extension: Domain Related Trade Book</p> <p>L15b Extension: Domain Related Trade Book</p>

15	<p><b>ELA: CKLA Skills</b>                      U3, L14: Review                      U3, L15: Sound /aw/ Spelled 'aw'</p>	<p><b>Q2 Standards Assessed:</b>                      All Q1 Standards plus;                      RF.2a, RF.2b, RF.2c, RF.2d</p>	
	<p><b>CKLA Domain 4: Early World Civilizations</b>                      L16a "Islam"                      L16b Extension: Three Column Chart: Three World Religions (13B-1)</p>	<p><b>Q2 Standards Assessed:</b>                      All Q1 Standards plus;                      RL.1 (who &amp; what?'s),                      RL.2, RL.3, RL.5, RL.7</p>	L16b Extension: Domain Related Trade Book
	<p>Flex/ Catch Up</p>		
		<p><b>Q2 Standards Assessed:</b>                      All Q1 standards plus;                      OA.B3, 1.NBT.A1, 1.NBT.C4, 1.NBT.C5,                      MD.B3a (Hour &amp; 1/2 Hour)</p>	
	<p><b>Writing Studio Unit 3: Intro to Opinion Writing (D4: Early World Civ)</b>  <b>Writing Studio U3 (Intro to Opinion): L7 My Favorite Egyptian</b>  <b>Writing Studio U3 (Intro to Opinion): L8 Give &amp; receive feedback from peers to revise writing</b></p>	<p>1. What do you like better? Why?                      (Comparing two things)</p>	
16	<p><b>ELA: CKLA Skills</b>                      U3, L16: Review                      U3, L17: Review                      U3, L18: Review                      U3, L19: Word Recognition and Story Comprehension Assessments                      Pausing Point</p>	<p><b>Q2 Standards Assessed:</b>                      All Q1 Standards plus;                      RF.2a, RF.2b, RF.2c, RF.2d                      W.4, WF. 2a, b, c, 3a, 3f (see SM                      breakdown)                      L.1, L.1f, g, h, L.2a, L.6</p>	
	<p><b>CKLA Domain 4: Early World Civilizations &amp; CKLA Domain 5: Early American Civilizations</b>                      Domain Review: Teacher Choice                      Domain Assessment: Part 1, 2, 3 &amp; 4                      Culminating Activities: Teacher Choice</p>	<p><b>Q2 Standards Assessed:</b>                      All Q1 Standards plus;                      RL.1 (who &amp; what?'s),                      RL.2, RL.3, RL.5, RL.7                      RI.1 (what &amp; where ?'s), RI.2, RI.3, RI.7,</p>	
	<p>L1a "The Maya: A Harvest and a Hurricane"                      L1b Extension: Saying and Phrases: The More the Merrier &amp; Extension: Civilization Chart</p>	<p>1. How is the Mayan culture the same as Egyptian culture?</p>	L1b Extension: Timeline (You may need to just do this tomorrow so you have time)
	<p>L2a "The Maya: Journey to Baakal"                      L2b Extension: Civilization Chart &amp; Timeline</p>		L2b Extension: Multiple Meaning Word Activity: Strained
17	<p><b>ELA: CKLA Skills</b>                      U4, L1: Sound /er/ Spelled 'er'; Tricky Words Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday                      U4, L2: Contractions                      U4, L3: Contractions                      U4, L4: Sound /ar/ Spelled 'ar'                      U4, L5: Review</p>	<p><b>Q2 Standards Assessed:</b>                      All Q1 Standards plus;                      RF.2a, RF.2b, RF.2c, RF.2d                      W.4, WF. 2a, b, c, 3a, 3f (see SM                      breakdown)                      L.1, L.1f, g, h, L.2a, L.6</p>	
	<p><b>CKLA Domain 5: Early American Civilizations</b>                      L3a "The Maya: King Pakal's Tomb"                      L3b Extension: Civilization Chart &amp; Extension: Interactive Illustrations</p>	<p><b>Q2 Standards Assessed:</b>                      All Q1 Standards plus;                      RL.1 (who &amp; what?'s),                      RL.2, RL.3, RL.5, RL.7                      RI.1 (what &amp; where ?'s), RI.2, RI.3, RI.7,                      RI.9</p>	L4b Extension: Draw the Read Aloud
	<p>L4a "The Maya: The Festival of the First Star"                      L4b Extension: Civilization Chart                      Pausing Point: Teacher Choice  <b>Assessment: Make Your Own Civilization Chart (PP-1)</b></p>	<p>1. Would you rather visit the Maya or Aztecs (Opinion)? Why? (You will want students to list reasons)</p>	
	<p>L5a "The Aztec: The Legend of the Eagle and the Serpent"                      L5b Extension: Civilization Chart &amp; <b>Assessment: Sequencing the Story (5B-1)</b></p>		
	<p>L6a "The Aztec: The Floating Gardens of Xochimilco"                      L6b Extension: Civilization Chart</p>		L6b Extension: Multiple Meaning Word Activity: Wing

18	<p><b>ELA: CKLA Skills</b>                      U4, L6: Review                      U4, L7: Sound /or/ Spelled 'or'; <b>Two-Syllable Words</b>  <b>Flex/Catch up</b>                      U4, L8: Tricky Words yesterday, today, tomorrow                      U4, L9: : Review and Practice</p>	<p><b>Q2 Standards Assessed:</b>                      All Q1 Standards plus;                      RF.2a, RF.2b, RF.2c, RF.2d                      W.4, WF. 2a, b, c, 3a, 3f (see SM breakdown)                      L.1, L.1f, g, h, L.2a, L.6</p>	
	<p><b>CKLA Domain 5: Early American Civilizations</b>                      L7a "The Aztec: In the Palace of an Emperor"                      L7a Extension: Civilization Chart &amp; Timeline                      L8a "The Aztec: Cortes's Letter"                      L8b Extension: Civilization Chart &amp; <b>Assessment: Making Your Own Chart (PP-1)</b>  <b>Flex/ Catch up/ You can do any Pearson Early Civ that is not included in the map such as L7 &amp; L8</b>                      L9a "The Inca: Who Were the Inca"                      L9b Extension: The Legend of Viracocha &amp; Extension: Civilization Chart &amp; Timeline                      L10a "The Inca: The Runner"                      L10b Extension: Survival in the Andes: The Tacla &amp; Extension: Civilization Chart</p>	<p><b>Q2 Standards Assessed:</b>                      All Q1 Standards plus;                      RL.1 (who &amp; what?'s),                      RL.2, RL.3, RL.5, RL.7                      RI.1 (what &amp; where ?'s), RI.2, RI.3, RI.7, RI.9                      1. Which civilization would you like to visit, Maya, Aztecs or Incas? (Supply reasons for Opinions)</p>	<p>L7a Extension: Drawing the Read Aloud</p> <p>L10b Extension: On Stage</p>
19	<p><b>ELA: CKLA Skills</b>                      U4, L10: Review                      U4, L11: Review                      U4, L12: Review                      U4, L13: Identifying Past-, Present-, and Future-Tense Verbs                      U4, L14: Review</p>	<p><b>Q2 Standards Assessed:</b>                      All Q1 Standards plus;                      RF.2a, RF.2b, RF.2c, RF.2d                      W.4, WF. 2a, b, c, 3a, 3f (see SM breakdown)                      L.1, L.1f, g, h, L.2a, L.6</p>	
	<p><b>CKLA Domain 5: Early American Civilizations</b>                      L11a "The Inca: Machu Picchu—A Lucky Discovery"                      L11b Extension: Civilization Chart &amp; <b>Assessment: Individual Civilization Chart (PP-1)</b>                      Domain Review: Teacher Choice  <b>Flex/ Catch Up</b>  <b>Domain Assessment: Part 1 &amp; 2</b>                      Culminating Activities: Teacher Choice</p>	<p><b>Q2 Standards Assessed:</b>                      All Q1 Standards plus;                      RL.1 (who &amp; what?'s),                      RL.2, RL.3, RL.5, RL.7                      RI.1 (what &amp; where ?'s), RI.2, RI.3, RI.7, RI.9                      1. Which civilization would you like to visit, Maya, Aztecs or Incas? (Supply</p>	<p>L11b Vocabulary Instructional Activity: Culture</p>
<b>Quarter 3</b>			
20	<p><b>ELA: CKLA Skills</b>                      U4, L15: Review                      U4, L16: Review                      U4, L17: Adjectives                      U4, L18: Review and Practice                      U4, L19: Review</p>	<p><b>Q3 Standards Assessed:</b>                      All Q1 &amp; Q2 Standards plus;                      RF.1a, RF.3e,                      RF.3f (see SM breakdown)                      W.1, W.2,                      WF.2a (see SM breakdown),</p>	
	<p><b>CKLA Domain 6: Astronomy</b>                      L1a "Introduction to the Sun and Space"                      L1a Extension: Astronomy Journals (1B-1)                      L2a "The Earth and the Sun"                      L2b Extension: Day and Night Demo &amp; Extension: Sayings and Phrases: AM &amp; PM                      L3a "Stars"                      L3b Extension: Astronomy Journals</p>	<p><b>Q3 Standards Assessed:</b>                      All Q1 &amp; Q2 Standards plus;                      RL.1 (who &amp; what ?'s), RL.6                      RI.1 (what, when, where ?'s),                      RI.5, RI.6, RI.8                      1. What connections can I make from what I'm learning in Astronomy to my</p>	<p>L1b Multiple Meaning Word Activity: Space</p> <p>L2b Extension: Poetry Read-Aloud</p> <p>L3b Extension: Poetry Read-Aloud</p>

	L4a "Stargazing and Constellations" L4b Extension: Saying and Phrases: Hit the Nail on the Head L5a "The Moon" L5b Assessment: Four Phases of the Moon (5B-1)	daily life?	L4b Vocabulary Instructional Activity: Major/Minor L5b Extension: On Stage: Earth Moon Relay
21	<b>ELA: CKLA Skills</b> U4, L20: Planning a Descriptive Paragraph U4, L21: Drafting a Descriptive Paragraph U4, L22: Planning and Researching a Descriptive Paragraph U4, L23: Drafting a Descriptive Paragraph U4, L24: Editing a Descriptive Paragraph	<b>Q3 Standards Assessed:</b> All Q1 & Q2 Standards plus; RF.1a, RF.3e, RF.3f (see SM breakdown) W.1, W.2, WF.2a (see SM breakdown),	
	<b>CKLA Domain 6: Astronomy</b> Pausing Point: Teacher Choice <b>Assessment: The Earth, Sun, and Moon (PP-1)</b> L6a "History of Space Exploration and Astronauts" L6b Extension: Astronomy Journals L7a "Exploration of the Moon" L7b Extension: Astronomy Journals L8a "The Solar System, Part I" L8b Extension: Planets Chart L9a "The Solar System, Part II" L9b Extension: Solar System (9B-1) & Extension: Planets Chart	<b>Q3 Standards Assessed:</b> All Q1 & Q2 Standards plus; RL.1 (who & what ?'s), RL.6 RI.1 (what, when, where ?'s), RI.5, RI.6, RI.8  1. What connections can I make from what I'm learning in Astronomy to my daily life?	L6b Extension: Student Choice L7b Syntactic Awareness Activity: Possessive pronouns: my, your, his, her, our, their L8b Multiple Meaning Word Activity: Color
22	<b>ELA: CKLA Skills</b> U4, L25: End-of-Unit Assessment U4, L26: Mid-Year Assessment U4, L27: Mid-Year Assessment U4, L28: Mid-Year Assessment	<b>Q3 Standards Assessed:</b> All Q1 & Q2 Standards plus; RF.1a, RF.3e, RF.3f (see SM breakdown) W.1, W.2,	
	<b>CKLA Domain 7: The History of the Earth</b> Domain Review: Teacher Choice <b>Domain Assessment: Part 1 &amp; 2</b> Domain Culminating Activities: Teacher Choice L1a "Our Home, Earth" L1a Extension: Multiple Meaning Word Activity: Stick & Extension: Draw Read-Aloud	<b>Q3 Standards Assessed:</b> All Q1 & Q2 Standards plus; RL.1 (who & what ?'s), RL.6 RI.1 (what, when, where ?'s), RI.5, RI.6, RI.8  1. What connections can I make from	
23	<b>ELA: CKLA Skills</b> Pausing Point <b>Flex/Catch up</b> U5, L1: Spelling Alternatives 'p' and 'pp' for /p/ U5, L2: Tricky Word how U5, L3: Spelling Alternatives 'b' and 'bb' for /b/	<b>Q3 Standards Assessed:</b> All Q1 & Q2 Standards plus; RF.1a, RF.3e, RF.3f (see SM breakdown) W.1, W.2, WF.2a (see SM breakdown),	
	<b>CKLA Domain 7: The History of the Earth</b> L2a "The Earth Inside-Out, Part I" L2b Extension: Earth's Crust (2B-1) L3a "The Earth Inside-Out, Part II" L3b Extension: The Layers of the Earth (3B-1) L4a "The Earth Inside-Out, Part III" L4b Extension: Venn Diagram (4B-1) Pausing Point: Teacher Choice Assessment: The Layers of the Earth (PP-1)	<b>Q3 Standards Assessed:</b> All Q1 & Q2 Standards plus; RL.1 (who & what ?'s), RL.6 RI.1 (what, when, where ?'s), RI.5, RI.6, RI.8  1. Compare two surfaces or two parts of the earth. (Example: Compare the crust, mantle, and core OR Compare	L2b Vocabulary Instructional Activity: Varies L3b Syntactic Awareness Activity: Conjunction <i>and</i>

	L5a "Minerals" L5b Extension: Rock Sort (See Also Science Fusion Unit 6 "Earth's Resources": L3 What Can We Observe about Rocks?)	volcanoes and geysers)	
24	<b>ELA: CKLA Skills</b> U5, L4: Spelling Alternatives 'c', 'k', 'cc', and 'ck' for /k/ U5, L5: Spelling Alternatives 'c', 'k', 'cc', and 'ck' for /k/ U5, L6: Spelling Alternatives 'ch' and 'tch' for /ch/ U5, L7: Spelling Alternatives 'g' and 'gg' for /g/ U5, L8: Spelling Alternatives 'j', 'g', and 'ge' for /j/	<b>Q3 Standards Assessed:</b> All Q1 & Q2 Standards plus; RF.1a, RF.3e, RF.3f (see SM breakdown) W.1, W.2, WF.2a (see SM breakdown),	
	<b>CKLA Domain 7: The History of the Earth</b> L6a "The Three Types of Rocks" L6b Extension: Three Column Chart: Types of Rocks (6B-1) L7a "Fossils" L7b Extension: Syntactic Awareness Activity: Conjunction or L8a "Dinosaurs" L8b Extension: Multiple Meaning Word Activity: Plate Domain Review: Teacher Choice <b>Domain Assessment: Part 1, 2, &amp; 3</b>	<b>Q3 Standards Assessed:</b> All Q1 & Q2 Standards plus; RL.1 (who & what ?'s), RL.6 RI.1 (what, when, where ?'s), RI.5, RI.6, RI.8  1. Compare two surfaces or two parts of the earth. (Example: Compare the crust, mantel, and core OR Compare	L6b Extension: Forming Three Types of Rocks L7b Extension: Domain-Related Trade Book or Student Choice L8b Extension: Domain-Related Trade Book
25	<b>ELA: CKLA Skills</b> U5, L9: Tricky Spelling 'g' for /g/ and /j/ U5, L10: Review and Practice U5, L11: Spelling Alternatives 't', 'tt', and 'ed' for /t/ .  U5, L12: Spelling Alternatives 'd', 'dd', and 'ed' for /d/; Tricky Word stagecoach U5, L13: Spelling Alternatives 'f' and 'ff' for /f/	<b>Q3 Standards Assessed:</b> All Q1 & Q2 Standards plus; RF.1a, RF.3e, RF.3f (see SM breakdown) W.1, W.2, WF.2a (see SM breakdown), WF.2b (see SM breakdown),	
	<b>CKLA Domain 8: Animals &amp; Habitats</b> Culminating Activities: Teacher Choice L1a "What is a Habitat?" L1b Extension: Safari L2a "Animals of the Arctic Habitat" L2b Extension: Drawing the Read-Aloud L3a "Animals of the Sonoran Desert Habitat" L3b Extension: Herbivore, Carnivore, Omnivore (3B-1) L4a "Animals of the East African Savanna Habitat" L4b Extension: Food Chain Game & Extension: Habitat Review	<b>Q3 Standards Assessed:</b> All Q1 & Q2 Standards plus; RL.1 (who & what ?'s), RL.6 RI.1 (what, when, where ?'s), RI.5, RI.6, RI.8  1. How does your own habitat compare to the habitat discussed today?  2. Compare two habitats.	L2b Vocabulary Instructional Activitiy: Adapt L3b Multiple Meaning Wrod Activity: Fan
26	<b>ELA: CKLA Skills</b> U5, L14: Spelling Alternatives 'v' and 've' for /v/; Tricky Word picture U5, L15: Introduction to Opinion Writing U5, L16: Spelling Alternatives 'r', 'rr', and 'wr' for /r/; Planning and Drafting an Opinion Paragraph as a Class U5, L17: Planning and Drafting an Opinion Paragraph Independently	<b>Q3 Standards Assessed:</b> All Q1 & Q2 Standards plus; RF.1a, RF.3e, RF.3f (see SM breakdown) W.1, W.2, WF.2a (see SM breakdown),	
	<b>CKLA Domain 8: Animals &amp; Habitats</b> L5a "Animals of the Temperate Deciduous Forest Habitat" L5b Extension: Image Card Sort Pausing Point: Teacher Choice Assessment: Animals and Thier Habitats (PP-1) L6a "Animals of the Tropical Rainforest Habitat" L6b Extension: Writing About the Read-Aloud	<b>Q3 Standards Assessed:</b> All Q1 & Q2 Standards plus; RL.1 (who & what ?'s), RL.6 RI.1 (what, when, where ?'s), RI.5, RI.6, RI.8  1. How does your own habitat compare	L5b Multiple Meaning Wrod Activity: Bark L6b Syntactice Awareness Activity: Conjunction <i>but</i>

	L7a "Animals of the Freshwater Habitat" L7b Extension: Sayings and Phrases: A Fish Out of Water & Extension: Brainstorm Links	to the habitat discussed today?  2. Compare two habitats.	
27	<b>ELA: CKLA Skills</b> U5, L18: Editing an Opinion Paragraph U5, L19: Spelling Alternatives 'l' and 'll' for // U5, L20: Review and Practice U5, L21: Review and Practice U5, L22: End-of-Unit Assessment	<b>Q3 Standards Assessed:</b> All Q1 & Q2 Standards plus; RF.1a, RF.3e, RF.3f (see SM breakdown) W.1, W.2, WF.2a (see SM breakdown),	
	<b>CKLA Domain 8: Animals &amp; Habitats</b> L8a "Animals of the Saltwater Habitat" L8b Extension: Habitat Review L9a "Habitat Destruction and Endangered Species" L9b Extension: Brainstorming Links Domain Review: Teacher Choice <b>Domain Assessment: Part 1 &amp; 2</b> Culminating Activities: Teacher Choice	<b>Q3 Standards Assessed:</b> All Q1 & Q2 Standards plus; RL.1 (who & what ?'s), RL.6 RI.1 (what, when, where ?'s), RI.5, RI.6, RI.8  1. Compare two different animals. How are they alike/different?	
28	<b>ELA: CKLA Skills</b> Pausing Point <b>Flex/Catch Up</b> U6, L1: Spelling Alternative 'c' for /s/; Introduction to Personal Narratives U6, L2: Tricky Spelling 'c' for /s/ and /k/; Planning a Class Personal Narrative	<b>Q3 Standards Assessed:</b> All Q1 & Q2 Standards plus; RF.1a, RF.3e, RF.3f (see SM breakdown) W.1, W.2,	
	<b>CKLA Domain 9: Fairy Tales</b> L1a "Sleeping Beauty" L1b Extension: Elements of Fairy Tales Chart L2a "Rumpelstiltskin" L2b Extension: Elements of Fairy Tales Chart L3a "Rapunzel" L3b Extension: Elements of Fairy Tales Chart & Comparison of Fairy Tales <b>Flex/ Catch Up</b>	<b>Q3 Standards Assessed:</b> All Q1 & Q2 Standards plus; RL.1 (who & what ?'s), RL.6 RI.1 (what, when, where ?'s), RI.5, RI.6, RI.8  1. Compare/Contrast 2 Fairy Tales. How are the two Fairy Tales alike or different?	L2b Extension: Fairy Tale Character Illustration L2b Vocabulary Instructional Activity L3b Extension: Domain-Related Trade Book
<b>Quarter 4</b>			
29	<b>ELA: CKLA Skills</b> U6, L3: Practice; Drafting a Class Personal Narrative U6, L4: Spelling Alternatives 'ce' and 'se' for /s/; Planning and Drafting Student Personal Narratives U6, L5: Practice; Editing and Publishing Personal Narratives U6, L6: Review and Practice U6, L7: Replacing Nouns with Pronouns <b>Flex/ Catch Up</b>	<b>Q4 Standards Assessed:</b> All Q1, Q2, & Q3 standards plus; RF.3c, RF.3d, RF.3f (see SM breakdown) WF.2a (see SM breakdown), WF.2b (see SM breakdown), WF.3a (see SM breakdown),	
	L4a "The Frog Prince, Part I" L4b Extension: Elements of Fairy Tales Chart L5a "The Frog Prince, Part II" L5b Extension: Elements of Fairy Tales Chart Pausing Point: Teacher Choice Assessment: Elements of Fairy Tales (PP-1) L6a "Hansel and Gretel, Part I" L6b Extension: Elements of Fairy Tales Chart & Extension: Heroic and Evil Character Comparison	<b>Q4 Standards Assessed:</b> All Q1, Q2, & Q3 standards plus; RL.1 (full standard) RI.1 (full standard), RI.6  1. Compare/Contrast 2 Fairy Tales. How are the two Fairy Tales alike or different?	L4b Extension: On Stage L4b Syntactic Awareness Activity: Conjunction <i>because</i> L5b Syntactic Awareness Activity: Conjunction <i>so</i> L5b Multiple Meaning Word Activity: Bowl

	L7a "Hansel and Gretel, Part II" L7b Extension: Elements of Fairy Tales Chart & Assessment: Retelling a Read-Aloud or Sequence of Events (7B-1)		L7b Multiple Meaning Word Activity: Rich
30	<b>ELA: CKLA Skills</b> U6, L8: Review and Practice U6, L9: Building Sentences with Adjectives and Prepositions U6, L10: Spelling Alternative 'kn' for /n/ U6, L11: Review and Practice U6, L12: Review and Practice	<b>Q4 Standards Assessed:</b> All Q1, Q2, & Q3 standards plus; RF.3c, RF.3d, RF.3f (see SM breakdown) WF.2a (see SM breakdown), WF.2b (see SM breakdown),	
	<b>CKLA Domain 9: Fairy Tales</b> L8a "Jack and the Beanstalk, Part I" L8b Extension: Elements of Fairy Tales Chart & Extension: Write Your Own Fairy Tale (8B-1) L9a "Jack and the Beanstalk, Part II" L9b Extension: Elements of Fairy Tales Chart & Extension: Write Your Own Fairy Tale (8B-1) Domain Review: Teacher Choice <b>Domain Assessment: Part 1 &amp; 2</b> Culminating Activities: Teacher Choice	<b>Q4 Standards Assessed:</b> All Q1, Q2, & Q3 standards plus; RL.1 (full standard) RI.1 (full standard), RI.6 1. Compare/Contrast two Fairy Tales. How are the two Fairy Tales alike or different?	
31	<b>ELA: CKLA Skills</b> U6, L13: Review and Practice U6, L14: Review and Practice <b>Flex/Catch Up</b> U6, L15: Review and Practice U6, L16: Spelling Alternative 'wh' for /w/	<b>Q4 Standards Assessed:</b> All Q1, Q2, & Q3 standards plus; RF.3c, RF.3d, RF.3f (see SM breakdown) WF.2a (see SM breakdown), WF.2b (see SM breakdown),	
	<b>CKLA Domain 10: A New Nation</b> L1a "The New World" L1b Extension: Timeline & Extension: Working with Maps (1B-1) <b>Flex/ Catch Up</b>	<b>Q4 Standards Assessed:</b> All Q1, Q2, & Q3 standards plus; RL.1 (full standard) RI.1 (full standard),	
	L2a "A Taxing Time: The Boston Tea Party" L2b Extension: Timeline L3a "The Shot Heard Round the World" L3b Extension: Timeline & Extension: Sayings and Phrases: Let the Cat Out of the Bag L4a "Declaring Independence" L4b Extension: Timeline	1. What events/issues led to the Boston Tea Party?	L2b Multiple Meaning Word Activity: Stamps L3b Extension: Somebody Wanted But So Then
32	<b>ELA: CKLA Skills</b> U6, L17: Review and Practice U6, L18: Spelling Alternative 'n' for /ng/ U6, L19: Tricky Spelling 'n' for /n/ and /ng/ U6, L20: Review and Practice U6, L21: Review and Practice	<b>Q4 Standards Assessed:</b> All Q1, Q2, & Q3 standards plus; RF.3c, RF.3d, RF.3f (see SM breakdown) WF.2a (see SM breakdown), WF.2b (see SM breakdown),	
	<b>CKLA Domain 10: A New Nation</b> L5a "The Legend of Betsy Ross" L5b Extension: Timeline & Extension: The Original Flag (5B-1) Pausing Point: Teacher Choice <b>Assessment: Timeline Activity (PP-1)</b> <b>Early Release No Lesson</b>	<b>Q4 Standards Assessed:</b> All Q1, Q2, & Q3 standards plus; RL.1 (full standard) RI.1 (full standard), RI.6	

	L6a "George Washington, Commander in Chief" L6b no required Extension L7a "Will This War Never End?" L7b Extension: Timeline	1. After reading the first few lines of the Declaration of Independence, what events led to the writing those specific words?	L6b Extension: Student Choice L7b Extension: Song: "Yankee Doodle"
33	<b>ELA: CKLA Skills</b> U6, L22: Review and Practice U6, L23: Tricky Word cow U6, L24: Assessment U6, L25: Assessment	<b>Q4 Standards Assessed:</b> All Q1, Q2, & Q3 standards plus; RF.3c, RF.3d, RF.3f (see SM breakdown) WF.2a (see SM breakdown),	
	<b>CKLA Domain 10: A New Nation</b> L8a "A Young Nation Is Born" L8b Extension: Timeline & Extension: Sayings and Phrases: There's No Place Like Home L9a "Never Leave Until Tomorrow What You Can Do Today" L9b Extension: Saying and Phrases: Never Leave Until Tomorrow What You Can Do Today L10a "Building a Nation with Words and Ideas" L10b No required Extension Early Release No Lesson	<b>Q4 Standards Assessed:</b> All Q1, Q2, & Q3 standards plus; RL.1 (full standard) RI.1 (full standard), RI.6  1. What events and details can you use to explain how George Washington was the "Father of Our Country"?	L8b Multiple Meaning Word Activity: Capital L9b Extension: Drawing the Read-Aloud L10b Syntactic Awareness Activity: Past, Present, and Future
34	<b>ELA: CKLA Skills</b> Pausing Point U7, L1: Spelling Alternatives for /ae/ U7, L2: Review and Practice U7, L3: Grammar: Nouns and Verbs U7, L4: Grammar: Conjunctions; Noun-Verb Agreement	<b>Q4 Standards Assessed:</b> All Q1, Q2, & Q3 standards plus; RF.3c, RF.3d, RF.3f (see SM breakdown) WF.2a (see SM breakdown), WF.2b (see SM breakdown),	
	<b>CKLA Domain 10: A New Nation</b> L11a "Liberty and Justice for ALL?" L11b Extension: Image Review/Writing L12a "What Do a Flag, a Bell, and an Eagle Have in Common?" (see Pearson L9) L12b No required Extension Domain Review: Teacher Choice <b>Domain Assessment: Part 1, 2, &amp; 3</b> Culminating Activities: Teacher Choice	<b>Q4 Standards Assessed:</b> All Q1, Q2, & Q3 standards plus; RL.1 (full standard) RI.1 (full standard), RI.6  1. What do the flag, the bell and the Eagle have in common? What do they symbolize?	L12b Vocabulary Instructional Activity: Revolution L12b Domain Review
35	<b>ELA: CKLA Skills</b> U7, L5: Review and Practice U7, L6: Grammar: Noun-Verb Agreement U7, L7: Grammar: Commas in a Series U7, L8: Grammar: Building Sentences with Conjunctions U7, L9: Review and Practice	<b>Q4 Standards Assessed:</b> All Q1, Q2, & Q3 standards plus; RF.3c, RF.3d, RF.3f (see SM breakdown) WF.2a (see SM breakdown), WF.2b (see SM breakdown),	
	<b>CKLA Domain 11: Frontier Explorers</b> L1a "Daniel Boone and the Opening of the West" L1b Extension: Timeline & Extension: Appalachian Mountains (1B-1) L2a "Crossing the Appalachian Mountains" L2b No required Extension Pausing Point: Teacher Choice Assessment: Daniel Boone Review (PP-1) L3a "Jefferson and Monroe" L3b Extension: Mississippi River (3B-1)	<b>Q4 Standards Assessed:</b> All Q1, Q2, & Q3 standards plus; RL.1 (full standard) RI.1 (full standard), RI.6  1. What did the woodsman have to do to 1. What similarities and differences are there with Emperors, Kings and	L2b Multiple Meaning Wrod Activity: Pass L2b Extension: Domain-Related Trade Book L3b Syntactic Awareness Activitiy: Sentence Types

	L4a "The Louisiana Purchase" L4b Extension: The Louisiana Purchase Puzzle (4B-1)	Presidents?	L4b Multiple Meaning Word Activity: Letter
36	<b>ELA: CKLA Skills</b> U7, L10: Review and Practice U7, L11: Spelling Alternatives for /oe/ U7, L12: Grammar: Building Sentences with Conjunctions U7, L13: Introduction to Instructional Writing U7, L14: Instructional Writing: Sequencing Steps	<b>Q4 Standards Assessed:</b> All Q1, Q2, & Q3 standards plus; RF.3c, RF.3d, RF.3f (see SM breakdown) WF.2a (see SM breakdown), WF.2b (see SM breakdown),	
	<b>CKLA Domain 11: Frontier Explorers</b> L5a "Lewis and Clark" - See Also Pearson L3 "Lewis and Clark" L5b Extension: Timeline L6a "Lewis and Clark: The Journey Begins" L6b No required Extension Flex/ Catch Up	<b>Q4 Standards Assessed:</b> All Q1, Q2, & Q3 standards plus; RL.1 (full standard) RI.1 (full standard), RI.6	L5b Vocabulary Instructional Activity: Route L5b Extension: Image Card Review L6b Extension: Domain-Related Trade Book
	L7a "Discovery and Danger on the Prairie" L7b Extension: Tracking Lewis and Clark and the Corps of Discovery (3B-1) L8a "Sacagawea" L8b Extension: Tracking Lewis and Clark and the Corps of Discovery (3B-1) & Extension: Interactive Illustrations	1. What character had the most influence on the success of the expedition? How? Why?	L7b Extension: Image Card Review
37	<b>ELA: CKLA Skills</b> U7, L15: Instructional Writing: Giving Good Oral Instructions U7, L16: : Instructional Writing: Planning and Drafting U7, L17: Instructional Writing: Editing and Publishing U7, L18: Review and Practice U7, L19: End-of-Year Assessment	<b>Q4 Standards Assessed:</b> All Q1, Q2, & Q3 standards plus; RF.3c, RF.3d, RF.3f (see SM breakdown) WF.2a (see SM breakdown), WF.2b (see SM breakdown),	
	<b>CKLA Domain 11: Frontier Explorers</b> L9a "Red Cedars and Grizzly Bears" L9b Extension: Tracking Lewis and Clark and the Corps of Discovery (3B-1) & Extension: Class Journal	<b>Q4 Standards Assessed:</b> All Q1, Q2, & Q3 standards plus; RL.1 (full standard) RI.1 (full standard), RI.6	L10b Extension: Sacagawea and the Dollar Coin
	L10a "Rivers and Mountains" L10b Extension: Tracking Lewis and Clark and the Corps of Discovery (3B-1) & Extension: Sayings and Phrases: If at First You Don't Succeed, Try, Try Again Flex/ Catch Up	1. What character had the most influence on the success of the expedition? How? Why?	
	L11a "To the Pacific and Back" L11b Extension: Class Journal Domain Review: Teacher Choice		
38	<b>ELA: CKLA Skills</b> U7, L20: End-of-Year Assessment U7, L21: End-of-Year Assessment Pausing Point Flex/Catch Up Last Day: Assemblies	<b>Q4 Standards Assessed:</b> All Q1, Q2, & Q3 standards plus; RF.3c, RF.3d, RF.3f (see SM breakdown) WF.2a (see SM breakdown), WF.2b (see SM breakdown),	
	<b>CKLA Domain 11: Frontier Explorers</b> <b>Domain Assessment: Part 1, 2, &amp; 3</b> Culminating Activities: Teacher Choice Flex/ Catch Up Flex/ Catch Up Last Day: Assemblies	<b>Q4 Standards Assessed:</b> All Q1, Q2, & Q3 standards plus; RL.1 (full standard) RI.1 (full standard), RI.6	
		1. What character had the most influence	

2nd Grade Curriculum Map 18-19			
Week	Text	Focus Questions	Optional
Notes			
<b>Quarter 1</b>			
1	<b>ELA: CKLA Skills</b> Routines & Procedures, routines & procedures, and routines & procedures U1, L1: Basic Code Spellings for /a/, /i/, /p/, /b/, /t/, /d/ U1, L2: Basic Code Spellings for /o/, /e/, /u/, /k/, /g/ U1, L3: Basic Code Spellings for /k/, /j/, /v/, /f/, /h/, /l/ U1, L4: Basic Code Spellings for /th/, /th/, /n/, /ng/, /sh/, /ch/	<b>Q1 Standards Assessed:</b> RF.3a, RF.3d (see SM breakdown) RF.3e, RF.3f (see SM breakdown) WF.1a, WF.1b, WF.2a, WF.3d (see SM breakdown) L.2d, L.5b	
	<b>CKLA Domain 1: Fairy Tales</b> CKLA Domain: None/Culture Activities & Testing CKLA Domain: None/Culture Activities & Testing CKLA Domain: None/Culture Activities & Testing L1a "The Fisherman and His Wife" L1b Extension: Rewriting the Read-Aloud (1B-1) L2a "The Emperor's New Clothes" L2b No Required Extension	<b>Q1 Standards Assessed:</b> RL.1 (see SM breakdown), RL.3, RL.6, RL.9 1. T-P-S: Do you think there is a lesson to be learned in this story? (make sure kids understand this is also called the <b>central message</b> , lesson or <b>moral</b> ) Discuss: Should we judge characters	L2b Extension: On Stage
2	<b>ELA: CKLA Skills</b> U1, L5: Basic Code Spellings for /s/, /z/, /m/, /w/, /r/, /y/, /x/, /qu/ U1, L6: Assessment "Snacks" U1, L7: Assessment "Prince Vincent" U1, L8: Assessment "The Beach" U1, L9: Assessment "Sink or Float"	<b>Q1 Standards Assessed:</b> RF.3a, RF.3d (see SM breakdown) RF.3e, RF.3f (see SM breakdown) WF.1a, WF.1b, WF.2a, WF.3d (see SM breakdown) L.2d, L.5b	
	<b>CKLA Domain 1: Fairy Tales</b> L3a "Beauty and the Beast, Part I" <b>L3b Extension: Assessment - Which Happened First? (1B-1)</b> L3b Extension: Drawing the Read-Aloud (Suggestion: Have students draw while reading) L4a "Beauty and the Beast, Part II" L4b Extension: Saying and Phrases: Better Late Than Never Pausing Point: Teacher Choice <b>Required Assessment: Elements of Fairy Tales (PP-1)</b> L5a "Paul Bunyan" L5b Extension: Tall Tales Characteristics Chart (5B-1) L5b Extension: Syntactic Awareness Activity: Regular & Irregular Plurals L6a "Pecos Bill" L6b Extension: Tall Tales Characteristics Chart (5B-1) <b>L6b Extension: Assessment - Fact or Exaggeration (6B-1)</b>	1. <b>Compare and Contrast</b> two tall tales. 2. How can you tell if a story is <b>fantasy</b> or <b>realistic</b> text? (Discuss characteristics of tall tales)	L4b Multiple Meaning Word Activity: Tunes L4b Extension: Domain-Related Trade Book  L6b Extension: Drawing an Exaggeration
3	<b>ELA: CKLA Skills</b> U1, L10: Assessment Word Reading Placement U1, L11: Tricky Words: the, he, she, we, be, me; Double Letter Spellings 'bb', 'cc', 'ck', 'dd', 'ff', 'gg', 'll'	<b>Q1 Standards Assessed:</b> RF.3a, RF.3d (see SM breakdown) RF.3e, RF.3f (see SM breakdown) WF.1a, WF.1b, WF.2a, WF.3d (see SM	

	<p>U1, L12: Tricky Words: was, of, a; Double Letter Spellings 'mm', 'nn', 'pp', 'rr', 'ss', 'tt', 'zz'</p> <p>U1, L13: Read Two-Syllable Words</p> <p>U1, L14: Tricky Words: do, down, how, to; Tricky Spelling 'g'</p> <p><b>CKLA Domain 1: Fairy Tales</b></p> <p>L7a "John Henry"</p> <p>L7b Extension: Tall Tales Characteristics Chart (5B-1)</p> <p>L8a "Casey Jones"</p> <p>L8b Extension: Tall Tales Characteristics Chart (5B-1)</p> <p>L8b Extension: Tall Tales Heroes Venn Diagram</p> <p>Domain Review: Teacher Choice</p> <p><b>Domain Assessment: Part 1, 2, &amp; 3</b></p> <p>Culminating Activities: You can do any of the Culminating Activities, extensions that were not required, finish up any Journals or finish an Writing Studio tasks. If you need an extra review day before Domain - you may eliminate the Domain Culminating Activity day and have 2 review days for the test. Remember this is also a good time to remediate on any skill deficits or practice reading old readers and getting more automaticity with oral reading.</p>	<p><b>breakdown)</b> L.2d, L.5b</p>	
		<p>1. <b>Compare</b> and <b>Contrast</b> two tall tales.</p> <p>2. How can you tell if a story is <b>fantasy</b> or <b>realistic</b> text? (Discuss characteristics of tall tales)</p>	<p>L7b Vocabulary Instructional Activity: Challenge</p> <p>L7b Extension: Multiple Meaning Word Activity: Tracks</p> <p>L8b Extension: Domain-Related Trade Book</p> <p>One fun additional resource to Fairy Tales is called "Loony Limericks from CK Instructional Masters. This can be done instead of Domain Culminating Activities</p>
4	<p><b>ELA: CKLA Skills</b></p> <p>U1, L15: Tricky Spelling 'c'</p> <p>U1, L16: Spelling Alternatives 'qu', 'wh', 'wr', 'kn'</p> <p>U1, L17: Tricky Words: what, where, why, from; Spelling Alternatives 'ge', 've'</p> <p>U1, L18: Tricky Words: once, one; Spelling Alternatives 'se', 'ce', 'tch'</p> <p>U1, L19: Tricky Words: once, one; Spelling Alternatives 'se', 'ce', 'tch'</p> <p><b>CKLA Domain 1: Fairy Tales &amp; Domain 2: Early Asian Civilizations</b></p> <p>L1a "The Indus River Valley, Part I"</p> <p>L1b Extension: Map Quest (1B-1)</p> <p>L1b Extension: Draw the Read-Aloud</p> <p>L2a "The Indus River Valley, Part II"</p> <p>L2b Extension: Civilization Chart (2B-1)</p> <p><b>Flex/ Catch up</b></p> <p>L3a "Hindus and Hinduism"</p> <p>L3b Extension: Civilization Chart (2B-1)</p> <p>L3b Extension: Multiple Meaning Word Activity: Club</p> <p>L4a "The Tiger, the Brahman, and the Jackal"</p> <p>L4b Extension: Personification T-Chart (4B-1)</p>	<p><b>Q1 Standards Assessed:</b> RF.3a, RF.3d (see SM breakdown) RF.3e, RF.3f (see SM breakdown) WF.1a, WF.1b, WF.2a, WF.3d (see SM breakdown) L.2d, L.5b</p>	
		<p>1. <b>Compare</b> and <b>Contrast</b> the Ancient Civilization compared to present-day India.</p>	<p>L2b Extension: Image Review (make sure to have students respond using more complex language and vocabulary)</p> <p>L3b Extension: Comparison Chart (3B-1) Hinduism vs Buddhism</p> <p>L4b Extension: On Stage</p>
5	<p><b>ELA: CKLA Skills</b></p> <p>U1, L20: Tricky Spelling 's'</p> <p>U1, L21: Tricky Spelling 'n'; Tricky Words: could, would, should</p> <p>U1, L22: Tricky Words: there, said, says, word; Unit Assessment Pausing Point</p> <p><b>Domain 2: Early Asian Civilizations</b></p> <p>L5a "The Blind Men and the Elephant"</p> <p>L5b Extension: Syntactic Awareness Activity: Regular and Irregular Past Tense</p> <p>L6a "Diwali"</p> <p>L6b Extension: Interactive Illustrations</p>	<p><b>Q1 Standards Assessed:</b> RF.3a, RF.3d (see SM breakdown) RF.3e, RF.3f (see SM breakdown) WF.1a, WF.1b, WF.2a, WF.3d (see SM breakdown)</p>	
		<p>1. What is the <b>central message</b> of the folktale?</p> <p>2. <b>Who</b> do hear about in today's read-aloud.</p>	

	<p>L7a "Buddhists and Buddhism" L7b Extension: Civilization Chart (2B-1)</p> <p>Pausing Point: Teacher Choice <b>Required Assessment -The Early Indian Civilization (PP-1)</b></p>	<p>1. Compare and Contrast Hinduism 3 World Religions</p>	<p>L7b Extension: Comparison Chart (3B-1) Hinduism vs Buddhism L7b Extension: Multiple Meaning Word Activity: Train</p>
6	<p><b>ELA: CKLA Skills</b> U2, L1: Basic Code Review /ae/ and /ie/; Tricky Words I, you, your, street U2, L2: Basic Code Review /oe/ and /ue/; Tricky Words my, by, have U2, L3: Basic Code Spellings /ee/ U2, L4: Grammar—Quotation Marks; Tricky Words all, wh U2, L5: Tricky Spelling 'oo'; Tricky Words no, go, so</p> <p><b>Domain 2: Early Asian Civilizations</b> L8a "The Yellow and the Yangtze Rivers" L8b Extension: Civilization Chart (2B-1) L8b Extension: Map Quest (1B-1) L9a "Paper, Writing, and Calligraphy" L9b Extension: Civilization Chart (2B-1)</p> <p><b>Flex/Catch up</b> L10a "The Magic Paintbrush" L10b Extension: With My Magic Paintbrush L10b Extension: Drawing the Read-Aloud L11a "The Importance of Silk" L11b Extension: Silk Makers (11B-1 &amp; 11B-2)</p>	<p><b>Q1 Standards Assessed:</b> RF.3a, RF.3d (see SM breakdown) RF.3e, RF.3f (see SM breakdown) WF.1a, WF.1b, WF.2a, WF.3d (see SM breakdown) L.2d, L.5b</p> <p>1. <b>Compare</b> farming in Ancient China with farming in Ancient India. 2. <b>Compare</b> Chinese writing with written English.</p>	<p>L9b Extension: Bookmakers  L11b Extension: Student Choice</p>
7	<p><b>ELA: CKLA Skills</b> U2, L6: Writing a Narrative—Planning; Tricky Words are, were, some U2, L7: Writing a Narrative—Drafting; Basic Code 'ou' and 'ow' for /ou/ U2, L8: Writing a Narrative—Editing; Basic Code 'oi' and 'oy' for /oy/ U2, L9: Grammar—Quotation Marks U2, L10: Basic Code Review /er/; Tricky Words they, their</p> <p><b>Domain 2: Early Asian Civilizations</b> L12a "China's Great Wall" L12b Extension: Civilization Chart (2B-1) L12b Extension: Sayings and Phrases: Easier Said Than Done L13a "Confucius" L13b Extension: Sayings and Phrases: Practice What You Preach L13b Extension: Venn Diagram: Confucius and Siddartha Gautama-The Buddha (13B-1) L14a "Chinese New Year" L14b Extension: Celebrations Venn Diagram (14B-1) Domain Review: Teacher Choice <b>Domain Assessment: Part 1, 2, &amp; 3</b></p>	<p><b>Q1 Standards Assessed:</b> RF.3a, RF.3d (see SM breakdown) RF.3e, RF.3f (see SM breakdown) WF.1a, WF.1b, WF.2a, WF.3d (see SM breakdown) L.2d, L.5b</p> <p>1. Thinking about some of the inventions and valuable things China had, how do you think they <b>felt</b> about the idea of another group (northern nomads) taking their things? 2. What protections do you put in place to protect your things?</p>	<p>L12b Extension: Somebody Wanted But So Then (12B-1)  L14b Extension: Vocabulary Instructional Activity: Traditions</p>
8	<p><b>ELA: CKLA Skills</b> U2, L11: Basic Code Review /or/ and /ar/ <b>Flex/Catch Up</b> <b>Flex/Catch Up</b> U2, L12: Writing a Narrative—Planning U2, L13 Writing a Narrative—Editing; Antonyms</p> <p><b>CKLA Domain 2: Early Asian Civilizations &amp; 3: Ancient Greek Civilizations</b></p>	<p><b>Q1 Standards Assessed:</b> RF.3a, RF.3d (see SM breakdown) RF.3e, RF.3f (see SM breakdown) WF.1a, WF.1b, WF.2a, WF.3d (see SM breakdown) L.2d, L.5b</p>	

	<p>Culminating Activities: Teacher Choice L1a "The Ancient Greeks" L1b Extension: Civilization Chart (1B-1) <b>Flex/ Catch up</b> L2a "Mount Olympus, Part I" L2b Extension: Civilization Chart (1B-1) L2b Extension: Retelling the Read-Aloud L3a "Mount Olympus, Part II" L3b Extension: Civilization Chart (1B-1) L3b Extension: Retelling the Read-Aloud</p>	<p>1. <b>Compare</b> and <b>contrast</b> the characteristics and powers of the gods and goddesses fo the ancient Greeks.  2. Make <b>predictions</b> and then compare to the actual outcome in the text.</p>	<p>L1b Extension: Drawing the Read-Aloud</p>
<p>9</p>	<p><b>ELA: CKLA Skills</b> U2, L14: Writing a Narrative—Editing; Antonyms U2, L15: Antonyms, Review U2, L16: Unit Assessment for Grammar and Writing Pausing Point <b>CKLA Domain 3: Ancient Greek Civilizations</b> L4a "The Olympic Games" L4b Extension: Saying and Phrases: Where There's a Will, There's a Way L4b Extension: Civilization Chart (1B-1)  L5a "All for Sparta" L5b Extension: Civilization Chart (1B-1) <b>Flex/Catch up (Could do SF, L3 &amp; flood experiment if desired)</b> L6a "Athens and the Olive Tree" L6b Extension: Civilization Chart (1B-1) L6b Extension: The Parthenon</p>	<p><b>Q1 Standards Assessed:</b> RF.3a, RF.3d (see SM breakdown) RF.3e, RF.3f (see SM breakdown) WF.1a, WF.1b, WF.2a, WF.3d (see SM breakdown)</p> <p>1. <b>Compare</b> and <b>contrast</b> the characteristics and powers of the gods and goddesses fo the ancient Greeks.  2. Make <b>predictions</b> and then compare to the actual outcome in the text.</p>	<p>L5b Extension: Multiple Meaning Word Activity: Camp L5b Extension: Syntactic Awareness Activity: Conversations</p>
<b>Quarter 2</b>			
<p>10</p>	<p><b>ELA: CKLA Skills</b> <b>Flex/Catch Up (Culture Day- Review Procedures and Rouines)</b> U3, L1: Introduction to Spelling Alternatives for /ae/ U3, L2: Spelling Alternatives for /ae/: 'a_e', 'ai', 'ay' U3, L3: Spelling Alternatives for /ae/: 'a'; Tricky Spelling 'a' U3, L4: Spelling Alternatives Review; Tricky Spelling 'a' <b>CKLA Domain 3: Ancient Greek Civilizations</b> L7a "Athens: The Birthplace of Democracy" L7b Extension: Civilization Chart (1B-1) L7b Extension: Choosing a Government Pausing Point: Teacher Choice <b>Required Assessment: Venn Diagram (PP-1)</b> L8a "Marathon" L8b Extension: Somebody Wanted But So Then (8B-1) L9a "Thermopylae: The Persians Strike Again" L9b Extension: Civilization Chart (1B-1)  L10a "The Great Thinkers of Greece" L10b Extension: Sayings and Phrases: Practice What You Preach</p>	<p><b>Q2 Standards Assessed:</b> All Q1 Standards plus; RF.3b, RF.3c, RF.3d (-ing, -ed, -s, -es), RF.3e (see SM breakdown), RF.3f (see SM breakdown)</p> <p><b>Q2 Standards Assessed:</b> All Q1 Standards plus; RL.2, RL.5, RI.1 (who &amp; where), RI.6, RI.7, RI.8</p> <p>1. What are the contributions from other civilizations that we still use today? <b>(Compare &amp; Contrast)</b></p>	<p>L8b Extension: Drawing the Read-Aloud  L9b Extension: Multiple Meaning Word Activity: Channel L10b Extension: Writing a Fictional Narrative: Plan (Fictional Narratives are addressed in Unit 1 &amp; 2 of Writing Studio - so you do not have to do this Extension)</p>
<p>11</p>	<p><b>ELA: CKLA Skills</b> U3, L5: Review of Spelling Alternatives for /ae/ U3, L6: Introduction to Spelling Alternatives for /oe/ U3, L7: Spelling Alternatives for /oe/: 'oa', 'oe'; Common Nouns</p>	<p><b>Q2 Standards Assessed:</b> All Q1 Standards plus; RF.3b, RF.3c, RF.3d (-ing, -ed, -s, -es),</p>	

	<p>U3, L8: Spelling Alternative for /oe/: 'o'; Tricky Spelling 'o'                      U3, L9: Spelling Alternatives Review; Tricky Spelling 'o'</p> <p><b>CKLA Domain 3: Ancient Greek Civilizations</b></p> <p>L11a "Alexander the Great, Part I"                      L11b Extension: Civilization Chart (1B-1)</p> <p>L12a "Alexander the Great, Part II"                      L12b Extension: Map of Alexander the Great's Empire (12B-1)                      Domain Review: Teacher Choice                      Domain Assessment: Part 1, 2, 3, &amp; 4                      Culminating Activities: Teacher Choice</p>	<p><b>RF.3e (see SM breakdown),                      RF.3f (see SM breakdown)</b></p>	
12	<p><b>ELA: CKLA Skills</b>                      U3, L10: : Review of Spelling Alternatives for /oe/                      U3, L11: Introduction to Spelling Alternatives for /ie/                      U3, L12: Spelling Alternatives for /ie/: 'ie', 'i'; Common and Proper Nouns                      U3, L13: Review of Spelling Alternatives; Tricky Spelling 'i'                      U3, L14: Common and Proper Nouns; Capitalization</p> <p><b>CKLA Domain 4: Greek Myths</b>                      L1a "The Twelve Gods of Mount Olympus" L1b Extension: Greek Gods Posters 1-1                      L2a "Prometheus and Pandora" L2b Extension: Assessment - Sequencing the Rea                      L3a "Demeter and Persephone" L3b Extension: Greek Myths Journal (3B-1)</p> <p>L4a "Arachne the Weaver"                      L4b Extension: Greek Myths Journal (4B-1)                      L5a "Theseus and the Minotaur"                      L5b Extension: Greek Myths Journal (5B-1)                      L5b Extension: Which Happend First? (5B-2)</p>	<p><b>Q2 Standards Assessed:</b>                      All Q1 Standards plus;                      RF.3b, RF.3c,                      RF.3d (-ing, -ed, -s, -es),                      RF.3e (see SM breakdown),                      RF.3f (see SM breakdown)</p> <p><b>Q2 Standards Assessed:</b>                      All Q1 Standards plus;                      RL.2, RL.5, RI.1 (who &amp; where),                      RI.6, RI.7, RI.8</p> <p>1. What are the contributions from other civilizations that we still use today?  <b>(Compare &amp; Contrast)</b></p> <p>1. <b>Compare/Contrast</b> gods &amp; goddesses.                      2. How were the gods and goddesses <b>similar/different</b> to humans?</p>	<p>L10b Extension: Writing a Fictional Narrative: Draft (Fictional Narratives are addressed in Unit 1 &amp; 2 of Writing Studio - so you do not have to do this Extension)                      L12b Extension: Writing a Fictional Narrative: Edit (Fictional Narratives are addressed in Unit 1 &amp; 2 of Writing Studio - so you do not have to do this Extension)</p> <p>L3b Extension: Multiple Meaning Word Activity: Pine                      L4b Extension: Spin a Story                      L4b Extension: Vocabulary Instructional Activity: Features</p>
13	<p><b>ELA: CKLA Skills</b>                      U3, L15: Midpoint Decoding Assessment                      U3, L16: Introduction to Spelling Alternatives for /ue/                      U3, L17: Spelling Alternatives for /ue/: 'u', 'u e', 'ue'; Plural Nouns                      U3, L18: Review of Spelling Alternatives for /ue/                      U3, L19: Spelling Alternatives for /aw/: 'aw', 'au'</p> <p><b>CKLA Domain 4: Greek Myths</b>                      6 "Daedalus and Icarus"                      L6b Extension: Greek Myths Journal (6B-1)                      L6b Extension: Sayings and Phrases: Cold Feet                      Pausing Point: Teacher Choice  <b>Required Assessment: Sequencing the Read-Aloud (PP-1)</b>                      L7a "Hercules"                      L7b Extension: Greek Myths Journal (7B-1)                      L7b Extension: Character, Setting, Plot (7B-2)</p>	<p><b>Q2 Standards Assessed:</b>                      All Q1 Standards plus;                      RF.3b, RF.3c,                      RF.3d (-ing, -ed, -s, -es),                      RF.3e (see SM breakdown),                      RF.3f (see SM breakdown)</p> <p><b>Q2 Standards Assessed:</b>                      All Q1 Standards plus;                      RL.2, RL.5, RI.1 (who &amp; where),                      RI.6, RI.7, RI.8</p>	<p>L6b Extension: Syntactic Awareness Activity: Adjectives</p>

	<p>L8a "Other Adventures of Hercules"***                  L8b Extension: Character, Setting, Plot (7B-2)                  L8b Extension: Sayings and Phrases: Back to the Drawing Board                  L8b Extension: Greek Myth: Draft (7B-3, 8B-1, 8B-2) - You may need to continue this into the Domain Review and/or Domain Assessment Day if time is an issue.                  This writing task is different than Domain and is fun to do!                  L9a "Oedipus and the Riddle of the Sphinx"***                  L9b Extension: Greek Myths Journal (9B-1)                  L9b Extension: Greek Myth: Edit (8B-1, 9B-2)</p>	<p>1. What characters(s) are heros? What events helped you decide who the hero is? **</p>	
14	<p><b>ELA: CKLA Skills</b>                  U3, L20: Spelling Alternative for /aw/: 'augh'                  U3, L21: Writing a Personal Narrative: Planning                  U3, L22: Writing a Personal Narrative: Planning and Drafting                  U3, L23: Writing a Personal Narrative: Planning and Drafting</p> <p><b>CKLA Domain 4: Greek Myths</b>                  10 "Atalanta and the Golden Apples" L10b Extension: Greek Myths Journal (9B-1)                  Domain Review: Teacher Choice                  Domain Assessment: Part 1, 2, &amp; 3                  Culminating Activities: Teacher Choice</p>	<p><b>Q2 Standards Assessed:</b>                  All Q1 Standards plus;                  RF.3b, RF.3c,                  RF.3d (-ing, -ed, -s, -es),                  RF.3e (see SM breakdown),</p> <p><b>Q2 Standards Assessed:</b>                  All Q1 Standards plus;                  RL.2, RL.5, RI.1 (who &amp; where),                  RI.6, RI.7, RI.8</p>	
15	<p><b>ELA: CKLA Skills</b>                  U3, L24: Writing a Personal Narrative: Editing                  U3, L25: Student Performance Task Assessment</p> <p><b>CKLA Domain 5: The War of 1812</b>                  L1a "America in 1812, Part 1"                  L1b Extension: Portrait of America in 1812 (1B-1)                  L2a "Americas in 1812, Part 2"                  L2b Extension: Portrait of America in 1812 (2B-3)                  L2b Extension: Assessment - Write and Present a Persuasive Speech (2B-1 &amp; 2B-2)** You may want to continue this during</p>	<p><b>Q2 Standards Assessed:</b>                  All Q1 Standards plus;                  RF.3b, RF.3c,</p> <p><b>Q2 Standards Assessed:</b>                  All Q1 Standards plus;                  RL.2, RL.5, RI.1 (who &amp; where),                  RI.6, RI.7, RI.8</p> <p>1. What <b>connections</b> can you make <b>between two historical events?</b> (Such as</p>	<p>L1b Extension: Domain-Related Trade Book</p>
16	<p><b>ELA: CKLA Skills</b>                  Pausing Point                  U4, L1: Spelling Alternatives for /er/: 'er', 'ur', 'ir'                  U4, L2: Spelling Alternatives for /er/: 'er', 'ur', 'ir'                  U4, L3: Spelling Alternative for /i/: 'y'                  U4, L4: Tricky Spelling 'i'; Spelling Alternatives for /ie/: 'i' in One-Syllable Words</p> <p><b>CKLA Domain 5: The War of 1812</b>                  L3a "Mr and Mrs. Madison"                  L3b Extension: Syntactic Awareness Activity: Suffixes                  L3b Extension: Mr. &amp; Mrs. Madison T-Chart                  4 "Another War Already?"                  L4b Poetry Reading: "Old Ironsides," by Oliver Wendell Holmes                  L4b Extension: Portrait of America in 1812 (4B-1)</p> <p>Pausing Point: Teacher Choice                  L5a "The Attack on Washington, D.C."                  L5b Extension: Sequencing Events (5B-1)                  6 "Broad Stripes and Bright Stars"                  L6b Extension: Our National Anthem: "The Star-Spangled Banner"  <a href="#">The Star Spangled Banner You-Tube Recording</a></p>	<p><b>Q2 Standards Assessed:</b>                  All Q1 Standards plus;                  RF.3b, RF.3c,                  RF.3d (-ing, -ed, -s, -es),                  RF.3e (see SM breakdown),                  RF.3f (see SM breakdown)</p> <p><b>Q2 Standards Assessed:</b>                  All Q1 Standards plus;                  RL.2, RL.5, RI.1 (who &amp; where),                  RI.6, RI.7, RI.8</p> <p>1. What <b>connections</b> can you make <b>between two historical events?</b> (Such as Revolutionary War to War of 1812 or War of 1812 with attack on Washington DC)</p>	<p>L3b Extension: Vocabulary Instructional Activity: Role                  L3b Extension: Multiple Meaning Word Activity: Branches</p> <p><b>Optional Assessment: Write and Present a Persuasive Speech (2B-2)</b>                  L5b Extension: Portrait of America in 1812 (5B-2)</p> <p>L6b Extension: Multiple Meaning Word Activity: Scrambled                  L6b Extension: Portrait of America in 1812 (6B-2)</p>

17	<p><b>ELA: CKLA Skills</b>                      U4, L5: Spelling Alternative for /ie/: 'igh'                      U4, L6: Spelling Alternative for /ie/: 'y'; Changing 'y' to 'i' and Adding -es                      U4, L7: Regular and Irregular Plural Nouns                      U4, L8: Tricky Spelling 'o'; Spelling Alternative for /oe/: 'o' in One-Syllable Words                      U4, L9: Spelling Alternative for /oe/: 'ow'; Tricky Spelling 'ow'</p>	<p><b>Q2 Standards Assessed:</b>                      All Q1 Standards plus;                      RF.3b, RF.3c,                      RF.3d (-ing, -ed, -s, -es),                      RF.3e (see SM breakdown),                      RF.3f (see SM breakdown)</p>	
	<p><b>CKLA Domain 5: The War of 1812</b>                      L7a "The Battle After the War"                      L7b Extension: Sayings and Phrases: Where There's a Will There's a Way                      L8a "Peace and Pirates"                      L8b Extension: Researching the War of 1812 (8B-2)                      Domain Review: Teacher Choice  <b>Domain Assessment: Part 1, 2, 3, &amp; 4</b>                      Culminating Activities: Teacher Choice</p>	<p><b>Q2 Standards Assessed:</b>                      All Q1 Standards plus;                      RL.2, RL.5, RI.1 (who &amp; where),                      RI.6, RI.7, RI.8</p> <p>1. What <b>connections</b> can you make <b>between two historical events?</b> (Such as Revolutionary War to War of 1812 or War of 1812 with attack on Washington DC)</p>	<p>L7b Extension: Portrait of America in 1812 (7B-1)                      L7b Extension: Song: "The Battle of New Orleans"  <a href="#">The Battle of New Orleans YouTube Song</a>                      L8b Extension: Portrait of America in 1812 (8B-1)</p>
18	<p><b>ELA: CKLA Skills</b>                      U4, L10: Regular and Irregular Singular and Plural Nouns                      Flex/Catch Up                      Flex/Catch up                      U4, L11: Tricky Spelling 'e'; Spelling Alternative for /ee/: 'e'                      U4, L12: Proper Nouns; Introduction to a Persuasive Letter</p>	<p><b>Q2 Standards Assessed:</b>                      All Q1 Standards plus;                      RF.3b, RF.3c,                      RF.3d (-ing, -ed, -s, -es),                      RF.3e (see SM breakdown),                      RF.3f (see SM breakdown)</p>	
	<p><b>CKLA Domain 6: Cycles of Nature</b>                      L1b "The Cycle of Daytime and Nighttime"                      L1b Extension: Multiple Meaning Word Activity: Stage                      L1b Extension: Demonstration of Earth's Movements: Rotation Day/Night                      L2a "The Reasons for Seasons" (Make sure to begin the Seasons Chart on TG p26 - will be used in Extension)                      L2b Extension: "Bed in Summer" by Robert Louis Stevenson                      L2b Extension: The Sun &amp; the Seasons (Continue Seasons Chart in introduction)                      Catch Up &amp; Do L2b Extension: Demonstration of Earth's Movements                      L3a "Four Seasons in One Year"                      L3b Extension: "Bee! I'm expecting you!" by Emily Dickinson                      L3b Extension: Multiple Meaning Word Activity: Buds                      L3b Syntactic Awareness Activity: Compound Words                      L4a "The Life Cycle of a Plant"                      L4b Extension: Sequencing the Life Cycle of a Plant 94B-1)</p>	<p><b>Q2 Standards Assessed:</b>                      All Q1 Standards plus;                      RL.2, RL.5, RI.1 (who &amp; where),                      RI.6, RI.7, RI.8</p> <p>1. What is the <b>connection between</b> the Earth's rotation and ____? (Such as earth's rotation compared to day &amp; night cycles or compared to seasons)</p> <p>1. Compare the amount of sunlight in the Northern Hemisphere in the summer vs. winter? Or Compare the temperatures of summer and winter.</p>	<p>L4b Extension: Vocabulary Instructional Activity: Process</p>
19	<p><b>ELA: CKLA Skills</b>                      U4, L13: Proper Nouns; Planning a Persuasive Letter                      U4, L14: Introduction of to be as a Verb; Drafting a Persuasive Letter                      Flex/Catch up                      U4, L15: Drafting a Persuasive Letter                      U4, L16: Editing a Persuasive Letter</p>	<p><b>Q2 Standards Assessed:</b>                      All Q1 Standards plus;                      RF.3b, RF.3c,                      RF.3d (-ing, -ed, -s, -es),                      RF.3e (see SM breakdown),                      RF.3f (see SM breakdown)</p>	
	<p><b>CKLA Domain 6: Cycles of Nature</b>                      L5a "The Life Cycle of a Tree"                      L5b Extension: Venn Diagram (5B-1) Sunflower Plant vs Tree                      L5b Extension: Flowering Apple Tree                      Pausing Point: Teacher Choice  <b>Required Assessment: Sequencing the Life cycle of a Plant (PP-1)</b>                      Flex/ Catch up</p>	<p><b>Q2 Standards Assessed:</b>                      All Q1 Standards plus;                      RL.2, RL.5, RI.1 (who &amp; where),                      RI.6, RI.7, RI.8</p> <p>1. What are the similarities and differences from the Lify Cycle of a plant vs a tree?</p>	

	L6a "Which came first, the Chicken or the Egg?" L6b Extension: A Chicken's Life Cycle: Egg to Egg L7a "The Life Cycle of a Frog" L7b No Required Extension - May choose an extension that you were not able to complete previously.	1. How are the life cycles of a plant the same/different as the life cycle of an animal?	L6b Extension: Interactive Illustrations  L7b Extension: Writing an Explanatory/Information Paragraph (7B-1) - they will do 2 units in WS on Explanatory Writing at end of Q3-Q4
<b>Quarter 3</b>			
<b>20</b>	<b>ELA: CKLA Skills</b> <b>Flex/Catch Up</b> U4, L17: Tricky Spelling 'y'; Spelling Alternatives for /ee/: 'y', 'ey' U4, L18: Changing 'y' to 'i' and Adding -es U4, L19: Review of to be Verbs U4, L20: : Grammar Review	<b>Q3 Standards Assessed:</b> All Q1 & Q2 Standards plus; RF.3e (see SM breakdown), RF.3f (see SM breakdown) W.2, WF.3a, WF.3b L.1a, L.1d, L.1e, L.2b, L.2e, L.4a, L.4b, L.4d	
	<b>CKLA Domain 6: Cycles of Nature</b> L8a "The Life Cycle of a Butterfly" L8b Extension: Sequencing the Life Cycle of a Butterfly (8B-1)  L9a "The Water Cycle" L9b Extension: A Water Cycle Song L9b Extension: Water Cylce Observations Domain Review: Teacher Choice Domain Assessment: Part 1, 2, & 3 Culminating Activities: Teacher Choice	<b>Q3 Standards Assessed:</b> All Q1 & Q2 Standards plus; RL.3, RL.7, RI.4, RI.5  1. How are the life cycles of a plant the same/different as the life cycle of an animal?	L9b Extension: Water Cylce Observations What experiment are we doing in Science?????
<b>21</b>	<b>ELA: CKLA Skills</b> U4, L21: Spelling Alternative for /aw/: 'a' + 'i' U4, L22: Assessment U4, L23: Assessment and Small Group Activities U4, L24: Assessment and Small Group Activities U4, L25: Assessment and Small Group Activities	<b>Q3 Standards Assessed:</b> All Q1 & Q2 Standards plus; RF.3e (see SM breakdown), RF.3f (see SM breakdown) W.2, WF.3a, WF.3b L.1a, L.1d, L.1e, L.2b, L.2e, L.4a, L.4b, L.4d	
	<b>CKLA Domain 7: Westward Expansion</b> L1a "Going West" L1b Extension: Westward Expansion Quilt (1B-1) 2aL "Mr. Fulton's Journey" L2b Extension: Timeline L2b Extension: Westward Expansion Quilt (2B-1) <b>Flex/Catch up</b>  L3a "The Journal of a Twelve-Year-Old on the Erie Canal" L3b Extension: Timeline L3b Extension: Westward Expansion Quilt (3B-1) L4a "The Story of Sequoyah" L4b Extension: Timeline L4b Extension: Sayings and Phrases: Back to the Drawing Board L3b Extension: Westward Expansion Quilt (4B-1)	<b>Q3 Standards Assessed:</b> All Q1 & Q2 Standards plus; RL.3, RL.7, RI.4, RI.5  1. What connection is there between the event in this lesson have on westward expansion?	L1b Extension: Domain-Related Trade Book  L2b Extension: Multiple Meaning Word Activity: Back  L3b Extension: Multiple Meaning Word Activity: Board L3b Extension: Song: "The Erie Canal" (3B-1)  <a href="#">The Erie Canal YouTube Song</a> L4b Extension: Vocabulary Instructional Activity: Communicate
<b>22</b>	<b>ELA: CKLA Skills</b> Pausing Point U5, L1: Introduction of Spelling Alternatives for /u/: 'o', 'ou', 'o_e'; Introduce Adjec U5, L2: Spelling Alternative for /u/: 'o' U5, L3: Spelling Alternatives for /u/: 'o_e', 'ou'; Adjectives	<b>Q3 Standards Assessed:</b> All Q1 & Q2 Standards plus; RF.3e (see SM breakdown), RF.3f (see SM breakdown) W.2, WF.3a, WF.3b	
	<b>CKLA Domain 7: Westward Expansion</b>		

	<p>L5a "The Trail of Tears"                      L5b Extension: Timeline                      L5b Extension: Westward Expansion Quilt (5B-1)                      Pausing Point: Teacher Choice  <b>Required Assessment: Westward Expansion (PP-1)</b>                      L6a "Westward on the Oregon Trail"                      L6b Extension: Timeline                      L7a The Pony Express"                      L7b Extension: Timeline                      L7b Extension: Westward Expansion Quilt (7B-1)</p>	<p><b>Q3 Standards Assessed:</b>                      All Q1 &amp; Q2 Standards plus;                      RL.3, RL.7, RI.4, RI.5</p> <p>1. What connection is there between the event in this lesson have on westward expansion?</p>	<p>L6b Extension: Researching the Oregon Territory                      L6b Extension: On Stage                      L7b Extension: On Stage</p>
<p>23</p>	<p><b>ELA: CKLA Skills</b>                      U5, L4: Adjectives                      U5, L5: Review of Spelling Alternatives for /u/; Adjectives                      U5, L6: Review of Spelling Alternatives for /u/; Introduce Subject and Predicate                      U5, L7: Introduction of Schwa /ə/: 'a', 'e'                      U5, L8: Spelling Alternatives for /ə/: 'a', 'e'</p> <p><b>CKLA Domain 7: Westward Expansion</b>                      L8a "Working on the Transcontinental Railroad"                      L8b Extension: Timeline                      L8b Extension: Syntactic Awareness Activity: Prefixes</p> <p>L9a "The Buffalo Hunters"                      L9b Extension: Westward Expansion Quilt (9B-1 &amp; 9B-2)                      Domain Review: Teacher Choice  <b>Domain Assessment: Part 1, 2, &amp; 3</b>                      Culminating Activities: Teacher Choice</p>	<p><b>Q3 Standards Assessed:</b>                      All Q1 &amp; Q2 Standards plus;                      RF.3e (see SM breakdown),                      RF.3f (see SM breakdown)                      W.2, WF.3a, WF.3b                      L.1a, L.1d, L.1e, L.2b, L.2e, L.4a, L4b, L.4d</p> <p><b>Q3 Standards Assessed:</b>                      All Q1 &amp; Q2 Standards plus;                      RL.3, RL.7, RI.4, RI.5</p> <p>1. What connection is there between the event in this lesson have on westward expansion?</p>	<p>L8b Extension: Song: "I've Been Working on the Railroad" (8B-1)                      L8b Extension: Westward Expansion Quilt (8B-2)                      L9b Extension: Image Review (make sure to have students respond using more complex language and vocabulary)</p>
<p>24</p>	<p><b>ELA: CKLA Skills</b>                      U5, L9: Spelling Alternatives for /ə/: 'a', 'e'; Compound Subject and Predicate  <b>Flex/Catch Up</b>                      U5, L10: Review Parts of Speech; Subject and Predicate                      U5, L11: Spelling Alternatives for /ə/ + /l/: 'al', 'il', 'ul'                      U5, L12: Review Spelling Alternatives for /ə/ + /l/: 'al', 'il', 'ul'</p> <p><b>CKLA Domain 8: Insects</b>                      L1a "Insects Everywhere!"                      L1b Extension: Sayings and Phrases: Eaten Out of House and Home                      L1b Extension: Insects Journal                      L2a "What Makes an Insect an Insect?"                      L2b Extension: Insects Journal: Personal Narrative</p> <p>L3a "Life Cycles of Insects"                      L3b Extension: Insects Journal                      L4a "Social Insects: Bees and Wasps"                      L4b Extension: Insects Journal                      Pausing Point: Teacher Choice                      Required Assessment: Parts of an Insect (PP-1)</p>	<p><b>Q3 Standards Assessed:</b>                      All Q1 &amp; Q2 Standards plus;                      RF.3e (see SM breakdown),                      RF.3f (see SM breakdown)                      W.2, WF.3a, WF.3b                      L.1a, L.1d, L.1e, L.2b, L.2e, L.4a, L4b, L.4d</p> <p><b>Q3 Standards Assessed:</b>                      All Q1 &amp; Q2 Standards plus;                      RL.3, RL.7, RI.4, RI.5</p> <p>1. How are insects and non-insects alike/different?</p>	<p>L2b Extension: Vocabulary Instructional Activity: Sections                      L2b Extension: Am I an Insect?                      L3b Extension: On Stage                      L4b Extension: Multiple Meaning Word Activity: Comb</p>
<p>25</p>	<p><b>ELA: CKLA Skills</b>                      U5, L13: Spelling Alternatives for /ə/ + /l/: 'el', 'le'                      U5, L14: Review Spelling Alternatives for /ə/ + /l/: 'el', 'le'                      U5, L15: Spelling Alternatives for /sh/ + /ə/ + /n/: 'tion'                      U5, L16: Review Spelling Alternatives for /sh/ + /ə/ + /n/: 'tion'</p>	<p><b>Q3 Standards Assessed:</b>                      All Q1 &amp; Q2 Standards plus;                      RF.3e (see SM breakdown),                      RF.3f (see SM breakdown)                      W.2, WF.3a, WF.3b</p>	

	<p>U5, L17: Introduce Changing Verb Tense; Writing New Ending to a Story</p> <p><b>CKLA Domain 8: Insects</b>                      L5a "Social Insects: Ants and Termites"                      L5b Extension: Insects Journal                      L5b Extension; Writing an Informational Narrative: Plan (5B-1)                      L6a "Insects that Glow and Sing"                      L6b Extension: Insects Journal                      L6b Extension; Writing an Informational Narrative: Draft (5B-1 &amp; 6B-1)                      L7a "Armored Tanks of the Insect World"                      L7b Extension: Insects Journal                      L7b Extension; Writing an Informational Narrative: Draft, Part 2 (5B-1 &amp; 6B-1)                      L8a "Friend or Foe?"                      L8b Extension: Writing an Informational Narrative: Edit (5B-1, 6B-1, &amp; 6B-2)                      Domain Review: Teacher Choice</p>	<p>L.1a, L.1d, L.1e, L.2b, L.2e, L.4a, L4b, L.4d</p> <p><b>Q3 Standards Assessed:</b>                      All Q1 &amp; Q2 Standards plus;                      RL.3, RL.7, RI.4, RI.5</p> <p>1. Select two insects and find how they are alike and different?</p>	<p>L6b Extension: Syntactic Awareness Activity: Adverbs</p> <p>L8b Extension: Multiple Meaning Word Activity: Bug</p>
26	<p><b>ELA: CKLA Skills</b>                      U5, L18: Writing New Ending to a Story                      U5, L19: Changing Verb Tense; Writing New Ending to a Story                      U5, L20: Reading a Decodable Story                      U5, L21: Tricky Spelling 'a'</p> <p><b>CKLA Domain 8: Insects &amp; Domain 9: The US Civil War</b>  <b>Domain Assessment: Part 1 &amp; 2</b>                      Culminating Activities: Teacher Choice                      L1a "Harriet Tubman, Part I"                      L1b Extension: Slavery and Freedom T-Chart (1B-1 Optional)                      L1b Extension: Civil War Journal (1B-2)                      L2a "Harriet Tubman, Part II"                      L2b Extension: Poetry Reading (2B-1)                      L2b Extension: Multiple Meaning Word Activity: Flies</p>	<p><b>Q3 Standards Assessed:</b>                      All Q1 &amp; Q2 Standards plus;                      RF.3e (see SM breakdown),                      RF.3f (see SM breakdown)                      W.2, WF.3a, WF.3b</p> <p><b>Q3 Standards Assessed:</b>                      All Q1 &amp; Q2 Standards plus;                      RL.3, RL.7, RI.4, RI.5</p> <p>1. What are the differences/similarities of the North/South?                      2. Compare two individuals in the Civil War.</p>	<p>L2b Extension: Songs: "Follow the Drinking Gourd" (2B-2)</p>
27	<p><b>ELA: CKLA Skills</b>                      U5, L22: Tricky Spelling 'e'                      Flex/Catch Up                      Flex/Catch Up                      U5, L23: Tricky Spelling 'o'                      U5, L24: Tricky Spelling 'o_e'</p> <p><b>CKLA Domain 9: The US Civil War</b>                      L3a "The Controversy Over Slavery"                      L3b Extension: The North and South T-Chart                      L3b Extension: Civil War Journal (3B-2)</p> <p>L4a "Abraham Lincoln"                      L4b Extension: Civil War Journal (4B-1)                      Flex/Catch up                      L5a "The Division of the United States"                      L5b Extension: Map of the Union and the Confederacy (5B-1)                      L5b Extension: Timeline                      Pausing Point: Teacher Choice                      Required Assessment: Civil War Match Up (PP-1)</p>	<p><b>Q3 Standards Assessed:</b>                      All Q1 &amp; Q2 Standards plus;                      RF.3e (see SM breakdown),                      RF.3f (see SM breakdown)                      W.2, WF.3a, WF.3b                      L.1a, L.1d, L.1e, L.2b, L.2e, L.4a, L4b, L.4d</p> <p><b>Q3 Standards Assessed:</b>                      All Q1 &amp; Q2 Standards plus;                      RL.3, RL.7, RI.4, RI.5</p> <p>1. What are the differences/similarities of the North/South?                      2. Compare two individuals in the Civil War.</p>	<p>L3b Extension: Domain-Related Trade Book</p> <p>L4b Extension: Image Review (make sure to have students respond using more complex language and vocabulary)                      L4b Extension: Vocabulary Instructional Activity: Issue</p> <p>L5b Extension: Civil War Journal (5B-2)</p>
28	<p><b>ELA: CKLA Skills</b></p>	<p><b>Q3 Standards Assessed:</b></p>	

	<p>U5, L25: Tricky Spelling 'ou'  <b>Flex/Catch Up</b>                  U5, L26: Unit Assessment                  U5, L27: Unit Assessment</p>	<p>All Q1 &amp; Q2 Standards plus;                  RF.3e (see SM breakdown),                  RF.3f (see SM breakdown)                  W.2, WF.3a, WF.3b</p>	
	<p><b>CKLA Domain 9: The US Civil War</b>                  L6a "The War Begins"                  L6b Extension: Sayings and Phrases: Easier Said Than Done                  L7a "Robert E. Lee"                  L7b Extension: Somebody Wanted But So Then (7B-1)                  L7b Extension: Civil War Journal (7B-2)                  L8a "Clara Barton"                  L7b Extension: Timeline                  L7b Extension: Civil War Journal (8B-1)  <b>Flex/Catch up</b></p>	<p><b>Q3 Standards Assessed:</b>                  All Q1 &amp; Q2 Standards plus;                  RL.3, RL.7, RI.4, RI.5</p> <p>1. What are the differences/similarities of the North/South?                  2. Compare two individuals in the Civil War.</p>	<p>L6b Extension: Syntactic Awareness Activity: Speech Registers</p>
<b>Quarter 4</b>			
29	<p><b>ELA: CKLA Skills</b>  <b>Flex/Catch Up</b>                  U5, L28: Individual Assessment                  U5, L29: Individual Assessment                  U5, L20: Individual Assessment                  Pausing Point</p>	<p><b>Q4 Standards Assessed:</b>                  All Q1, Q2, &amp; Q3 standards plus;                  RF.3e (see SM breakdown),                  RF.3f (see SM breakdown)                  W.1, L.1g, L.4e, L.5a, L.6</p>	
	<p><b>CKLA Domain 9: The US Civil War</b>                  L9 "The Emancipation Proclamation"                  L9b Extension: Timeline                  L9b Extension: Civil War Journal (9B-1)                  L10a "Ulysses S. Grant"                  L10b Extension: Civil War Journal (9B-1)                  L10b Extension: Venn Diagram                  L11a "The End of the War"                  L11b Extension: Map of the Civil War (1B-1)                  L11b Extension: Timeline                  Doamin Review: Teacher Choice  <b>Domain Assessment: Part 1, 2, &amp; 3</b></p>	<p><b>Q4 Standards Assessed:</b>                  All Q1, Q2, &amp; Q3 standards plus;                  RI.1 (full standard),                  RL.4, RI.2, RI.3, RI.9</p> <p>1. What are the differences/similarities of the North/South?                  2. Compare two individuals in the Civil War.</p>	<p>L9b Extension: Image Review (make sure to have students respond using more complex language and vocabulary)                  L10b Extension: Multiple Meaning Word Activity: Post                  L11b Extension: Civil War Journal (11B-2)</p>
30	<p><b>ELA: CKLA Skills</b>                  U6, L1: Spelling Alternative for /f/: 'ph'                  U6, L2: Spelling Alternative for /f/: 'ph'                  U6, L3: Introduce Reader and Timeline; Tricky Spelling 'ea'                  U6, L4: Read-Aloud: "America in 1812, Part I"                  U6, L5: Tricky Words: Great Britain, Europe, native, Americans, signature, war</p>	<p><b>Q4 Standards Assessed:</b>                  All Q1, Q2, &amp; Q3 standards plus;                  RF.3e (see SM breakdown),                  RF.3f (see SM breakdown)                  W.1, L.1g, L.4e, L.5a, L.6</p>	
	<p><b>CKLA Domain 10: The Human Body</b>                  Culminating Activities: Teacher Choice                  L1a "The Amazing Human Body"                  L1b Extension: Sayings and Phrases: Keep Your Fingers Crossed                    L2a "Anton van Leeuwenhoek"                  L2b Extension: Using a Magnifying Glass - Hand lens (2B-1)                  L3a "Cells and Tissues"                  L3b Extension: Making Connections: Cells - The Body's Building Blocks                  L4a "Organs"                  L4b Extension: Making Connections: Tissues Form Organs (4B-1)</p>	<p><b>Q4 Standards Assessed:</b>                  All Q1, Q2, &amp; Q3 standards plus;                  RI.1 (full standard),                  RL.4, RI.2, RI.3, RI.9</p> <p>1. What connections can you make between cells and tissues?</p>	<p>L1b Extension: Domain-Related Trade Book                  L2b Extension: Using a Magnifying Glass - Hand lens (2B-1)                  L2b Extension: Under a Microscope                  L3b Extension: Multiple Meaning Word Activity: Tissue</p>

<p>31</p>	<p><b>ELA: CKLA Skills</b>                  U6, L6: Spelling Alternatives for /er/                  U6, L7: Read-Aloud: "America in 1812, Part II"; Introduce Adverbs  <b>Flex/Catch Up</b>                  U6, L8: Spelling Alternatives for /er/: 'ar' and 'or' .                  U6, L9: Adverbs</p>	<p><b>Q4 Standards Assessed:</b>                  All Q1, Q2, &amp; Q3 standards plus;                  RF.3e (see SM breakdown),                  RF.3f (see SM breakdown)                  W.1, L.1g, L.4e, L.5a, L.6</p>	
	<p><b>CKLA Domain 10: The Human Body</b>                  Pausing Point: Teacher Choice                  Required Assessment: Cells, Tissues, Organs, and Systems (PP-1)                  L5a "The Digestive System"                  L5b Extension: Sequencing the Digestive Process (5B-1)                  L5b Extension: Digestive System Matchup (5B-2)                   L6a "The Excretory System"                  L6b Extension: Model of the Excretory System 96B-1)                  L7a "Nutrients"                  L7b Extension: What Did You Eat for Breakfast?                  L7b Extension: Syntactic Awareness Activity: Adverbs                  L8a "A Well-Balanced Diet"                  L8b Extension: Planning a Daily Balanced Diet</p>	<p><b>Q4 Standards Assessed:</b>                  All Q1, Q2, &amp; Q3 standards plus;                  RI.1 (full standard),                  RL.4, RI.2, RI.3, RI.9</p> <p>1. What connections can you make between cells and tissues?</p>	<p>L6b Extension: Vocabulary Instructional Activity: Maintain                  L6b Extension: Domain-Related Trade Book</p>
<p>32</p>	<p><b>ELA: CKLA Skills</b>                  U6, L10: Introduce Complete vs. Incomplete Sentences                  U6, L11: Tricky Words: imagine, soldier, Washington; Spelling Alternatives for /k/  <b>Flex/Catch up</b>                  U6, L12: Close Reading: The War Starts; Introduce Run-On Sentences                  U6, L13: Tricky Word: iron; Tricky Spelling 'i'</p>	<p><b>Q4 Standards Assessed:</b>                  All Q1, Q2, &amp; Q3 standards plus;                  RF.3e (see SM breakdown),                  RF.3f (see SM breakdown)                  W.1, L.1g, L.4e, L.5a, L.6</p>	
	<p><b>CKLA Domain 10: The Human Body</b>                  L9a "A Healthy Human Body"                  L9b Extension: Sayings and Phrases: Get Up on the Wrong Side of the Bed                  L9b Extension: Making Connections: A Healthy Body is Dependent Upon.....                  Domain Review: Teacher Choice  <b>Domain Assessment: Part 1, 2, 3, &amp; 4</b>                  Domain Culminating Activities: Teacher Choice                  L1a "E Pluribus Unum"                  L1b Extension: E Pluribus Unum Puzzle (1B-1)</p>	<p><b>Q4 Standards Assessed:</b>                  All Q1, Q2, &amp; Q3 standards plus;                  RI.1 (full standard),                  RL.4, RI.2, RI.3, RI.9</p> <p>1. What connection can you make between good nutrients and good health?</p>	<p>L1b Extension: Vocabulary Instructional Activity: Factors</p>
<p>33</p>	<p><b>ELA: CKLA Skills</b>                  U6, L14: Close Reading: A Famous Ship; Tricky Spelling 'i';                  U6, L15: Tricky Word: special; Run-On Sentences                  U6, L16: Close Reading: The Attack on Washington, D.C.; Tricky Spelling 'i'                  U6, L17: Tricky Word: shoe; Building Sentences</p>	<p><b>Q4 Standards Assessed:</b>                  All Q1, Q2, &amp; Q3 standards plus;                  RF.3e (see SM breakdown),                  RF.3f (see SM breakdown)                  W.1, L.1g, L.4e, L.5a, L.6</p>	
	<p><b>CKLA Domain 11: Immigration</b>                  L2a "A Little Giant Comes to America"                  L2b Extension: Saying and Phrases: Don't Judge a Book by the Cover                  L2b Extension: E Pluribus Unum Puzzle (2B-1)                  L3a "Life in the City"                  L3b Extension: E Pluribus Unum Puzzle (3B-1)                  L4a "From Ireland to New York City"                  L4b Extension: Syntactic Awareness Activity: Adjectives                  L4b Extension: E Pluribus Unum Puzzle (4B-1)</p>	<p><b>Q4 Standards Assessed:</b>                  All Q1, Q2, &amp; Q3 standards plus;                  RI.1 (full standard),                  RL.4, RI.2, RI.3, RI.9</p> <p>1. How did immigration impact people's lives?                  2. Have you been impacted by immigration or</p>	<p>L3b Extension: Multiple Meaning Word Activity: Coast</p>

	L5a "Gold Mountain" L5b Extension: Sayings and Phrases: Turn Over a New Leaf L5b Extension: E Pluribus Unum Puzzle (5B-1)	emigration?	
34	<b>ELA: CKLA Skills</b> U6, L18: Building Sentences U6, L19: Tricky Word: Fort McHenry; Spelling Alternatives for /ə/ U6, L20: Spelling Assessment U6, L21: Tricky Words: early, whose, broad, bomb U6, L22: Close Reading: Francis Scott Key and the National Anthem; Topic Sentences and Paragraphs	<b>Q4 Standards Assessed:</b> All Q1, Q2, & Q3 standards plus; RF.3e (see SM breakdown), RF.3f (see SM breakdown) W.1, L.1g, L.4e, L.5a, L.6	
	<b>CKLA Domain 11: Immigration</b> L6a "A Land of Opportunity" L6b Extension: E Pluribus Unum Puzzle (6B-1) Pausing Point: Teacher Choice <b>Required Assessment: Push and Pull Factors (PP-1, PP-3)</b> <b>Required Assessment: Map Work (PP-4)</b> L7a "A Mosaic of Immigrants" L7b Extension: Postmarked from America L8a "Becoming a Citizen" L8b Extension: Postmarked from America L9a "We the People" L9b Extension: Classroom Constitution	<b>Q4 Standards Assessed:</b> All Q1, Q2, & Q3 standards plus; RI.1 (full standard), RL.4, RI.2, RI.3, RI.9  1. How does a character's experiences in the new country compare to their life in the country they emigrated from.	L6b Extension: Multiple Meaning Word Activity: Land
35	<b>ELA: CKLA Skills</b> U6, L23: Tricky Words: Andrew, new U6, L24: Close Reading: Andrew Jackson U6, L25: Spelling Alternative for /o/: 'a' U6, L26: Close Reading: The End of the War; Spelling Alternative for /o/: 'a' U6, L27: Unit Assessment	<b>Q4 Standards Assessed:</b> All Q1, Q2, & Q3 standards plus; RF.3e (see SM breakdown), RF.3f (see SM breakdown) W.1, L.1g, L.4e, L.5a, L.6	
	<b>CKLA Domain 11: Immigration</b> L10a "Immigration and Citizenship" L10b Extension: E Pluribus Unum Puzzle L10b Domain Review: Teacher Choice <b>Domain Assessment: Part 1, 2, &amp; 3</b> Culminating Activities: Teacher Choice L1a "People Who Fought for a Cause" L1b Extension: WRiting Free Verse L1b Extension: Proverb: Don't Cry Over Spilled Milk	<b>Q4 Standards Assessed:</b> All Q1, Q2, & Q3 standards plus; RI.1 (full standard), RL.4, RI.2, RI.3, RI.9  1. How does a character's experiences in the new country compare to their life in the country they emigrated from.	L1b Extension: Vocabulary Instructional Activity: Achievement
36	<b>ELA: CKLA Skills</b> U6, L28: Organizing a Paragraph U6, L29: Report Writing U6, L30: Topic and Irrelevant Sentences U6, L31: Report Writing U6, L32: Report Writing	<b>Q4 Standards Assessed:</b> All Q1, Q2, & Q3 standards plus; RF.3e (see SM breakdown), RF.3f (see SM breakdown) W.1, L.1g, L.4e, L.5a, L.6	
	<b>CKLA Domain 12: Fighting for a Cause</b> L2a "Susan B. Anthony: An Advocate for Women's Rights" L2b Extension: Timeline L2b Extension: Free Verse WRiting (2B-1 & 2B-2) L3a "Eleanor Roosevelt: A Voice for Human Rights" L3b Extension: Timeline L2b Extension: Sayings and Phrases: Two Heads Are Better than One	<b>Q4 Standards Assessed:</b> All Q1, Q2, & Q3 standards plus; RI.1 (full standard), RL.4, RI.2, RI.3, RI.9	L3b Extension: Free Verse Writing (2B-1 & 3B-1)

	<p><b>Flex/Catch up</b></p> <p>L4a "Mary McLeod Bethune: A Dedicated Teacher"                      L4b Extension: Timeline                      L4b Extension: Somebody Wanted But So Then (4B-2)                      L5a "Jackie Robinson: Champion of Equality"                      L5b Extension: Timeline                      L5b Extension: Free Verse Writing (2B-1 &amp; 5B-1)</p>	<p>1. What groups in the U.S. were not being treated equally at this time?                       2. How were they excluded?</p>	<p>L4b Extension: Free Verse Writing (2B-1 &amp; 4B-1)                      L4b Extension: Multiple Meaning Word Activity: Pool                      L5b Extension: Make a Scene</p>
37	<p><b>ELA: CKLA Skills</b>                      U6, L33: End-of-Year Assessment; Report Writing</p> <p><b>Flex/Catch Up</b>  <b>Flex/Catch Up</b></p> <p>U6, L34: End-of-Year Assessment; Report Writing                      U6, L35: End-of-Year Assessment; Report Writing</p> <p><b>CKLA Domain 12: Fighting for a Cause</b>                      Pausing Point: Teacher Choice  <b>Required Assessment: Match the Activites with the Achievement (PP-1)</b>                      L6a "Rosa Parks: The Mother of the Civil Rights Movement"                      L6b Extension: Timeline                      L6b Extension: Free Verse Writing (2B-1 &amp; 6B-1)</p> <p><b>Flex/Catch up</b></p> <p>L7a "Martin Luther King Jr.: Defender of the Dream"                      L7b Extension: Timeline                      L7b Extension: Free Verse Writing (2B-1 &amp; 7B-1)                      L8a "Cesar Chavez: Protector of Workers' Rights"                      L8b Extension: Timeline                      L8b Syntactic Awareness Activity: Conversations                      L8b Venn Diagram</p>	<p><b>Q4 Standards Assessed:</b>                      All Q1, Q2, &amp; Q3 standards plus;                      RF.3e (see SM breakdown),                      RF.3f (see SM breakdown)                      W.1, L.1g, L.4e, L.5a, L.6</p> <p><b>Q4 Standards Assessed:</b>                      All Q1, Q2, &amp; Q3 standards plus;                      RI.1 (full standard),                      RL.4, RI.2, RI.3, RI.9</p> <p>1. What groups in the U.S. were not being treated equally at this time?                       2. How were they excluded?</p>	<p>L6b Extension: Multiple Meaning Word Activity: Chapter</p> <p>L8b Extension: Free Verse Writing (2B-1 &amp; 8B-1)</p>
38	<p><b>ELA: CKLA Skills</b>                      U6, L36: End-of-Year Assessment; Report Writing                      Pausing Point (Finish End-of-Year Assessment; Report Writing)</p> <p><b>Flex/Catch Up with all EOY Assessments</b>  <b>Flex/Catch Up</b>  <b>Last Day: Assemblies</b></p> <p><b>CKLA Domain 12: Fighting for a Cause</b>                      L9a "Celebrating Those Who Fought for a Cause"                      L9b Extension: Free Verse: Editing and Publisheing (9B-1)                      Domain Review: Teacher Choice  <b>Domain Assessment: Part 1, 2, &amp; 3</b>                      Culminating Activities: Teacher Choice  <b>Last Day: Assemblies</b></p>	<p><b>Q4 Standards Assessed:</b>                      All Q1, Q2, &amp; Q3 standards plus;                      RF.3e (see SM breakdown),                      RF.3f (see SM breakdown)                      W.1, L.1g, L.4e, L.5a, L.6</p> <p><b>Q4 Standards Assessed:</b>                      All Q1, Q2, &amp; Q3 standards plus;                      RI.1 (full standard),                      RL.4, RI.2, RI.3, RI.9</p> <p>1. What groups in the U.S. were not being treated equally at this time?</p>	

3rd Grade Curriculum Map 18-19			
Week	Text	Focus Questions	Optional
Notes	<b>Bolded ELA, Science, and History Focus questions can be used as end of unit writing assignments/assessments.</b>		
Quarter 1			
1	ELA- Performance Coach Days 1-2 Culture/flex Day 3- Lesson 1 TE pages 2-5 Fiction: Discussion Questions, Getting the idea and Language Spotlight. Day 4- Lesson 1 TE pages 2-5 Fiction: Coached example, questions 1-4. Day 5- Lesson 1 TE pages 2-5 Fiction: Lesson Practice, questions 1-6.	How are the themes of "Fox and the Crow and "Auac and Lamiran" similar and different? <b>Q1 Standards Assessed: RL 3.1,3.3,3.9 RI 3.3,3.5,3.7 W 3.1a</b>	Novel: Choose a Roald Dahl novel OR The Chocolate Touch (anytime during Q1)
2	ELA-Classic tales:Wind in the willows CKLA Unit 1 Day 1- Lesson 1, The River Bank Part 1 Day 2- Lesson 2, The River Bank part 2 Day 3- Lesson 3, The open road Day 4- Lesson 4, The wild wood Day 5- Lesson 5, Mr. Badger	What character do you admire the most so far in <i>The Wind in the Willows</i> ? What is the main theme/character trait they possess? Support your answer with details from the read aloud.  How are Rat, Mole and Mr. Toad similar? How are they different?	<a href="#">NewsELA current events (ongoing throughout the year)</a>
3	ELA-Classic tales:Wind in the willows CKLA Unit 1 Day 1- Lesson 6, Dulce Domum, Part 1 (lessons 6-10 include reading assessments that need to be kept for progress monitoring) Day 2- Lesson 7, Dulce Domum Part 2 Day 3- Lesson 8, Mr. Toad Day 4- Lesson 9, Toad's adventure Day 5- Lesson 10, The further adventures of Toad part 1	What are the four themes represented in the read aloud and what is an example of each from the read aloud?  How are Rat, Mole and Mr. Toad similar? How are they different?	
4	ELA-Classic tales:Wind in the Willows CKLA Unit 1 Day 1- Lesson 11, The further adventures of Toad part 2 Day 2- Lesson 12, The Return of Toad, Part 1 Day 3- Lesson 13, The Return of Toad, part 2 Day 4- Lesson 14, Classic Tales Continued Day 5- Lesson 15	What are the elements of an opinion paragraph? How will you use them to write your opinion about a character?  How are Rat, Mole and Mr. Toad similar? How are they different?	
5	ELA-Classification of Animals CKLA Unit 2: Day 1- Lesson 1, Animal Researchers Day 2- Lesson 2, Classifying Animals Day 3- Lesson 3, Vertebrate or Invertebrate? Day 4- Lesson 4, Warm or Cold Blooded?	What are text features? How can you use them to find information in the text?  How are animals similar? How are animals different? How do these similarities and differences help animals survive in their habitats?	
6	ELA-Classification of Animals CKLA Unit 2: Day 1- Lesson 5, Fins and Gills Day 2- Lesson 6, From Water to Land Day 3- Lesson 7, Frogs Day 4- Lesson 8, Cold- Blooded Scaly Veterebrates Day 5- Lesson 9, Reptiles	What are the elements of a reflection paragraph? How can I use that information to write a reflection about a certain type of animal?  How are animals similar? How are animals different? How do these similarities and differences help animals survive in their habitats?	
7	ELA- Classification of Animals CKLA Unit 2: Day 1- Lesson 10, Wings and Feathers Part 1 Day 2- Lesson 11 Wings and Feathers Part 2 Day 3- Lesson 12 Live-Bearing Milk Producers Day 4- Lesson 13- Jane Goodall Day 5- Lesson 14- Scientists who Classify Animals and vertebrates around the world  Unit Assessment (lesson 15) Split between this week and next.	How do I know what is the key information in a text? How do I determine which information to record about animals?  How are animals similar? How are animals different? How do these similarities and differences help animals survive in their habitats?	

8	<p>ELA-Human Body                      CKLA Unit 3: Day 1- Lesson 1 Building Blocks and Systems                      Day 2- Lesson 2, The Skeletal System: Axial Bones                      Day 3- Lesson 3, The Skeletal System: All About Bones Part 1                      Day 4- Lesson 4, The Skeletal System: All About Bones Part 2                      Day 5- Flex</p>	<p><b>What are examples of axial bones and apendicular bones? How do they support our body functions?</b></p> <p><b>What are the different systems of the human body and why are they important?</b></p>	<p><b>New Science Standard (3.L1U1.5)</b> Obtain, evaluate, and communicate how the human body has different systems that carry out life processes. <b>Activity</b> write an informational paragraph/essay comparing the different systems of the human body.</p>
9	<p>ELA-Human Body                      CKLA Unit 3: Day 1- Lesson 5, The Muscular System                      Day 2- Lesson 6, Joints and Muscles                      Day 3- Lesson 7, The Nervous System                      Day 4- Lesson 8, The Nervous system and the Brain: part 1</p>	<p><b>What are the components of the muscular and nervous system? What is the relationship between the brain and the rest of the human body systems?</b></p> <p><b>What are the different systems of the human body and why are they important?</b></p>	<p><b>New Science Standard (3.L1U1.5)</b> Obtain, evaluate, and communicate how the human body has different systems that carry out life processes. <b>Activity</b> write an informational paragraph/essay comparing the different systems of the human body.</p>
<b>Quarter 2</b>			
<b>Week</b>	<b>Text</b>	<b>Focus Questions</b>	<b>Optional</b>
10	<p>ELA- Human Body                      CKLA Unit 3: Day 1- Lesson 9, The Nervous system and the Brain: Part 2                      Day 2- Lesson 10, Vision: The parts of the eye.                      Day 3- Lesson 11, Hearing: The parts of the ear.                      Day 4- Lesson 12, A clean bill of health                      Day 5- see optional column, can be used as an assessment</p>	<p>What are the parts of a paragraph? How do you use them to form a paragraph?</p> <p><b>What are the different systems of the human body and why are they important?</b></p> <p><b>Q2 Standards Assessed:</b> All Q1 Standards plus RI 3.4,3.6,3.9                      RL6 L.3.1b W 3.1b</p>	<p><b>New Science Standard (3.L1U1.5)</b> Obtain, evaluate, and communicate how the human body has different systems that carry out life processes. <b>Activity</b> write an informational paragraph/essay comparing the different systems of the human body.</p>
11	<p>ELA- Ancient Roman Civilization                      CKLA Unit 3: Day 1- Lesson 13, Overcoming Disabilities  <b>Day 2- Unit Assessment (Lesson 14)</b>                      CKLA Unit 4: Day 3- Lesson 1, Rome, Then and Now                      Day 4- Lesson 2, The Legend of Romulus and Remus                      Day 5- Lesson 3, The Roman Gods and Goddesses</p>	<p>What is a graphic organizer? How can it be used to write a paragraph?</p> <p><b>What do you think were the 5 most significant people or developments during the ancient Roman civilization? Use details from the text to support your answer.</b></p>	<p><b>Novel: Gangsta Granny OR The Wild Robot OR Bunnacula (anytime during Q2)</b></p>
12	<p>ELA- Ancient Roman Civilization                      CKLA Unit 4: Day 1- Lesson 4, The Roman Gos and the Roman Republic                      Day 2- Lesson 5, The Punic Wars                      Day 3- Lesson 6, Daily Roman life part 1 and Cupid and Psyche                      Day 4- Lesson 7, Daily Roman Life part 2 and the Sword of Damocles                      Day 5- Lesson 8, Julius Caesar: Great Fighter, Great Writer</p>	<p>What are methods to use when comparing and contrasting (Venn Diagram, Double Bubble Map, etc)? How can you use them to form a comparing and contrasting paragraph?</p> <p><b>What do you think were the 5 most significant people or developments during the ancient Roman civilization? Use details from the text to support your answer.</b></p>	
13	<p>ELA- Ancient Roman Civilization                      CKLA Unit 4: Day 1- Lesson 9 Julius Caesar: The Later Years and Crossing the Rubicon                      Day 2- Lesson 10 Julius Caesar/Augustus Caesar and the Roman Empire                      Day 3- Lesson 11, Augustus Caesar and the decline of the Roman Empire                      Day 4- Lesson 12, The Western and Eastern Empires and the second Rome                      Day 5- Lesson 13, Androcles and the Lion</p>	<p>How are key details in a story? How can you use them to analyze a story and write a summary?</p> <p><b>What do you think were the 5 most significant people or developments during the ancient Roman civilization? Use details from the text to support your answer.</b></p>	
14	<p>ELA- Ancient Roman Civilization                      CKLA Unit 4: Days 1-2 Pausing Point 2 or flex                      Day 3- Lesson 14, Roman Detectives: Cases 1 &amp; 2                      Day 4- Lesson 15, Roman Detectives: Cases 3 &amp; 4</p>	<p>What is the purpose of identifying an author's point of view? How can I use the author's point of view to help form my own opinion about a topic and write about it?</p> <p><b>What do you think were the 5 most significant people or developments during the ancient Roman civilization? Use details from the text to support your answer.</b></p>	

15	ELA- Light and Sound CKLA Unit 5: Day 1- Lesson 1, What is Light Part 1? Day 2- Lesson 2, What is Light, Part 2?	What are methods of note taking while reading a text? How can you use them to write an essay comparing and contrasting texts?  <b>Consider the contributions of Alexander Graham Bell and Thomas Edison. Who do you think had a greater impact on modern society and why? Support your answer with details from the text.</b>	<b>New Science standard (3.P4U1.3)</b> Construct an explanation of how light and sound waves transfer energy. <b>Activity</b> create a diagram with illustrations, captions, and labels showing how light and sound works.
16	ELA- Light and Sound CKLA Unit 5: Day 1- Lesson 3, How are shadows made? Day 2- Lesson 4, Reflection and Mirrors Day 3- Lesson 5, Refraction and Lenses part 1 Day 4- Lesson 6, Refraction and Lenses part 2 Day 5- Lesson 7, What is color?	What are the elements needed for a successful peer discussion about a text? How will you use those elements to show your knowledge about a text with a peer?  <b>Consider the contributions of Alexander Graham Bell and Thomas Edison. Who do you think had a greater impact on modern society and why? Support your answer with details from the text.</b>	<b>New Science standard (3.P4U1.3)</b> Construct an explanation of how light and sound waves transfer energy. <b>Activity</b> create a diagram with illustrations, captions, and labels showing how light and sound works.
17	ELA- Light and Sound CKLA Unit 5: Day 1- Pausing Point 1 or optional column Day 2- Lesson 8, What is sound? Part 1 Day 3- Lesson 9, What is sound? Part 2 Day 4- Lesson 10, Characteristics of Sound Day 5- Lesson 11, The Human Voice	What is the purpose of a glossary? How can you use it to find the definition of vocabulary words? How can I incorporate vocabulary words from the text into a descriptive paragraph about a particular sound?  <b>Consider the contributions of Alexander Graham Bell and Thomas Edison. Who do you think had a greater impact on modern society and why? Support your answer with details from the text.</b>	<b>New Science standard (3.P4U1.3)</b> Construct an explanation of how light and sound waves transfer energy. <b>Activity</b> create a diagram with illustrations, captions, and labels showing how light and sound works.
18	ELA- Light and Sound CKLA Unit 5: Day 1- Lesson 12, Alexander Graham Bell Day 2- Lesson 13, Thomas Edison: The Wizard of Menlo Park Day 3- Lesson 14, Research Writing: Newspaper Article, <b>Unit Assessment portion of Lesson 14, can be done during week 19 if needed</b> Day 4- Lesson 15, Drafting Newspaper Article Day 5- Lesson 16, Editing and Publishing: Newspaper Article	What are current and past forms of receiving news? What are elements of a newspaper article? How can you include those elements in writing an article about the invention of a telephone or an incandescent light bulb?  <b>Consider the contributions of Alexander Graham Bell and Thomas Edison. Who do you think had a greater impact on modern society and why? Support your answer with details from the text.</b>	<b>New Science standard (3.P4U1.3)</b> Construct an explanation of how light and sound waves transfer energy. <b>Activity</b> create a diagram with illustrations, captions, and labels showing how light and sound works.
19	ELA- Light and Sound CKLA Unit 5: Day 1- Lesson 17, Presenting Newspaper Article Day 2-5 Catch up/flex as needed	What are the elements of a successful oral presentation? How can I include them when presenting my newspaper article?  <b>Consider the contributions of Alexander Graham Bell and Thomas Edison. Who do you think had a greater impact on modern society and why? Support your answer with details from the text.</b>	
<b>Quarter 3</b>			
<b>Week</b>	<b>Text</b>	<b>Focus Questions</b>	<b>Optional</b>
20	ELA- Viking Age CKLA Unit 6: Day 1- Lesson 1, Norse Mythology Day 2- Lesson 2, Sif's Golden Hair Day 3- Lesson 3, Loki and the Dwarves <b>Mid-year assessment (Lessons 1-5)</b>	What are good test taking strategies and how can I apply them to the Mid-Year Assessments?  <b>Which of the Norse gods do you admire most/least and why? Which Norse god is most/least heroic and why? Support your answer with details from the text.</b> <b>Q3 Standards Assessed:</b> All Q1 & Q2 Standards plus RL 3.2,3.4,3.5,3.7 RI 3.2,3.8 L3.1d W3.1d	<b>Listen, My Children (Core knowledge poems for third grade). Exposure to poetry for RL4,5</b>

21	<p>ELA- Viking Age                      CKLA Unit 6: Day 1- Lesson 4, Stolen Thunder, <b>Mid year Assessment (Lessons 1-5)</b>                      Day 2- Lesson 5, A Plan is made                      Day 3- Lesson 6, The Wedding Feast                      Day 4- Lesson 7, Balder the Beautiful                      Day 5- Lesson 8, The Death of Balder</p>	<p>What is included in a good character description? How can I include those elements to write a description of a character in Norse Mythology?</p> <p><b>Which of the Norse gods do you admire most/least and why? Which Norse god is most/least heroic and why? Support your answer with details from the text.</b></p>	<p><b>Novel: Choose a Series to start; Harry Potter, Percy Jackson, OR Gregor the Overlander (anytime during Q3 and continuing into Q4).</b></p>
22	<p>ELA- Viking Age                      CKLA Unit 6: Day 1- Lesson 9, Loki's Punishment                      Day 2- Lesson 10, Concluding Norse Mythology                      Day 3- Lesson 11, Presenting Character Descriptions                      Day 4- Pausing Point or flex/catch up</p>	<p>What are the elements in the revision process? How can I accurately edit and revise my writing? How do I publish a final draft of writing?</p> <p><b>Which of the Norse gods do you admire most/least and why? Which Norse god is most/least heroic and why? Support your answer with details from the text.</b></p>	
23	<p>ELA- Astronomy                      CKLA Unit 7: Day 1- Lesson 1, Sun Earth and our Solar System                      Day 2- Lesson 2, Our Solar System, Part 1                      Day 3- Lesson 3, The planets closest to the Sun.                      Day 4- Lesson 4, The Outer Planets                      Day 5- Lesson 5, Asteroids, Comets and Meteors</p>	<p>What are the elements in our Solar System? How can you compare and contrast two of elements in our solar system in writing?</p> <p><b>Which objects in our Solar system are the most important for our life on Earth? Support your answer with details from the text.</b></p>	<p><b>New Science Standard (3.E1U1.4)</b>                      Construct an explanation describing how the Sun is the primary source of energy for the Earth. <b>Activity</b> write an informational paragraph/essay on the relationship between the Sun and the planet Earth.</p>
24	<p>ELA- Astronomy                      CKLA Unit 7: Day 1- Pausing Point 1                      Day 2- Lesson 6, Galaxies and Stars                      Day 3- Lesson 7, Compare and Contrast Galaxies                      Day 4- Lesson 8, Constellations and Stars                      Day 5- Lesson 9, Space Exploration</p>	<p>How can I use my knowledge on identifying similarities and differences to compare and contrast two different informational texts?</p> <p><b>Which objects in our Solar system are the most important for our life on Earth? Support your answer with details from the text.</b></p>	<p><b>New Science standard (3.E1U1.4)</b>                      Construct an explanation describing how the Sun is the primary source of energy for the Earth. <b>Activity</b> write an informational paragraph/essay on the relationship between the Sun and the planet Earth.</p>
25	<p>ELA- Astronomy                      CKLA Unit 7: Day 1- Lesson 10, Exploring Space                      Day 2- Lesson 11, Gravity- Close Reading Part 1                      Day 3- Lesson 12, Gravity- Close Reading Part 2                      Day 4- Pausing Point 2 or flex                      Day 5- Lesson 13, Reader's Theater; Nicolaus Copernicus</p>	<p><b>What is a script? How can I use that information to write a narrative script about Nicolaus Copernicus?</b></p> <p><b>Which objects in our Solar system are the most important for our life on Earth? Support your answer with details from the text.</b></p>	<p><b>New Science standard (3.E1U1.4)</b>                      Construct an explanation describing how the Sun is the primary source of energy for the Earth. <b>Activity</b> write an informational paragraph/essay on the relationship between the Sun and the planet Earth.</p>
26	<p>ELA- Astronomy                      CKLA Unit 7: Day 1- Lesson 14, What's it like in space                      Day 2- Lesson 15, The Space Shuttle                      Day 3- Lesson 16, Mae Jemison                      Day 4- Lesson 17, A Tour of the international space station</p>	<p><b>What are transitional and sequencing words? How do you use them when writing an informational paragraph?</b></p> <p><b>Which objects in our Solar system are the most important for our life on Earth? Support your answer with details from the text.</b></p>	<p><b>New Science standard (3.E1U1.4)</b>                      Construct an explanation describing how the Sun is the primary source of energy for the Earth. <b>Activity</b> write an informational paragraph/essay on the relationship between the Sun and the planet Earth.</p>
27	<p>ELA- Astronomy                      CKLA Unit 7: Day 1- Lesson 18, Informative Writing; a day in the life of an astronaut on the international space station.                      Day 2- Lesson 19, Performance task: The big bang theory Part 1                      Day 3- Lesson 20, Performance task: the big bang theory part 2                      Day 4-5- Pausing point 3 and catch up as needed.</p>	<p><b>How can I use the writing process to write an informative piece about the day in the life of an astronaut aboard the International Space Station?</b></p> <p><b>Which objects in our Solar system are the most important for our life on Earth? Support your answer with details from the text.</b></p>	

28	<p>ELA- Native Americans                      CKLA Unit 8: Day 1- Lesson 1, Spreading through the continents                      Day 2- Lesson 2, Changing ways of life                      Day 3- Lesson 3, Akando and Aponi, the Gatherers, <b>skip speaking/listening portion- audio recordings are unavailable.</b>                      Day 4- Lesson 4, Native Americans of the Greater Mississippi River Areas</p>	<p>What information can be gathered from illustrations within a text? How do they contribute to the text?</p> <p>How did Native Americans adapt to their changing environment?</p>	
<b>Quarter 4</b>			
Week	Text	Focus Questions	Optional
29	<p>ELA- Native Americans                      CKLA Unit 8: Day 1- Lesson 5, Native Americans of the southwest, part 1                      Day 2- Lesson 6, Alameda, the Basket Weaver                      Day 3- Lesson 7, Native Americans of the Southwest part 2                      Day 4- Lesson 8, Native Americans of the Northeast                      Day 5- Lesson 9, Native Americans of the Southeast</p>	<p>What are the elements of a multi-paragraph essay? How can you use them comparing and contrasting Native Americans from different regions?</p> <p>How did Native Americans adapt to their changing environment?</p> <p><b>Q4 Standards Assessed: All Standards</b></p>	
30	<p>ELA- Native Americans                      CKLA Unit 8: Day 1- Lesson 10, Adoette and Awan, the bird chasers                      Day 2- Lesson 11, Native Americans and Arctic/Subarctic                      Day 3- Lesson 12, The Hunting of the Great Bear                      Day 4- AzMerit Prep- Performance Coach Practice tests                      Day 5- AzMerit Prep- Performance Coach Practice tests</p>	<p>What are the elements needed to create an engaging audio recording? How can you use those elements to create a recording with your peers?</p> <p>How did Native Americans adapt to their changing environment?</p>	
31	Testing		
32	<p>ELA- Early Explorations of North America                      CKLA Unit 8: Day 1- <b>Unit Assessment (Lesson 13)</b>                      CKLA Unit 9: Day 2- Lesson 1, Introduction to Early Explorations of North America                      Day 3- Lesson 2, 1492: A year that changed the world                      Day 4- Lesson 3, Columbus and the Conquistadors                      Day 5- Lesson 4, Juan Ponce de Leon</p>	<p>What are connecting words that can be used when writing an opinion paper? How can you use them when writing an opinion paper?</p> <p>What led the Native Americans, Vikings and other Europeans to explore and settle North America?</p>	
33	<p>ELA- Early Explorations of North America                      CKLA Unit 9: Day 1- Lesson 5, Hernando de Soto                      Day 2- Lesson 6, Francisco Vasquez de Coronado                      Day 3- Lesson 7, Spanish Settlements                      Day 4- Lesson 8, John Cabot part 1</p>	<p>What were the achievements of the Spanish explorers? How can I incorporate those achievements in an opinion paragraph?</p> <p>What led the Native Americans, Vikings and other Europeans to explore and settle North America?</p>	
34	<p>ELA- Early Explorations of North America                      CKLA Unit 9: Day 1- Lesson 9, John Cabot part 2 (close Reading)                      Day 2- Lesson 10, Henry Hudson                      Day 3- Lesson 11, Samuel de Champlain                      Day 4- Lesson 12, The Fur Trade and explorers review                      Day 5- Lesson 13, A history of People in North America</p>	<p>In your opinion, what explorer had the greatest success in North America? How can you write a paragraph successfully explaining your opinion?</p> <p>What led the Native Americans, Vikings and other Europeans to explore and settle North America?</p>	
35	<p>ELA- Colonial America                      CKLA Unit 9: Day 1- <b>Lesson 14, Unit Assessment</b>                      CKLA Unit 10: Day 2- Lesson 1, Introduction to living in Colonial America                      Day 3- Lesson 2, The First English Colony                      Day 4- Lesson 3, The Founding of Jamestown                      Day 5- Lesson 4, Jamestown and the Powhatan</p>	<p>What are the elements in narrative writing? How can I use them to write a narrative story about the thirteen colonies?</p> <p>Why did people come to North America and what challenges did they face in establishing colonies?</p>	

<p><b>36</b></p>	<p>ELA- Colonial America                  CKLA Unit 10: Day 1- Lesson 5, Plantation Life                  Day 2- Lesson 6, The Founding of Maryland and Georgia                  Day 3- Lesson 7, The Pilgrims, part 1 Arrival                  Day 4- Lesson 8, The Pilgrims part 2 Thanksgiving celebration                  Day 5- Lesson 9 Pilgrims and Puritans</p>	<p><b>What are the steps in editing and revising a narrative? How can I use them to publish a narrative story?</b></p> <p><b>Why did people come to North America and what challenges did they face in establishing colonies?</b></p>	<p>CKLA Unit 11 Ecology if your schedule permits.</p>
<p><b>37</b></p>	<p>ELA- Colonial America                  CKLA Unit 10: Day 1- Lesson 10, The Middle Colonies                  Day 2- Lesson 11, The Quakers                  Day 3- Lesson 12, Colonial Life                  Day 4- Lesson 13, Life on the Farm                  Day 5- Lesson 14, The Road to Revolution, part 1</p>	<p><b>How do you conduct research? How can you use research to write a narrative about life in the thirteen colonies?</b></p> <p><b>Why did people come to North America and what challenges did they face in establishing colonies?</b></p>	
<p><b>38</b></p>	<p>ELA- Colonial America                  CKLA Unit 10: Day 1- Lesson 15, the road to revolution part 2                  Day 2- <b>Lesson 16 Unit Assessment</b>                  Days 3-5 Flex/Catch up as needed</p>	<p><b>What test taking strategies can I use to be successful on the Unit Assessment?</b></p> <p><b>Why did people come to North America and what challenges did they face in establishing colonies?</b></p>	

4th Grade Curriculum map 18-19			
Week	Text	Focus Questions	Optional
Notes	<b>Bolded ELA, Science, and History Focus questions can be used as end of unit writing assignments/assessments.</b>		
Quarter 1			
1	ELA- Day 1 & 2- Culture Day 3- Performance Coach Lesson 1 TE pages 2-5 Fiction: Discussion Questions, Getting the Idea, and Language Spotlight. Day 4- Lesson 1 TE pages 2-5 Fiction: Coached Example, questions 1-4 Day 5- Lesson 1 TE pages 2-5 Fiction: Lesson Practice, questions 1-6	How are the points of view in "The Giant Turnip" and "An Earth Day Group Effort" similar and different? <b>Q1 Standards Assessed: RL 1,2,3,9 . RI 1,3,9 . W 2a,b,e</b>	Novel: Tales of a Fourth Grade Nothing (anytime during Q1)
2	ELA-Personal Narratives CKLA Unit 1 TG Day 1- Lesson 1 & 3, All Ball part 1 Day 2- Lesson 1&3 All Ball part 1 Day 3- Lesson 2, All Ball part 2 Day 4- Lesson 4, All Ball part 3 Day 5- Flex/catch up	Which event in your life has been the most significant and why? <b>Q1 Standards Assessed: RL 1,2,3,9 . RI 1,3,9 . W 2a,b,e</b> If you were Mary's friend, how would you help her cope with her dad leaving?	<a href="#">NewsELA current events (ongoing throughout the year)</a>
3	ELA-Personal Narratives CKLA Unit 1 TG Day 1- Lesson 5& 8, Scout's Honor, part 1 Day 2- Lesson 6 & 9 Scout's Honor part 2 Day 3- Lesson 7&10 , Scout's Honor part 3 Day 4- Flex Day 5- Flex	Which event in your life has been the most significant and why? <b>Q1 Standards Assessed: RL 1,2,3,9 . RI 1,3,9 . W 2a,b,e</b> In Scout's honor, Avi describes Horse and Max. Think about your friends and describe 2 of them.	CKLA: Writing Studio Unit 1, Lessons 1-4 PC Lesson 13
4	ELA- Personal Narratives CKLA Unit 1 Day 1- Lesson 11 & 14 , Food from the outside part 1 Day 2- Lesson 12&15 , Food from the outside part 2 Day 3- Lesson 13, Food from the outside, part 3 Day 4- FLEX	Which event in your life has been the most significant and why? <b>Q1 Standards Assessed: RL 1,2,3,9 . RI 1,3,9 . W 2a,b,e</b> How does your parents' cooking or your cooking compare to Miss Essie's?	CKLA: Writing Studio Unit 1, Lessons5-8
5	ELA-Personal Narratives CKLA Unit 1: Day 1- <b>Beginning of Year Assessment (may take more than 1 day)</b> Day 2 <b>Performance coach lesson 13 writing assignment</b> Day 3 & 4 Catch up as needed	Which event in your life has been the most significant and why? <b>Q1 Standards Assessed: RL 1,2,3,9 . RI 1,3,9 . W 2a,b,e</b>	
6	ELA-Middle Ages CKLA Unit 2 TG Day 1- Lesson 1, Welcome to the Middle Ages Day 2- Lesson 2, To the Manor Bom & Lesson 3, To the Manor Born Day 3- Lesson 4, Gloomy Castles and Jousting Day 4- Lesson 5 and Lesson 6, Merchants, Markets and Mud towns in the middle ages Day 5- Flex day/catch up as needed	What do you think were the 5 most significant people or developments during the middle ages? Use details from the text to support your answer. <b>Q1 Standards Assessed: RL 1,2,3,9 . RI 1,3,9 . W 2a,b,e</b> If you were a serf, what would you do during a typical day?	Performance Coach Lesson 7 Historical Texts
7	ELA-Middle Ages CKLA Unit 2 TG Day 1- Lesson 7, The power of the Church Day 2- Lesson 8, The power of the Church Day 3- Lesson 9, 1066: The Battle that changed History Day 4- Lesson 10, 1066: The Battle that changed History Day 5- Flex/Catch up Day	What do you think were the 5 most significant people or developments during the middle ages? Use details from the text to support your answer. <b>Q1 Standards Assessed: RL 1,2,3,9 . RI 1,3,9 . W 2a,b,e</b> What advice would you give the English soldiers before the battle of Hastings and why?	Performance Coach Lesson 7 Historical Texts

8	<p>ELA-Middle Ages                      CKLA Unit 2 TG Day 1 -Lesson 11 and 12, Henry II and Law and Order                      Day 2- Lesson 11 &amp;12, Henry II and Law and Order                      Day 3- Lesson 13, The Wayward King: King John and Magna Carta                      Day 4- Lesson 14, A changing World</p>	<p><b>What do you think were the 5 most significant people or developments during the middle ages? Use details from the text to support your answer.</b>  <b>Q1 Standards Assessed: RL 1,2,3,9 . RI 1,3,9 . W 2a,b,e</b>  <b>Which King would you prefer to live under, Henry II or John and why?</b></p>	<p>Performance Coach Lesson 7</p>
9	<p>ELA- Middle Ages                      Day 1- <b>Unit Assessment (Lesson 15)</b>                      CKLA Flex week, catch up/review as needed and administer Quarter 1 assessment</p>	<p><b>What do you think were the 5 most significant people or developments during the middle ages? Use details from the text to support your answer.</b>  <b>Q1 Standards Assessed: RL 1,2,3,9 . RI 1,3,9 . W 2a,b,e</b></p>	<p>Performance Coach Lesson 7 Historical Text</p>
<b>Quarter 2</b>			
<b>Week</b>	<b>Text</b>	<b>Focus Questions</b>	<b>Optional</b>
10	<p>ELA- Poetry                      CKLA Unit 3: Day 1- Lesson 1                      Day 2- Lesson 2                      Day 3- Lesson 3                      Day 4- Lesson 4</p>	<p><b>What is the author's message/your interpretation of that message?</b>  <b>How does each stanza convey that message?</b>  <b>All Q1 Standards plus: RL 5,6 RI 2,4,7,8 W1a,b,d</b></p>	<p><b>Short book of poems: Love that Dog, Hate that Cat OR Shel Silverstein (anytime during Q2)</b></p>
11	<p>ELA- Poetry                      CKLA Unit 3: Day 1- Lesson 5                      Day 2- Lesson 6                      Day 3- Lesson 7                      Day 4- Lesson 8                      Day 5- Lesson 9</p>	<p><b>What is the author's message/your interpretation of that message?</b>  <b>How does each stanza convey that message?</b>  <b>All Q1 Standards plus: RL 5,6 RI 2,4,7,8 W1a,b,d</b></p>	<p>CKLA: Writing Studio Unit 2, Lessons 1-3</p>
12	<p>ELA- Poetry                      CKLA Unit 3: Day 1- Lesson 10                      Day 2- Lesson 11                      Day 3- Lesson 12                      Day 4- <b>Unit Assessment</b>                      Day 5- Flex/catch up as needed</p>	<p><b>What is the author's message/your interpretation of that message?</b>  <b>How does each stanza convey that message?</b>  <b>All Q1 Standards plus: RL 5,6 RI 2,4,7,8 W1a,b,d</b></p>	<p>CKLA: Writing Studio Unit 2, Lessons 5-8</p>
13	<p>ELA- Islamic Empires                      CKLA Unit 4: Day 1- Lesson 1, Arabia                      Day 2- Lesson 2,3, and 4, The Birth of a new Religion                      Day 3- Lesson 2,3, and 4, The Birth of a new Religion                      Day 4- Lesson 5 and 6, The Battle of Yarmouk                      Day 5- Lesson 5 and 6, The Battle of Yarmouk</p>	<p><b>Who do you think were the 5 most significant people during the Islamic empires and why? Use details from the text to support your answer.</b>  <b>All Q1 Standards plus: RL 5,6 RI 2,4,7,8 W1a,b,d</b>  <b>Why did Abu Bhakr decide to have the poetry and teachings of the Qur'an collected into one book?</b></p>	
14	<p>ELA- Islamic Empires                      CKLA Unit 4 Day 1- Lesson 7 and 8, The Civil War                      Day 2- Lesson 7 and 8, The Civil War                      Day 3- Lesson 9 and 10, The Classical Age                      Day 4- Lesson 9 and 10, The Classical Age</p>	<p><b>Who do you think were the 5 most significant people during the Islamic empires and why? Use details from the text to support your answer.</b>  <b>All Q1 Standards plus: RL 5,6 RI 2,4,7,8 W1a,b,d</b>  <b>How did Islamic mosques contribute to architecture?</b></p>	
15	<p>ELA- Islamic Empires                      CKLA Unit 4: Day 1- Lesson 11 &amp; 12, The Crusades                      Day 2- Lesson Lesson 11 &amp; 12, The Crusades</p>	<p><b>Who do you think were the 5 most significant people during the Islamic empires and why? Use details from the text to support your answer.</b>  <b>All Q1 Standards plus: RL 5,6 RI 2,4,7,8 W1a,b,d</b>  <b>Why did Richard respect Saladin? Do you think Saladin respected Richard why or why not?</b></p>	

16	<p>ELA- Islamic Empires CKLA Unit 4: Day 1- Lesson 13 and 14 , Kalila and Dimna, The Crane and the Crab Day 2- <b>Unit Assessment</b> (Lesson15) Day 3- Coach Digital Resources. Theme of a story Day 4 Coach Digital Resources Day 5 Coach Digital Resources</p>	<p><b>Who do you think were the 5 most significant people during the Islamic empires and why? Use details from the text to support your answer.</b> <b>All Q1 Standards plus: RL 5,6 RI 2,4,7,8 W1a,b,d</b> <b>What is the moral of ...</b></p>	<p>Common Core Coach. Lesson 1 Reading Myths. Determining Theme of a story <a href="https://www.coachdigital.com/teacher/viewResource.html?resourceID=150362">https://www.coachdigital.com/teacher/viewResource.html?resourceID=150362</a></p>
17	<p>ELA- Eureka CKLA Unit 5: Day 1- Episode 1 (TG pages: 25, 27, 31-35/ AP 1.1, 1.4) Day 2- Episode 2 (TG pages: 50-51, 54, 55-73/ Inventor Cards) Day 3- Episode 3 (TG pages 78- 90, research activity 91-120) Day 4- Episode 4 (TG pages 128, 132-135, 138-140, 142-145/ AP 4.3/ Inventor Cards) Day 5- Episode 5 (TG pages148, 150-151, 153, 154-179, 180-181, 183-187, 189-191/ Inventor cards)</p>	<p><b>Which 2 inventions have had the most impact on your life and why?</b> <b>All Q1 Standards plus: RL 5,6 RI 2,4,7,8 W1a,b,d</b></p>	<p>CKLA: Writing Studio Unit 3, Lessons 1-3</p>
18	<p>ELA- Eureka CKLA Unit 5: Day 1- Episode 6 (TG pages: 194, 201-205, 219-221) Day 2- Episode 7 (TG pages 226-227, 228, 232-236) Day 3- Episode 8 (TG page 244) Day 4- Episode 9 (Review/ Catch up) Day 5- Episode 10 (Review/ Catch up/ quiz on inventors, simple machines, and vocab/ writing project on favorite invention)</p>	<p><b>Which 2 inventions have had the most impact on your life and why?</b> <b>All Q1 Standards plus: RL 5,6 RI 2,4,7,8 W1a,b,d</b></p>	<p>CKLA: Writing Studio Unit 3, Lessons 4-8</p>
19	<p>ELA- Eureka CKLA Unit 5: Flex days- catch up/review.</p>	<p><b>Which 2 inventions have had the most impact on your life and why?</b> <b>All Q1 Standards plus: RL 5,6 RI 2,4,7,8 W1a,b,d</b></p>	
<b>Quarter 3</b>			
<b>Week</b>	<b>Text</b>	<b>Focus Questions</b>	<b>Optional</b>
20	<p>ELA- Geology CKLA Unit 6: Day 1- Lesson 1, Earth's changing surface Day 2- Lesson 2, Earth's layers and moving plates Day 3- Lesson 3, Earth's layers and moving plates</p>	<p><b>What 3 forces contributed to our Earth as it is now? How will these forces continue to change our Earth?</b> <b>All Q1 &amp; Q2 plus RL 4,7 RI 5,6</b> <b>Your best friend wants to dig a tunnel to China. What are you going to tell them?</b></p>	<p><b>Novel: Bud Not Buddy (anytime during Q3)</b></p>
21	<p>ELA- Geology CKLA Unit 6: Day 1- Lesson 4, Earth's shakes and quakes Day 2- Lesson 5, Earth's shakes and quakes Day 3- Lesson 6, Earth's Fiery Volcanoes Day 4- Lesson 7, Mythic Volcano spirits Day 5- Lesson 8, Earth's building blocks</p>	<p><b>What 3 forces contributed to our Earth as it is now? How will these forces continue to change our Earth?</b> <b>All Q1 &amp; Q2 plus RL 4,7 RI 5,6</b> <b>Identify 3 similarities and 3 differences in the Hawaiian and Klamath volcano myths?</b></p>	<p>CKLA: Writing Studio Unit 4, Lessons 1-2 <b>New Science Standard</b> (4.E1U2.4) Use models to explain seismic waves and their effect on the Earth. <b>Activity</b> in small groups or pairs, students demonstrate how earthquakes work using a constructed model (legos, popsicle sticks etc.) Buckle Down 3-D Science: L10</p>

22	<p>ELA- Geology CKLA Unit 6: Day 1- Lesson 9, Earth's building blocks Day 2- Lesson 10, Earth's powerful forces of change Day 3- Lesson 11, Earth's powerful forces of change Day 4- Lesson 12, Earth's mighty mountains.</p>	<p><b>What 3 forces contributed to our Earth as it is now? How will these forces continue to change our Earth?</b> <b>All Q1 &amp; Q2 plus RL 4,7 RI 5,6</b> <b>Which type of mountain would you like to climb and why?</b></p>	<p>CKLA: Writing Studio Unit 4, Lessons 3-5 <b>New Science Standard (4.E1U2.7)</b> Develop and/or revise a model using various rock types and fossils to show evidence that Earth has changed over time. <b>Activity</b> write an informational paragraph explaining how the Earth has changed over time, include a diagram or model. Buckle Down 3-D Science:L12</p>
23	<p>ELA- Geology CKLA Unit 6: Day 1- Lesson 13, Earth's undersea world. Day 2- Lesson 14, Earth's undersea world Day 3- Lesson 15, <b>Unit assessment</b> Day 4-5 Flex/catch up as needed</p>	<p><b>What 3 forces contributed to our Earth as it is now? How will these forces continue to change our Earth?</b> <b>All Q1 &amp; Q2 plus RL 4,7 RI 5,6</b> <b>Would you rather climb to the top of a mountain or dive to the bottom of the ocean? Why?</b></p>	<p>CKLA: Writing Studio Unit 4, Lessons 6-8</p>
24	<p>ELA- Geology Informational Paper on Earth's Geology: Day 1- Planning/Brainstorming Day 2- Drafting Day 3- Editing Day 4- Revising Day 5- Final copy/Publishing</p>	<p><b>What 3 forces contributed to our Earth as it is now? How will these forces continue to change our Earth?</b> <b>All Q1 &amp; Q2 plus RL 4,7 RI 5,6</b></p>	
25	<p>ELA- American Revolution CKLA Unit 7: Day 1- Lesson 1, Bills to pay Day 2- Lesson 2, Trouble is brewing Day 3- Lesson 3, Trouble is brewing Day 4- Lesson 4, The fight begins Day 5- Lesson 5, The fight begins</p>	<p><b>What were 3 of the contributing factors that led to the American Revolution and what were the results?</b> <b>All Q1 &amp; Q2 plus RL 4,7 RI 5,6</b> <b>Do you agree with the words of Patrick Henry? Why or why not?</b></p>	
26	<p>ELA- American Revolution CKLA Unit 7: Day 1- Lesson 6, Shots and speeches Day 2- Lesson 7, Shots and speeches Day 3- Lesson 8, It's war! Day 4- Lesson 9, It's war!</p>	<p><b>What were 3 of the contributing factors that led to the American Revolution and what were the results?</b> <b>All Q1 &amp; Q2 plus RL 4,7 RI 5,6</b> <b>What challenges were Washington's army facing, other than the British army?</b></p>	<p>CKLA: Writing Studio Unit 6, Lessons 1-5</p>
27	<p>ELA- American Revolution CKLA Unit 7: Day 1- Lesson 10, From Valley Forge to Yorktown Day 2- Lesson 11, From Valley Forge to Yorktown Day 3- Lesson 12, Heroes and Villains Day 4- Lesson 13, The Legend of Sleepy Hollow Day 5- Lesson 14, The Legend of Sleepy Hollow</p>	<p><b>What were 3 of the contributing factors that led to the American Revolution and what were the results?</b> <b>All Q1 &amp; Q2 plus RL 4,7 RI 5,6</b> <b>What would you do if you were Ichabod?</b></p>	<p>CKLA: Writing Studio Unit 6, Lessons 6-8</p>
28	<p>ELA- American Revolution CKLA Unit 7: Day 1- Lesson 15, Rip Van Winkle Day 2- Lesson 16, Rip Van Winkle Day 3- Lesson 17, <b>Unit Assessment</b> Day 4- Flex/catch up as needed</p>	<p><b>What were 3 of the contributing factors that led to the American Revolution and what were the results?</b> <b>All Q1 &amp; Q2 plus RL 4,7 RI 5,6</b> <b>Which character is more heroic Rip or Ichabod? Why?</b></p>	
<b>Quarter 4</b>			
<b>Week</b>	<b>Text</b>	<b>Focus Questions</b>	<b>Optional</b>

29	ELA- Treasure Island CKLA Unit 8: Day 1- Lesson 1, The old seadog and the black spot Day 2- Lesson 2, The sea chest and the blind man Day 3- Lesson 3, The sea chest and the blind man Day 4- Lesson 4, The real adventure begins Day 5- Lesson 5, The real adventure begins	Which character do you most admire/learn from and why? What does your character analysis lead you to believe is the theme of the story? Support your answer with details from the text. All Standards Is Long John Silver a hero or villain? Why?	
30	Practice Testing		
31	Testing		
32	ELA- Treasure Island CKLA Unit 8: Day 1- Lesson 6, What I heard in the apple barrel Day 2- Lesson 7, What I heard in the apple barrel Day 3- Lesson 8, The man on the island Day 4- Lesson 9, The plan Day 5- Lesson 10, Shiver me timbers	Which character do you most admire/learn from and why? What does your character analysis lead you to believe is the theme of the story? Support your answer with details from the text. All Standards Is Long John Silver a good leader? Why or why not?	CKLA: Writing Studio Unit 7, Lessons 1-2
33	ELA- Treasure Island CKLA Unit 8: Day 1- Lesson 11, My life hangs in the balance Day 2- Lesson 12, My life hangs in the balance Day 3- Lesson 13, The adventure comes to an end Day 4- Lesson 14, The adventure comes to an end	Which character do you most admire/learn from and why? What does your character analysis lead you to believe is the theme of the story? Support your answer with details from the text. All Standards Would you trust Long John Silver? Why or why not?	CKLA: Writing Studio Unit 7, Lessons 4-8
34	ELA- Treasure Island CKLA Unit 8: Day 1- Lesson 15, Unit assessment Day 2- Lesson 16 Day 3- Lesson 17 Day 4- Lesson 18 Day 5- Lesson 19	Which character do you most admire/learn from and why? What does your character analysis lead you to believe is the theme of the story? Support your answer with details from the text. All Standards	
35	ELA- Treasure Island CKLA Unit 8: Day 1- <b>End of year assessment (may take more than 1 day).</b> Days 2-5 Catch up/flex	Which character do you most admire/learn from and why? What does your character analysis lead you to believe is the theme of the story? Support your answer with details from the text. All Standards	CKLA Unit 8: Day 1- Pausing Point Writing TG page 279 Day 2- Pausing Point Enrichment The Voyage TG pages 279-280 Day 3- Pausing Point Enrichment Blackbeard TG pages 279-280
36	ELA- Literature Study Suggested Novel: Robinson Crusoe (other texts can be selected based on admin approval). Suggested pacing: Day 1- Chapter 1, The First Voyage Day 2- Chapter 2, Adventures in Africa Day 3- Chapter 3, My Life as a Planter Day 4- Chapter 4, Salvaging the Wreck Day 5- Catch up as needed	Suggested Questions for written and verbal response: What does Robinson's father want him to do and why? What does Robinson want to do and why? How does he feel about his choice and why? What factors influence his decision to sail to Guinea? Is Robinson a noble hero? Support your answer with details from the text. All Standards	

<p>37</p>	<p>ELA- Literature Study  <b>Suggested Novel:</b> Robinson Crusoe (other texts can be selected based on admin approval).  <b>Suggested pacing:</b> Day 1- Chapter 5, Building My Home                      Day 2- Chapter 6, After the Earthquake                      Day 3- Chapter 7, Making a Country Home                      Day 4- Chapter 8, Ten Years of Work                      Day 5- Chapter 9, Food and Clothing</p>	<p><b>Suggested Questions for written and verbal response:</b> What types of things does he find to be thankful for?                      How does his behavior change after his fever dream?                      What would be the benefits of moving to the valley and why does he decide to stay?                      What causes him to think: We never know how to value what we enjoy, except by the lack of it? What does that mean to you?                      Why does he consider himself the Prince and lord of the whole island?                      All Standards</p>	
<p>38</p>	<p>ELA- Literature Study  <b>Suggested Novel:</b> Robinson Crusoe (other texts can be selected based on admin approval).  <b>Suggested pacing:</b> Day 1- Chapter 10, Savages                      Day 2- Chapter 11, The Rescue of Friday                      Day 3- Chapter 12, The Savages Return                      Day 4- Chapter 13, Deliverance                      Day 5- Catch up as needed</p>	<p><b>Suggested Questions for written and verbal response:</b> How does he react to the thought of other people on the island and why?                      What is the relationship between Robinson and Friday like?                      Why did the Spaniard and Friday's father leave?                      How did Robinson feel upon returning to England and why?                      Is Robinson a noble hero? Support your answer with details from the text.                      How would you rewrite the ending of the book and why?                      All Standards</p>	

5th Grade Curriculum Map 18-19			
Week	Text	Focus Questions	Optional
Notes	<b>Bolded ELA, Science, and History Focus questions can be used as end of unit writing assignments/assessments. 5th grade writing expectations: 5 paragraph essay.</b>		
Quarter 1			
1	ELA- Performance Coach Day 1 & 2- Culture week Day 3- Lesson 1 TE pages 2-5 Fiction: Discussion Questions, Getting the Idea, and Language Spotlight. Day 4- Lesson 1 TE pages 2-5 Fiction: Coached Example, questions 1-4 Day 5- Lesson 1 TE pages 2-5 Fiction: Lesson Practice, questions 1-5	How are the settings of "Operation Robot Rescue" and "A Birthday Brainstorm" similar and different? Q1 Standards Assessed: RL 1,2,3,4 RI 1,4,8	Novel: <b>Walk two Moons OR The Miraculous Journey of Edward Tulane</b> (anytime during Q1)
2	ELA-Personal Narrative CKLA Unit 1: Day 1- Lesson 1 (personal pronouns) Day 2- Lesson 2 (Sequencing events in text) Day 3- Lesson 3 (Summarizing text) Day 4- Lesson 4 (Identifying literary devices) Day 5- Lesson 5 (Characterization through context clues)	<b>WRITING PROMPT: Which event in your life has been the most significant and why? (WF5.1.a,b Cursive writing)</b> What do you believe is the theme of the story and why? <b>(RL.5.2 determine the theme)</b> How do different characters responses to conflict compare in the story? <b>(RL.5.3 compare characters)</b> Support your answer with details from the text. <b>(RL.5.1 Quote accurately)</b> What literary devices are used to tell a story? <b>(RL.5.4 identifying literary devices, including figurative language)</b>	<a href="#">NewsELA current events (ongoing throughout the year)</a>
3	ELA-Personal Narrative CKLA Unit 1: Day 1- Lesson 6 (develop a plot for a personal narrative) Day 2- Lesson 7 (Character point of view, narration) Day 3- Lesson 8 (Identifying author's purpose) Day 4- Lesson 9 (Context clues to describe setting) Day 5- Lesson 10 (Adding emotion to writing) <b>Beginning of Year Assessment (may take more than 1 day)</b>	<b>WRITING PROMPT: Which event in your life has been the most significant and why? (WF5.1.a,b Cursive writing)</b> What do you believe is the theme of the story? <b>(RL.5.2 determine the theme)</b> How do different character responses to conflict compare in the story? <b>(RL.RL.5.2 character response)</b> How are characters in the different story similar and different? <b>(RL.5.3 compare and contrast characters)</b> What lessons are taught or implied by the story? <b>(RL.5.1 drawing inferences)</b> <b>WRITING PROMPT: How does the setting of the story compare with other stories you have read?</b> What evidence does the author give to support their purpose for writing? <b>(RI.5.8)</b> Support your answer with details from the text. <b>(RL.5.1)</b> What experience in your life has changed you in some way? <b>(W.5.3a-e write narratives with sequence)</b>	
4	ELA-Personal Narrative (extra days for writing and editing) CKLA: Personal Narratives Day 1-5 Review and refine essays.	<b>WRITING PROMPT: How do the events in the story compare with an event in your own life? (W.5.1 effectively write and support point of view)</b> What details are necessary to provide a clear picture of an event? <b>(W.5.3a-e use and write an effective narrative)</b> <b>Writing sequential order of events (RL.5.6)</b> <b>Which event in your life has been the most significant and why?</b>	

5	<p>ELA-Early American Civilizations                  CKLA Unit 2 Day 1- Lesson 1, The Rise of Early American Civilizations (Defining 'diverse')                  Day 2- Lesson 2, Golden age of the Maya (What is a predicate : action)                  Day 3- Lesson 3, Golden age of the Maya (Using paraphrasing notes lesson 2+3)                  Day 4- Lesson 4, Hidden secrets in the Rainforest (Writing full sentences, identifying run-ons and fragments)</p>	<p><b>WRITING PROMPT: Which of these 3 civilizations do you most admire and why?</b>  <b>Which civilization would you like to live among and why? (WF5.1.a,b Cursive writing)</b>                  How do the different civilizations compare and contrast?(<b>RL.5.3 compare and contrast</b>)  <b>(RI.5.4 define words using context clues)</b>                  What are the key ideas from the text that convey meaning?(<b>R.5.1 using text evidence to infer - paraphrasing</b>)                  What are examples of an object or a picture that symbolizes, or stands for, something else? (<b>R.5.1 inferring</b>)                  Write correctly structured sentences. (<b>W.5.4</b>)</p>	<p>CKLA: Writing Studio Unit 1, Lessons 1-4</p>
6	<p>ELA-Early American Civilizations                  CKLA Unit 2 Day 1- Lesson 5, Myths of the Maya (Chapters 4+5, paraphrasing myths)                  Day 2- Lesson 6, Myths of the Maya (Compare and contrast myths, prefix INTER)                  Day 3- Lesson 7, Aztec City on the Water's Edge (Planning a paragraph)                  Day 4- Lesson 8, Aztec City on the Water's Edge (Planning the codex)                  Day 5- Lesson 9, Emperors, Gods and Foreign invaders.(Using words and phrases to compare or contrast)</p>	<p><b>WRITING PROMPTS: Which of these 3 civilizations do you most admire and why? Which civilization would you like to live among and why? (WF5.1.a,b Cursive writing)W5.1.a-d gathering information, organizing, and writing the codex)</b>                  How do the different civilizations compare and contrast? (<b>RL.5.3 (L6) I can change a word's part of speech by adding prefixes. - INTER (RL.5.4 meaning of words)</b>)                  What lesson is taught in the myths of the Maya?(<b>RL.5.2 Determining theme</b>)                  What evidence is important in comparing civilizations? (<b>RI.5.1 Quote accurately, drawing inferences</b>)                  How do the rulers, gods, and traditions of the civilizations compare and contrast? (<b>RI.5.3 explaining relationships based on specific information</b>)</p>	<p>CKLA: Writing Studio Unit 1, Lessons 5-8</p>
7	<p>ELA-Early American Civilizations                  CKLA Unit 2 day 1- Lesson 10, Birth of the Inca Empire                  Day 2- Lesson 11, Birth of the Inca Empire                  Day 3- Lesson 12, All Roads lead to Cuzco                  Day 4- Lesson 13, Myths of the Aztec and the Inca                  Day 5- Lesson 14, Myths of the Aztec and the Inca  <b>Unit Assessment (can be completed during week 9 if necessary)</b></p>	<p><b>WRITING PROMPTS: Which of these 3 civilizations do you most admire and why? Which civilization would you like to live among and why? (WF5.1.a,b Cursive writing)</b>  <b>(L11)I can identify linking and action verbs by looking for action and tense.</b>  <b>(W5.2.c Using transition words) I can use transition words and phrases to organize my writing.</b>  <b>(L12)</b>                  What lesson is taught in the myths of the Maya?(<b>RL.5.2 Determining theme</b>)                  What evidence is important in comparing civilizations? (<b>RI.5.1 Quote accurately, drawing inferences</b>)                  How do the rulers, gods, and traditions of the civilizations compare and contrast? (<b>RI.5.3 explaining relationships based on specific information</b>)</p>	

8	<p>ELA-Early American Civilizations CKLA Informational Essay on Early American Civilizations OR Finish up Codex Project Day 1 Prewriting Day 2 Drafting Day 3 Revising Day 4 Editing &amp; Publishing/Final copy of informational essay.</p>	<p>Which of these 3 civilizations do you most admire and why? Which civilization would you like to live among and why? What lesson is taught in the myths of the Maya?(RL.5.2 Determining theme) What evidence is important in comparing civilizations? (RI.5.1 Quote accurately, drawing inferences) How do the rulers, gods, and traditions of the civilizations compare and contrast? (RI.5.3 explaining relationships based on specific information) (RI.5.2 summarizing, RI.5.3, relationships, RI 5.9 info from several texts, W5.1.a create an organized structure, g. reasons supported by text, c. link with words, convey info clearly, W5.6 publish writing) I can create a codex comparing different elements of early civilizations.</p>	
9	<p>ELA-Early American Civilizations CKLA Flex week- catch up, review</p>	<p>Which of these 3 civilizations do you most admire and why? Which civilization would you like to live among and why? (WF5.1.a,b Cursive writing) (RL.5.10 read and comprehend literature) I can use text evidence to answer questions about a topic.</p>	
<b>Quarter 2</b>			
<b>Week</b>	<b>Text</b>	<b>Focus Questions</b>	<b>Optional</b>
10	<p>ELA-Poetry CKLA Unit 3: Day 1- Lesson 1 Day 2- Lesson 2 Day 3- Lesson 3 Day 4- Lesson 4</p>	<p>What is the author's message/your interpretation of that message? How does each stanza convey that message? All Q1 Standards plus RL 5,6,7 (RL.5.4 determining meaning of figurative language) What meaning does the figurative language in the poem portray? (RL.5.5 structure of poetry) What are the different parts of a poem? (RL.5.6 point of view) From whose point of view is the poem written and why? (RI.5.4 determine the meaning of words) Why does the author choose the words they use? (W5.3.d Using sensory details in writing) What words or phrases in the poem create images? (W.5.6 publish writing) What image are you trying to create with your</p>	<p>Novel: Sadako and the thousand paper cranes OR Weedflower (anytime during Q2).</p>
11	<p>ELA-Poetry CKLA Unit 3: Day 1- Lesson 5 Day 2- Lesson 6 Day 3- Lesson 7 Day 4- Lesson 8 Day 5- Lesson 9</p>	<p>What is the author's message/your interpretation of that message? How does each stanza convey that message? (RL.5.4 determining meaning of figurative language) What meaning does the figurative language in the poem portray? (RL.5.5 structure of poetry) What are the different parts of a poem? (RL.5.6 point of view) From whose point of view is the poem written and why? (RI.5.4 determine the meaning of words) Why does the author choose the words they use? (W5.3.d Using sensory details in writing) What words or phrases in the poem create images? (W.5.6 publish writing) What image are you trying to create with your</p>	<p>CKLA: Writing Studio Unit 2, Lessons 1-5</p>

<p>12</p>	<p>ELA-Poetry CKLA Unit 4: Day 1- Lesson 10 Day 2- Lesson 11 Day 3- Lesson 12 Day 4- <b>Unit Assessment</b> Day 5- Flex</p>	<p>What is the author's message/your interpretation of that message? How does each stanza convey that message? (RL.5.4 determining meaning of figurative language) What meaning does the figurative language in the poem portray? (RL.5.5 structure of poetry) What are the different parts of a poem? (RL.5.6 point of view) From whose point of view is the poem written and why? (RI.5.4 determine the meaning of words) Why does the author choose the words they use? (W5.3.d Using sensory details in writing) What words or phrases in the poem create images? (W.5.6 publish writing) What image are you trying to create with your</p>	<p>CKLA: Writing Studio Unit 2, Lessons 6-8</p>
<p>13</p>	<p>ELA- Contemporary Fiction CKLA Unit 4: Day 1- Lesson 1 Day 2- Lesson 2 Day 3- Lesson 3 Day 4- Lesson 4 Day 5- Lesson 5</p>	<p>WRITING PROMPTS: Which character do you most admire/learn from and why? What does your character analysis lead you to believe is the theme of the story? (RL.5.1 evidence from text, RL.5.2 determining theme) Support your answer with details from the text. (RL.5.1 Quote accurately) What details from the text help you envision the setting? (RL.5.3 compare and contrast settings) In what way are the houses the same and different? (RI.5.8 authors reasons and evidence). What evidence does the author use to get his point across? (RI.5.3 relationships between characters) What do Esperanza, Great Grandmother, and Zeze the X have in common?</p>	
<p>14</p>	<p>ELA- Contemporary Fiction CKLA Unit 4: Day 1- Lesson 6 Day 2- Lesson 7 Day 3- Lesson 8 Day 4- Lesson 9</p>	<p>Which character do you most admire/learn from and why? What does your character analysis lead you to believe is the theme of the story? (RL.5.1 evidence from text, RL.5.2 determining theme) your answer with details from the text. (RL.5.6 point of view) Why does the author write the story from this point of view? (RL 5.4 figurative language) What different meanings does the figurative language used have? (RI.5.2 Summarize the text) What are the key elements in the story? (RI.5.3 Relationships and interactions) How do the characters in the story relate to each other?</p>	
<p>15</p>	<p>ELA- Contemporary Fiction CKLA Unit 4: Day 1- Lesson 10 Day 2- <b>Unit Assessment</b></p>	<p>Which character do you most admire/learn from and why? What does your character analysis lead you to believe is the theme of the story? (RL.5.1 evidence from text, RL.5.2 determining theme) Support your answer with details from the text. (W5.1.a-e, writing effectively) What event in your life is reminiscent of those you have read?</p>	

16	ELA- Don Quixote CKLA Unit 5: Day 1- Lesson 1 Day 2- Lesson 2 Day 3- Lesson 3 Day 4- Lesson 4 Day 5- Lesson 5	Is Don Quixote a noble hero? Why or why not? Use details from the text to support your answer? (RL.5.1 evidence from text) (W5.1.a-e writing opinion pieces effectively) What details in the text support your claim? (RL.5.4 determine the meaning) How do I know what verb to use with my noun? How does the suffix -ness change the meaning of a word? (RL 5.10 reading comprehension) (RI 5.2 main idea/ summarizing) How do Don Quixote's action build his character? (RL.5.3 explaining relationships) How do Santo's actions build his	CKLA: Writing Studio Unit 3, Lesson 1
17	ELA- Don Quixote CKLA Unit 5: Day 1- Lesson 6 Day 2- Lesson 7 Day 3- Lesson 8 Day 4- Lesson 9 Day 5- Lesson 10	Is Don Quixote a noble hero? Why or why not? Use details from the text to support your answer?(RL.5.1 evidence from text) (W5.1.a-e writing opinion pieces effectively) What details in the text support your claim? (RL.5.4 determine the meaning) How do I know what verb to use with my noun? How does the suffix -ness change the meaning of a word? (W5.1.a-e Writing opinion pieces effectively) How can I effectively persuade my reader my opinion is right?	CKLA: Writing Studio Unit 3, Lessons 2-6
18	ELA- Don Quixote CKLA Unit 5: Day 1- Lesson 11 Day 2- Lesson 12 Day 3- Lesson 13 Day 4- Lesson 14 Day 5- Lesson 15 (Unit assessment)	Is Don Quixote a noble hero? Why or why not? Use details from the text to support your answer?(RL.5.1 evidence from text) (W5.1.c linking opinion and reasoning with correct wording) What words should I use to convince my reader? (RI.5.5 determining meaning of words) How do prefixes and suffixes change the meaning of word? (il-, ir-, inter-, -ness root tract)	CKLA: Writing Studio Unit 3, Lessons 7-8
19	ELA- Don Quixote CKLA Unit 5: End of unit writing assignment Day 1- Prewriting & Drafting Day 2- Editing & Revising Day 3- Final copy/ Publish	Is Don Quixote a noble hero? Why or why not? Use details from the text to support your answer?(RL.5.1 evidence from text) (W5.1a-e) What details support your claim? What format should my essay be in to be most effective? What transition words would fit my essay best? (RI 5.2 Main idea to summarize) What key events are necessary to summarize the life of Don Quixote? (RI 5.3 Relationships and interactions) How do Don Quixote's interactions with his friends affect his actions?	
<b>Quarter 3</b>			
<b>Week</b>	<b>Text</b>	<b>Focus Questions</b>	<b>Optional</b>
20	ELA- The Renaissance CKLA Unit 6: Day 1- Lesson 1, An Italian Rebirth Day 2- Lesson 2, The Early Renaissance Day 3- Lesson 3, The spirit of the Renaissance	What do you think were the 5 most significant people or developments during the renaissance? Use details from the text to support your answer. All Q1 & Q2 Standards plus RI 2,3,5,8,9	Novel: Crispin OR Frindle (anytime during Q3).

21	<p>ELA- The Renaissance                      CKLA Unit 6: Day 1- Lesson 4, The spirit of the renaissance                      Day 2- Lesson 5, Michelangelo and Raphael                      Day 3- Lesson 6, Michelangelo and Raphael                      Day 4- Lesson 7, Bankers who loved art                      Day 5- Lesson 8, Morals, modesty and manners</p>	<p><b>WRITING PROMPTS:</b> What do you think were the 5 most significant people or developments during the renaissance? (RL.5.1 evidence from text) Use details from the text to support your answer.                      (RI 5.1 quote accurately from text) What was the Renaissance? What is a "spirit" of something?                      (RL 5.3 compare and contrast) In what ways are Michelangelo and Raphael similar and different?                      (RI 5.3 relationships or interactions) What role did the Medici play in the Renaissance?                      (RI 5.6 multiple accounts) **compare the CKLA book to the History book. What do they say that is the same or different?                      (RI 5.7 information from mutiple sources) How does the art during the Renaissance compare to art before and after that time?</p>	
22	<p>ELA- The Renaissance                      CKLA Unit 6: Day 1- Lesson 9, Morals, modesty and Manners                      Day 2- Lesson 10, Women in the Renaissance                      Day 3- Lesson 11, Women in the Renaissance                      Day 4- Lesson 12, The Northern Renaissance</p>	<p>What do you think were the 5 most significant people or developments during the renaissance? Use details from the text to support your answer.</p>	<p>CKLA: Writing Studio Unit 4, Lesson 1</p>
23	<p>ELA- The Renaissance                      CKLA Unit 6: Day 1- Lesson 13, Popular Prose on page and stage.                      Day 2- Lesson 14, Popular prose on page and stage                      Day 3- Lesson 16                      Day 4- Lesson 17                      Day 5- Lesson 18</p>	<p>What do you think were the 5 most significant people or developments during the renaissance? Use details from the text to support your answer.</p>	<p>CKLA: Writing Studio Unit 4, Lessons 2-6</p>
24	<p>ELA- The Renaissance                      CKLA Unit 6: Day 1- Lesson 19                      Day 2- <b>Unit Assessment</b> (Lesson 15)                      Day 3-5 Flex/catch up</p>	<p>What do you think were the 5 most significant people or developments during the renaissance? Use details from the text to support your answer.</p>	<p>CKLA: Writing Studio Unit 4, Lessons 7-8</p>
25	<p>ELA- The Reformation                      CKLA Unit 7: Day 1- Lesson 1, The power of the printed word                      Day 2- Lesson 2, Letters Come alive                      Day 3- Lesson 3, Setting the stage for reform                      Day 4- Lesson 4, Setting the stage for reform                      Day 5- Lesson 5, The Reformation Movement</p>	<p>What do you think were the 5 most significant people or developments during the reformation? Use details from the text to support your answer.</p>	<p>CKLA: Writing Studio Unit 5, Lesson 1</p>
26	<p>ELA- The Reformation                      CKLA Unit 7: Day 1- Lesson 6, The Reformation movement                      Day 2- Lesson 7, What is at the center of the universe?                      Day 3- Lesson 8, What is at the center of the universe?                      Day 4- Lesson 9, The Catholic Church</p>	<p>What do you think were the 5 most significant people or developments during the reformation? Use details from the text to support your answer.</p>	<p>CKLA: Writing Studio Unit 5, Lessons 2-6</p>
27	<p>ELA- The Reformation                      CKLA Unit 7: Day 1 Lesson 10 (<b>unit assessment</b>)                      Day 2-5 Flex days</p>	<p>What do you think were the 5 most significant people or developments during the reformation? Use details from the text to support your answer.</p>	<p>CKLA: Writing Studio Unit 5, Lessons 7-8</p>
28	<p>ELA- The Reformation                      End of unit writing assignment                      Day 1- Planning/Brainstorming                      Day 2- Drafting                      Day 3- Editing &amp; Revising                      Day 4- Final Copy/Publishing</p>	<p>What do you think were the 5 most significant people or developments during the reformation? Use details from the text to support your answer.</p>	

Quarter 4			
Week	Text	Focus Questions	Optional
29	ELA- Native Americans CKLA Unit 9: Day 1- Lesson 1, A long and winding road Day 2- Lesson 2, Across Mountains and Prairies Day 3- Lesson 3, Tale from the great plains Day 4- Lesson 4, The changing landscape of California Day 5- Lesson 5, The changing landscape of California	How did European immigrants impact the lifestyle of Native Americans? How is that impact present today? All standards	Novel: The Well OR Roll of Thunder Hear my Cry (anytime during Q4).
30	Practice Tests		
31	Testing		
32	ELA- Native Americans CKLA Unit 9: Day 1- Lesson 6, Rainforests, Rivers and Oceans Day 2- Lesson 7, Myths from the Pacific Northwest Day 3- Lesson 8, Severing ties Day 4- Lesson 9, Severing ties Day 5- Lesson 10, Your name is Luther	How did European immigrants impact the lifestyle of Native Americans? How is that impact present today?	CKLA: Writing Studio Unit 6, Lessons 1-3
33	ELA- Native Americans CKLA Unit 9: Day 1- Lesson 11, Battle of the Little Bighorn Day 2- Lesson 12, Battle of the Little Bighorn Day 3- Lesson 13, The Taking of the Land Day 4- Lesson 14, The Ghost Dance Day 5- Lesson 15, <b>Unit Assessment</b>	How did European immigrants impact the lifestyle of Native Americans? How is that impact present today?	CKLA: Writing Studio Unit 6, Lessons 4-7
34	ELA- Native Americans CKLA Unit 9: Day 1- Pausing Point/Flex Day 2-5 <b>End of year assessment</b> /catch up as needed.	How did European immigrants impact the lifestyle of Native Americans? How is that impact present today?	CKLA: Writing Studio Unit 6, Lesson 8
35	ELA- A Midsummer Night's Dream CKLA Unit 8: Day 1- Lesson 1 Day 2- Lesson 2 Day 3- Lesson 3 Day 4- Lesson 4 Day 5- Lesson 5	Which character do you most admire/learn from and why? What does your character analysis lead you to believe is the theme of the story? Support your answer with details from the text.	
36	CKLA: ELA- A Midsummer Night's Dream CKLA Unit 8: Day 1- Lesson 6 Day 2- Lesson 7 Day 3- Lesson 8 Day 4- Lesson 9 Day 5- Lesson 10	Which character do you most admire/learn from and why? What does your character analysis lead you to believe is the theme of the story? Support your answer with details from the text.	
37	CKLA: ELA- A Midsummer Night's Dream CKLA Unit 8: Day 1- Lesson 11 Day 2- Lesson 12 Day 3- Lesson 13 Day 4- Lesson 14	Which character do you most admire/learn from and why? What does your character analysis lead you to believe is the theme of the story? Support your answer with details from the text.	

<p>38</p>	<p>ELA- A Midsummer Night's Dream CKLA Unit 8: Day 1- Lesson 15 Days 2-5 Catch up as needed.</p>	<p><b>Which character do you most admire/learn from and why? What does your character analysis lead you to believe is the theme of the story? Support your answer with details from the text.</b></p>	
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6th Grade Curriculum Map 18-19			
Week	Text	Focus Questions	Optional
<b>Quarter 1</b>			
1	<p><b>ELA</b> Preassessment - Galileo</p> <p>Learning Strategies (Notetaking- Cornell, etc.) Begin Cursive Lessons ?</p> <p><b>Writing</b> Writing Terminology &amp; Essay Format (See Writing Wks 1-4 Lessons in Drive Folder) 1.) Overview/review of writing terms and the writing process</p>	<p>What is a sentence? (For Instruction: Full structure and function to include capitals, subject (noun), Predicate (verb) and end punctuation.)</p>	
2	<p>ELA - Elements of Literature (Introductory Course)</p> <p><b>Reading</b> Subject/predicate Lesson EOL p.4-5,128-129,132-133 The Gold Cadillac -- EOL pg.29</p> <p><b>Suggested Focus</b> - Different Types of Fiction - Plot Structure - Central Idea - Vocab &amp; context clues (literal meaning of words &amp; phrases)</p> <p><b>Writing</b> - Brainstorm &amp; Thesis (See Writing Wks 1-4 Lessons in Drive Folder) 1.) Practice and model the brainstorm process and drafting a thesis sentence. 2.) Grade the thesis sentence.</p>	<p>-Do you think the father made a good choice in buying the car? Explain using details from the text to support your answer. -How does the purchase of the car shape/influence the relationships between family members? Explain using details from the text to support your answer. <b>-How does the setting influence/shape the plot? Explain using details from the text to support your answer.</b></p>	<p>- HMH Level Up Skills Tutorials - subject &amp; predicate lesson resource [online student resource (interactive tutorials) ] - Simple and Complete Subjects and Predicates A &amp; B p. 7-8 -- Holt EOL Grammar, Usage, &amp; Mechanics Language Skills Practice - La Bamba -- EOL pg. 25</p> <p>Assessments - Gold Cadillac (found in EOL --&gt; Collection 1 drive folder)</p>
3	<p>ELA - Elements of Literature Reading Noun Lesson Making It Up As We Go--EOL pg. 90 CAVE Online--EOL pg. 102 The Dordogne, France: Lascaux's Prehistoric Cave Paintings <a href="https://www.youtube.com/watch?v=UnSq0c7jM-A">https://www.youtube.com/watch?v=UnSq0c7jM-A</a></p> <p><b>Suggested Focus</b> Annotation of the items listed below - Central idea (analyze how a key idea is introduced, illustrated, and developed) - Author's purpose - Word &amp; phrase meaning (connotative &amp; technical)</p> <p>Current Event/ Informational Text - Beginning this week you will choose one current event article or interesting informational text to read and breakdown with your students. You will continue this process throughout the entire first quarter. Newsela is a great source, you can search by lexile/grade level. Readworks also has relevant/good informational articles. - Topics to focus on: main idea, evidence to support the author's argument (explicit &amp; inferences), text structure &amp; how ideas are introduced, and neutral summary.</p> <p>Writing Topic Sentence &amp; Evidence (See Writing Wks 1-4 Lessons in Drive Folder) - Model and practical drafting topic sentences and pulling evidence to support the topic. Grade the topic sentence.</p>	<p>-How is technology influencing/shaping both the past and present? Use details from the texts to support and explain your answer. -Compare and contrast the author's purpose in writing "Making it Up As We Go" and "Cave." Use details from the text to support and explain your answer.</p>	<p>- HMH Level Up Skills Tutorials - noun lesson resource [online student resource (interactive tutorials) ] - Noun pg. 20-22 -- Holt EOL Grammar, Usage, &amp; Mechanics Language Skills Practice - The Southpaw -- EOL pg. 77 - Lascaux online: <a href="http://lascaux.fieldmuseum.org/explore/video-gallery/Observation&amp;Discussion">http://lascaux.fieldmuseum.org/explore/video-gallery/Observation &amp; Discussion</a> --&gt;Why is Lascaux important, what can be learned from Lascaux about early peoples, etc.</p>

<p>4</p>	<p>ELA- Elements of Literature  <u>Reading</u>                      Pronoun Lessons                      EOL pgs. 344-345, 348                      All Summer in a Day --EOL pg.155                      Ta-Na-E-Ka--EOL pg. 356  <u>Suggested Focus</u>                      Annotation of the items listed below                      - Plot (setting &amp; character(s) development)                      - Theme                      - Word &amp; phrase meaning (figurative, connotative)</p> <p><u>Writing</u>                      Textual Evidence Analysis &amp; Interpretations (See Writing Wks 1-4 Lessons in Drive Folder)                      - Model and practice textual analysis/breakdown.                      - Grade the textual analysis/interpretation.</p>	<p><b>-What is unique about both Mary's and Margo's characters? How do they change as the plot progresses? Use details from the text to support and explain your answer.</b>                      -Why do you think Bradbury chose the title "All Summer in a Day?" Use details from the text to support and explain your answer.                      -Is Mary deserving of passing the Ta-Na-E-Ka test, if so why, if not why? Use details from the text to support and explain your answer.</p>	<p>- HMH Level Up Skills Tutorials - pronoun lesson resource [online student resource (interactive tutorials) ]                      - Pronouns pgs. 23-27 -- Holt EOL Grammar, Usage, &amp; Mechanics Language Skills Practice                      - Just Once -- EOL pg. 143</p> <p>Assessments                      - All Summer in a Day (found in EOL --&gt; Collection 2 drive folder)                      - Ta-Na-E-Ka (found in EOL --&gt; Collection 4 drive folder)</p>
<p>5</p>	<p>ELA- Elements of Literature                      Reading                      Verb Lesson                      Do or Die from Gilgamesh the Hero--EOL pg. 60                      Gilgamesh Excerpt--World Civ pg. 80-81                      Suggested Focus                      Annotation of the items listed below.                      - Types of Literature - Epic                      - Conflict                      - Setting                      - Word &amp; phrase meaning (figurative, connotative)</p> <p>Writing                      Brainstorm the argumentative essay question &amp; draft the introductory paragraph.                      Essay Question: Was Gilgamesh a true hero? Why or why not? Use evidence from the text to support your answer.                      - Begin the essay writing process responding to the prompt using the writing framework provided during training.                      - First, model and practice using the brainstorm writing framework model provided during training.                      -Then begin to work on the thesis creation before writing supporting background information.</p>	<p>-Why is Gilgamesh considered an epic hero? Use details from the text to support and explain your answer.                      - Does Gilgamesh deserve the title of epic hero? Use details from the text to support and explain your answer.                      -Would this story be more relevant if it was re-written in a modern setting? Explain</p>	<p>- HMH Level Up Skills Tutorials - verbs lesson resource [online student resource (interactive tutorials) ]                      - Verbs pgs. 36-42 -- Holt EOL Grammar, Usage, &amp; Mechanics Language Skills Practice                      - EOL pg. 232-233, 236-237 -- Preview of materials to be covered in week. You will want to teach this after reading the stories.</p> <p>Assessments                      - Do or Die (found in EOL --&gt; Collection 1 drive folder)</p>
<p>6</p>	<p>ELA - Elements of Literature, Realms of Gold &amp; Drive Articles                      Reading                      Adjective Lesson                      Ancient Greece: Gods, goddesses, and heroes - Article (found in the English primary/secondary source folder)                      Medusa's Head--EOL pg. 283                      Perseus and the Gorgon's Head--EOL pg. 293                      Suggested Focus                      Annotation of the items listed below.                      - Characterization                      - Compare and contrast                      - Word meaning</p> <p>Writing                      Draft the body paragraph(s)                      Essay Question: Was Gilgamesh a true hero? Why or why not? Use evidence from the text to support your answer.                      - Responding to the essay prompt, begin the body paragraph writing process using the framework model provided during training.</p>	<p><b>- What do these myths tell us about Greek culture? Explain using supporting details/textual evidence.</b>                      - How do these myths relate to today's culture? Explain using supporting details/textual evidence.</p>	<p>- HMH Level Up Skills Tutorials -adjective lesson resource [online student resource (interactive tutorials) ]                      - Adjectives pgs. 28-30 -- Holt EOL Grammar, Usage, &amp; Mechanics Language Skills Practice</p> <p>Assessments                      - Medusa &amp; Perseus (found in EOL --&gt; Collection 3 drive folder)                      - omit the questions for Dragon Dragon</p>

<p>7</p>	<p>ELA- Elements of Literature &amp; Core Knowledge Novel Reading Adverb Lesson Black Ships Before Troy Suggested Focus Annotation of the items listed below - Characterization - Word &amp; phrase meaning (literal, figurative, connotative)</p> <p>Writing Draft the concluding paragraph Essay Question: Was Gilgamesh a true hero? Why or why not? Use evidence from the text to support your answer. - Responding to the essay prompt, continue the writing process beginning with the concluding paragraph.</p>	<p>-Who are the heroic characters and what makes them heroic? Explain using supporting details/textual evidence. <b>-What methods of characterization does the author use to show these traits? Explain using supporting details/textual evidence.</b></p>	<p>- HMH Level Up Skills Tutorials - adverbs lesson resource [online student resource (interactive tutorials) ] - Adverbs pgs. 43-45 -- Holt EOL Grammar, Usage, &amp; Mechanics Language Skills Practice</p>
<p>8</p>	<p>ELA - Core Knowledge Novel Reading Articles Lesson (grammar) Black Ships Before Troy Suggested Focus Annotation of the items listed below - Plot and setting development - Word and phrase meaning through context clues</p> <p>Writing Essay Editing (Directed Peer &amp; Self) Essay Question: Was Gilgamesh a true hero? Why or why not? Use evidence from the text to support your answer. - Directed peer edits and self edits in class with teacher guidance. The essay final draft is due by the end of the week.</p>	<p>-Why do the immortal Gods get involved in the lives of mortal humans? Explain using supporting details/textual evidence. <b>-How does the tone shift as the story progresses, why do you think this happens? Explain using supporting details/textual evidence.</b></p>	<p>- Have students identify and then debate what they believe are the theme(s) within the novel. - Articles resource (<a href="https://owl.english.purdue.edu/owl/resource/591/1">https://owl.english.purdue.edu/owl/resource/591/1</a>) - Revising &amp; Proofreading pgs. 1-4 -- Holt EOL Think as a Writer: Interactive Writing Work Text</p>
<p>9</p>	<p>ELA- Core Knowledge Novel Reading Prepositions Lesson Black Ships Before Troy Suggested Focus: Annotation of the items listed below - Central Idea analysis - Plot, theme, and/or setting development</p> <p>Exam Review &amp; Q1 Assessment</p>	<p>- Was the war necessary, why or why not? Use details from the text to support and explain your answer. <b>- How did the war impact the lives of all those involved? Use details from the text to support and explain your answer.</b></p>	<p>- HMH Level Up Skills Tutorials - prepositions lesson resource [online student resource (interactive tutorials) ] - Prepositions pgs. 46 &amp; 48 -- Holt EOL Grammar, Usage, &amp; Mechanics Language Skills Practice</p>
<p><b>Quarter 2</b></p>			
<p>10</p>	<p>ELA- Realms of Gold and Elements of Literature Reading Prepositional Phrases Lesson Apollo and Daphne--ROG AND/OR Echo and Narcissus--ROG Olympic Glory: Victories in History -- EOL pg. 311 Suggested Focus Annotation of the items listed below - Central Idea - Author's Purpose</p> <p>Current Event/ Informational Text - Beginning this week you will choose one current event article or interesting informational text to read and breakdown with your students. You will continue this process throughout the entire second quarter. Newsela is a great source, you can search by lexile/grade level. Readworks also has relevant/good informational articles. - Topics to focus on: main idea, evidence to support the author's argument (explicit &amp; inferences), word and phrase meaning (figurative, connotative, technical), text structure &amp; development of ideas, and neutral summary.</p>	<p>-What do these myths tell us about Greek culture? Explain. - In "Olympic Glory:Victories in History," how does the author compare the early Olympics and the competitors to the modern day? Explain. <b>- What do you think was the author's -purpose for writing the article Olympic Glory:Victories in History? Explain.</b></p>	<p>- HMH Level Up Skills Tutorials - prepositional phrases lesson resource [online student resource (interactive tutorials) ] - Prepositional Phrases pgs. 47, 57-58 -- Holt EOL Grammar, Usage, &amp; Mechanics Language Skills Practice - Write your own Greek Myth. Pick an event in your life and write a Greek Myth about that event/time/experience.</p>

<p>11</p>	<p>ELA- Elements of Literature &amp; Core Knowledge Play Reading Prepositional Phrases Lesson EOL pg. 742-743, 746-747 Julius Caesar Act 1 Suggested Focus Annotation of the items listed below - Plot (setting, conflict, characters) - Central Idea - Literary devices (foreshadowing, connotation, inference)</p>	<p>- Why are a number of the senators concerned about Caesar's power? Explain - How does the dialogue between the Soothsayer and Caesar propel the plot? Explain <b>- How does conflict shape both the characters and plot? Explain</b></p>	<p>- Have students rewrite the dialogue between the Soothsayer and Caesar in modern dialect, focusing on foreshadowing. Then in small groups have students critique their peers dialogue determining which is the strongest. If time permits have students act out their new dialogue for their peers.  - For Campuses with "Shakespeare for Young People" use extra time to act out different scenes.</p>
<p>12</p>	<p>ELA- Core Knowledge Play Reading Transitional Phrases Lesson 1.) Julius Caesar Act 2 2.) After reading ACT II, watch a live version of the play compare and contrast the written play to the theatrical performance. <a href="https://www.youtube.com/watch?v=7DtJkeMK0yU">https://www.youtube.com/watch?v=7DtJkeMK0yU</a> -- start at 5:00 and end at 10:40 Suggested Focus Annotation of the items listed below - Literary Devices --irony, word choice, tone, and setting Dramatic Irony = originally used in Greek tragedy, by which the full significance of a character's words or actions are clear to the audience or reader although unknown to the character.</p>	<p>- How does Shakespeare use dramatic irony in Act II to further engage the reader? Use details from the text to support and explain your answer. - How does Shakespeare's use of setting influence the plot? Explain. <b>- How do you feel about the characters of Caesar, Brutus, and Cassius? How does Shakespeare's use of dialogue and word choice make you feel this way? Use details from the text to support and explain your answer.</b> - In your opinion, how do the portrayals of the characters differ in the theatrical version compared to the play? Use details from the text to support and explain your answer.</p>	
<p>13</p>	<p>ELA- Core Knowledge Play Reading Transitional Phrases Lesson Julius Caesar Acts 3-4 Watch a live version of Mark Antony's speech from Act III (<a href="https://www.youtube.com/watch?v=7DtJkeMK0yU">https://www.youtube.com/watch?v=7DtJkeMK0yU</a>) -- start at 15:00- end at 25:04. Compare and contrast the written play to the theatrical performance. Suggested Focus Annotation of the items listed below - Text structure &amp; relation to theme &amp; plot development - Literary Devices - characterization, connotation, imagery - Central idea</p>	<p>- Explain the transition of Mark Antony's character, is he the master of his own fate? Use details from the text to support and explain your answer. - What does Mark Antony actually mean when he says "Stay countrymen. Good friends, sweet friends, let me not stir you up to such a flood of mutiny. They that have done this deed are honorable."? What does this excerpt tell you about Mark Antony's motivations? Use details from the text to support and explain your answer. <b>- What themes does Shakespeare explore in this play? Use details from the text to support and explain your answer.</b> <b>- Are these themes still relevant today? Use details from the text to support and explain your answer.</b></p>	
<p>14</p>	<p>ELA - Core Knowledge Play Reading Types of Sentences Lesson Julius Caesar Act 5 Have students perform an in class debate regarding their answer to the focus question regarding Tragic Heroes. Suggested Focus Annotation of the items listed below - Text structure &amp; relation to theme &amp; plot development - Literary Devices - characterization, connotation, imagery - How &amp; Why of Debate</p>	<p><b>- Who is the tragic hero of the story - Caesar or Brutus? Use details from the text to support and explain your answer.</b> - What themes does Shakespeare explore in this play? Use details from the text to support and explain your answer. - Are these themes still relevant today? Use details from the text to support and explain your answer.</p>	<p>- HMH Level Up Skills Tutorials - sentences lesson resource [online student resource (interactive tutorials) ] - The sentence pgs. 1-3 -- Holt EOL Grammar, Usage, &amp; Mechanics Language Skills Practice</p>

<p>15</p>	<p>ELA- Elements of Literature Reading Punctuation Lesson (question marks, exclamation points, dashes, and parentheses) EOL pg. 644-647, 650-651 The Sea -- EOL pg. 652 The Sneetches--EOL pg. 659 Full Fathom Five -- EOL pg. 675 Suggested Focus Annotation of the items listed below - Word &amp; Phrase meaning (figurative, connotative, meaning, tone) - Punctuation - Rhyme Scheme</p>	<p>ELA - Elements of Literature Reading Noun Lesson - HMH Level Up Skills Tutorials - noun (optional resource) Making It Up As We Go--EOL pg. 90 CAVE Online--EOL pg. 102 The Dordogne, France: Lascaux's Prehistoric Cave Paintings <a href="https://www.youtube.com/watch?v=UnSq0c7jM-A">https://www.youtube.com/watch?v=UnSq0c7jM-A</a> Suggested Focus Annotation of the items listed below - Central idea (analyze how a key idea is introduced, illustrated, and developed) - Author's purpose - Word &amp; phrase meaning (connotative &amp; technical)  Current Event/ Informational Text - Beginning this week you will choose one current event article or interesting informational text to read and breakdown with your students. You will continue this process throughout the entire first quarter. Newsela is a great source, you can search by lexile/grade level. Readworks also has relevant/good informational articles. - Topics to focus on: main idea, evidence to support the author's argument (explicit &amp; inferences), text structure &amp; how ideas are introduced, and neutral summary.  Writing Topic Sentence &amp; Evidence (See Writing Wks 1-4 Lessons in Drive Folder) - Model and practical drafting topic sentences and pulling evidence to support the topic. Grade the topic sentence.</p>	<p>- HMH Level Up Skills Tutorials - hyphens &amp; dashes lesson resource [online student resource (interactive tutorials) ] - Punctuation CH. 13 -- Holt EOL Grammar, Usage, &amp; Mechanics Language Skills Practice - Cynthia in the Snow -- EOL pg. 674 - If -- ROG pg. 17</p>
<p>16</p>	<p>ELA- Elements of Literature and Realms of Gold Reading Punctuation Lesson (question marks, exclamation points, dashes, and parentheses) Poem - EOL pg. 701 The Toaster--EOL pg. 713 Steam Shovel--EOL pg. 714 Woman Work--ROG pg. 2 There Is No Frigate Like a Book-- ROG pg. 7 Suggested Focus Annotation of the items listed below - Word &amp; Phrase meaning (figurative, connotative, meaning, tone) - Punctuation</p>	<p>- How can using a simile or metaphor add depth/additional meaning to literature? <b>- How does an author's word choice help with understanding both the meanings of words and the overall poem?</b></p>	<p>- Stopping by Woods on a Snowy Evening--ROG pg. 10 - Have students write their own poem using at least two examples of figurative language.</p>
<p>17</p>	<p>ELA- Elements of Literature and Realms of Gold Reading Punctuation &amp; Dialogue Lesson (commas, semicolons, and colons) Ode to Mi Gato--EOL pg. 693 Mother to Son--ROG pg. 14 Suggested Focus Annotation of the items listed below - Word &amp; Phrase meaning (figurative, connotative, meaning, tone) - Point of View - Punctuation - Rhyme Scheme</p>	<p>- How does an author's word choice help with understanding both the meanings of words and the overall poem/story? (imagery, tone, simile, metaphors etc.) <b>- Who is the narrator? How do you know? Explain</b> <b>- How does the narrator's point of view influence your reading experience?</b></p>	<p>- HMH Level Up Skills Tutorials - commas, colons, and semicolons etc. lesson resource [online student resource (interactive tutorials) ] - Punctuation CH. 13 -- Holt EOL Grammar, Usage, &amp; Mechanics Language Skills Practice The Raven--ROG pg. 21 or 23 Read by Christopher Lee (<a href="https://www.youtube.com/watch?v=BefliMEzZ8&amp;t=59s">https://www.youtube.com/watch?v=BefliMEzZ8&amp;t=59s</a>)  Assessments - Collection 7 (found in EOL --&gt; Collection 7 drive folder)</p>
<p>18</p>	<p>ELA- Elements of Literature and Realms of Gold Reading Punctuation &amp; Dialogue Lesson (commas, semicolons, and colons) Yes, It Was My Grandmother--EOL pg. 684 That Day --EOL pg. 686 About "That Day" -- EOL pg.687 Haiku -- EOL pg. 706 Loveliest of Trees -- ROG pg. 36 Suggested Focus Annotation of the items listed below - Text Structure - Word &amp; Phrase meaning (figurative, connotative, meaning, tone) - Point of View</p>	<p>- What do you think is the purpose of the different types of poetic form: rhyme scheme, free verse, haiku, etc.? <b>- How does the narrator's point of view influence your understanding of "Yes, It Was My Grandmother?"</b></p>	

19	ELA Review & Quarter 2 Assessment (Galileo CBAS)		
<b>Quarter 3</b>			
20	ELA- Core Knowledge Novel Reading Subject/predicate Lesson Adventures of Ulysses  Current Event/ Informational Text - Beginning this week you will choose one current event article or interesting informational text to read and breakdown with your students. You will continue this process throughout the entire second quarter. Newsela is a great source, you can search by lexile/grade level. Readworks also has relevant/good informational articles. - Topics to focus on: main idea, evidence to support the author's argument (explicit & inferences), claim/argument support (i.e use of evidence & reasons), text structure & development of ideas, and author's point of view or purpose.	- Why do you think the book begin in the middle of the story? - <b>What does Ulysses learn from his time among the Lotus Eaters, how is this an example of foreshadowing?</b>	
21	ELA- Core Knowledge Novel <b>Reading</b> Noun Lesson Adventures of Ulysses  <b>Writing-</b> Narrative quick write 1.) Have the students draft a paragraph narrative about a time they experienced conflict either internal or external and how it impacted them/their life.	- <b>What types of internal and external conflict do Ulysses and his men face throughout their journey?</b> - How does conflict shape the story?	
22	ELA- Core Knowledge Novel <b>Reading</b> Pronoun Lesson Adventures of Ulysses	- <b>Do you think there is one theme, or many? Explain.</b> - How does the unique structure of the novel shape your reading experience?	
23	ELA- Core Knowledge Novel Reading Verb Lesson Adventures of Ulysses  Writing - Informative Quick Write 1.) Have the students write a paragraph responding to the question- Does Ulysses exemplify the characteristics of a hero? Explain?	<b>Throughout the book Ulysses is called a hero, does he deserve this title? Why or why not? Remember to support your answer with textual evidence.</b>	
24	ELA- Elements of Literature <b>Reading</b> Adjective Lesson The King of Mazy May--EOL pg. 257 Cricket in the Road --EOL pg. 270	- How does London create suspense in this story? - <b>How does characterization provide you with clues to determine who is the protagonist versus the antagonist?</b> - How do the characters change throughout the stories? - Compare and contrast examples of conflict and its impact in both the "King of Mazy May" and "Cricket in the Road."	Assessments - The King of Mazy May (found in EOL --> Collection 3 drive folder) - Cricket in the Road (found in EOL --> Collection 3 drive folder)
25	ELA- Elements of Literature <b>Reading</b> Adverb Lesson EOL pg. 458-459, 462-463 Storm--EOL pg. 509 The Mysterious Mr. Lincoln--EOL pg. 516	- <b>How did the author's use of literary devices (imagery, figurative language, metaphor, hyperbole) enhance your understanding of the story?</b> - <b>Whose point of view are the texts written from? Why? How does this contribute to your reading experience?</b> - Why do you think Russell Freedman wrote The Mysterious Mr. Lincoln?	- What do Fish Have to Do with Anything-- EOL pg. 522 Assessments - Comparing Literary Devices in Fiction and Nonfiction (found in EOL --> Collection 5 drive folder) -- Omit the questions for What do Fish Have to Do with Anything if you did not read it.

26	<p>ELA- Elements of Literature  <u>Reading</u>                      Articles Lesson (grammar)                      EOL pg. 576-577, 580-581                      All Aboard with Thomas Garrett--EOL pg. 535                      Harriet Tubman: The Moses of Her People--EOL pg. 542                      from The Life of Harriet Tubman--EOL pg. 544</p> <p><u>Writing--</u> Argumentative Quick Write                      1.) Were Harriet Tubman's action right/just? Why or Why not? Explain your answer using evidence from the EOL texts. Students will need to include evidence for both the argument and counterargument.</p>	<p>ELA- Elements of Literature and Realms of Gold                      Reading                      Punctuation &amp; Dialogue Lesson (commas, semicolons, and colons)                      Yes, It Was My Grandmother--EOL pg. 684                      That Day --EOL pg. 686                      About "That Day"-- EOL pg.687                      Haiku -- EOL pg. 706                      Lovliest of Trees -- ROG pg. 36                      Suggested Focus                      Annotation of the items listed below                      - Text Structure                      - Word &amp; Phrase meaning (figurative, connotative, meaning, tone)                      - Point of View</p>	<p>Assessments                      - Connecting Main Ideas Across Texts(found in EOL --&gt; Collection 5 drive folder)</p>
27	<p>ELA- Elements of Literature  <u>Reading</u>                      Preposition Lesson                      EOL pg. 575-581                      The Global Classroom -- EOL pg. 582                      Peace Parks Help Environment And Communities -- EOL pg. 603                      Start the Day Right-- EOL pg. 608</p>	<p>- What is the authors' purpose in writing each of these texts?                      - What techniques do the author's use in these texts to develop and support their argument? (structure, etc.)</p>	<p>Assessments                      - Peace Parks Help the Community (found in EOL --&gt; Collection 6 drive folder)</p>
28  3/7-  3/8-3/15 -	<p>ELA                      - Review &amp; Quarter Exam</p>		
<b>Quarter 4</b>			
<b>Week</b>	<b>Text</b>	<b>Focus Questions/Standard</b>	<b>Activity/Lab ELA--Writing; History--DBQ Science--Lab per Unit</b>
29	Practice Testing		
30	Testing		
31	<p>ELA- Elements of Literature and Realms of Gold v.1  <u>Reading</u>                      Punctuation &amp; Dialogue Lesson (commas, semicolon, and colons)                      Killingly Funny Mark Twain--EOL pg. 828                      The Celebrated Jumping Frog of Calaveras County--ROG pg.120 or 136</p>	<p>- How did Mark Twain's life experiences and personality shape his writing?                      - How does Mark Twain portray his sense of humor with "The Celebrated Jumping Frog of Calaveras?"                      - <b>Which details of Twain's life are stranger than fiction? How did this shape his writing? Explain</b></p>	<p>Assessments                      - Killingly Funny: Mark Twain (found in EOL --&gt; Collection 8 drive folder)</p>
32	<p>ELA- Core Knowledge Novel  <u>Reading</u>                      Prepositional Phrases Lesson                      The Prince and the Pauper                      ** Please note that there is antiquated language throughout the Prince and the Pauper. Some of the terms are used one way today (often sexual etc.) but were not when Twain was writing. There is one such example for some of the editions on page 59.                      While reading ahead and planning, please make note of these terms and feel free to skip or replace them.</p>	<p>- Why does Twain begin the novel comparing and contrasting the two main characters, what do you think is his purpose in doing this? Explain.                      - Do you think it was inevitable that the prince and Tom were going to change places? Explain.                      - Tom has dreamt about being a prince his whole life but once the switch happens he is unhappy, why?</p>	
33	<p>ELA- Core Knowledge Novel  <u>Reading</u>                      Transitional Phrases Lesson                      The Prince and the Pauper</p>	<p>- How does Mark Twain use dialogue to develop and introduce the different characters?                      - How does Twain's word choice contribute to the tone of the novel?</p>	

<p>34</p>	<p>ELA- Core Knowledge Novel  <u>Reading</u>                      Types of Sentences Lesson                      The Prince and the Pauper</p> <p><u>Writing-- Narrative Quick Write</u>                      -Do we see what we want in people? Have you ever experienced a time in which you believed something about a person because you wanted to, not because it was true? Why did you believe it and did it have an impact on your life?</p>	<p>- <b>How does Twain use humor to describe Tom's new experiences? Find multiple examples to support your answer (dialogue, setting, etc.)</b>                      - Throughout the novel both Tom and the Prince are honest about their past, but no one believes them, why do you think this occurs?                      - How does honesty both help/hurt the prince and Tom?</p>	
<p>35</p>	<p>ELA- Core Knowledge Novel                      Reading                      Punctuation Lesson (question marks, exclamation points, dashes, and parentheses)                      The Prince and the Pauper</p>	<p>- How does memory influence Hendon and the Prince/King?                      - How do the trials and tribulations experienced by both the Prince/King and Tom shape their characters?                      - Why does Twain end with a typical "fairytale" ending?                      - <b>What do you think was Twain's purpose in writing the Prince and the Pauper, what main idea(s) was he trying to convey?</b></p>	
<p>36</p>	<p>ELA- Research Assignment                      Current Event Assignment (found in research assignment drive folder)</p>	<p>Current Event Research Assignment- MLA Format and Citations</p>	
<p>37</p>	<p>ELA                      - Review &amp; Galileo Post Assessment</p>		
<p>38</p>	<p>ELA- Research Assignment Current Event Assignment Presentations</p>	<p>Current Event Research Assignment Presentations</p>	

ELA 7 On Level Curriculum Map 2018-19					
Unit	Week	Standards	Approved ALA Text	Focus Questions These represent the weekly focus. Daily Clear Learning Objectives should lead to mastery of focus question.	Optional
<b>Quarter 1</b>					
<b>Short Stories</b>	<b>Week 1</b>	<p><b>Focus Standards</b></p> <p>7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (continue with this through the quarter)</p> <p>7.RL.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>7.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p>	<p>Performance Coach (PC) -- Lesson 1 -Fiction</p> <p>Elements of Literature (EOL)-- pg. 4-5, 8-9, 246-247, 250-251</p> <p>Amigo Brothers -- EOL pg. 14</p>	<p>- Compare and contrast Antonio &amp; Felix (goals, struggles, etc.)</p> <p>- How did Antonio and Felix's decision to separate influence the outcome of the fight? Explain using textual evidence.</p> <p>- How does the author develop his characters? Explain using textual evidence.</p>	<p>Rikki-tikki-tavi -- EOL pg. 143</p> <p>EOL pg. 533</p>
	<b>Week 2</b>	<p><b>Focus Standards</b></p> <p>7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>7.RL.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>7.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>7.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>7.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>	<p><b>Pretest- Galileo</b></p> <p>EOL -- pg. 130-131, 134-135</p> <p>The Dive -- EOL pg. 178</p>	<p>- How does Saldana use dialogue to develop the different characters and your interest in the story? Explain using textual evidence.</p> <p>- How does Melly's decision not to jump resolve the conflict? Explain using textual evidence.</p> <p>- How did Melly's decision help shape your understanding of her character? Explain using textual evidence.</p>	<p>EOL pg. 953</p>
	<b>Week 3</b>	<p><b>Focus Standards</b></p> <p>7.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>7.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (continue with this through the quarter)</p> <p>7.L.2 a. Use a comma to separate coordinate adjectives.</p> <p>7.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>EOL -- pg. 340-341</p> <p>The Tell Tale Heart--ROG v.2 pg. 59 or 63 (depending on version)</p> <p>Tell Tale Heart Audio (<a href="https://youtu.be/pTixWKy5aLw">https://youtu.be/pTixWKy5aLw</a>)</p> <p>Tell Tale Heart Animation (<a href="https://youtu.be/wDLLHTdVSgU">https://youtu.be/wDLLHTdVSgU</a>)</p> <p>Annabel Lee--ROG pg. 18 or 23 it's also found in -- EOL pg. 431</p> <p>PC-- Lesson 12</p> <p>- Write a Response to Literature</p>	<p>- Is the narrator in the "Tell Tale Heart" insane? Why or why not?</p> <p>- Are the characters believable? Explain using textual evidence.</p> <p>- How does the author build suspense? Explain using textual evidence.</p> <p>- Compare and contrast the themes explored in these texts?</p>	<p>PC-- Lesson 4</p> <p>- Analyze Literature (Teacher Resource)</p>

<p>Text &amp; Narrati</p>	<p>Week 4</p>	<p><b>Focus Standards</b>                      7.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.                      7.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.                      7.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.                      7.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.                      a. Explain the function of phrases and clauses in general and their function in specific sentences.                      c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>	<p>Current Event/ Informational Text  <b>- Beginning this week you will choose</b> one current event article or interesting informational text to read and breakdown with your students. You will continue this process throughout the entire first quarter.  <b>Beginning in quarters two and three</b> scaffold the assignment (assign an article, let them choose, etc.) depending on student ability. Newsela.com is a great source, you can search by lexile/grade level.                      Readworks.com also has relevant/good informational articles.                      - Topics to focus on: main idea(s), evidence to support the author's argument (explicit &amp; inferences, good vs. bad, etc.), text structure &amp; how ideas are introduced, author's point of view, evidence of bias or lack thereof, brief neutral summary.                       7 Habits of Highly Effective Teens                      -- Part 1</p>	<p>- How do paradigms and principles impact your life? Explain</p>	
	<p>Week 5</p>	<p><b>Focus Standards</b>                      7.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.                      7.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.                      7.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>7 Habits of Highly Effective Teens                      -- Part 2                       PC- Lesson 11                      - Writing Foundations</p>	<p>- What are the consequences of being reactive instead of proactive? Explain</p>	
	<p>Week 6</p>	<p><b>Focus Standards</b>                      7.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.                      a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.                      b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.                      c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.                      d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>	<p>7 Habits of Highly Effective Teens                      -- Part 3                       PC -- Lesson 13                      - Write a Narrative   <b>Begin the Narrative Essay</b>                      Essay Question -- What kind of person/character are you? Tell about a time you experienced a conflict (what happened and how did you deal with it), if you could go back, what would you do differently and what advice would you give yourself?</p>	<p>- Describe how a leader you respect is using the habits learned within the public victory.</p>	
	<p>Week 7</p>	<p><b>Focus Standards</b>                      7.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.                      7.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                      7.L.1b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.                      7.L.2 a. Use a comma to separate coordinate adjectives.                      b. Use correct spelling.</p>	<p>7 Habits of Highly Effective Teens                      -- Part 4                       Quarter 1 Narrative Essay                       PC -- Lesson 18 &amp; 20                      - Grammar &amp; Usage                      - Style, Tone, and Effect</p>	<p>- Why do you think Covey made "Sharpen the Saw" the seventh habit? Explain.                      - After reading the text which habit do you think is the most crucial? Why, make sure to explain your answer using evidence from the text</p>	

	<b>Week 8</b>	<p><b>Focus Standards</b>                      7.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.                      7.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.                      7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                      7.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Teacher Choice</p> <p><b>Quarter 1 Assessment</b>                      - Optional practice essay (paper &amp; pencil)                      -- standards based</p>		
	<b>Week 9</b>	<p>Tested Standards                      RL.1, RL.2, RL.3, RL.4, RL.6, L.1, L.2</p>	<p><b>Quarter 1 Assessment - Galileo</b>                      - Multiple Choice</p>		
<p><b>Quarter 1 Narrative Essay Prompt: - What kind of person/character are you? Tell about a time you experienced a conflict (what happened and how did you deal with it), if you could go back, what would you do differently and what advice would you</b></p>					
<p><b>Quarter 2</b></p>					
<p><b>Novel &amp;</b></p>	<b>Week 10</b>	<p><b>Focus Standards</b>                      7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (continue with this through the quarter)                      7.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (continue with this through the quarter)  <b>Supporting Standards</b>                      7.W.9                      7.W.10</p>	<p>Continue with Current Event/Informative Text Analysis Assignment</p> <p>EOL -- pg. 486-487, 490-491                      Jack London (1876-1914) - Article (found in COTW drive folder)                      What was the Klondike Gold Rush -Article (found in Call of the Wild drive folder)</p> <p>PC -- Lesson 5                      -Articles</p>	<p>- How do you think London's life experiences influenced his writing? Explain                      - Why does seeing a full interview provide text structure to understanding the author? Explain                      - Was the Goldrush a time of adventure and excitement or something else altogether? Use evidence from the two articles to develop your answer.</p>	
	<b>Week 11</b>	<p><b>Focus Standards</b>                      7.RI.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.                      7.RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).                      7.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone.                      a. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).                      b. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                      Supporting Standards                      d. Verify the preliminary determination of the meaning of a word or phrase.  <b>Supporting Standards</b>                      7.RI.1/7.RL.1                      7.RL.6                      7.W.9                      7.W.10</p>	<p>Call of the Wild                      Call of the Wild Audio (<a href="https://www.youtube.com/watch?v=T9PmgqNVPk">https://www.youtube.com/watch?v=T9PmgqNVPk</a>)                      Canines to the Rescue -- EOL pg.548                      This Rock Art May Be the Earliest Depiction of Dogs - Article (found in COTW drive folder)</p> <p>PC -- Lesson 8                      - Scientific and Technical Texts</p>	<p>- London begins the story from a unique point of view, why do you think he does this? Explain using textual evidence.                      - How does London depict dogs and their abilities compared to the two articles? Explain using textual evidence.                      - Compare and contrast the ways in which the two articles discuss the relationship between humans and dogs.</p>	<p>Create a character map to track character development</p>

Informative Texts	Week 12	<p><b>Focus Standards</b></p> <p>7.RL.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>7.RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>7.L.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy</p> <p><b>Supporting Standards</b></p> <p>7.RI.1/RL.1</p> <p>7.RI.4/RL.4</p> <p>7.W.9</p> <p>7.W.10</p>	<p>Call of the Wild</p> <p>What Makes a Great Sled Dog- Article (found in COTW drive folder)</p>	<p>- How do the different types of internal and external conflict impact Buck? Explain using textual evidence.</p> <p>- How can we as people relate to Buck's journey? Explain</p>	<p>Create a illustrative story map</p>
	Week 13	<p><b>Focus Standards</b></p> <p>7.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>7.RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p><b>Supporting Standards</b></p> <p>7.RI.1/RL.1</p> <p>7.RI.4/RL.4</p> <p>7.RL.2</p> <p>7.RL.3</p> <p>7.W.10</p>	<p>Call of the Wild</p> <p>Tribute to the Dog -- EOL pg.555</p>	<p>- What theme(s) repeat throughout the book? Does one stand out more than others, if so, explain?</p> <p>- What type(s) of conflict exist in the novel? Explain</p> <p>- How does Buck's character change through the progression of the novel? Explain</p>	<p>Types of Conflict - video (<a href="https://youtu.be/rM5cp_YL77k">https://youtu.be/rM5cp_YL77k</a>)</p>

Novel & Informative Writing	Week 14	<p><b>Focus Standards</b>                      7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text                      7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                      a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.                      b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                      c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.                      d. Use precise language and domain-specific vocabulary to inform about or explain the topic.                      e. Establish and maintain a formal style.                      f. Provide a concluding statement or section that follows from and supports the information or explanation presented.  <b>Supporting Standards</b>                      7.W.9</p>	<p>Call of the Wild                       PC -- Lesson 15                      - Write an Informative or Explanatory Text   <b>Begin the informative/explanatory essay.</b>                      Essay Question --How does hardship and struggle shape perspective (the way one thinks, acts, etc.)? Use the literature from the quarter to write and support your answer.</p>	<p>- Why do you think London wrote call of the wild? Explain                      - What is the significance of the Title- "Call of the Wild"? Explain using specific examples from the book.</p>	
	Week 15	<p><b>Focus Standards</b>                      7.W.2                      c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.                      d. Use precise language and domain-specific vocabulary to inform about or explain the topic.                      e. Establish and maintain a formal style.                      7.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                      7.W.6 Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others.  <b>Supporting Standards</b>                      7.W.4</p>	<p>Informative/explanatory essay                       PC -- Lesson 19                      - Mechanics</p>		
Oral Historical Te	Week 16	<p><b>Focus Standards</b>                      7.RL.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.                      7.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression  <b>Supporting Standards</b>                      7.RL.1                      7.RL.2</p>	<p>EOL -- pg. 900-901                      Greek Mythology -Article (found in ELA 7 Articles drive folder)                      The Flight of Icarus--EOL pg. 922</p>	<p>- What is the purpose of a myth? Explain                      - What was the consequence of Icarus trying to be something he is not? Explain                      - What moral or lesson can be learned from Icarus' failure? Explain                      - Do myths still have a purpose and what is the relevance to the modern day? Explain</p>	<p>PC -- Lesson 10                      - Analyze Texts Across Genres</p>

	<p><b>Week 17</b></p>	<p><b>Focus Standards</b>                      7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                      7.RI.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.  <b>Supporting Standards</b>                      7.RI.4</p>	<p>The Afrikaners of South Africa- Article (found in ELA 7 Articles drive folder)                      Long Walk to Freedom -- EOL pg. 525                      Winnie Madikizela-Mandela: For many South Africans, "She was the movement"- Article (found in ELA 7 Articles drive folder)                      PC -- Lesson 9                      - Analyze Informational Texts (embed this in all your lessons for the week)</p>	<p>- How has Apartheid shaped the lives of all those living in South Africa? Explain                      - In the Long Walk to Freedom Nelson Mandela says "The brave man is not he who does not feel afraid, but he who conquers that fear." What does this statement mean to Mandela and to you? Explain                      - For Mandela, ending apartheid did not ensure freedom. What else does he believe is necessary for people to be free? Explain                      - How did Apartheid influence both Mandela and his wife's views? Explain</p>
	<p><b>Week 18</b></p>	<p><b>Focus Standards</b>                      7.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.                      7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                      7.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Teacher Choice  <b>Quarter 2 Assessment</b>                      - Essay (paper &amp; pencil)                      -- standards based</p>	
	<p><b>Week 19</b></p>	<p><b>Tested Standards</b>                      All Q1 Standards plus RL.9, RI.1, RI.2,RI.3, RI.4, SL.1, L.3, L.4, L.5,L.6</p>	<p><b>Quarter 2 Assessment - Galileo</b>                      - Multiple Choice</p>	
<p><b>Quarter 2 Informative/Explanatory Essay Prompt- How does hardship and struggle shape perspective (the way one thinks, acts, etc.)? Use the literature from the quarter to support and explain your answer.</b></p>				
<p><b>Quarter 3</b></p>				
	<p><b>Week 20</b></p>	<p><b>Focus Standards</b>                      7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                      7.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.                      7.RL.5 Analyze the structure of a text, including how a drama or poem's form or structure contributes to its meaning.                      7.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.  <b>Supporting Standards</b>                      7.RL.4                      7.L.4                      7.L.5</p>	<p>Continue with Current Event/Informative Text Analysis Assignment                      EOL -- pg. 646-649, 652-653, 650-651                      Nothing Gold Can Stay -- ROG pg. 16                      Harlem Night Song -- EOL pg. 668                      Winter Moon -- EOL pg. 669                      The Unknown Citizen -- ROG pg. 30 or 35</p>	<p>Nothing Gold Can Stay:                      - What theme does Frost explore in this poem? Explain                      Harlem Night Song &amp; Winter Moon:                      -How does Hughes use imagery in both poems? Explain                      The Unknown Citizen:                      -How well does this poem represent the life of a modern and average man? Explain                      -How does Auden use irony in this poem? Explain</p>
<p><b>Poetry</b></p>	<p><b>Week 21</b></p>	<p><b>Focus Standards</b>                      7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                      7.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.                      7.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text  <b>Supporting Standards</b>                      7.RL.4                      7.L.4                      7.L.5                      7.RL.7</p>	<p>The Runaway -- EOL pg. 695                      The Pasture -- EOL pg. 698                      Sarah Cynthia Sylvia Stout-- EOL pg. 692                      Sarah Cynthia Sylvia Stout- audio                      PC--Lesson 2                      - Poetry</p>	<p>The Runaway:                      - How does Frost's word choice and use of figurative language help you visualize the colt and its experiences? Explain                      - What idea(s) do you think Frost was trying to express in this poem? Explain                      The Pasture:                      - How does the speaker seem to feel about his chores? Explain                      Sarah Cynthia Stout:                      - Is Sarah Cynthia Sylvia Stout lazy? Why or why not, defend your argument.                      - How does Silverstein use rhyme and rhythm to set the tone of the poem? Explain</p>

	<p><b>Week 22</b></p>	<p><u>Focus Standards</u>                      7.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.                      7.RL.5 Analyze the structure of a text, including how a drama or poem's form or structure contributes to its meaning.                      7.RL.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium                      7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study.  <u>Supporting Standards</u>                      7.RL.1                      7.RL.2                      7.L.4                      7.L.5</p>	<p>The Highwayman -- EOL pg. 673                      The Highwayman audio &amp; visual (<a href="https://www.youtube.com/watch?v=dmMo79zDTec&amp;t=46s">https://www.youtube.com/watch?v=dmMo79zDTec&amp;t=46s</a>) OR sung (<a href="https://www.youtube.com/watch?v=lx4jz0Gn4E">https://www.youtube.com/watch?v=lx4jz0Gn4E</a>)                      The Charge of the Light Brigade -- ROG pg. 25 or 30</p>	<p>The Highwayman:                      - How do the poetic devices (such as repetition, alliteration, and onomatopoeia) in this poem enhance the feeling of impending doom? Explain                      - Compare and contrast your experience reading the poem versus hearing it.                      The Charge of the Light Brigade:                      - Why did the light brigade follow an order even though they knew it would lead to their death? Explain                      - How does the use of figurative language enhance the mood of this poem? Explain                      - How does the use of repetition fuel the feeling of urgency? Explain</p>	<p>- Create a poetry book (students have to explain each type of poem and then write their own)</p>
<p><b>Early 20th Century Historical Texts</b></p>	<p><b>Week 23</b></p>	<p><u>Focus Standards</u>                      7.RI.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.                      7.RI.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.                      7.RI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.  <u>Supporting Standards</u>                      7.L.4</p>	<p>PC -- Lesson 7                      - Historical Texts                      1918- World War I Ends- Article (found in ELA 7 Articles drive folder)                      World War I was World's First "Total War"- Article (found in ELA 7 Articles drive folder)                      The Fourteen Points -- ROG pg. 223 or 268</p>	<p>- Compare and contrast the ways in which WWI is discussed in both articles.                      - What are the pros and cons of Wilson's Fourteen Points? Explain                      - How does the persuasive technique used by Wilson sway you to understand the need for his fourteen points? Explain</p>	
	<p><b>Week 24</b></p>	<p><u>Focus Standards</u>                      7.RI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.                      7.RI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.  <u>Supporting Standards</u>                      7.RI.6                      7.L.4</p>	<p><b>CBAS II Assessment - Galileo</b>                      PC -- Lesson 6                      - Persuasive Texts                      The Many Causes of the Great Depression - Article (found in ELA 7 Articles drive folder)                      Huey Long - Article (found in ELA 7 Articles drive folder)                      Every Man a King -- ROG pg. 202 or 246</p>	<p>- How does David Kennedy attempt to persuade you to believe certain elements of his argument over others? Explain                      - Describe Huey P. Long's purpose for delivering his "Every Man a King" speech.                      - Is Long's argument convincing? Why or why not?</p>	

Argumentative Writing	Week 25	<p><u>Focus Standards</u>                      7.W.1 Write arguments to support claims with clear reasons and relevant evidence.                      a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.                      b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.                      c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.                      d. Establish and maintain a formal style.                      e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><b>CBAS II Assessment - Galileo</b>                      PC-- Lesson 17                      - Write an Argument</p> <p><b>Begin the argumentative essay</b>                      Essay Question -- After reading the Fourteen points and "Recalling the Failure of Wilson's Fourteen Points", which side would you support and why? Use textual evidence to support your answer.                      The Fourteen Points -- ROG pg. 223 or 268                      Recalling the Failure of Wilson's "Fourteen Points" - Article (found ELA 7 articles drive folder)                      * Annotate and discuss the documents together in class! When you are breaking it down with the students make sure you are reflecting on the essay question.</p>	<p>Optional Background Information for opposition to the Fourteen Points:  <a href="https://constitutioncenter.org/blog/on-this-day-wilsons-14-points-puts-u.s.-on-world-diplomatic-stage">https://constitutioncenter.org/blog/on-this-day-wilsons-14-points-puts-u.s.-on-world-diplomatic-stage</a></p> <p>Article about argument writing:  <a href="https://www.weareteachers.com/making-a-claim-teaching-students-argument-writing-through-close-reading/">https://www.weareteachers.com/making-a-claim-teaching-students-argument-writing-through-close-reading/</a></p> <p>Argumentative Writing Resource Checklist:  <a href="http://readwritethink.org/files/resources/lesson-docs/EBAChecklist.pdf?_ga=2.168221795.395801233.1524850974-1099306873.1524850974">http://readwritethink.org/files/resources/lesson-docs/EBAChecklist.pdf?_ga=2.168221795.395801233.1524850974-1099306873.1524850974</a></p>
	Week 26	<p><u>Focus Standards</u>                      7.W.1 Write arguments to support claims with clear reasons and relevant evidence.                      7.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                      7.W.6 Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others.</p>	Argumentative Essay	
	Week 27		Teacher Choice	
	Week 28	<p><u>Tested Standards</u>                      All Q1 &amp; Q2 Standards plus RL.5, RI.5, RI.6, RI.8, RI.9, SL.2, SL.3</p>	<p><b>Quarter 3 Assessment - Galileo</b>                      - multiple choice</p>	
<p><b>Quarter 3 Argumentative Essay Prompt: After reading the "Fourteen Points" and "Recalling the Failure of Wilson's Fourteen Points", which side would you support and why? Use textual evidence to support and explain your answer.</b></p>				
<p><b>Quarter 4</b></p>				
AzMerit Prep	Week 29	All Standards	AzMerit Review PC -- Lesson 16 - Write a Functional Text OR PC -- Practice Test 1	
	Week 30	All Standards	AzMerit Review PC -- Practice Test 1 or 2	
Historical Novel	Week 31	<p><u>Focus Standards</u>                      RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                      RI.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	Anne Frank ** skip the following Anne Frank journal entries: Thur. 29 October, 1942 - Sat. 7 November pgs.42-46, Wed. 5 Jan 1944- Fri. 7 Jan. 1944 pgs. 128-135, 24 Jan 1944- 27 Jan. 1944 pgs. 141-144	- What was happening in 1942 throughout Europe and why was the Jewish community specifically targeted/ singled out during this time period? - Compare and contrast the first few June 1942 journal entries to those of July 1942.
	Week 32	<p><u>Focus Standards</u>                      RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                      RI.3 Analyze the interactions between individuals, events, and ideas in a text                      RI.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	Anne Frank (skip journal entry - Thursday, 29 October, 1942 - Saturday, 7 November pg.42-46)	- How do the close confines of the annex influence the relationships between the Frank and Van Daan families? Explain - How did Anne's state of mind influence the way she viewed things in the annex? Explain

	<p><b>Week 33</b></p>	<p><u>Focus Standards</u>                  RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                  RI.3 Analyze the interactions between individuals, events, and ideas in a text                  RI.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<p>Anne Frank</p>	<p>- How does Anne change over the course of her time in hiding? Explain                  - In the July 23, 1943 journal entry, Anne mentions everyone's wishes once they are freed. What do these wishes tell you about each personality? Explain                  - What do you think your wish would be?</p>	
	<p><b>Week 34</b></p>	<p><u>Focus Standards</u>                  RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                  RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone.                  RI.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject                  RI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>	<p>Declaration of War Against Japan -- ROG pg. 186 or 230                  Declaration of War Against Japan -- Audio (<a href="https://www.youtube.com/watch?v=YhtuMrMVJdk">https://www.youtube.com/watch?v=YhtuMrMVJdk</a>)                  Anne Frank</p>	<p>- What techniques does FDR use in the Declaration to persuade the American people that war is necessary? Explain                  - How does the written speech compare to the spoken? Do you feel differently after hearing the speech compared to reading it? Explain                  - Although Anne is journaling and not formally writing, she discusses many different themes, are any more prominent than others? Explain.</p>	
<p><b>Mid 20th Century/ WWII Historical Texts &amp; Informational Writing</b></p>	<p><b>Week 35</b></p>	<p><u>Focus Standards</u>                  7.RI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.                  7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                  a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.                  b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                  c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.                  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.                  e. Establish and maintain a formal style.                  f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>Anne Frank                  The Four Freedoms -- ROG pg. 256  <b>Begin the quarter 4 essay</b></p>	<p>- Assess the value or importance of Anne Frank's diary, has it had lasting impacts? Explain                  - In the "Four Freedoms," FDR writes, "As a nation we may take pride in the fact that we are soft hearted, but we cannot afford to be soft-hearted.," what does this tell you about his purpose for writing the text? Explain</p>	

	<p><b>Week 36</b></p>	<p><b>Focus Standards</b>                      7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                      7.RI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.                      7.W.2                      c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.                      d. Use precise language and domain-specific vocabulary to inform about or explain the topic.                      e. Establish and maintain a formal style.                      7.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                      7.W.6 Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others.  <b>Supporting Standards</b>                      7.RI.4</p>	<p>Blood, Sweat and Tears -- ROG pg. 189 or 233 Their Finest Hour</p>	<p>- How does Churchill's outlook and realist understanding of events contribute to the development of this speech and the influence it has on the listener/reader.                      - What argument is Churchill making in Their Finest Hour? Explain.                      - Who do you think these two speeches are written for? Why?</p>	
	<p><b>Week 37</b></p>		<p>Teacher Choice</p>		
	<p><b>Week 38</b></p>	<p><u>Tested Standards</u>                      All Standards</p>	<p>Post Assessment- Galileo - multiple choice</p>		
<p><b>Quarter 4 Essay Informational Prompt: What is freedom? Use the literature from the quarter to support and explain your answer.</b></p>					

ELA 7 Honors Curriculum Map 2018-19

Unit	Week	Standards	Approved ALA Text	Focus Questions These represent the weekly focus. Daily Clear Learning Objectives should lead to mastery of focus question.	Optional
<b>Quarter 1</b>					
Short Stories	Week 1	7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 7.RL.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). 7.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	Performance Coach (PC) -- Lesson 1 -Fiction  Amigo Brothers -- EOL pg. 14  Current Event/ Informational Text - <b>Beginning this week</b> you will choose one current event article or interesting informational text to read and breakdown with your students. You will continue this process throughout the entire first quarter. <b>Beginning in quarter two scaffold the assignment</b> (assign an article, let them choose, etc.) depending on student ability. Newsela is a great source, you can search by lexile/grade level. Readworks also has relevant/good informational articles. - Topics to focus on: main idea(s), evidence to support the author's argument (explicit & inferences, good vs. bad, etc.), text structure & how ideas are introduced, author's point of view, evidence of bias or lack thereof, brief neutral summary.	- Compare and contrast Antonio & Felix (goals, struggles, etc.) - How did Antonio and Felix's decision to separate influence the outcome of the fight? Explain - How does the author develop his characters? Explain	EOL -- pg. 4-5, 8-9, 246-247, 250-251  Rikki-tikki-tavi -- EOL pg. 143
	Week 2	7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 7.RL.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. 7.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 7.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 7.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	Pretest- Galileo  The Dive -- EOL pg. 178 Zoo -- EOL pg. 195	- How does Saldana use dialogue to develop the different characters and your interest in the story? Explain - How does Melly's decision not to jump resolve the conflict? Explain - How did Melly's decision help shape your understanding of her character? Explain - How does the setting in each text contribute to the plot? Explain - Analyze why the outcomes of both stories inevitable? Explain	EOL -- pg. 130-131, 134-135  PC-- Lesson 4 - Analyze Literature
	Week 3	7.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. 7.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. 7.L.2 a. Use a comma to separate coordinate adjectives. 7.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	The Tell Tale Heart--ROG v.2 pg. 59 or 63 (depending on version) Tell Tale Heart Audio ( <a href="https://youtu.be/pTixWKY5aLw">https://youtu.be/pTixWKY5aLw</a> ) Tell Tale Heart Animation ( <a href="https://youtu.be/wDLLHTdVsgU">https://youtu.be/wDLLHTdVsgU</a> ) Annabel Lee--ROG pg. 18 of 23 if's also found in -- EOL pg. 431  PC-- Lesson 12 - Write a Response to Literature	- Is the narrator in the "Tell Tale Heart" insane? Why or why not? - What do you think Poe believed about life when he wrote Annabel Lee? Explain - How and why does the author build suspense? Explain - Compare and contrast the themes explored in these texts?	EOL -- pg. 340-341  User Friendly -- EOL pg. 419
p Text & Narrati	Week 4	7.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. 7.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 7.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 7.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	7 Habits of Highly Effective Teens -- Part 1 & 2	- How do paradigms and principles impact your life? Explain - What are the consequences of being reactive instead of proactive? Explain	
	Week 5	7.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. 7.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 7.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	7 Habits of Highly Effective Teens -- Parts 3 & 4  PC- Lesson 11 - Writing Foundations	- Describe how a leader you respect is using the habits learned within the public victory. Explain - Why do you think Covey made "Sharpen the Saw" the seventh habit? Explain. - After reading the text which habit do you think is the most crucial? Why, make sure to explain your answer using evidence from the text	
	Week 6	7.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	PC -- Lesson 13 - Write a Narrative  <b>Begin the narrative essay</b> -- Essay Question: How can the Seven Habits of Highly Effective Teens be a life changing book? Throughout your life you have more than likely had many positive and negative situations/experiences. Think about what you learned from reading the seven habits and how it could have changed one of these situations/experiences for the better. In addition, think about your future self and imagine who you would like to be, how can the seven habits help you to become this person?		PC -- Lesson 18 & 20 - Grammar & Usage - Style, Tone, and Effect

	<b>Week 7</b>	7.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 7.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. 7.L.1b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. 7.L.2 a. Use a comma to separate coordinate adjectives. b. Use correct spelling.	Narrative Essay & Teacher Choice		
	<b>Week 8</b>	7.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Teacher Choice <b>Quarter 1 Assessment</b> - short answer content based questions		
	<b>Week 9</b>	Tested Standards RL.1, RL.2, RL.3, RL.4, RL.6, L.1, L.2	<b>Quarter 1 Assessment - Galileo</b> <b>- Multiple Choice</b>		
<b>Quarter 1 Narrative Essay Prompt: How can the Seven Habits of Highly Effective Teens be a life changing book?</b>					
<b>Quarter 2</b>					
<b>Novel &amp; Informative Texts</b>	<b>Week 10</b>	<b>Focus Standards</b> 7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (continue with this through the quarter) 7.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (continue with this through the quarter) <b>Supporting Standards</b> 7.W.9 7.W.10	Continue with Current Event/Informative Text Analysis Assignment  Jack London (1876-1914) - Article (found in COTW drive folder) What was the Klondike Gold Rush -Article (found in Call of the Wild drive folder)  PC -- Lesson 5 -Articles	- How do you think London's life experiences influenced his writing? Explain - How does the interview with Sara Hodson bring London to life? Explain - How would you characterize the time period of the Goldrush? Explain	EOL -- pg. 486-487, 490-491
	<b>Week 11</b>	<b>Focus Standards</b> 7.RI.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. 7.RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). 7. RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone. a. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). b. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Supporting Standards d. Verify the preliminary determination of the meaning of a word or phrase. <b>Supporting Standards</b> 7.RI.1/7.RL.1 7.RL.6 7.W.9 7.W.10	Call of the Wild  Canines to the Rescue -- EOL pg.548 Which animals are smartest: Dogs, cats or raccoons? - Article (found in COTW drive folder)	- How does Buck's "humanness" reflect London's view of humanity? Explain - How does London's characterization of the different dogs compare or contrast to the descriptions in "Canines to the Rescue?" - How do the authors of the two articles explore and attempt to explain animal intelligence? Explain	Create a character map to track character development
	<b>Week 12</b>	<b>Focus Standards</b> 7.RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). 7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <b>Supporting Standards</b> 7.RI.1/RL.1 7.RI.4/RL.4 7.W.9 7.W.10	Call of the Wild  PC -- Lesson 8 - Scientific and Technical Texts  Tribute to the Dog -- EOL pg.555	- How does the change in setting influence the mood? Explain - What tone does London use in the novel? What purpose does it serve? Explain - How can we as people relate to Bucks journey? Explain - How do the authors' perspective on the relationship between man and dog differ? Explain	Create an illustrative storymap
	<b>Week 13</b>	<b>Focus Standards</b> 7.RL.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. 7.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. 7.RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). <b>Supporting Standards</b> 7.RI.1/RL.1 7.RL.2 7.RI.4/RL.4 7.RL.3 7.W.10	Call of the Wild  What Makes a Great Sled Dog- Article (found in COTW drive folder)	- What theme(s) repeat throughout the book? Explain - Compare and contrast the different types of conflict. (character vs. character, vs. self, vs. nature, vs. society) - How does London develop and depict Buck's metamorphosis? Explain - Compare and contrast the ways in which London and the National Geographic article depict sled dogs? What do you think accounts for the differences? Explain	Types of Conflict - video ( <a href="https://youtu.be/rM5cp_YL77k">https://youtu.be/rM5cp_YL77k</a> )

Novel & Informative Writing	Week 14	<p><b>Focus Standards</b></p> <p>7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>7.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>7.L.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy</p>	<p>Call of the Wild</p> <p>Jack London's Contributions to Literature - Article (found in COTW drive folder)</p>	<p>- What is the main metaphor addressed by London in the novel? Explain</p> <p>- What influences does Jack London's novel <i>The Call of the Wild</i> have on our lives? Explain</p> <p>- Do you think Jack London really had an impact on readers, the world, etc., through literature? Explain</p>	<p>London &amp; Call of the Wild - minute book report (<a href="https://youtu.be/Nb914pRNdcA">https://youtu.be/Nb914pRNdcA</a>)</p>
	Week 15	<p><b>Focus Standards</b></p> <p>7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>7.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>7.W.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p>	<p>PC -- Lesson 15</p> <p>- Write an Informative or Explanatory Text</p> <p>Start the informative/explanatory Essay</p> <p>- Essay Question: As the story in Call of the Wild progresses, Buck dramatically changes from a civilized pet to a wild animal; how have the conflicts experienced by Buck throughout the novel contributed to this metamorphosis?</p>		<p>PC -- Lesson 19</p> <p>- Mechanics</p>
Cultural Historical Text	Week 16	<p><b>Focus Standards</b></p> <p>7.RL.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p><b>Supporting Standards</b></p> <p>7.RL.1</p> <p>7.RL.2</p>	<p>Greek Mythology -Article (found in ELA 7 Articles drive folder)</p> <p>The Flight of Icarus--EOL pg. 922</p> <p>PC -- Lesson 9</p> <p>- Analyze Informational Texts</p>	<p>- What was the consequence of Icarus trying to be something he is not? Explain</p> <p>- Why do you think this myth and myths in general have survived? What can you learn from myths? Explain</p> <p>- What is the difference between a modern myth/legend and those from Ancient Greece? Explain</p>	<p>EOL -- pg. 900-901</p>
	Week 17	<p><b>Focus Standards</b></p> <p>7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>7.RI.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p><b>Supporting Standards</b></p> <p>7.RI.4</p>	<p>The Afrikaners of South Africa- Article (found in ELA 7 Articles drive folder)</p> <p>Long Walk to Freedom -- EOL pg. 525</p> <p>Heritage -- ROG pg.7</p> <p>PG -- Lesson 10</p> <p>- Analyze Texts Across Genres</p>	<p>- How has Apartheid shaped the lives of all those living in South Africa? Explain</p> <p>- How does Mandela discuss fear? What are his views? Explain</p> <p>- Why is Mandela's "walk" not over? Explain. How can you relate this to your life experience(s)?</p> <p>- What is the conflict in Heritage? Explain</p> <p>- Compare and contrast the types of conflict(s) explored in both texts.</p>	<p>Winnie Madikizela-Mandela: For many South Africans, "She was the movement"- Article (found in ELA 7 Articles drive folder)</p>
	Week 18	<p><b>Focus Standards</b></p> <p>7.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>7.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Teacher Choice</p> <p><b>Quarter 2 Assessment</b></p> <p>- short answer content based questions</p>		
	Week 19	<p><b>Tested Standards</b></p> <p>All Q1 Standards plus RL.9, RI.1, RI.2, RI.3, RI.4, SL.1, L.3, L.4, L.5, L.6</p>	<p><b>CBAS II Assessment - Galileo</b></p> <p>- multiple choice</p>		
<p><b>Quarter 2 Informative/Explanatory Essay Prompt- As the story in Call of the Wild progresses, Buck dramatically changes from a civilized pet to a wild animal; how have the conflicts experienced by Buck</b></p> <p style="text-align: center;"><b>Quarter 3</b></p>					
	Week 20	<p><b>Focus Standards</b></p> <p>7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>7.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>7.RL.5 Analyze the structure of a text, including how a drama or poem's form or structure contributes to its meaning.</p> <p>7.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p><b>Supporting Standards</b></p> <p>7.RL.4</p> <p>7.L.4</p> <p>7.L.5</p>	<p>Continue with Current Event/Informative Text Analysis Assignment</p> <p>Nothing Gold Can Stay -- ROG pg. 16</p> <p>Harlem Night Song -- EOL pg. 668</p> <p>Winter Moon -- EOL pg. 669</p> <p>The Unknown Citizen -- ROG pg. 30 or 35</p> <p>Fire and Ice -- ROG pg. 15</p> <p>PC--Lesson 2</p> <p>- Poetry</p>	<p>Nothing Gold Can Stay:</p> <p>- What theme does Frost explore in this poem? Explain</p> <p>Harlem Night Song &amp; Winter Moon:</p> <p>How does Hughes use imagery in both of these poems? Explain</p> <p>The Unknown Citizen:</p> <p>-Determine the point of view, bias, and values of The Unknown Citizen.</p> <p>-How does Auden use irony in this poem? Explain</p> <p>Fire and Ice:</p> <p>- What does the fire and ice symbolize? Explain</p>	<p>EOL -- pg. 646-649, 652-653, 650-651</p> <p>- Create a poetry book (students have to explain each type of poem and then write their own)</p>

Poetry & Research & Writing	Week 21	<p><u>Focus Standards</u></p> <p>7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>7.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>7.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text</p> <p><u>Supporting Standards</u></p> <p>7.L.4</p> <p>7.L.5</p> <p>7.RL.7</p>	<p>The Runaway -- EOL pg. 695</p> <p>The Pasture -- EOL pg. 698</p> <p>Sarah Cynthia Sylvia Stout-- EOL pg. 692</p> <p>Sarah Cynthia Sylvia Stout- audio</p>	<p>The Runaway:</p> <ul style="list-style-type: none"> <li>- How does Frost's word choice and use of figurative language help you visualize the coat and its experiences? Explain</li> <li>- Why do you think Frost chose the title "The Runaway"? Explain</li> </ul> <p>The Pasture:</p> <ul style="list-style-type: none"> <li>- How might the description of chores relate to the invitation given after each stanza? Explain</li> <li>- Compare and contrast Frost's poems.</li> </ul> <p>Sarah Cynthia Stout:</p> <ul style="list-style-type: none"> <li>- What techniques does Silverstein use to make this poem humorous? Explain</li> <li>- How does Silverstein use rhyme and rhythm to set the tone of the poem? Explain</li> </ul>	
	Week 22	<p><u>Focus Standards</u></p> <p>7.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>7.RL.5 Analyze the structure of a text, including how a drama or poem's form or structure contributes to its meaning.</p> <p>7.RL.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium</p> <p>7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p><u>Supporting Standards</u></p> <p>7.RL.1</p> <p>7.RL.2</p> <p>7.L.4</p> <p>7.L.5</p>	<p>The Highwayman -- EOL pg. 673</p> <p>The Highwayman audio &amp; visual (<a href="https://www.youtube.com/watch?v=dmM079zDTec&amp;t=46s">https://www.youtube.com/watch?v=dmM079zDTec&amp;t=46s</a>) OR sung (<a href="https://www.youtube.com/watch?v=ixi4jz0Gn4E">https://www.youtube.com/watch?v=ixi4jz0Gn4E</a>)</p> <p>The Charge of the Light Brigade -- ROG pg. 25 or 30</p>	<p>The Highwayman:</p> <ul style="list-style-type: none"> <li>- How do you think the narrator feels about the highwayman? Explain?</li> <li>- How do the poetic devices (such as repetition, alliteration, and onomatopoeia) in this poem enhance the feeling of impending doom? Explain</li> <li>- Compare and contrast your experience reading the poem versus hearing it.</li> </ul> <p>The Charge of the Light Brigade:</p> <ul style="list-style-type: none"> <li>- Why did the light brigade follow an order even though they knew that it would lead to their death? Explain</li> <li>- How does the use of figurative language enhance the mood of this poem? Explain</li> <li>- How does the use of repetition fuel the feeling of urgency? Explain</li> </ul>	<ul style="list-style-type: none"> <li>- Have students analyze a poem of their choice focusing on the use of figurative language, rhythm, and rhyme scheme. In addition, students will write their own poem using similar figurative language, rhythm, and rhyme scheme.</li> </ul>
Early 20th Century Historical & Persuasive Texts	Week 23	<p><u>Focus Standards</u></p> <p>7.RI.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>7.RI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p><u>Supporting Standards</u></p> <p>7.L.4</p>	<p>PC -- Lesson 6</p> <p>- Persuasive Texts</p> <p>1918- World War I Ends- Article (found in ELA 7 Articles drive folder)</p> <p>World War I was World's First "Total War"- Article (found in ELA 7 Articles drive folder)</p> <p>The Fourteen Points -- ROG pg. 223 or 268</p>	<ul style="list-style-type: none"> <li>- Compare and contrast the ways in which WWI is discussed in both articles. Explain</li> <li>- What is Wilson's goal in writing the Fourteen Points? Explain</li> <li>- Do you think this goal is attainable? Why or why not?</li> <li>- What techniques does Wilson use to persuade you to support his views? Explain</li> </ul>	
	Week 24	<p><u>Focus Standards</u></p> <p>7.RI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>7.RI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p><u>Supporting Standards</u></p> <p>7.RI.6</p> <p>7.L.4</p>	<p>PC -- Lesson 7</p> <p>- Historical Texts</p> <p>The Many Causes of the Great Depression - Article (found in ELA 7 Articles drive folder)</p> <p>Huey Long - Article (found in ELA 7 Articles drive folder)</p> <p>Every Man a King -- ROG pg. 202 or 246</p>	<ul style="list-style-type: none"> <li>- How does David Kennedy attempt to persuade you to believe certain elements of his argument over others? Explain.</li> <li>- Analyze Long's purpose in his "Every Man a King" speech.</li> <li>- How does Long distinguish his position from that of others? Explain.</li> </ul>	
Argumentative Writing	Week 25	<p><u>Focus Standards</u></p> <p>7.W.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>PC-- Lesson 17</p> <p>- Write an Argument</p> <p>Argumentative Essay</p> <p>Essay Question -- After reading and analyzing the "Fourteen Points" and "Recalling the Failure of Wilson's Fourteen Points," whose argument has more validity, why? Use textual evidence to write, support, and explain your answer.</p> <p>The Fourteen Points -- ROG pg. 223 or 268</p> <p>Recalling the Failure of Wilson's "Fourteen Points"- Article (found ELA 7 articles drive folder)</p> <p>* Annotate and discuss the documents together in class! When you are breaking it down with the students make sure you are reflecting on the essay question.</p>	<p>Article about argument writing: <a href="https://www.wareteachers.com/making-a-claim-teaching-students-argument-writing-through-close-reading/">https://www.wareteachers.com/making-a-claim-teaching-students-argument-writing-through-close-reading/</a></p> <p>Argumentative Writing Resource Checklist: <a href="http://readwritethink.org/files/resources/lesson-docs/EBAChecklist.pdf?_ga=2.168221795.395801233.1524850974-1099306873.1524850974">http://readwritethink.org/files/resources/lesson-docs/EBAChecklist.pdf?_ga=2.168221795.395801233.1524850974-1099306873.1524850974</a></p>	
	Week 26	<p><u>Focus Standards</u></p> <p>7.W.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>7.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>7.W.6 Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others.</p>	<p>Argumentative Essay</p> <p>Teacher Choice</p>		
	Week 27		Teacher Choice		
Week 28	<p><u>Tested Standards</u></p> <p>All Q1 &amp; Q2 Standards plus RL.5, RL.7, RI.5, RI.6, RI.8, RI.9, SL.2, SL.3</p>	<p>Quarter 3 Assessment - Galileo</p> <p>- Multiple Choice</p>			

Quarter 3 Argumentative Essay Prompt: After reading and analyzing the "Fourteen Points" and "Recalling the Failure of Wilson's Fourteen Points," whose argument has more validity, why? Use textual evidence to

Quarter 4				
AzMerit Prep	Week 29	All Standards	AzMerit Review PC -- Lesson 16 - Write a Functional Text <b>OR</b> AzMerit Review PC -- Practice Test 1	AzMerit Review PC -- Practice Test 1
	Week 30	All Standards	AzMerit Review - PC Practice Test 2	
Historical Nonfiction Novel	Week 31	<u>Focus Standards</u> RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	Anne Frank <b>** skip the following Anne Frank journal entries: Thur. 29 October, 1942 - Sat. 7 November pgs.42-46, Wed. 5 Jan 1944- Fri. 7 Jan. 1944 pgs. 128-135, 24 Jan 1944- 27 Jan. 1944 pgs. 141-144</b>	- What was happening in 1942 throughout Europe and why was the Jewish community specifically targeted/ singled out during this time period? - Compare the first few journal entries of June 1942 to those of July and September 1942, how does Anne's tone change? Explain why.
	Week 32	<u>Focus Standards</u> RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.3 Analyze the interactions between individuals, events, and ideas in a text RI.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. 7.RL.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. RI.7 Compare and contrast a text to an audio, video, or multimedia/ version of the text, analyzing each medium's portrayal of the subject	Anne Frank (skip journal entry - Thursday, 29 October, 1942 - Saturday, 7 November pg.42-46) Declaration of War Against Japan -- ROG pg. 186 or 230 Declaration of War Against Japan -- Audio ( <a href="https://www.youtube.com/watch?v=YhtuMrM_VJdk">https://www.youtube.com/watch?v=YhtuMrM_VJdk</a> )	- How do the relationships of those living in the annex change over time? Explain - How did Anne's state of mind influence the way she viewed things in the annex? Explain - How does the writing in the Declaration persuade the American people that war is necessary? Explain - How does the impact (emotional, physical, etc.) of the written speech compare to the spoken version? Explain
	Week 33	<u>Focus Standards</u> RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.3 Analyze the interactions between individuals, events, and ideas in a text	Anne Frank	- How does Anne and the outside world change during the course of her time in hiding? Explain
Mid 20th Century/ WWII Historical Texts & Informative Writing	Week 34	<u>Focus Standards</u> RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone.	Anne Frank Anthem for Doomed Youth -- ROG	- How is Anne Frank's experience related to Anthem for Doomed Youth? Explain
	Week 35	<u>Focus Standards</u> 7.RL.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. 7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 7.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience	Anne Frank The Four Freedoms -- ROG pg. 256 <b>Begin the quarter 4 essay</b> - Essay Question: How have the constructs (conflict, struggle, leadership, change as a result of experience or environment, persuasion, etc.) that we have discussed this year shaped your experience as a seventh grader and how is it/are they going to prepare you for your future? Use the literature from the year to write, support, and explain your answer. (Introduced in class and written outside of class)	- Why is Anne Frank's Diary considered a piece of literature? Explain - How has Anne's Diary had a lasting impact? Explain - What are the shared experiences that you have with Anne? Does this allow you to connect with her? Explain. - Would you want your diary published? Why or why not? - In the Four Freedoms, FDR writes, "As a nation we may take pride in the fact that we are soft hearted, but we cannot afford to be soft-hearted." Why do you think he chose this phrase, and what does it mean (for you, for the world)? Explain
Novel	Week 36	<u>Focus Standards</u> 7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.. 7.RL.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).. Supporting Standards 7.RL.4	Strange Case of Dr. Jekyll and Mr. Hyde	- What led to Dr. Jekyll's "profound duplicity of life"? Explain - What does it mean to be an "outcast," or to be considered outside a mainstream culture? When answering the question, reflect on our societal values, cultural differences, etc.
	Week 37	<u>Focus Standards</u> 7.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. 7.RL.5 Analyze the structure of a text, including how a drama or poem's form or structure contributes to its meaning.	Strange Case of Dr. Jekyll and Mr. Hyde Sonnet 29 -- ROG pg. 45	- What morals or lessons can we draw from the strange case of Dr. Jekyll and Mr. Hyde? Explain - What different moods does Shakespeare create in different parts of the poem? Explain - How does the contrast of emotions strengthen the poem's meaning? Explain
	Week 38	<u>Tested Standards</u> All Standards	Post Assessment- Galileo - multiple choice	

Quarter 4 Informative Essay Prompt: How have the constructs (conflict, struggle, leadership, change as a result of experience or environment, persuasion, etc.) we discussed this year shaped your experience as a

ELA 8 On Level Curriculum Map 2018-19					
Unit	Week	Standards	Approved ALA Text	Focus Questions These represent the weekly focus. Daily Clear Learning Objectives should lead to mastery of focus question.	Optional
<b>Quarter 1</b>					
<p><b>Reading</b> Leadership Text &amp; <b>Writing</b> Introduction to Academic Writing</p>	<p><b>Week 1</b></p>	<p><b>Focus Standards</b> 8.RL.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. 8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. 8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 8.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>Reading</b> Who Moved my Cheese for Teens  <b>Writing</b> Writing Sample: Have students respond to one of the questions below for a participation grade. - What do you want to accomplish in eighth grade to prepare you for high school? - If you could plan the perfect summer vacation, what would it be? - What is your favorite type of literature and why? - What have you struggled with in reading and writing that you would like to work on this year? - If you could be a character in a video/computer game who would it be and why? Explain.  Writing Terminology &amp; Essay Format (See Writing Wks 1-4 Lessons in Drive Folder)</p>	<p>- Why did Johnson choose the characters of mice and little people? Explain. - Why do the mice react differently to change compared with the little people? Explain using textual evidence - What is the relationship between fear and a stagnant/monotonous life? Explain - Are you more like a mouse, little person, or both? Explain.</p>	
	<p><b>Week 2</b></p>	<p><b>Focus Standards</b> 8.RL.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. 8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. 8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 8.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>Pretest- Galileo</b>  <b>Reading</b> Who Moved my Cheese for Teens  <b>Writing</b> The Medicine Bag -- EOL pg. 280 Brainstorm &amp; Thesis (See Writing Wks 1-4 Lessons in Drive Folder)  Performance Coach (PC) Lesson 12 - "Write a Response to Literature"</p>	<p>Who Moved My Cheese: - How are fear and trust connected? Explain - How do we get ourselves to change? Explain - How is the ability to adapt to change linked to happiness? Explain  The Medicine Bag: - As you read what do you learn about the characters and their motivations? Explain using textual evidence. - How does Martin evolve as a character over the course of the story? Explain using textual evidence. - What potential theme(s) do you think the author explores in this story? Explain using textual evidence.</p>	
<p><b>Reading</b> Short Stories &amp; <b>Writing</b> Writing Foundations</p>	<p><b>Week 3</b></p>	<p><b>Focus Standards</b> 8.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. 8.L.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. 8.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verbals, voice, and mood. <b>Supporting Standards</b> 8.RL.1 8.W.10</p>	<p><b>Reading</b> EOL -- pg. 4-5, 8-9 Flowers for Algernon -- EOL pg. 52 &amp; video clip  <b>Writing</b> Topic Sentence - Analysis &amp; Interpretations (See Writing Wks 1-4 Lessons in Drive Folder)  <b>PC</b> Lesson 18 - "Grammar and Usage"</p>	<p>Flowers for Algernon: - Flowers for Algernon: Why did the author choose to tell the story using Charlie's diary entries? Explain using textual evidence. - How do the diary entries help the reader understand the plot and feel connected to Charlie? Explain using textual evidence. - How does viewing the story compare and contrast with what you read?</p>	<p>A Nincompoop--EOL pg. 242 - How does the initial dialogue shape your view of the narrator and of Julie? - What does the "crucial lesson" teach the narrator? - How can you learn from the "crucial lesson"?</p>
	<p><b>Week 4</b></p>	<p><b>Focus Standards</b> 8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. 8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. 8.RL.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. 8.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. <b>Supporting Standards</b> 8.RL.1 8.RL.4 8.L.1 a-d 8.W.10</p>	<p><b>Reading</b> PC Lesson 1 - "Fiction"  The Treasure of Lemon Brown -- EOL pg. 14 Monkey's Paw--EOL pg. 89  <b>Writing</b> PC Lesson 11 - "Writing Foundations"  The Inn of Lost Time -- EOL pg. 30</p>	<p>Treasure of Lemon Brown: - Why does the author end the story with the line "Greg...thought of the lecture he knew his father would give him, and smiled"? Explain - What do you think is the author's purpose for writing the story? Explain using textual evidence. Monkey's Paw: - What effect does the monkey's paw have on the Whites' lives? Explain using textual evidence. The Inn of Lost Time: - Why did the author choose to have the farmer tell the story of Urashim Taro? Explain using textual evidence.  - How is setting used in each of these texts? Explain using textual evidence. - How do the characters develop throughout each story? Explain using textual evidence.</p>	

<p><b>Reading</b> Short Stories &amp; <b>Writing</b> Narrative Writing</p>	<p><b>Week 5</b></p> <p><b>Focus Standards</b> 8.RL.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. 8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. 8.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. 8.W.5 With some guidance and support from peers</p>	<p><b>Reading</b> Alice in Wonderland--EOL pg. 806 and clip from the Cartoon version (meeting the queen to the croquet scene) Ray Bradbury is on Fire--EOL pg. 426 The Flying Machine--EOL pg. 432</p> <p><b>Writing</b> PC Lesson 13 - "Write a Narrative"  <b>Begin the quarter one narrative</b> * This counts as the Q1 Writing Assessment Grade - Planning &amp; writing  Essay Question - This semester you have read stories that deal primarily with the ideas of conflict, fear, change, and growth. Write a narrative in which your character(s) experience one or more of the following: conflict, fear, change, or growth. This could be fictional or personal.</p>	<p>Alice in Wonderland: - Compare and contrast Lewis Carroll's Alice in Wonderland with the animated version, why are there differences between the two versions? Ray Bradbury is on Fire: - How does Bradbury's feeling of technology influence his writing? Explain using textual evidence. The Flying Machine: - How is Bradbury's fear of technology reflected in his story The Flying Machine? Explain using textual evidence.</p>	<p>PC Lesson 3 "Drama"</p>
	<p><b>Week 6</b></p> <p><b>Focus Standards</b> 8.RL.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. 8.RL.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories or religious works, including describing how the material is rendered new. 8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 8.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. 8.W.6 Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p><b>Supporting Standards</b> 8.RL.1 8.RL.4 8.L.1 8.L.2 8.W.10</p>	<p><b>Reading</b> PC Lesson 4 - "Analyze Literature"  The Dragon--EOL pg. 439 The Fog Horn--EOL pg. 444</p> <p><b>Writing</b> PC Lesson 19 &amp; 20 - "Mechanics" &amp; "Style, Tone, and Effect"  Continue the quarter one narrative essay - Writing &amp; editing</p>	<p>- How does the author's use of imagery in the Dragon and the Fog Horn, develop the mood in the stories? Explain using textual evidence. - How does the unique style of the two stories influence your reading experience? Explain</p>	
	<p><b>Week 7</b></p>	<p>Teacher Choice</p>		
	<p><b>Week 8</b></p> <p><b>Focus Standards</b> 8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 8.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 8.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. 8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p><b>Supporting Standards</b> 8.RL.1 8.RL.9 8.W.10</p>	<p><b>Reading</b> Review <b>Quarter 1 Reading Assessment</b> - Short answer content based questions</p> <p><b>Writing</b> Teacher Choice OR Beowulf -- EOL pg. 727 After reading the poem, students will create their own illustrated version demonstrating how stories can be told via imagery sans text.</p>	<p>- How is Beowulf portrayed? Is he someone you would befriend? Explain - What impact does word choice have on storytelling? Explain - If the words were changed would the tone change? Why or why not?</p>	
	<p><b>Week 9</b></p> <p><b>Tested Standards</b> RL.1, RL.2, RL.3, RL.4, RL.5, RL.6, RL.9 L.1, L2</p>	<p><b>Reading</b> <b>Quarter 1 Assessment - Galileo</b> - Multiple Choice (counts for the reading assessment)</p> <p><b>Writing</b> - Teacher Choice OR - Beowulf -- EOL pg. 727 - After reading the poem, students will create their own illustrated version demonstrating how stories can be told via imagery sans text.</p>		
<p><b>Quarter 1 Narrative Essay Prompt: This semester you have read stories that deal primarily with the ideas of conflict, fear, change, and growth. Write a narrative in which your character(s) experience one or more of the</b></p> <p style="text-align: center;"><b>Quarter 2</b></p>				

Poetry & Informative Articles	<p><b>Week 10</b></p> <p><b>Focus Standards</b>                  8.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.                  8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                  8.W.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.                  8.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.                  8.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature. b. Apply grade 8 Reading standards to informational text and nonfiction.  <b>Supporting Standards</b>                  8.RL.1                  8.RL.3                  8.RL.9</p>	<p><b>Reading</b>                  EOL -- pg.670-673, 676-677                  O Captain! My Captain! -- EOL pg. 748                  I Hear America Singing -- EOL pg. 751                  I, Too--EOL pg. 755</p> <p><b>Writing</b>                  PC                  Lesson 5                  - "Articles"</p> <p>Introduce and begin Current Event/Informative Text Analysis Assignment                  - Continues through the remaining quarters</p> <p>Paul Revere's Ride -- EOL pg. 703                  Paul Revere - Article (found in ELA 8 articles folder)</p>	<p>- Why is it necessary to understand the historical background of a piece of literature? Explain                  - How does the use of rhythm and rhyme impact the reader's experience and interaction with these poems? Explain using textual evidence.                  - In "O Captain! My Captain!," what are the narrator's feelings about the Captain? Explain using textual evidence.                  - How does the use of the word "singing" in "I Hear America Singing," influence the way we visualize the American worker? Explain using textual evidence.                  - Is "I too," a response to "I Hear America Singing"? Explain using textual evidence.</p> <p>- How does the use of rhythm and rhyme in Paul Revere's Ride, impact the reader's experience and interaction with the poem? Explain using textual evidence.</p>	
	<p><b>Week 11</b></p> <p><b>Focus Standards</b>                  8.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.                  8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                  8.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.                  8.L.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.                  a. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word                  b. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                  d. Verify the preliminary determination of the meaning of a word or phrase.  <b>Supporting Standards</b>                  8.RL.1/3,RL.1                  8.W.10</p>	<p><b>Reading</b>                  PC                  Lesson 2                  - "Poetry"</p> <p>The Mending Wall--ROG pg. 10                  The Cremation of Sam McGee--EOL pg. 717</p> <p><b>Writing</b>                  What is Censorship-Article (found in ELA 8 articles drive folder)                  Book Burning - Article (found in ELA 8 articles drive folder)</p>	<p>- How does the wall symbolize the relationship between the two neighbors? Explain using textual evidence.                  - What makes the ballad of Sam McGee unique compared to the other types of poetry you have read? Explain using textual evidence.                  - How does the use of figurative language contribute to poetry? Explain using textual evidence.</p> <p>- Why do people support the idea of censorship? Explain using textual evidence.                  - Is there bias in these articles? Explain using textual evidence.                  - Compare and contrast the arguments made in these articles.</p>	
	<p><b>Week 12</b></p> <p><b>Focus Standards</b>                  8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                  8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.                  8.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.                  8.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts                  8.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.                  8.W.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.                  8.W.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.                  8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                  8.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  a. Use verbs in the active and passive voice and in the</p>	<p><b>Reading</b>                  PC                  Lesson 9                  - "Analyze Informational Texts"</p> <p>Does Paper Really Burn at 451 Degrees Fahrenheit                  - Article (found in ELA 8 Drive folder)</p> <p>Fahrenheit 451</p> <p><b>Writing</b>                  PC                  Lesson 16                  - "Write a functional text"</p> <p>- Write a letter either supporting or arguing against book burning.</p>	<p>- How does Bradbury project himself/ express his personal views (values, concerns, etc.) in Fahrenheit 451? Explain                  - How does Bradbury use imagery to develop the mood and tone? Explain                  - How does Clarisse influence Montag to reevaluate the world and his long held beliefs? Explain</p>	<p>Fahrenheit Clip -- <a href="https://www.youtube.com/watch?v=GcKekA6rmMU">https://www.youtube.com/watch?v=GcKekA6rmMU</a></p> <p>- How does the movie clip deal with the scene between Montag and Clarisse compared to the book?                  - Why do you think there are such differences?</p>

Reading Novel & Writing Persuasive & Argumentative Writing	Week 13	<p><b>Focus Standards</b>                  8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                  8.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.                  8.RI.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.                  8.W.1.a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.                  8.W.1.b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text                  8.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).  <b>Supporting Standards</b>                  8.RL.1/8.RI.1</p>	<p><b>Reading</b>                  Bill of Rights--EOL pg. 224                  Don't Know Much About Liberty -- EOL pg. 226                   Fahrenheit 451   <b>Writing</b>                  Introduce Debate Topic: Censorship, is it good or bad?                  - Debate prep &amp; writing</p>	<p>- Why do governments provide/limit rights and privileges? Explain                  - Compare and contrast the rights and privileges of the characters in Fahrenheit 451 to those you have using textual evidence.                   - How do you feel about the saying "agree to disagree"? Explain</p>	<p>- Human Rights: Questions and Answers- Article (found in ELA 8 Articles drive folder)                   - How to debate- video (<a href="https://www.youtube.com/watch?v=YJpeydVMtx4">https://www.youtube.com/watch?v=YJpeydVMtx4</a>)</p>
	Week 14	<p><b>Focus Standards</b>                  8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                  8.W.1.a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.                  8.W.1.b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text                  8.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.                  a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                  b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.  <b>Supporting Standards</b>                  c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and</p>	<p><b>Reading &amp; Writing</b>                  Fahrenheit 451   <b>Writing</b>                  Debate Topic: Censorship, is it good or bad?                  - Debate prep &amp; class debate</p>	<p>- What are the consequences of censorship? Explain using textual evidence.                  - When does censorship go too far? Explain using textual evidence.</p>	
	Week 15	<p><b>Focus Standards</b>                  8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                  8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.                  8.W.1 Write arguments to support claims with clear reasons and relevant evidence.                  a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.                  b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text                  c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.                  d. Establish and maintain a formal style.                  e. Provide a concluding statement or section that follows from and supports the argument presented  <b>Supporting Standards</b>                  8.RL.1                  8.RL.4                  8.L.3                  8.L.4</p>	<p><b>Reading</b>                  Fahrenheit 451   <b>Writing</b>                  PC                  Lesson 17                  - "Write an Argument"   <b>Begin the argumentative essay</b> This will be used for the quarter 2 writing assessment score.                  - Brainstorming through planning                   Essay Question                  - Can freedom (like freedom of speech and press) and censorship coexist? Why or Why not? Use the texts from the quarter and the articles "Censorship and Freedom of Speech" and "Why Fahrenheit 451" will always be terrifying" to write, support, and explain your answer.</p>	<p>- How does Bradbury use dialogue to build tension and propel the plot? Explain using textual evidence.                  - What are the underlying themes in Fahrenheit? Explain using textual evidence.</p>	<p>- Article about argument writing: <a href="https://www.weareteachers.com/making-a-claim-teaching-students-argument-writing-through-close-reading/">https://www.weareteachers.com/making-a-claim-teaching-students-argument-writing-through-close-reading/</a>                   -Argumentative Writing Resource Checklist: <a href="http://readwriteink.org/files/resource/lesson-docs/EBA%20Checklist.pdf?_ga=2.168221795.395801233.1524850974-1099306873.1524850974">http://readwriteink.org/files/resource/lesson-docs/EBA Checklist.pdf?_ga=2.168221795.395801233.1524850974-1099306873.1524850974</a></p>

	<p><b>Week 16</b></p>	<p><b>Focus Standards</b>                  8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                  8.RI.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.                  8.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.                  8.W.1 Write arguments to support claims with clear reasons and relevant evidence.                  c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.                  d. Establish and maintain a formal style.                  8.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)                  8.W.6 Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas</p>	<p><b>Reading</b>                  Fahrenheit 451                  PC                  Lesson 10                  -- "Analyze Texts Across Genres"                  Not just for fun: Action video game may help people with ADHD (found in ELA 8 Articles folder)                  The Negative Impact of Video Games on the Brain and Cognition- Article (found in ELA 8 Articles folder)  <b>Writing</b>                  Argumentative essay                  - Writing &amp; Editing</p>	<p>- How have technological advances shaped the lives of every generation? Are the impacts always the same? Explain                  - Is it better to fully embrace technology or limit it? Explain                  - What was Bradbury's purpose for Fahrenheit 451? Explain using textual evidence.</p>	
	<p><b>Week 17</b></p>		<p>Teacher Choice</p>		
	<p><b>Week 18</b></p>	<p><b>Focus Standards</b>                  8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                  8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                  8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.  <b>Supporting Standards</b>                  8.RL.1                  8.W.9                  8.W.10</p>	<p><b>Reading</b>                  Review  <b>Quarter 2 Reading Assessment</b>                  - Short answer content based questions  <b>Writing</b>                  Teacher Choice OR                  Create a visual roadmap of Montag's personal discovery (life view)                  Lewis and Clark Into the Unknown -- EOL pg.332</p>	<p>- How is discovery a theme in both Fahrenheit (personal) and Lewis and Clark (national)? Explain</p>	
	<p><b>Week 19</b></p>	<p><b>Tested Standards</b>                  All Q1 Standards plus: RI.1, RI.2, RI.4, RI.5, RI.8, SL.1, SL.3 L.3, L.4</p>	<p><b>CBAS II Assessment - Galileo</b>                  - Multiple choice (counts for the quarter 2 reading assessment)  <b>Writing</b>                  Teacher Choice OR                  Create a visual roadmap of Montag's personal discovery (life view)                  Lewis and Clark Into the Unknown -- EOL pg.332</p>		
<p><b>Quarter 2 Argumentative Essay Prompt: Can freedom (like freedom of speech and press) and censorship coexist? Why or Why not? Use the texts from the quarter and the articles "Censorship and Freedom of Speech" and "Why"</b></p>					
<p><b>Quarter 3</b></p>					
<p><b>Reading Novel &amp; Biographies</b></p>	<p><b>Week 20</b></p>	<p><b>Focus Standards</b>                  8.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.                  8.RI.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).                  8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                  8.W.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.                  8.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.                  8.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.                  8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  <b>Supporting Standards</b></p>	<p><b>Reading</b>                  World Leaders: Joseph Stalin- Article (found in ELA 8 articles drive folder)                  Animal Farm  <b>Writing</b>                  PC                  Lessons 7 &amp; 14                  - "Historical Texts" &amp; "Research Skills"                  World Leaders: Vladimir Lenin- Article (found in ELA 8 articles drive folder)                  PC                  Lessons 7 &amp; 14                  - "Historical Texts" &amp; "Research Skills"  <b>Begin Research Essay</b> (Introduction &amp; research)                  *This will be used for the quarter 3 writing assessment score                  - Upon the death of Vladimir Lenin in 1924, Joseph Stalin became the new leader of the USSR? How did this shift in leadership change the USSR politically, socially, and economically?</p>	<p>- Is Stalin a leader you would want governing your nation? Explain                  - What is an allegory?</p>	

<p><b>Writing</b> <b>Research Skills</b> <b>Writing</b></p>	<p><b>Week 21</b></p>	<p><b>Focus Standards</b> 8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. 8.L.5a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). 8.RL.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. 8.W.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or</p>	<p><b>Reading</b> Animal Farm</p> <p><b>Writing</b> Research Essay (Planning &amp; Writing) - Upon the death of Vladimir Lenin in 1924, Joseph Stalin became the new leader of the USSR? How did this shift in leadership change the USSR politically, socially, and economically?</p>	<p>- Who are the pigs supposed to represent? Explain - What does Boxer's motto represent and how does this portray his character? Explain</p>	
	<p><b>Week 22</b></p>	<p><b>Focus Standards</b> 8.RI.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). 8.RI.6 Determine an author's point of view, perspective and purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. 8.W.2e. Establish and maintain a formal style. 8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 8.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. 8.W.6 Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. <b>Supporting Standards</b> 8.L.2 8.L.3 8.L.6 8.W.9 8.W.10</p>	<p><b>Reading</b> The Sinews of Peace--ROG pg. 303 Peace in the Atomic Age--ROG pg. 317 Animal Farm</p> <p><b>Writing</b> Research Essay (Writing &amp; Editing) - Upon the death of Vladimir Lenin in 1924, Joseph Stalin became the new leader of the USSR? How did this shift in leadership change the USSR politically, socially, and economically?</p>	<p>- How do Churchill and Einstein view the post WWII world? Explain - Why do you think Churchill and Einstein have different perspectives? Explain - Compare and contrast Orwell's point of view expressed in Animal Farm to those held by Churchill and Einstein.</p>	
<p><b>Reading</b> Novel &amp; Historical Texts <b>Writing</b> Types of Writing (Persuasive vs. Informative)</p>	<p><b>Week 23</b></p>	<p><b>Focus Standards</b> 8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. 8.RI.6 Determine an author's point of view, perspective and purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. 8.RI.9 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. <b>Supporting Standards</b> 8.RL.1/RI.1 8.RL.4 8.RL.6 8.W.9 8.W.10</p>	<p><b>Reading</b> Animal Farm <b>Writing</b> PC Lesson 6 - Pers</p>	<p>- What role does Squealer play? Explain - How do Squealer's actions move the plot along? Explain - What are the strengths and weakness of Gandhi's argument? Which do you agree with and why? Explain - Should rules be bent/broken? Explain</p>	
	<p><b>Week 24</b></p>	<p><b>Focus Standards</b> 8.RL.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. 8.RL.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. 8.SL.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. 8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. 8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <b>Supporting Standards</b> 8.RL.1 8.RL.4 8.W.9 8.W.10</p>	<p><b>Reading</b> Animal Farm Animal Farm Clip 1:03-end (<a href="https://www.youtube.com/watch?v=Q_r_266yQo0">https://www.youtube.com/watch?v=Q_r_266yQo0</a>)</p> <p><b>Writing</b> <b>PC</b> Lesson 15 - "Write an informative or Explanatory Text"</p>	<p>- How did the pigs justify the manipulation of the rules? What is ironic about this shift? Explain - Was Orwell successful in persuading you that totalitarianism is bad? Explain why or why not. - Why is Animal Farm considered an allegory? Explain - Why do you think the movie has a different ending than the novel? Explain</p>	

Informa	Week 25	<p><b>Focus Standards</b></p> <p>8.W.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p><b>Reading &amp; Writing</b></p> <p><b>Begin the DBQ</b> * Teams must collaborate this week in order to support instruction</p> <p>DBQ Question</p> <p>- How does Napoleon stay in charge?</p>		
	Week 26	<p><b>Focus Standards</b></p> <p>8.W. 2e. Establish and maintain a formal style.</p> <p>8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>8.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>8.W.6 Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p><b>Supporting Standards</b></p> <p>8.L.2</p> <p>8.L.3</p>	<p><b>Reading &amp; Writing</b></p> <p>Quarter 3 DBQ</p> <p>- Teams must collaborate this week in order to support instruction</p>		
	Week 27	<p><b>Focus Standards</b></p> <p>8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>8.W.7. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>Supporting Standards</b></p> <p>8.L.2</p> <p>8.L.3</p>	<p>Teacher Choice</p> <p><b>Quarter 3 Reading Assessment</b></p> <p>- Short answer content based questions</p>		
Week 28	<p><b>Tested Standards</b></p> <p>All Q1 &amp; Q2 Standards plus RI.3, RI.6, SL.2, L.5, L.6</p>	<p><b>Quarter 3 Assessment (multiple choice)</b></p> <p>- counts for the quarter 3 reading assessment</p>			Az Merit Review - Coach Digital
<p><b>Quarter 3 Informative Writing Prompt: How Does Napoleon Stay in Charge (DBQ Project)</b></p>					
<p><b>Quarter 4</b></p>					
Cultural Texts (Fict	Week 29	All Standards	<p>AzMerit Prep</p> <p>PC -- Lesson 8</p> <p>- Scientific &amp; Technical Texts</p> <p>*You may also use assessment data and Coach Digital resources for review materials.</p>		
	Week 30	All Standards	<p>AzMerit Prep</p> <p>PC -- Practice Test 1</p> <p>* You may also use assessment data and Coach Digital resources for review.</p>		
	Week 31	<p><b>Focus Standards</b></p> <p>8.RL.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>8.RL.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories or religious works, including describing how the material is rendered new.</p> <p>8.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>8.RI.6 Determine an author's point of view, perspective and purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p><b>Supporting Standards</b></p> <p>8.RL.1/8.RI.1</p> <p>8.RI.8</p> <p>8.RL.4/8.RI.4</p> <p>8.W.9</p> <p>8.W10</p>	<p>Reading The Wise Old Woman -- EOL pg. 207 Writing</p>	<p>- What are the three types of irony?</p> <p>- How does Yoshiko Uchida use dramatic irony in the Wise Old Woman? How would the story change without it? Explain using textual evidence.</p> <p>- What was Martin Luther King's "Dream" and how was he going to accomplish it? Explain using textual evidence</p>	
Week 32	<p><b>Focus Standards</b></p> <p>8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p><b>Supporting Standards</b></p> <p>8.RL.1</p> <p>8.RL.6</p> <p>8.RL.4</p> <p>8.W.9</p> <p>8.W10</p>	<p><b>Reading &amp; Writing</b> EOL -- pg. 800-801, 804-805 Theater</p>	<p>- What obstacles did Viola have to overcome when she disguised herself as Cesario? Explain</p> <p>- Who else wears a disguise-- actual or figurative? Explain</p> <p>- Act 2, Scene 3. Who has the most power in the scene? Why? Does it shift as people leave and enter? How can you tell? Explain using textual evidence.</p> <p>- How does the characterization of the three women compare/differ? Explain</p>		- If you have a substitute during Twelfth Night, please use relatively generic plans.

Drama & Informative Writing	Week 33	<p><b>Focus Standards</b>                      8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                      8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.  <b>Supporting Standards</b>                      8.RL.1                      8.RL.6                      8.RL.4                      8.W.9                      8.W.10</p>	<p><b>Reading &amp; Writing</b> Twelfth Night Act 3</p>	<p>- Compare and contrast how love is depicted in the play?                      - In Act 3 scene 4 Fabian says "If this were a play, I'd complain it was unrealistic." Why does Shakespeare include this line/what do you think is its purpose? Explain</p>	
	Week 34	<p><b>Focus Standards</b>                      8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                      8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                      a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.                      b. Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples.                      c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.                      d. Use precise language and domain-specific vocabulary to inform about or explain the topic.                      e. Establish and maintain a formal style                      f. Provide a concluding statement or section that follows from and supports the information or explanation presented.  <b>Supporting Standards</b>                      8.RL.1                      8.RL.6                      8.RL.4</p>	<p><b>Reading &amp; Writing</b>                      Twelfth Night Act 4   <b>Begin the quarter 4 essay</b> *This will be used for the quarter 4 writing assessment score</p>	<p>- Why is deception important to the plot? Explain                      - How does deception help move the plot forward? Explain</p>	
	Week 35	<p><b>Focus Standards</b>                      8.RL.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.                      8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                      8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.                      8.W.2e. Establish and maintain a formal style.                      8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                      8.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                      8.W.6 Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.  <b>Supporting Standards</b>                      8.RL.1                      8.RL.4                      8.W.9</p>	<p><b>Reading &amp; Writing</b> Twelfth Night Act 5 Quarter 4 Ess</p>	<p>- Throughout the play characters are not always what they seem, how does this apply to the Fool's character? Explain                      - What is the comic relief in the play? How did it affect your experience with reading Shakespeare? Give several examples.</p>	
	Week 36		<p>Teacher Choice</p>		
	Week 37	<p><b>Focus Standards</b>                      8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                      8.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.                      8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                      8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  <b>Supporting Standards</b>                      8.L.3                      8.L.2</p>	<p><b>Reading</b>                      Review  <b>Quarter 4 Reading Assessment</b>                      - Short answer content based questions   <b>Writing</b>                      Teacher Choice OR                      Sonnet 18 -- ROG pg. 23                      Students will write their own sonnet</p>	<p>#NAME?</p>	
Week 38	<p><b>All Standards</b></p>	<p><b>Reading</b>  <b>Post Assessment- Galileo</b> (multiple choice)                      - Multiple Choice (counts for the quarter 4 reading assessment)   <b>Writing</b>                      Teacher Choice OR                      Sonnet 18 -- ROG pg. 23                      Students will write their own sonnet</p>			

Quarter 4 Essay Prompt: How do people get what they want through the use of literature and speech? Use examples from the literature you read throughout the year.

ELA 8 Honors Curriculum Map 2018-19					
Unit	Week	Standards	Approved ALA Text	Focus Questions These represent the weekly focus. Daily Clear Learning Objectives should lead to mastery of focus question.	Optional
<b>Quarter 1</b>					
<p><b>Reading</b> Leadership Text</p> <p><b>Writing</b> Introduction to Academic Writing</p>	Week 1	<p><b>Focus Standards</b></p> <p>8.RL.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>8.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>Reading</b> Who Moved my Cheese for Teens</p> <p><b>Writing</b> Writing Sample paragraph - Choose one of the following or a question of your choice.</p> <ul style="list-style-type: none"> <li>- What do you want to accomplish in eighth grade to prepare you for high school?</li> <li>- If you could plan the perfect summer vacation, what would it be?</li> <li>- What is your favorite type of literature and why?</li> <li>- What have you struggled with in reading and writing that you would like to work on this year?</li> <li>- If you could be a character in a video/computer game who would it be and why? Explain.</li> </ul> <p>-Writing Terminology &amp; Essay Format (See Writing Wks 1-4 Lessons in Drive Folder)</p>	<ul style="list-style-type: none"> <li>- Why do the mice react differently to change compared with the little people?</li> <li>- If one is not open to change, who will gain and who will lose?</li> <li>- Are you more of a mouse, little person, or both? Explain.</li> </ul>	
	Week 2	<p><b>Focus Standards</b></p> <p>8.RL.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>8.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>Pretest- Galileo</b></p> <p><b>Reading</b> Who Moved my Cheese for Teens</p> <p><b>Writing</b> The Medicine Bag -- EOL pg. 280</p> <p>Brainstorm &amp; Thesis (See Writing Wks 1-4 Lessons in Drive Folder)</p> <p>Performance Coach (PC) -- Lesson 12</p> <ul style="list-style-type: none"> <li>- Write a Response to Literature*</li> </ul>	<p>Who Moved My Cheese:</p> <ul style="list-style-type: none"> <li>- How are fear and trust connected?</li> <li>- Do you believe that happiness gives one the ability to adapt to change?</li> </ul> <p>The Medicine Bag:</p> <ul style="list-style-type: none"> <li>- How does the evolution of character development influence motivation?</li> <li>- What potential theme/themes do you think the author explores in this story?</li> </ul>	Native American Cultures: The Great Plains - article (found in ELA 8 articles drive folder)
<p><b>Reading</b> Short Stories</p> <p><b>Writing</b> Writing Foundations</p>	Week 3	<p><b>Focus Standards</b></p> <p>8.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>8.RL.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p> <p>8.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>Form and use verbs in the active and passive voice.</li> <li>Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>Recognize and correct inappropriate shifts in verbals, voice, and mood.</li> </ol> <p><b>Supporting Standards</b></p> <p>8.RL.1 8.RL.6</p>	<p><b>Reading</b> Flowers for Algernon -- EOL pg. 52 &amp; video clip A Nincompoop--EOL pg. 242</p> <p><b>Writing</b> Topic Sentence - Analysis &amp; Interpretations (See Writing Wks 1-4 Lessons in Drive Folder)</p> <p>PC -- Lesson 18</p> <ul style="list-style-type: none"> <li>- "Grammar and Usage"</li> </ul>	<p>Flowers for Algernon:</p> <ul style="list-style-type: none"> <li>- Flowers for Algernon: How would the story change if written from a different point of view (doctor, teacher, etc.)?</li> <li>- Why are the diary entries so impactful?</li> <li>- How does viewing the story compare and contrast with what you read?</li> </ul> <p>A Nincompoop:</p> <ul style="list-style-type: none"> <li>- Who is the real nincompoop and why?</li> </ul>	EOL -- pg.4-5, 8-9
	Week 4	<p><b>Focus Standards</b></p> <p>8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>8.RL.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>8.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>Use an ellipsis to indicate an omission.</li> </ol> <p><b>Supporting Standards</b></p> <p>8.RL.1/8.RL.1 8.RL.4/8.RL.4 8.L.1 a-d</p>	<p><b>Reading</b> PC -- Lesson 1 - Fiction</p> <p>The Treasure of Lemon Brown -- EOL pg. 14 Monkey's Paw--EOL pg. 89</p> <p><b>Writing</b> PC -- Lesson 5 - Articles</p> <p>The Inn of Lost Time -- EOL pg. 30 The Thrill of Time Travel- Article (found in the ELA articles drive folder)</p>	<p>Treasure of Lemon Brown:</p> <ul style="list-style-type: none"> <li>- In the resolution of the story, conflicts are resolved. Identify three important external conflicts in the story? How is each resolved?</li> </ul> <p>Monkey's Paw:</p> <ul style="list-style-type: none"> <li>- What does the sergeant major say that foreshadows the Whites' fate? Explain the meaning behind it.</li> <li>- How do maternal instincts impact the story? Explain</li> </ul> <p>The Inn of Lost Time:</p> <ul style="list-style-type: none"> <li>- How does the setting of the of the story affect the story's action? Could this story have taken place in any time or place? Explain.</li> <li>- In the article "The Thrill of Time Travel" how does the author attempt to address the realities versus fictional aspects of time travel? Why do you think the author wrote the article?</li> </ul> <ul style="list-style-type: none"> <li>- How is setting used in each of these texts?</li> <li>- How do the characters develop throughout the story?</li> </ul>	

<p><b>Reading</b> Short Stories</p> <p><b>Writing</b> Narrative Writing</p>	<p><b>Week 5</b></p> <p><b>Focus Standards</b> 8.RL.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. 8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. 8.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p><b>Reading</b> Alice in Wonderland--EOL pg. 806 and clip from Cartoon version (meeting the queen to the croquet scene) Ray Bradbury is on Fire--EOL pg. 426 The Flying Machine--EOL pg. 432</p> <p><b>Writing</b> PC -- Lesson 11 &amp; 13 - Writing Foundations - Write a Narrative</p> <p>Begin the quarter one narrative essay *This will be used for the quarter 1 writing assessment score - Planning &amp; writing</p>	<p>Alice in Wonderland: - How does the bizarre nature of the Red Queen's game of chess add to the humor of this work? - Compare and contrast Lewis Carroll's Alice in Wonderland, and the animated version, why are there differences between the two versions? Ray Bradbury is on Fire: - How does Bradbury view the use of technology? What feelings do these bias expose? The Flying Machine: - Which of the following messages do you think Bradbury is trying to emphasize in the story: the beauty of nature is a precious resource or new technology can inspire fear. Use textual evidence to support your answer.</p>	<p>PC -- Lesson 3 - Drama</p>
	<p><b>Week 6</b></p> <p><b>Focus Standards</b> 8.RL.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. 8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 8.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. 8.W.6 Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. <b>Supporting Standards</b> 8.RL.1 8.RL.4 8.L.1 8.L.2</p>	<p><b>Reading</b> PC -- Lesson 4 - Analyze Literature The Dragon--EOL pg. 439 The Fog Horn--EOL pg. 444</p> <p><b>Writing</b> PC --Lesson 19 &amp; 20 - "Mechanics" &amp; "Style, Tone, and Effect"</p> <p>Continue the quarter one narrative essay - Writing &amp; editing</p>	<p>- How does the author's use of imagery in the Dragon and the Fog Horn, develop the mood in both stories? - Have your impressions about Bradbury's attitude toward technology changed? Defend your position using textual evidence. - How did the visual representation of the Dragon influence your understanding of the story? Explain - What images would you want to have seen in the Fog Horn and why? Explain</p>	
<p>Review &amp; Assessment &amp; Introduction to Analysis &amp; Research</p>	<p><b>Week 7</b></p> <p><b>Focus Standards</b> 8.W.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. 8.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 8.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature. b. Apply grade 8 Reading standards to informational text and nonfiction.</p>	<p><b>Reading</b> Teacher Choice</p> <p><b>Writing</b> Introduce and begin Current Event/Informative Text Analysis Assignment - Continues through the remaining quarters</p>		
	<p><b>Week 8</b></p> <p><b>Focus Standards</b> 8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 8.SL.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. 8.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p><b>Reading</b> Review <b>Quarter 1 Reading Assessment</b> - Short answer content based questions</p> <p><b>Writing</b> Teacher Choice OR Continue with Current Event Project</p>		
<p><b>Week 9</b></p>	<p><b>Tested Standards</b> RL.1, RL.2, RL.3, RL.4, RL.5, RL.6, L.1, L.2</p>	<p><b>Quarter 1 Assessment (multiple choice)</b> - counts for the reading assessment</p>		
<p><b>Quarter 1 Narrative Essay Prompt:</b> This semester you have read stories that deal primarily with the ideas of conflict, fear, change, and growth. Write a narrative focusing on the influence of one of these ideas.</p> <p style="text-align: center;"><b>Quarter 2</b></p>				

	<p><b>Week 10</b></p>	<p><b>Focus Standards</b>                  8.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.                  8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.  <b>Supporting Standards</b>                  8.RL.1                  8.RL.3                  8.L.4                  8.RL.9                  8.W.10</p>	<p><b>Reading</b>                  The Gift Outright -- ROG pg. 12                  O Captain! My Captain! -- EOL pg. 748                  Matthew Brady - Article (found in ELA 8 articles folder)                  I Hear America Singing -- EOL pg. 751                  I, Too--EOL pg. 755  <b>Writing</b>                  PC -- Lesson 10                  - Analyze Texts Across Genres                  Paul Revere's Ride -- EOL pg. 703                  Paul Revere - Article (found in ELA 8 articles folder)</p>	<p>- In The Gift Outright, find evidence to prove the statement, "The land was ours before we were the land's."                  - How does the use of rhythm and rhyme impact the reader's experience and interaction with these poems?                  - O Captain! My Captain! Whitman's elegy mourns the death of Lincoln. How is grief reflected throughout the poem?                  - Compare and contrast the ways in which the poem and article portray Abraham Lincoln.                  - Based on Whitman's poem I Hear America Singing, how do you think he regarded American growth?                  - Has Hughes's prediction in "I, Too" (written in 1922) in any way come true? If so in what way(s)? Explain. If not, why?                  - How does understanding the historical nature of a piece of literature influence meaning/purpose?                  - How does the use of rhythm and rhyme in Paul Revere's ride, impact the reader's experience and interaction with the poem?</p>	<p>EOL -- pg.670-673, 676-677</p>
<p><b>&amp; Informative A</b></p>	<p><b>Week 11</b></p>	<p><b>Focus Standards</b>                  8.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.                  8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                  8.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.                  8.L.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.                  a. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word                  b. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                  d. Verify the preliminary determination of the meaning of a word or phrase.  <b>Supporting Standards</b>                  8.RL.1/8.RI.1</p>	<p><b>Reading</b>                  PC -- Lesson 2                  - Poetry                  Apparently with No Surprise -- ROG pg. 8                  The Mending Wall--ROG pg. 10                  The Cremation of Sam McGee--EOL pg. 717  <b>Writing</b>                  PC -- Lesson 9                  - Analyze Informational Texts                  What is Censorship-Article (found in ELA 8 articles drive folder)                  Book Burning - Article (found in ELA 8 articles drive folder)</p>	<p>- What is the central idea of the poem Apparently with No Surprise? How do you know? Explain.                  - What does the wall symbolize in the relationship between the two neighbors? Why?                  - How does the use of hyperbole contribute to the humor of "The Cremation of Sam McGee"? Use textual evidence to support your answer.                  - Why do people support the idea of censorship?                  - Is there bias in these articles? Explain                  - Compare and contrast the arguments made in these articles.</p>	
	<p><b>Week 12</b></p>	<p><b>Focus Standards</b>                  8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                  8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.                  8.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.                  8.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.                  8.W.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.                  8.W.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.                  8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><b>Reading</b>                  Fahrenheit 451                  Does Paper Really Burn at 451 Degrees Fahrenheit- Article (found in ELA 8 drive folder)  <b>Writing</b>                  PC Lesson 16                  - Write a functional text                  - Write a letter either supporting or arguing against the merits of controlling media consumption (books, tv, radio, etc.)</p>	<p>- What conclusion can you draw proving Bradbury is portraying himself (values, concerns, bias, etc. ) in Fahrenheit 451?                  - Why is the meeting between Guy Montag and Clarisse McClellan significant? Explain using textual evidence.                  - How does Bradbury use imagery to develop the mood and tone?                  - Does the burning point of paper matter? Why or why not?</p>	<p>Fahrenheit Clip -- <a href="https://www.youtube.com/watch?v=CcKekA6mMU">https://www.youtube.com/watch?v=CcKekA6mMU</a>                  - How does the movie clip deal with the scene between Montag and Clarisse compared to the book?                  - Why do you think there are such differences?</p>
<p><b>Reading</b>                  Novel                  &amp;  <b>Writing</b>                  Functional Texts &amp; Debate</p>	<p><b>Week 13</b></p>	<p><b>Focus Standards</b>                  8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                  8.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.                  8.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts                  8.RI.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.                  8.W.1a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.                  8.W.1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text                  8.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p><b>Reading</b>                  Bill of Rights--EOL pg. 224                  Don't Know Much About Liberty -- EOL pg. 226                  Fahrenheit 451  <b>Writing</b>                  Introduce Debate Topic: No/limited rights (totalitarian- like the book) versus democratic government? Which would you want to live in, why?                  - Debate prep &amp; writing</p>	<p>- Why do governments provide/limit rights and privileges?                  - Compare and contrast the rights and privileges of the characters in Fahrenheit 451 to those you have.</p>	<p>Human Rights: Questions and Answers- Article (found in ELA 8 Articles drive folder)                  - How to debate- video (<a href="https://www.youtube.com/watch?v=YjpeydVMtx4">https://www.youtube.com/watch?v=YjpeydVMtx4</a>)</p>

	<p><b>Week 14</b></p>	<p><b>Focus Standards</b>                  8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                  8.W.1a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.                  8.W.1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text                  8.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.                  a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                  b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                  Supporting Standards                  c. Pose questions that connect the ideas of several speakers and respond to others'</p>	<p><b>Reading &amp; Writing</b>                  Fahrenheit 451  <b>Writing</b>                  Debate: Limited rights (totalitarian- like the book) versus democratic government? Which is better and why?                  - Debate prep &amp; class debate</p>	<p>- Are there consequences of censorship? Why or why not?                  - When does censorship go too far? Explain using textual evidence.                  - What experience(s) have you had with censorship and how have they influenced your life, either good or bad?</p>	
<p>Reading Novel &amp; Writing Argumentative Writing</p>	<p><b>Week 15</b></p>	<p><b>Focus Standards</b>                  8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                  8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.                  8.W.1 Write arguments to support claims with clear reasons and relevant evidence.                  a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.                  b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text                  c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.                  d. Establish and maintain a formal style.                  e. Provide a concluding statement or section that follows from and supports the argument presented  <b>Supporting Standards</b>                  8.RL.1                  8.RL.4                  8.L.3</p>	<p><b>Reading</b>                  Fahrenheit 451  <b>Writing</b>                  PC -- Lesson 17                  - Write an Argument                  Begin the argumentative essay *This will be used for the quarter 2 writing assessment score                  - Brainstorming through planning                  Essay Question                  - Is Bradbury's Fahrenheit 451 a call to action regarding the role of the government and the media? Why or why not? Use the texts from the quarter and the articles "Why Fahrenheit 451 Will Always Be Terrifying" and "Censorship and Freedom to Speech," to write, support, and explain your answer.</p>	<p>- How does Bradbury use dialogue to build tension and move the plot forward?                  - What are the underlying themes in Fahrenheit? Explain using textual evidence.                  - Throughout the novel, fire is described both positively and negatively, why do you think Bradbury does this? Explain</p>	<p>Article about argument writing: <a href="https://www.weariteachers.com/making-a-claim-teaching-students-argument-writing-through-close-reading/">https://www.weariteachers.com/making-a-claim-teaching-students-argument-writing-through-close-reading/</a>                  Argumentative Writing Resource Checklist: <a href="http://readwritethink.org/files/resources/lesson-docs/EBAChecklist.pdf?_ga=2.168221795.395801233.1524850974-1099306873.1524850974">http://readwritethink.org/files/resources/lesson-docs/EBAChecklist.pdf?_ga=2.168221795.395801233.1524850974-1099306873.1524850974</a></p>
	<p><b>Week 16</b></p>	<p><b>Focus Standards</b>                  8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                  8.RI.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.                  8.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.                  8.W.1 Write arguments to support claims with clear reasons and relevant evidence.                  c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.                  d. Establish and maintain a formal style.                  8.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)                  8.W.6 Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas</p>	<p><b>Reading</b>                  Fahrenheit 451                  PC -- Lesson 8                  - Scientific &amp; Technical Texts                  Not just for fun: Action video game may help people with ADHD (found in ELA 8 Articles folder)                  The Negative Impact of Video Games on the Brain and Cognition- Article (found in ELA 8 Articles folder)  <b>Writing</b>                  Argumentative essay                  - Writing &amp; Editing</p>	<p>- Do the benefits of technology outweigh the potential for negative effects? Explain                  - Why does Bradbury end the novel with the story of the Phoenix? Explain</p>	<p>Vitamin G For Your Mind - Article (found in ELA 8 articles drive folder)                  Changing environmental behavior through virtual reality- Article (found in ELA 8 articles drive folder)</p>
	<p><b>Week 17</b></p>		<p>Teacher Choice</p>		
	<p><b>Week 18</b></p>	<p><b>Focus Standards</b>                  8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                  8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                  8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.  <b>Supporting Standards</b>                  8.RL.1                  8.W.9                  8.W.10</p>	<p><b>Reading</b>                  Review  <b>Quarter 2 Reading Assessment</b>                  -Short answer content based questions  <b>Writing</b>                  Teacher Choice OR                  Beowulf -- EOL pg. 727                  After reading the poem, students will create their own illustrated version demonstrating how stories can be told via imagery sans text.</p>	<p>- What inferences can you make about Beowulf from the first few lines? Explain using textual evidence                  - What impact does word choice have on storytelling?                  - If the words were changed would the tone change? Why or why not?</p>	

	<p>Week 19</p>	<p><b>Tested Standards</b>                  All <b>Q1 Standards plus:</b> RI.1, RI.2, RI.4, RI.5, RI.8, SL.1, SL.3 L.3, L.4</p>	<p><b>CBAS II Assessment (multiple choice)</b>                  - counts for the quarter 2 reading assessment</p> <p><b>Writing</b>                  Teacher Choice OR                  Beowulf – EOL pg. 727                  After reading the poem, students will create their own illustrated version demonstrating how stories can be told via imagery sans text.</p>		
<p><b>Quarter 2 Argumentative Essay Prompt: Is Bradbury's Fahrenheit 451 a call to action regarding the role of the government and the media? Why or why not? Use the texts from the quarter and the articles "Why 'Fahrenheit 451'..."</b></p>					
<p><b>Quarter 3</b></p>					
	<p>Week 20</p>	<p><b>Focus Standards</b>                  8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.                  8.RI.6 Determine an author's point of view, perspective and purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.                  8.RI.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).                  8.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.                  8.W.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.                  8.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.                  8.W.9 Draw evidence from literary or informational</p>	<p><b>Reading</b>                  Lord of the Flies</p> <p><b>Writing</b>                  PC -- Lesson 7 &amp; 14                  - Historical Texts                  - Research Skills</p> <p>I Have a Dream--ROG pg. 297                  Martin Luther King: The Story Behind His 'I have a Dream Speech'- Article (found in drive ELA 8 Articles folder)</p> <p>Begin the research essay *This will be used for the quarter 3 writing assessment score                  Research essay topic: What does it mean to be a great leader? Think about the characteristics and actions of great leaders, then choose one leader explaining why you believe they deserve this title.</p>	<p>- What do the boys have that is the symbol of authority in the society they form? - How does the                  - How is leadership explored in the beginning of the book, both good and bad?</p> <p>- What was Martin Luther King's "Dream" and how was he going to accomplish it?                  - Who is King addressing in his I Have a Dream Speech? Explain                  - How does the idea of leadership shape the message in King's "Dream" Speech? Is it shaped because of the leader or because of the message? Explain</p>	
<p>Reading No</p>	<p>Week 21</p>	<p><b>Focus Standards</b>                  8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                  8.RL.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories or religious works, including describing how the material is rendered new.                  8.L.5a. Interpret figures of speech (e.g. verbal irony, puns) in context.                  b. Use the relationship between particular words to better understand each of the words.                  c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).                  8.W.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.                  b. Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples.                  c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p><b>Reading</b>                  Lord of the Flies</p> <p><b>Writing</b>                  Research Essay (Planning &amp; Writing)                  - What does it mean to be a great leader? Think about the characteristics and actions of great leaders, then choose one leader who you believe to be great explaining why they deserve this title</p>	<p>- Explain the importance of the setting in Lord of the Flies. Could this story have been set in a different time and place and still have the same effect?                  - What is the symbolic importance of the pig's head? Explain.</p>	
	<p>Week 22</p>	<p><b>Focus Standards</b>                  8.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.                  8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                  8.W.2e. Establish and maintain a formal style.                  8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                  8.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                  8.W.6 Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p><b>Supporting Standards</b>                  8.L.2                  8.L.3                  8.L.6                  8.W.9</p>	<p><b>Reading</b>                  Lord of the Flies</p> <p><b>Writing</b>                  Research Essay (Writing &amp; Editing)                  - What does it mean to be a great leader? Think about the characteristics and actions of great leaders. Choose a leader, current or historic, that exemplifies these qualities. Explain how he/she uses/d these qualities to impact/shape society, thus making them worthy of the title leader. Your teacher must approve the person you wish to write about.</p>	<p>- Eating meat was important to the boys. Why? How was it symbolically important?                  - Explain how the title of the book relates to the events/theme(s) in the novel.</p>	

	<p><b>Week 23</b></p>	<p><b>Focus Standards</b>                  8.RL.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.                  8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.                  8.RI.6 Determine an author's point of view, perspective and purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.                  8.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.                  8.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  <b>Supporting Standards</b>                  8.RL.4                  8.RL.6                  8.W.9                  8.W10</p>	<p><b>Reading</b> Lord of the Flies <b>Writing</b> The Sinews of Pe</p>	<p>-Traditionally, children are portrayed as innocent. How are they portrayed in Lord of the Flies? Is it different, why or why not?                  - Whose fault was it that things didn't work out on the island? Explain.                  - At the beginning of the story Piggy asks Ralph "How many of us are there," which he can't answer. At the end of the story Ralph is asked by the officer "How many of you are there," again Ralph can't answer. Why might Golding have started and ended with this very same question and response?                  - How do Churchill and Einstein view the post WWII world? Why do you think the two had such different perspectives?                  - Are Churchill, Einstein, and Golding reflecting on some of the same ideas/concerns? Explain.</p>	
	<p><b>Week 24</b></p>	<p><b>Focus Standards</b>                  8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                  8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.                  8.RI.8 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).                  8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  <b>Supporting Standards</b>                  8.RL.1/8.RI.1                  8.RL.4                  8.RL.5                  8.W.9                  8.W10</p>	<p><b>Reading &amp; Writing</b>                  Preamble--EOL pg. 221                  Animal Farm</p>	<p>- How are the different animals representative of human traits and how does the connotation of that trait impact their actions? Explain                  - What justifications are used to promote the idea that change is needed? Use evidence from the Preamble and Animal farm to support your answer.                  - What is significant about Boxer's first motto compared to his later mottos? Explain</p>	
	<p><b>Week 25</b></p>	<p><b>Focus Standards</b>                  8.RL.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.                  8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                  8.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.  <b>Supporting Standards</b>                  8.RL.1/RI.1                  8.RL.4                  8.RL.6                  8.W.9                  8.W10</p>	<p><b>Reading &amp; Writing</b>                  Animal Farm                  Non-cooperation--ROG pg. 326                  PC -- Lesson 6                  - Persuasive Texts</p>	<p>- What is unique about Squealer's role compared to the other animals? Explain                  - Why is Animal Farm considered an allegory? Explain                  - What are the strengths and weakness of Gandhi's argument? Which do you agree with and why? Explain</p>	
<p><b>Novel &amp; Historical Texts &amp; Informative Writing</b></p>	<p><b>Week 26</b></p>	<p><b>Focus Standards</b>                  8.RL.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.                  8.W.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.                  b. Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples.                  c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.                  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.                  e. Establish and maintain a formal style                  f. Provide a concluding statement or section that follows from and supports the information or explanation presented.  <b>Supporting Standards</b>                  8.L.2                  8.L.3</p>	<p><b>Reading &amp; Writing</b>                  Animal Farm                  PC -- Lesson 15                  - Write an informative or Explanatory Text                  Begin the quarter 3 DBQ</p>	<p>- How did the pigs justify the manipulation of the rules? Why is this ironic?</p>	

	<p><b>Week 27</b></p> <p><b>Focus Standards</b>                  8.RL.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.                  8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                  s.w. 2e. Establish and maintain a formal style.                  8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                  8.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                  8.W.6 Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.                  Supporting Standards                  8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                  8.W.1 Write arguments to support claims with clear reasons and relevant evidence.                  8.W.2 Write informative/explanatory texts to</p>	<p><b>Reading &amp; Writing</b>                  Animal Farm                  Animal Farm - Clip 1:03-end                  (https://www.youtube.com/watch?v=Q_r_z69yQoI0)                  Old Soldiers Never Die--ROG pg. 333                  Quarter 3 Reading Assessment                  - Short answer content based questions                  Quarter 3 Writing Assessment                  - DBQ Essay</p>	<p>- In the Introduction Orwell writes "every line of work that I have written since 1936 has been written, directly or indirectly, against totalitarianism," does he achieve this goal in Animal Farm? Explain                  - Why do you think the movie has a different ending than the novel? Explain                  - What was the purpose of General Douglas MacArthur's speech "Old Soldiers Never Die?" Explain</p>	
	<p><b>Week 28</b></p> <p><b>Tested Standards</b>                  All Q1 &amp; Q2 Standards plus RI.3, RI.6, SL.2, L.5, L.6</p>	<p>Quarter 3 Assessment (multiple choice)                  - counts for the quarter 3 reading assessment</p>		
<b>Quarter 3 Informative Writing Prompt: How Does Napoleon Stay in Charge (DBQ Project)</b>				
<b>Quarter 4</b>				
	<p><b>Week 29</b></p> <p><b>All Standards</b></p>	<p>AzMerit Prep                  PC -- Practice Test 1                  *You may also use assessment data and Coach Digital resources for review materials.</p>		
	<p><b>Week 30</b></p> <p><b>All Standards</b></p>	<p>AzMerit Prep                  Coach Digital Resources (Practice Questions &amp; Assessments)</p>		
<p><b>Cultural Texts (Fict)</b></p>	<p><b>Week 31</b></p> <p><b>Focus Standards</b>                  8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.                  8.RL.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.                  8.RL.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories or religious works, including describing how the material is rendered new.  <b>Supporting Standards</b>                  8.RL.1                  8.RL.2                  8.RL.4                  8.W.9                  8.W.10</p>	<p><b>Reading</b>                  Mrs. Flowers -- EOL pg. 213  <b>Writing</b>                  The Wise Old Woman -- EOL pg. 207</p>	<p>- Why does Mrs. Flower's leave a lasting impression on Marguerite?                  - Are the characters realistic or symbolic? Explain                  - What are the three different types of irony?                  - Why was dramatic irony used in the Wise Old Woman, rather than the other two types?                  - What can be learned from the wisdom of the elderly? Explain</p>	
	<p><b>Week 32</b></p> <p><b>Focus Standards</b>                  8.RI.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).                  8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                  8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.  <b>Supporting Standards</b>                  8.RL.1                  8.RL.4                  8.W.9                  8.W.10</p>	<p><b>Reading &amp; Writing</b>                  Who's That Boy- Boy Actors and Other Strange Things on the Shakespearean Stage - Article (found in drive ELA 8 Articles folder)                  Twelfth Night Acts 1-2</p>	<p>- What obstacles did Viola have to overcome when she disguised herself as Cesario? Would she face those same obstacles today? (Focus on this from a theatrical perspective)                  - Who else wears a disguise-- actual or figurative?                  - How does the characterization of the three women compare/differ?</p>	
	<p><b>Week 33</b></p> <p><b>Focus Standards</b>                  8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                  8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.  <b>Supporting Standards</b>                  8.RL.1                  8.RL.4                  8.W.9                  8.W.10</p>	<p><b>Reading &amp; Writing</b> Twelfth Night Act 3</p>	<p>- Is the play about love or something else altogether? Explain                  - In Act 3 scene 4 Fabian says, "If this were a play, I'd complain it was unrealistic." What does this mean and why is it important? Explain</p>	

Drama & Informative Writing	Week 34	<p><u>Focus Standards</u>                      8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                      8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                      a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.                      b. Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples.                      c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.                      d. Use precise language and domain-specific vocabulary to inform about or explain the topic.                      e. Establish and maintain a formal style                      f. Provide a concluding statement or section that follows from and supports the information or explanation presented.  <u>Supporting Standards</u>                      8.RL.1                      8.RL.6                      8.RL.4</p>	<p><u>Reading &amp; Writing</u>                      Twelfth Night Act 4                       Begin the quarter 4 essay *This will be used for the quarter 4 writing assessment score</p>	<p>- Why is deception important to the plot? Explain                      - How does deception help move the plot forward? Explain</p>	
	Week 35	<p><u>Focus Standards</u>                      8.RL.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.                      8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                      8.W.2e. Establish and maintain a formal style.                      8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                      8.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                      8.W.6 Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.  <u>Supporting Standards</u>                      8.RL.1                      8.RL.4                      8.W.9                      8.W.10</p>	<p><u>Reading &amp; Writing</u> Twelfth Night Act 5 Quarter 4 Ess</p>	<p>- Throughout the play characters are not always what they seem, how does this apply to the Fool's character?                      - How does this play exemplify the characteristics of a comedy? Explain</p>	
	Week 36		Teacher Choice		
	Week 37	<p><u>Focus Standards</u>                      8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                      8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                      8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  <u>Supporting Standards</u>                      8.L.3                      8.L.2</p>	<p><u>Reading</u>                      Review                      Quarter 4 Reading Assessment                      - Short answer content based questions   <u>Writing</u>                      Teacher Choice OR                      Hamlet Excerpt -- ROG pg. 24                      Students will write this excerpt in contemporary English</p>	<p>- What ideas is Shakespeare attempting to convey and why have they stood the test of time? Explain</p>	
	Week 38	All Standards	<p>Post Assessment- Galileo (multiple choice)                      - counts for the quarter 4 reading assessment</p>	<p>Week 38                      +A45:F48</p>	
<p>Quarter +A45:F48 Essay Prompt: How do people get what they want through the use of literature and speech? Use examples from the literature you read throughout the year.</p>					

English 9 On Level Curriculum Map 2018-19					
Unit	Week	Standards	ALA Approved Text	Focus Questions These represent the weekly focus. Daily Clear Learning Objectives should lead to mastery of focus question.	Optional
<b>Quarter 1</b>					
Short Stories & Writing	Week 1	<p><b>Focus Standards</b> 9-10.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p>Most Dangerous Game -- EOL 19 Performance Coach (PC) -- Lesson 1 - Fiction</p>	<p>- How/when/why does Rainsford's ideals of hunting change? Explain using textual evidence - How/when/why does General Zaroff's ideals of Rainsford change? Explain using textual evidence</p>	
	Week 2	<p><b>Focus Standards</b> 9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 9-10.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>Supporting Standards</b> 9-10.RL.1 9-10.RL.4</p>	<p><b>Pretest -- Galileo</b> Most Dangerous Game -- EOL 19</p>	<p>- Does Rainsford survive because of his animal instinct or because of his logic and reason? Why. - How/why does a character's environment influence or change his/her behavior? Explain using textual evidence - Explain the twofold meaning behind Richard Connell's title of "The Most Dangerous Game" and how both meanings accurately portray the story.</p>	Being Prey -- EOL pg. 90

	<p><b>Week 3</b></p>	<p><b>Focus Standards</b>                  9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme                  9-10.RL.5 Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.                  9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  <b>Supporting Standards</b>                  9-10.RL.1                  9-10.RL.4/RI.4                  9-10.L.1a                  9-10.W.4                  9-10.W.9</p>	<p>The Cask of Amontillado--EOL pg. 285                  Poe's Final Days--EOL pg. 297                   PC -- Lesson 11                  - Writing Foundations</p>	<p>- How/why does a character's perspective influence or change his/her actions? Explain using textual evidence                  - How/why does Poe use irony to progress the plot? Explain using textual evidence                  - What are Montresor's motivations and/or justifications for revenge against Fortunato? Explain using textual evidence</p>	
<p>Narrative Writing &amp;</p>	<p><b>Week 4</b></p>	<p><b>Focus Standards</b>                  9-10.Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.                  a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.                  b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.                  c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.                  d. Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.                  e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.                  9-10.W.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  <b>Supporting Standards</b>                  9-10.L.1b</p>	<p>PC -- Lesson 14                  - Write a Narrative   <b>Begin the Narrative Essay</b>                  - Essay Question: Recall a time in your life that was directly impacted by your "human nature," (desires, needs, influences, character, actions, etc.) if you could go back and make changes what would you do and why?</p>		

<p>Historical Fiction &amp; Nonfiction</p>	<p><b>Week 5</b></p> <p><b>Focus Standards</b>                  9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme                  9-10.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.                  9-10.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.                  a. Use parallel structure.                  b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.                  9-10.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.                  a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.                  b. Use a colon to introduce a list or quotation</p> <p><b>Supporting Standards</b>                  9-10.RL.1/RI.1</p>	<p>Thank You, M'am--EOL pg. 137                  Ain't I A Woman? -- EOL pg. 537</p> <p>PC -- Lesson 4                  -Analyze Literature</p>	<p>- Compare and contrast the rewards and consequences of needs versus wants?                  - How/why does a character's perspective influence or change his/her actions? Explain                  - How/why does the setting influence the story? Explain</p>	<p>Liberty -- EOL pg. 57</p>
	<p><b>Week 6</b></p> <p><b>Focus Standards</b>                  9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                  9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  <b>Supporting Standards</b>                  9-10.L.1b                  9-10.L.2b                  9-10.SL.1</p>	<p>Six Thinking Hats</p>	<p>- How/why can different types of thinking help in different types of situations? Explain                  - Compare and contrast parallel thinking and lateral thinking.</p>	

Leadership Text	<b>Week 7</b>	<p><b>Focus Standards</b>                      9-10.RI.3 Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.                      9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                      9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  <b>Supporting Standards</b>                      9-10.RI.4                      9-10.W.4                      9-10.W.9</p>	<p>Six Thinking Hats                      PC -- Lesson 9                      - Analyze Informational Texts</p>	<p>- How/why can different types of thinking help in different types of situations?                      Explain                      - Compare and contrast parallel thinking and lateral thinking.</p>	
	<b>Week 8</b>	<p><b>Focus Standards</b>                      9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  <b>Supporting Standards</b>                      9-10.RI.3                      9-10. SL.1</p>	<p>Six Thinking Hats  <b>Quarter 1 Assessment</b>                      - Optional Practice Essay (paper &amp; pencil)                      -- standards based</p>	<p>- What are the benefits of using the Six Thinking Hats method? Explain</p>	
	<b>Week 9</b>	<p>Tested Standards                      RL.1 &amp; RI.1, RL.2 &amp; RI.2, RL.3 &amp; RI.3, RL.5, L.1, L.2, SL.1</p>	<p><b>Quarter 1 Assessment - Galileo</b>                      - Multiple Choice</p>		
<p><b>Quarter 1 Narrative Essay Prompt: Recall a time in your life that was directly impacted by your "human nature," (desires, needs, influences, character, actions, etc.) if you could go back and</b></p>					
<p style="text-align: center;"><b>Quarter 2</b></p>					

Research Skills & Writing	<p style="text-align: center;"><b>Week 10</b></p> <p><b>Focus Standards</b>                      9-10.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.                      9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.                      9-10.W.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<p>PC -- Lesson 13 &amp; 15                      -Write a Response to Nonfiction                      -Research Skills</p> <p><b>Begin the Research Essay</b>                      - Essay Question: Research one aspect of Greek culture and explain its societal impacts. (Hospitality, Honoring the Dead, Role of Women, Philosophy, Warfare, Worshipping Gods, etc.)</p>	<p>-Research one aspect of Greek culture and explain its societal impacts. (Hospitality, Honoring the Dead, Role of Women, Philosophy, Warfare, Worshipping Gods, etc.)</p>
	<p style="text-align: center;"><b>Week 11</b></p> <p><b>Focus Standards</b>                      9-10.W.2a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.                      b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.                      c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.                      d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.                      e. Establish and maintain a formal style and an appropriate tone while attending to the norms and conventions of the discipline in which they are writing.                      f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).                      9-10.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  <b>Supporting Standards</b>                      9-10.W.6</p>	<p>PC -- Lesson 16                      -- Write an Informative or Explanatory Text                      Research Essay</p>	<p>-Research one aspect of Greek culture and explain its societal impacts. (Hospitality, Honoring the Dead, Role of Women, Philosophy, Warfare, Worshipping Gods, etc.)</p>

	<p><b>Week 12</b></p>	<p><b>Focus Standards</b>                  9-10.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.                  9-10.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.                  a. Use parallel structure.                  b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.                  9-10.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.                  b. Use a colon to introduce a list or quotation.                  c. Use correct spelling.                  9-10.L.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.                  a. Write and edit work so that it conforms to the guidelines in a style manual.</p>	<p>Research Essay                  PC - Lesson 18 &amp; 19                  - Revise                  - Edit</p>	<p>-Research one aspect of Greek culture and explain its societal impacts. (Hospitality, Honoring the Dead, Role of Women, Philosophy, Warfare, Worshipping Gods, etc.)</p>	
	<p><b>Week 13</b></p>	<p><b>Focus Standards</b>                  9-10.RL.6 Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts.                  9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.                  9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.                  b. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.                  d. Verify the preliminary determination of the meaning of a word or phrase.  <b>Supporting Standards</b>                  9-10.RL.7</p>	<p>Ode on a Grecian Urn (found in quarter 1 folder)                  Hero's Journey/Monomyth- Ted Video (<a href="https://www.ted.com/talks/matthew_winkler_what_makes_a_hero#t-237128">https://www.ted.com/talks/matthew_winkler_what_makes_a_hero#t-237128</a>)                  How Heroic is Your Personality- Article (found in quarter 1 folder)                  PC -- Lesson 10                  - Analyze Texts Across Genres and Media</p>	<p>- How/why does OGU reflect the ideals of Greek culture? Explain                  - What traits do almost all heroes have in common? Why? Explain</p>	

Poetry	<b>Week 14</b>	<p><b>Focus Standards</b>                      9-10.RL.6 Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts.                      9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.                      9-10.RI.3 Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.                      9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.                      a. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).                      9-10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                      b. Analyze nuances in the meaning of words with similar denotations.</p> <p><b>Supporting Standards</b>                      9-10.RL.7                      9-10. RI.1</p>	<p>Odyssey-The Cyclops -- EOL 1017                      Cyclops Myth Spurred by "One-Eyed" Fossils?- Article (found in the quarter 1 drive folder)</p>	<ul style="list-style-type: none"> <li>- Compare and contrast mental strength with physical strength.</li> <li>- When is Odysseus' mental strength more beneficial than his physical strength (and vice versa)? Explain</li> <li>- Is literature based on reality?</li> </ul>	
	<b>Week 15</b>	<p>Focus Standards                      9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.                      9-10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings                      a. Interpret figures of speech (e.g., euphemism,</p>	<p><b>PC: -- Lesson 2</b>                      - Poetry</p>		<p>Introduce Poetry out Loud (resources found in drive)</p>

	<p><b>Week 16</b></p>	<p><u>Focus Standards</u>                      9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.                      9-10.RL.5 Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.                      9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  <u>Supporting Standards</u>                      9-10.RL.7                      9-10.RL.1                      9-10.W.4                      9-10.W.9</p>	<p>Odyssey                      The Enchantress Circe -- EOL pg. 1059                      The Land of the Dead -- EOL pg. 1061                      The Sirens; Scylla and Charybdis -- EOL pg.1064                      The Cattle of the Sun God -- EOL pg. 1071                      Siren Song--EOL pg.1067                      Odyssey Art - Images (found in the Odyssey folder)</p>	<p>-How/why is hospitality and respect established as a key value of The Odyssey/the epic (specifically for each of these sections)? Explain                      - What do the "sirens" in Atwood's poem or in The Odyssey symbolize? Explain                      - How/why does Odysseus help his men survive when his own survival is in jeopardy? Explain</p>	
	<p><b>Week 17</b></p>	<p><u>Focus Standards</u>                      9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme                      9-10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                      a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.                      b. Analyze nuances in the meaning of words with similar denotations.  <u>Supporting Standards</u>                      9-10.RL.1                      9-10.W.4                      9-10.W.9</p>	<p>Odyssey                      The Test of the Great Bow &amp; Death at the Palace -- EOL pg. 1085</p>	<p>- Does the world Odysseus lives in--a world governed by the gods--leave any room for human will? Explain                      - Do human choices make a difference? Explain</p>	
	<p><b>Week 18</b></p>	<p><u>Focus Standards</u>                      9-10.RL.6 Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts.                      9-10.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  <u>Supporting Standards</u>                      9-10.W.4                      9-10.W.9</p>	<p>Odyssey                      Odysseus and Penelope -- EOL 1096  <b>Quarter 2 Assessment</b>                      -Essay (paper &amp; pencil)                      -- standards based</p>	<p>- Do you believe Odysseus is an effective leader? Why? Explain                      - Which aspects of Odysseus would still be considered heroic today (and which seems to be more a specific aspect of Ancient Greek culture)? Why? Explain</p>	
	<p><b>Week 19</b></p>	<p><b>Tested Standards</b>                      All Q1 Standards plus RL.4, RL.6, L.3, L.4, L.5,</p>	<p><b>Quarter 2 Assessment -Galileo</b>                      - Multiple Choice</p>		

**Quarter 2 Informative-Research Essay Prompt: Research Essay on one aspect of Greek culture and explain its societal impacts. (Hospitality, Honoring the Dead, Role of Women, Philosophy,**

Quarter 3					
	<b>Week 20</b>	<p><u>Focus Standards</u>                      9-10.RI.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.                      9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.                      9-10.SL.3 Evaluate a speaker's point of view, reasoning, use of evidence, and use of rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.                      9-10.RI.9 Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.  <u>Supporting Standards</u>                      9-10.RI.7                      9-10.RI.4                      9-10.RI.5</p>	<p><b>Poetry out Loud-- Class Competition</b></p> <p><b>FDR's First Inaugural Address (found in the To Kill a Mockingbird drive folder)</b>  <b>FDR's First Inaugural Address audio</b> (<a href="http://www.fdrlibrary.marist.edu/archives/collections/utterancesfdr.html">http://www.fdrlibrary.marist.edu/archives/collections/utterancesfdr.html</a>)  <b>Race relations in the 1930s and 1940s- Article (found in the TKAM drive folder)</b></p> <p><b>PC -- Lesson 6</b>                      - <b>Persuasive Texts</b></p>	<p>- What are the most interesting, or troubling, features that we learn about the time and culture in which <i>To Kill a Mockingbird</i> takes place? Explain                      - Why is knowing background information (setting) to a novel important? (Does life reflect or imitate art or visa versa?) Explain</p>	<p>A Brief History of Jim Crow - Article (found in the TKAM drive folder)</p>
	<b>Week 21</b>	<p><u>Focus Standards</u>                      9-10.RL.6 Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts.                      9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.  <u>Supporting Standards</u>                      9-10.RL.1</p>	<p>To Kill A Mockingbird (TKAM) ch. 1-3</p> <p><b>*Poetry Out Loud-- Class Finalists Competition (after school)</b></p>	<p>- How does society shape and influence individuals? Explain                      - Why would Harper Lee choose to have the novel told from a child's (Scout's) perspective? Explain</p>	
	<b>Week 22</b>	<p><u>Focus Standards</u>                      9-10.RI.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).                      9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.                      9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  <u>Supporting Standards</u>                      9-10.RI.1/RL.1                      9-10.W.4                      9-10.W.9</p>	<p>TKAM ch 4-9                      Our Department, or the Manners, Conduct, and Dress of Refined Society - Article (found in the TKAM drive folder)</p> <p>PC -- Lesson 5                      - Articles</p>	<p>- How is an individual influenced by the past? Explain                      - What makes Atticus' parenting style different than others (especially from women)? Explain                      - How are Calpurnia, Miss Maudie, and Aunt Alexandra "mother figures" to Scout? Explain                      - How do we define the roles of men and women? Explain</p>	

<p>Novel &amp; Articles (social, scientific, historical)</p>	<p><b>Week 23</b></p>	<p><u>Focus Standards</u>                      9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.                      9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.                      9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.                      9-10.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.  <u>Supporting Standards</u>                      9-10.RI.1/RL.1                      9-10. RI.5                      9-10. RI.6</p>	<p>PC -- Lesson 8                      How Rabies Can Induce Frenzied Behavior - Article (found in the TKAM drive folder)                       TKAM ch 10-16   <b>*Poetry Out Loud: School Competition held at each individual high school</b></p>	<p>- How does Harper Lee use symbolism in chapter 10? Explain                      - What characters are the victims of being stereotyped? Why? Explain                      - What allows some individuals to take a stand against prejudice while others choose to participate in it? Explain                      - How does reading an article for a literary purpose compare to reading a scientific/technical text? Explain</p>	<p>The Secret Latina -- EOL pg. 461</p>
	<p><b>Week 24</b></p>	<p><u>Focus Standards</u>                      9-10.RL.9 Analyze how an author draws on and transforms source material in a specific work.                      9-10.RL.5 Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.                      9-10.RI.3 Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.                      9-10.RI.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).  <u>Supporting Standards</u>                      9-10. RI.4                      9-10. RI.9                      9-10.W.4                      9-10.W.9</p>	<p>TKAM ch 17-21                      Scottsboro Boys, Trial and Defense Campaign - Article (found in To Kill A Mockingbird drive folder)                      The New York Times Scottsboro Case - Article (found in To Kill A Mockingbird drive folder)                       PC -- Lesson 7                      - Historical Texts</p>	<p>- What are the consequences (positive/negative) of questioning/challenging the social order? Explain                      - Are justice and fairness conflicting concepts in the novel (or in the trial)? Why? Explain                      - What does Maycomb's turnout, and the fact that almost the entire town attends, imply about humanity? Explain</p>	

	<p><b>Week 25</b></p>	<p><b>Focus Standards</b>                  9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.                  9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.  <b>Supporting Standards</b>                  9-10.RL.1                  9-10.L.6</p>	<p>TKAM ch 22-25</p>	<p>- (To what extent) are people entitled to opinions that may harm others?                  - How does one know when justice has been achieved?</p>	<p>PC -- Lesson 12                  - Write A Response to Literature</p>
<p>Novel &amp; Argumentative Writing</p>	<p><b>Week 26</b></p>	<p><b>Focus Standards</b>                  9-10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.                  a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.                  b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.                  c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.                  d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.                  e. Provide a concluding statement or section that follows from and supports the argument presented  <b>Supporting Standards</b>                  9-10.W.5                  9-10.W.6                  9-10.W.9</p>	<p>PC -- Lesson 17                  - Write an Argument  <b>Begin the quarter three DBQ Essay</b></p>	<p>- Is Mayella Ewell Powerful? Why/How? Explain</p>	

	<b>Week 27</b>	<p><b>Focus Standards</b>                      9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.                      9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  <b>Supporting Standards</b>                      9-10.RL.1</p>	TKAM ch 26-31	- How does one know when justice has been achieved? Explain - Which character do you find most interesting and most essential to the message of Lee's novel? Explain	
	<b>Week 28</b>	<p><b>Tested Standards</b>                      All Q1&amp; Q2 Standards plus RI.4, RI.5,RI.6,RI.8,RI.9, RL.9,W.1, W.4, SL.3,L.6</p>	<p><b>Quarter 3 Assessment</b>                      - Multiple Choice (galileo)</p>		
<p><b>Quarter 3 Argumentative Essay Prompt- Is Mayella Ewell Powerful, why or why not? Focus on race, gender, and class? (DBQ) OR</b></p>					
<p><b>Quarter 4</b></p>					
AzMerit Prep & Intro. to Shakespeare	<b>Week 29</b>	<p><b>AzMerit Prep &amp;</b>                      9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.                      9-10.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	William Shakespeare's Life- A Genius from Stratford-- EOL pg. 798 Shakespeare and His Theater: A Perfect Match -- EOL pg. 800  AZ Merit Prep PC -- Unit 1 & 2 Review	- How does the stage arrangement of the Globe theater affect the performance of the play? Explain	
	<b>Week 30</b>	<p><b>AzMerit Prep &amp;</b>                      9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.                      9-10.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	PC -- Lesson 3 - Drama  Reading Shakespeare Aloud -- EOL pg. 802 Romeo and Juliet Prologue  AZ Merit Prep PC- Unit 3 & 4 Review	- What are the benefits of a prologue where the entire play is summarized, including the ending? Explain	

	<p><b>Week 31</b></p>	<p><b>Focus Standards</b>                      9-10.RL.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.                      9-10.RL.5 Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.                      9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p>	<p>Romeo and Juliet-Act I                      Film Clip: scene i-iii</p>	<ul style="list-style-type: none"> <li>- What are the differences between viewing literature and reading it? Explain</li> <li>- What are the differences in format between a novel and a drama? Explain</li> <li>- Why does Shakespeare choose to open the play with a violent street fight? Explain</li> </ul>	
	<p><b>Week 32</b></p>	<p><b>Focus Standards</b>                      9-10.RL.5 Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.                      9-10.SL.1a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas                      c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.                      9-10.SL.1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections based on the evidence and reasoning presented.  <b>Supporting Standards</b>                      9-10.RL.3                      9-10.RL.2                      9-10.SL.1b                      9-10.SL.3                      9-10.W.4                      9-10.L.3</p>	<p>Romeo and Juliet-Act I                       Romeo &amp; Juliet Debate:                      - Is the rivalry/conflict between the Capulets and Montagues justified?</p>	<ul style="list-style-type: none"> <li>- How does conflict arise? Why? Explain</li> <li>- What does it mean to be a member of a family? Why is it significant? Explain</li> <li>- Does the conflict between the families seem justified? Why or why not? Explain</li> </ul>	

	<p><b>Week 33</b></p> <p><b>Focus Standards</b>                      9-10.RL.9 Analyze how an author draws on and transforms source material in a specific work.                      9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.  <b>Supporting Standards</b>                      9-10.RL.1</p>	<p>Romeo and Juliet-Act II</p>	<ul style="list-style-type: none"> <li>- How does age affect perspective [friendship, relationships (parent/child, etc.), rivalry, love, revenge]? Explain</li> <li>- How does Shakespeare use the motif of light/dark to progress the plot? Why do you think he does this? Explain</li> <li>- What qualities does Romeo give to Juliet by using light as a symbol for her? Why do you think he does this? Explain</li> </ul>	
	<p><b>Week 34</b></p> <p><b>Focus Standards</b>                      9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.                      9-10.RI.3 Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.                      9-10.RI.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).  <b>Supporting Standards</b>                      9-10.W.4                      9-10.W.9                      9-10.L.2                      9-10.L.4</p>	<p>Romeo and Juliet-Act III                      Film Clip: scene iii                      Love and the Brain -- (article found in Romeo and Juliet drive folder)</p>	<ul style="list-style-type: none"> <li>- How does not having a prologue in Act III affect the audience's response to what is going to happen? Explain</li> <li>- How do Romeo and Mercutio and/or Juliet and the Nurse view love? How do those differences impact their action? Explain</li> <li>- What is the relationship between love and loyalty? Explain</li> </ul>	
	<p><b>Week 35</b></p> <p><b>Focus Standards</b>                      9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.                      9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.  <b>Supporting Standards</b>                      9-10.W.4                      9-10.L.1                      9-10.L.5</p>	<p>Romeo and Juliet-Act IV                      Film Clip: scene i-iii</p>	<ul style="list-style-type: none"> <li>- Should your wants take precedence over family loyalty or even friendship? Explain</li> <li>- What are Juliet's responsibilities as a daughter, and Capulet's as a father? Explain</li> <li>- Does love (romantic, familial, platonic) require sacrifice? Explain</li> </ul>	

Drama & Argumentative Essay	<b>Week 36</b>	<p><b>Focus Standards</b></p> <p>9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>9-10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>9-10.W.9 Draw evidence from literary or</p>	Romeo and Juliet-Act V  <b>Begin the quarter four argumentative essay</b> Essay Question: Does love require (romantic, familial, platonic) sacrifice? Why or why not? Use Shakespeare's Romeo and Juliet to answer the prompt.	- How do the major character(s) behavior contribute to the tragedy? Explain - What do we learn from analyzing the consequences of their behavior? Explain - How do outside factors, such as society and/or nature, influence one's ideas about fate and free will? Explain	
	<b>Week 37</b>		Teacher Choice		
	<b>Week 38</b> I	<p><b>Tested Standards</b></p> <p>All Standandards</p>	Post - Assessment -- Galileo - Multiple Choice (galileo)		
<b>Quarter 4 Argumentative Essay Prompt: Does love require (romantic, familial, platonic) sacrifice? Why or why not? Use Shakespeare's Romeo and Juliet to answer the prompt.</b>					

English 9 Honors Curriculum Map 2018-19					
Unit	Week	Standards	ALA Approved Text	Focus Questions These represent the weekly focus. Daily Clear Learning Objectives should lead to mastery of focus question.	Optional
<b>Quarter 1</b>					
	Week 1	<p><u>Focus Standards</u> 9-10.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p>Thank You, M'am--EOL pg. 137 Ain't I A Woman? -- EOL pg. 537 Liberty -- EOL pg. 57</p>	<p>- Does a character's perspective influence or change his/her actions? - How does a character's perspective influence or change his/her actions? Why - How does the setting influence the story? Why?</p>	<p>PC -- Lesson 1 - Fiction</p>
	Week 2	<p><u>Focus Standards</u> 9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 9-10.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. 9-10.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. <u>Supporting Standards</u> 9-10.RL.1 9-10.RL.4</p>	<p><u>Pre-Test -- Galileo</u> The Cask of Amontillado--EOL pg. 285 Poe's Final Days--EOL pg. 297</p>	<p>- What is Poe's purpose in using irony to progress the plot? Explain - What are Montresor's motivations and/or justifications for revenge against Fortunato? Explain</p>	<p>How Much Land Does a Man Need (found in drive folder) PC -- Lesson 11 - Writing Foundations</p>

Short Stories & Narrative Writing	<b>Week 3</b>	<p><u>Focus Standards</u>                      9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme                      9-10.RL.5 Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.                      9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.                      9-10.L.1a. Use parallel structure.  <u>Supporting Standards</u>                      9-10.RL.1                      9-10.RL.4                      9-10.W.4                      9-10.W.9</p>	<p>Most Dangerous Game -- EOL pg. 19                       PC -- Lesson 14                      - Write a Narrative</p>	<p>- Why does Rainsford survive, animal instinct or logic and reason? Explain your justification for one or both? Explain                      - How does a character's environment influence or change his/her behavior? Why? Explain                      - Explain the twofold meaning behind Richard Connell's title of "The Most Dangerous Game" and how both meanings accurately portray the story</p>	
	<b>Week 4</b>	<p><u>Focus Standards</u>                      9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.                      9-10.W.1 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.                      a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.                      b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.                      c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.                      d. Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events,</p>	<p>Most Dangerous Game -- EOL pg. 19   <b>Begin the Narrative Essay</b>                      Essay Question: Rainsford's experience and survival ultimately shapes who he is. Write about a time/experience in your life's journey where you had to rely on instinct or logic/reasoning. Like Rainsford, how did this experience shape you; and, If you could, would you change the experience? Explain why or why not.</p>	<p>- How/when does Rainsford's ideals of hunting change? Why? Explain                      - How/when does General Zaroff's ideals of Rainsford change? Why? Explain</p>	

	<p><b>Week 5</b></p>	<p><b>Focus Standards</b>                      9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                      9-10.RI.3 Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.                      9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.  <b>Supporting Standards</b>                      9-10.RI.2                      9-10.RI.9</p>	<p>Japanese Relocation During WWII- Article (found in FTM drive folder)                       Executive Order 9066 (found in FTM drive folder)                       5 Things to Know About Arizona's WWII Internment Camps -Article (found in FTM drive folder)</p>	<p>- Why is it important to understand the background information before (and during) reading the novel? Explain                      - Why would non-Japanese Americans be willing to support internment? Explain</p>	<p>PC -- Lesson 9                      - Analyze Informational Texts                       Relocation Source                      (<a href="http://amhistory.si.edu/perfectionion/non-flash/removal_main.html">http://amhistory.si.edu/perfectionion/non-flash/removal_main.html</a>)</p>
	<p><b>Week 6</b></p>	<p><b>Focus Standards</b>                      9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.                      9-10.RI.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).  <b>Supporting Standards</b>                      9-10.RI.1                      9-10.L.1a                      9-10.L.2a-b</p>	<p>Farewell to Manzanar Forward and ch. 1-7 (FTM)                       Collection- Ansel Adams's Photographs of Japanese-American Internment at Manzanar- Library of Congress (<a href="https://www.loc.gov/collections/ansel-adams-manzanar/about-this-collection/">https://www.loc.gov/collections/ansel-adams-manzanar/about-this-collection/</a>)</p>	<p>- How is imagery used to shape the setting? Explain                      - What does the narrator mean when she says "The camp was no more ready for us when we got there, than we were ready for it"? Explain                      - How does the narrator's description and characterization of the other internees shape your reading experience? Why? Explain</p>	<p>PC -- Lesson 7                      - Historical Texts</p>

<p>oir&amp;Historical Text</p>	<p><b>Week 7</b></p>	<p><u>Focus Standards</u>                  9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.                  9-10.RI.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.                  9-10.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.                  a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.                  b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.                  c. Propel conversations by posing and responding to questions that relate the current</p>	<p>Farewell to Manzanar ch.8-15                   Primary Sources: Harold Ickes' Letter to Roosevelt on Japanese Internment- Article (found in FTM drive folder)                   Have Students Debate the two perspectives regarding the Loyalty Oath</p>	<p>- How does the tone shift from section one to section two? Do you think she does this deliberately, if so what does it tell you about her experiences? Explain                  - How does Jeanie's age impact her experience compared to others? Explain                  - After reading the communication between Ickes' and Roosevelt, whose argument do you find most convincing? Explain why.</p>	<p>PC-- Lesson 13 - Write a Response to Nonfiction                   Loyalty Oath Resource (<a href="http://amhistory.si.edu/perfectionion/non-flash/loyalty_main.html">http://amhistory.si.edu/perfectionion/non-flash/loyalty_main.html</a>)</p>
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	<p><b>Week 8</b></p>	<p><b>Focus Standards</b>                      9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.                      9-10.RI.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).                      9-10.W.2a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.                      b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.                      9-10.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                      9-10.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  <b>Supporting Standards</b>                      9-10.L.1b                      9-10.L.2b</p>	<p>Farewell to Manzanar ch.16-22  <b>Quarter 1 Assessment</b>                      - Short answer content based questions</p>	<p>- At the end of chapter sixteen the narrator compares her father to a freed black slave, why? Explain                      - The narrator describes her father as arrogant throughout the book, is this a character flaw or weakness? Explain                      - How is the narrator's journey/life experiences similar/different compared to her father? Explain</p>	<p>Rebuilding A Community - Article (found in FTM drive folder)</p>
	<p><b>Week 9</b></p>	<p><b>Tested Standards</b>                      RL.1 &amp; RI.1, RL.2 &amp; RI.2, RL.3 &amp; RI.3, RL.5, RI.4, L.1, L.2, SL.1</p>	<p><b>Quarter 1 Assessment</b>                      - Multiple Choice (galileo)</p>		
<p>Quarter 1 Narrative Essay Prompt- Rainsford's experience and survival ultimately shapes who he is. Write about a time/experience in your life's journey where you had to rely on instinct or logic/reasoning. Like Rainsford, how did this</p>					
<p><b>Quarter 2</b></p>					
	<p><b>Week 10</b></p>	<p><b>Focus Standards</b>                      9-10.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.                      9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.                      9-10.W.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<p>PC -- Lesson 15                      -Research Skills  <b>Begin the Research Essay</b>                      - Essay Question: Research one aspect of Greek culture and explain its societal impacts. (Hospitality, Honoring the Dead, Role of Women, Philosophy, Warfare, Worshipping Gods, etc.)</p>	<p>-Research one aspect of Greek culture and explain its societal impacts. (Hospitality, Honoring the Dead, Role of Women, Philosophy, Warfare, Worshipping Gods, etc.)</p>	

<p>Research Skills &amp; Writing</p>	<p><b>Week 11</b></p> <p><b>Focus Standards</b>                  9-10.W.2a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.                  b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.                  c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.                  d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.                  e. Establish and maintain a formal style and an appropriate tone while attending to the norms and conventions of the discipline in which they are writing.                  f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).  <b>Supporting Standards</b>                  9-10.W.6                  9-10.W.7                  9-10.W.8</p>	<p>Research Essay</p>	<p>-Research one aspect of Greek culture and explain its societal impacts. (Hospitality, Honoring the Dead, Role of Women, Philosophy, Warfare, Worshiping Gods, etc.)</p>	<p>PC -- Lesson 16                  -- Write an Informative or Explanatory Text</p>
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	<p><b>Week 12</b></p>	<p><b>Focus Standards</b>                  9-10.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.                  9-10.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.                  a. Use parallel structure.                  b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.                  9-10.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.                  b. Use a colon to introduce a list or quotation.                  c. Use correct spelling.                  9-10.L.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.                  a. Write and edit work so that it conforms to the guidelines in a style manual.</p>	<p>Research Essay                  PC - Lesson 18 &amp; 19                  - Revise                  - Edit</p>	<p>-Research one aspect of Greek culture and explain its societal impacts. (Hospitality, Honoring the Dead, Role of Women, Philosophy, Warfare, Worshipping Gods, etc.)</p>	
	<p><b>Week 13</b></p>	<p><b>Focus Standards</b>                  9-10.RL.6 Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts.                  9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.                  9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.                  b. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                  d. Verify the preliminary determination of the meaning of a word or phrase.  <b>Supporting Standards</b>                  9-10.RL.7</p>	<p>Ode on a Grecian Urn - Poem (found in quarter 1 folder)                  Hero's Journey/Monomyth- Ted Video (<a href="https://www.ted.com/talks/matthew_winkler_what_makes_a_hero#t-237128">https://www.ted.com/talks/matthew_winkler_what_makes_a_hero#t-237128</a>)                  An Introduction to the Odyssey -- EOL pg.1025</p>	<p>- How does Ode on a Grecian Urn reflect the ideals of Greek culture? Explain                  - Why is the hero's journey a common theme in literature? Is it only in literature? Explain                  - Why do cultures need heroes? Explain                  - What traits do almost all heroes have in common? Explain</p>	<p>Performance Coach (PC) -- Lesson 2                  - Poetry</p>

	Week 14	<p><b>Focus Standards</b>                      9-10.RL.6 Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts.                      9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.                      9-10.RI.3 Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.                      9-10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                      b. Analyze nuances in the meaning of words with similar denotations.</p> <p><b>Supporting Standards</b>                      9-10.RL.7                      9-10. RI.1</p>	<p>Odyssey                      Tell the Story-- EOL pg. 1037-1038 (stop before Part One: The Wanderings)                      The Cyclops -- EOL pg. 1017</p> <p>Cyclops Myth Spurred by "One-Eyed" Fossils?-National Geographic article (found in the Odyssey drive folder)</p>	<p>- When is Odysseus' mental and emotional strength more beneficial than his physical strength (and vice versa)? Explain                      - How does Odysseus use these strengths to endure the numerous tests thrown at him and his journey? Explain                      - When does a positive personality trait become a tragic flaw? Explain</p>	<p>PC-- Lesson 4                      - Analyze Literature</p>
	Week 15	<p><b>Focus Standards</b>                      9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.                      9-10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings                      a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>	<p><b>Introduce Poetry out Loud (resources found in drive) -- Optional</b></p>		

Poetry	Week 16	<p><u>Focus Standards</u>                      9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.                      9-10.RL.6 Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts.                      9-10.RL.5 Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.                      9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  <u>Supporting Standards</u>                      9-10.RL.3                      9-10. RL.1                      9-10.W.4                      9-10.W.9</p>	<p>Odyssey                      The Enchantress Circe -- EOL pg. 1059                      The Land of the Dead -- EOL pg. 1061                      The Sirens; Scylla and Charybdis -- EOL pg.1064                      The Cattle of the Sun God -- EOL pg. 1071                      Siren Song--EOL pg.1067</p>	<ul style="list-style-type: none"> <li>- Does Odysseus' internal conflict over Circe support his epic hero qualities or humanize him? Explain</li> <li>- What do the "sirens" in Atwood's poem and in The Odyssey symbolize? Explain</li> <li>- How does Atwood's poem oppose or support the role of women/patriarchal values in Greek culture? Explain</li> <li>- How is Circe characterized and does this support the traditionally held role of women/patriarchal values in Greek culture? Explain</li> <li>- How is hospitality and respect established as a key value of The Odyssey/the epic? Explain</li> <li>- How is it different to survive as an individual versus a group? Explain</li> </ul>	<p>PC -- Lesson 12                      - Write a response to Literature</p>
	Week 17	<p><u>Focus Standards</u>                      9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme                      9-10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                      a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.                      b. Analyze nuances in the meaning of words with similar denotations.  <u>Supporting Standards</u>                      9-10. RL.1                      9-10.W.4                      9-10.W.9</p>	<p>Odyssey                      The Test of the Great Bow &amp; Death at the Palace -- EOL pg. 1085</p>	<ul style="list-style-type: none"> <li>- Does the world Odysseus lives in--a world governed by the gods--leave any room for human will? Explain</li> <li>- Does Odysseus' choices make a difference? Explain</li> <li>- Which aspects of Odysseus would still be considered heroic today (and which seem to be more a specific aspect of Ancient Greek culture)? Explain</li> </ul>	

	<p><b>Week 18</b></p>	<p><u>Focus Standards</u>                      9-10.W.2a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.                      b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.                      9-10.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                      9-10.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  <u>Supporting Standards</u>                      9-10.L.1                      9-10.L.2</p>	<p>Teacher Choice <b>Quarter 2 Assessment-</b> Short Answer Responses (content based)</p>		
	<p><b>Week 19</b></p>	<p><u>Tested Standards</u>                      All Q1 Standards plus RL.4, RL.6, L.3, L.4, L.5.</p>	<p><b>CBAS II Assessment</b>                      - Multiple Choice (galileo)</p>		
<p><b>Quarter 2 Informative-Research Essay Prompt: Research Essay on one aspect of Greek culture and explain its societal impacts. (Hospitality, Honoring the Dead, Role of Women, Philosophy, Warfare, Worshipping)</b></p>					
<p style="text-align: center;"><b>Quarter 3</b></p>					
	<p><b>Week 20</b></p>	<p><u>Focus Standards</u>                      9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.                      9-10.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.  <u>Supporting Standards</u>                      9-10.L.6</p>	<p><b>Poetry out Loud-- Class Competition</b>                       William Shakespeare's Life- A Genius from Stratford-- EOL pg. 798                      Shakespeare and His Theater: A Perfect Match -- EOL pg. 800                      Reading Shakespeare Aloud -- EOL pg. 802                       Romeo &amp; Juliet -- Prologue</p>	<p>- How does the stage arrangement of the Globe theater affect the performance of the play? Explain                      - How does certain staging options/ideas suggest different emphases, POV, mood, etc.? Explain                      - What are the positives and negatives of a prologue (where the ending is given)? Explain                      - Why is the structure of the prologue a sonnet and why is this an appropriate poetic form for this drama/Romeo and Juliet? Explain</p>	<p>An Introduction to Romeo and Juliet -- EOL pg. 797</p>

	<p><b>Week 21</b></p> <p><u>Focus Standards</u>                  9-10.RL.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.                  9-10.RL.5 Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.                  9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.                  9-10.SL.1a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas                  c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.                  9-10.SL.1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and</p>	<p>Romeo and Juliet-Act I                  Film Clip: scene i-iii</p> <p>Romeo &amp; Juliet Debate:                  - Is the rivalry/conflict between the Capulets and Montagues justified?</p> <p><b>*Poetry Out Loud-- Class Finalists Competition (after school)</b></p>	<ul style="list-style-type: none"> <li>- What are the differences between viewing literature and reading it? Explain</li> <li>- Why does Shakespeare choose to open the play with a violent street fight? Explain</li> <li>- How does the play set a tone of tension and humor? Explain</li> <li>- What poetic structure is used when Romeo and Juliet first meet and why is it fitting for the context? Explain</li> <li>- What metaphor does Romeo and Juliet use when they first meet and why is it fitting for the context? Explain</li> </ul>	<p>PC -- Lesson 3 - Drama</p>
	<p><b>Week 22</b></p> <p><u>Focus Standards</u>                  9-10.RL.9 Analyze how an author draws on and transforms source material in a specific work.                  9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.                  9-10.RI.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.  <u>Supporting Standards</u>                  9-10.RI.1                  9-10.RI.4</p>	<p>Romeo and Juliet-Act II</p> <p>Romeo and Juliet has no Balcony Scene -- (article found in Romeo and Juliet drive folder)</p>	<ul style="list-style-type: none"> <li>- How is the tragedy of the two lovers reflected in the balcony stage arrangement? Explain</li> <li>- How does Shakespeare use the motif of light/dark to progress the plot? Why does he do this? Explain</li> <li>- What qualities does Romeo give to Juliet by using light as a symbol for her? Why does he do this? Explain</li> <li>- How does age affect perspective [friendship, relationships (parent/child, etc.), rivalry, love, revenge]? Explain</li> </ul>	<p>PC -- Lesson 5                  - Articles</p>

Drama & Argumentative Writing	Week 23	<p><b>Focus Standards</b>                      9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.                      9-10.RI.3 Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.                      9-10.RI.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p><b>Supporting Standards</b>                      9-10.W.4                      9-10.W.9                      9-10.L.2                      9-10.L.4</p>	<p>Romeo and Juliet-Act III                      Film Clip: scene iii</p> <p>Love and the Brain -- (article found in Romeo and Juliet drive folder)</p> <p><b>*Poetry Out Loud: School Competition held at each individual high school</b></p>	<ul style="list-style-type: none"> <li>- How does the absence of a prologue affect the audience response to the events in Act III? Explain</li> <li>- In what ways is Mercutio a foil character to Romeo? Explain</li> <li>- What is the correlation between love and loyalty? Explain</li> </ul>	<p>PC -- Lesson 8                      - Scientific and Technical Texts</p>
	Week 24	<p><b>Focus Standards</b>                      9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.                      9-10.RL.5 Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.</p> <p><b>Supporting Standards</b>                      9-10.W.4                      9-10.L.1                      9-10.L.5</p>	<p>Romeo and Juliet-Act IV &amp; V                      Film Clip: scene i-iii</p>	<ul style="list-style-type: none"> <li>- Should your wants take precedence over family loyalty or even friendship? Explain</li> <li>- How do societal norms regarding marriage impact the relationship between Juliet and her father? How would those societal norms be experienced today? Explain</li> <li>- Does love (romantic, familial, platonic) require sacrifice? Explain</li> <li>- How do the major character(s) behavior contribute to the tragedy? Explain</li> <li>- Explain, how fate and free will impact one's life?</li> </ul>	<p>PC -- Lesson 17                      - Write an Argument</p> <p>From the Juliet Club -- EOL pg. 978</p>

	<p><b>Week 25</b></p> <p><b>Focus Standards</b>                  9-10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.                  a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.                  b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.                  c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.                  d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.                  e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Romeo &amp; Juliet DBQ                  - DBQ Question: Who's to blame for the deaths of Romeo and Juliet?</p>	<p>Who's to blame for the deaths of Romeo and Juliet? Explain</p>	
	<p><b>Week 26</b></p> <p><b>Focus Standards</b>                  9-10.RI.3 Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.                  9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                  9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.                  9-10.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>Six Thinking Hats</p>	<p>- How can different types of thinking help in different types of situations? Explain                  - Compare and contrast parallel thinking and lateral thinking. Explain</p>	

Leadership Text	Week 27	<p><b>Focus Standards</b>                  9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.                  9-10.W.2a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.                  b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.                  9-10.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                  9-10.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Six Thinking Hats                   Quarter 3 Assessment                  - Short Answer Responses (content based)</p>	<p>- What are the benefits of using the Six Thinking Hats method? Explain</p>	
	Week 28	<p><b>Tested Standards</b>                  All Q1 &amp; Q2 Standards plus RL.9, RI.5, RI.6, RI.8, SL.3, L.6</p>	<p>Quarter 3 Assessment                  - Multiple Choice (galileo)</p>		
<b>Quarter 3 Argumentative Essay Prompt- Who's to blame for the deaths of Romeo and Juliet? (DBQ)</b>					
<b>Quarter 4</b>					
AzMerit Prep & Historical Texts	Week 29	<p><b>AzMerit Prep &amp;</b>                  9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>AzMerit Review                  PC                  - Practice Test 1 OR                  - Lesson 10                   The 1930s- Article (found in the To Kill a Mockingbird drive folder)                  A Brief History of Jim Crow - Article (found in TKAM drive folder)</p>	<p>- What are the most interesting, or troubling, features that we learn about the time and culture in which To Kill A Mockingbird takes place? Explain                  - When does segregation become discrimination? Why? Explain                  - How do the constructs of segregation and discrimination still exist? Explain</p>	<p>How a Different America Responded to the Great Depression - Article (found in the To Kill a Mockingbird drive folder)</p>
	Week 30	<p><b>AzMerit Prep &amp;</b>                  9-10.RI.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.                  9-10.SL.3 Evaluate a speaker's point of view, reasoning, use of evidence, and use of rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.                  9-10.RI.9 Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.                  9-10.RI.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in</p>	<p>AzMerit Review                  PC -- Lesson 6                  - Persuasive Texts                   FDR's First Inaugural Address (found in the TKAM drive folder)                  FDR's First Inaugural Address audio (<a href="http://www.fdrlibrary.marist.edu/archives/collections/utterancesfdr.html">http://www.fdrlibrary.marist.edu/archives/collections/utterancesfdr.html</a>)</p>	<p>- Why is it important to understand the background information before (and during) reading the novel? Explain</p>	

Novel & Articles	<p><b>Week 31</b></p> <p><u>Focus Standards</u>                      9-10.RL.6 Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts.                      9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.  <u>Supporting Standards</u>                      9-10.RL.1</p>	TKAM ch 1-3	<ul style="list-style-type: none"> <li>- Do our individual choices and actions come from within or are they shaped by society? Why Explain</li> <li>- Why would Harper Lee choose to have the novel told in first person point of view (from Scout's perspective)? Explain</li> </ul>
	<p><b>Week 32</b></p> <p><u>Focus Standards</u>                      9-10.RI.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).                      9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.                      9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  <u>Supporting Standards</u>                      9-10.RI.1/RL.1                      9-10.W.4                      9-10.W.9</p>	TKAM ch 4-9 Our Department, or the Manners, Conduct, and Dress of Refined Society - Article (found in the TKAM drive folder)	<ul style="list-style-type: none"> <li>- Analyze Atticus' parenting style? Compare it to the parenting style of the 1930s and today? Explain</li> <li>- Why is his parenting style a 'concern' or a discussed topic around town and in his family? Explain</li> <li>- How is an individual influenced by the past? Explain</li> <li>- How do we define the roles of men and women? Explain</li> </ul>
	<p><b>Week 33</b></p> <p><u>Focus Standards</u>                      9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.                      9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.                      9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.                      9-10.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.  <u>Supporting Standards</u>                      9-10.RI.1/RL.1                      9-10. RI.5                      9-10. RI.6</p>	PC -- Lesson 8 How Rabies Can Induce Frenzied Behavior Article (found in the TKAM drive folder)  TKAM ch 10-16  The Secret Latina -- EOL pg. 461	<ul style="list-style-type: none"> <li>- Is Lee's use of symbolism in chapter 10 effective? Explain</li> <li>- How does labeling and stereotyping influence perspective? Explain</li> <li>- Which characters break through the behavior expected of them, showing individuality and exposing the falseness of labeling people? Why? Explain</li> <li>- How does reading an article for a literary purpose compare to reading a scientific/technical text? Explain</li> </ul>

	<b>Week 34</b>	<p><u>Focus Standards</u>                      9-10.RL.9 Analyze how an author draws on and transforms source material in a specific work.                      9-10.RL.5 Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.                      9-10.RI.3 Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.                      9-10.RI.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).  <u>Supporting Standards</u>                      9-10. RI.4                      9-10. RI.9                      9-10.W.4                      9-10.W.9</p>	<p>TKAM ch 17-21                      Scottsboro Boys -Article (found in TKAM drive folder)                      The New York Times Scottsboro Case - Article (found in To Kill A Mockingbird drive folder)</p>	<ul style="list-style-type: none"> <li>- What responsibility do individuals have to protect the innocent? Explain</li> <li>- How does the towns reaction to the trial inform your view about humanity? Explain</li> <li>- Are justice and fairness conflicting concepts in the novel (or in the trial)? Explain</li> <li>- What appeals does Atticus, Mayella, and Mr. Gilmer use during the trial? Explain</li> </ul>	<p>Who were the Scottsboro Boys- Article (found in the To Kill a Mockingbird drive folder)</p>
	<b>Week 35</b>	<p><u>Focus Standards</u>                      9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.                      9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.                      9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.  <u>Supporting Standards</u>                      9-10.RL.1                      9-10.L.6</p>	<p>TKAM ch 22-25</p>	<ul style="list-style-type: none"> <li>- Explain what power and limitations exist within the legal system according to Atticus, Jem, and Scout? Explain</li> <li>- How does one know when justice has been achieved? Explain</li> <li>- How does Maycomb function as a character, with her own personality, rather than just a setting/backdrop of the novel's events? Explain</li> </ul>	

Novel & Argumentative Writing	Week 36	<p><b>Focus Standards</b>                      9-10.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                      9-10.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.                      9-10.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  <b>Supporting Standards</b>                      9-10.L.1                      9-10.L.2                      9-10.L.3</p>	Quarter 4 Essay			
	Week 37	<p><b>Focus Standards</b>                      9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.                      9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  <b>Supporting Standards</b>                      9-10.RL.1</p>	TKAM ch 26-31 How to Kill a Mockingbird Represents the Real Civil Rights Movement -Article (found in the TKAM drive folder)	- How has Scout's view and understanding of Boo develop throughout the novel? Explain - Which character do you find most interesting and most essential to the message of Lee's novel? Explain - What is the central theme of the novel? Explain - Do you agree with the author's premise in the article? Why or why not?		
	Week 38	<p><b>All Standards</b></p>	Post - Assessment -- Galileo - Multiple Choice (galileo)			
Quarter 4 Argumentative Essay Prompt- IS Mayella Ewell Powerful, focus on race, gender, and class? (DBQ) OR						

ELA 10 On Level Curriculum Map 2018-19					
Unit	Week	Standards	Approved ALA Text	Focus Questions These represent the weekly focus. Daily Clear Learning Objectives should lead to mastery of focus question.	Optional
<b>Quarter 1</b>					
Literature Foundations (Origins, Biblical, Historical)	Week 1	<p><u>Focus Standards</u></p> <p>9-10.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>9-10.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>Intro to Time Period -- EOL pg. 4-9, 19-20</p> <p>Sumerian Tablets -- EOL 34</p> <p>Epic of Gilgamesh -- EOL pg. 20</p> <p>Writing Sample</p> <p>- Question: How are we influenced by literature?</p>	<p>- How are we influenced by literature? Explain</p> <p>- Is Gilgamesh deserving of the title Epic Hero? Why or why not? Explain using textual evidence.</p>	<p>- Watch and discuss the brief clip on cuneiform (<a href="https://www.youtube.com/watch?v=HbZ2asfyHcA">https://www.youtube.com/watch?v=HbZ2asfyHcA</a>)</p>
	Week 2	<p><u>Focus Standards</u></p> <p>9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>9-10.L.2b. Use a colon to introduce a list or quotation.</p> <p>9-10.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>9-10.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><b>Pretest- Galileo</b></p> <p>Noah and the Flood -- EOL pg. 59</p> <p>Evidence Noah's Biblical Flood Happened- Article (found in ELA 10 articles drive folder)</p>	<p>- How does the characterization of the Lord shift throughout "Noah and the Flood"? Explain using textual evidence</p> <p>- Compare and contrast the theme(s) in Noah and the Flood and the Epic of Gilgamesh? Are the theme(s) still relevant? Explain using textual evidence</p>	<p>- Coach Digital -- Online ELA 10 Lesson 8: Reading Scientific and Technical Texts</p>

	<p><b>Week 3</b></p>	<p><u>Focus Standards</u>            9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.            9-10.L.1b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations  <u>Supporting Standards</u>            9-10.W.9            9-10.W.10</p>	<p>Intro to Time Period--EOL pg. 102, 114-118            Julius Caesar -- Act 1</p>	<ul style="list-style-type: none"> <li>- What is the significance of the statement "beware the ides of March"? Explain using textual evidence</li> <li>- Why does Cassius try to influence Brutus to oppose Caesar? Explain using textual evidence</li> <li>- Compare and contrast Caesar's description/view of Cassius compared to Cassius' view/description of Caesar.</li> <li>- How is weather used to help set the tone of the play? Explain using textual evidence</li> </ul>	<ul style="list-style-type: none"> <li>- Ambiguity in Iambic Pentameter- Lesson (found in Julius Caesar drive folder)</li> <li>- Julius Caesar - audio (<a href="https://www.youtube.com/watch?v=hJEUh0U9OGU">https://www.youtube.com/watch?v=hJEUh0U9OGU</a>)</li> </ul>
	<p><b>Week 4</b></p>	<p><u>Focus Standards</u>            9-10.RL.5 Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.            9-10.L.2a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.  <u>Supporting Standards</u>            9-10.W.9            9-10.W.10</p>	<p>Julius Caesar -- Act 2</p>	<ul style="list-style-type: none"> <li>- Why does Brutus and his co-conspirators decide not to assassinate Mark Antony? Explain using textual evidence</li> <li>- What aspect of Caesar's character is illustrated by his decision to ignore the advice of both Calpurnia and the Augers, ego or bravery? Explain using textual evidence</li> </ul>	<ul style="list-style-type: none"> <li>- Coach Digital -- Online ELA 10 Lesson 3: Drama</li> </ul>
	<p><b>Week 5</b></p>	<p><u>Focus Standards</u>            9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.            9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  <u>Supporting Standards</u>            9-10.W.9            9-10.W.10</p>	<p>Julius Caesar -- Act 3            The Assassination of Julius Caesar- Article (found in Julius Caesar drive folder)             Cutting Antony's Speeches- Lesson (found in Julius Caesar drive folder)</p>	<ul style="list-style-type: none"> <li>- Was Caesar's assassination an act to promote justice, why or why not? Explain using textual evidence</li> <li>- Why does Mark Antony repeat the phrase "honorable men" numerous times during his address to the crowd? Explain using textual evidence</li> <li>- How does Shakespeare use pathos, logos, and ethos in his writing? Explain using textual evidence</li> </ul>	<ul style="list-style-type: none"> <li>- Coach Digital -- Online ELA 5 Lesson 8: Reading Articles</li> <li>- Marc Antony's address to the crowd - video (<a href="https://www.youtube.com/watch?v=7X9C55TKUP8">https://www.youtube.com/watch?v=7X9C55TKUP8</a>)</li> </ul>

<p>ma&amp;Narrative Writin</p>	<p><b>Week 6</b></p>	<p><u>Focus Standards</u>                  9-10.RL.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.                  9-10.L.1a. Use parallel structure.                  9-10.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.                  a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.                  b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.                  c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.                  d. Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<p>Julius Caesar -- Act 4                  Watch clips from Act 4 after you have read Act 4                  - <a href="https://www.youtube.com/watch?v=mQQh115qAM E (1:19-1:26)">https://www.youtube.com/watch?v=mQQh115qAM E (1:19-1:26)</a>  <b>Begin the Q1 Essay</b>                  - <b>Write a narrative portraying yourself or someone else as the tragic hero in your own life story.</b></p>	<p>- With the death of Caesar what happens to the relationship between the conspirators, why does Shakespeare focus on this shift in character development? Explain using textual evidence                  - Compare and contrast the written and theatrical versions of Julius Caesar, focusing on why the film adaptation opted to omit or change Shakespeare's scenes and dialogue.</p>	<p>- Coach Digital -- Online ELA 10 Lesson 6: Writing Narratives</p>
	<p><b>Week 7</b></p>	<p><u>Focus Standards</u>                  9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.                  9-10.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.                  9-10.W.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  <u>Supporting Standards</u>                  9-10.L.1                  9-10.L.2</p>	<p>Julius Caesar -- Act 5                  Q1 Essay</p>	<p>- Fate is one of the many themes explored throughout the Play, are all the conspirators deserving of their fate? Explain using textual evidence</p>	<p>- Coach Digital -- Online ELA 10 Lesson 34: Revising &amp; Editing</p>

	<p><b>Week 8</b></p>	<p><u>Focus Standards</u>                      9-10.SL.1a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas                      c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.                      d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections based on the evidence and reasoning presented.                      9-10.SL.3 Evaluate a speaker's point of view, reasoning, use of evidence, and use of rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.                      9-10.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade- specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>Debate:                      - Who is the tragic hero, Caesar or Brutus?                      Teacher Choice  <b>Quarter 1 Assessment</b>                      - Optional Practice Essay (paper &amp; pencil)                      -- standards based</p>		
	<p><b>Week 9</b></p>	<p><u>Tested Standards</u>                      RL.1 &amp; RI.1, RL.2 &amp; RI.2, RL.3, RL.5, W.3, SL.1, SL.3, L.1, L.2</p>	<p><b>Quarter 1 Assessment - Galileo</b>                      - Multiple Choice</p>		
<p><b>Quarter 1 Narrative Essay Prompt: Write a narrative portraying yourself or someone else as the tragic hero in your own life story.</b></p>					
<p style="text-align: center;"><b>Quarter 2</b></p>					
<p>Leadership Text</p>	<p><b>Week 10</b></p>	<p><u>Focus Standards</u>                      9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                      9-10.RI.3 Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.                      9-10.L.4a. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).                      b. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                      d. Verify the preliminary determination of the meaning of a word or phrase.  <u>Supporting Standards</u>                      9-10.W.9                      9-10.W.10</p>	<p>Leadership and Self Deception</p>	<p>- How does one define loyalty and honor?                      - Why is it important to understand how we perceive leadership on a personal level?                      - What part does self deception play in our daily lives?</p>	

	<p><b>Week 11</b></p>	<p><u>Focus Standards</u>            9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.            9-10.RI.3 Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.  <u>Supporting Standards</u>            9-10.L.4            9-10.SL.1</p>	<p>Leadership and Self Deception</p>	<ul style="list-style-type: none"> <li>- What role do excuses play in our ability to be a successful leader?</li> <li>- Are you an "in" or "out" of the box thinker?</li> <li>- How can you get out of a box you are in?</li> <li>- How can you use the qualities of strong leadership in the real world?</li> </ul>	
	<p><b>Week 12</b></p>	<p><u>Focus Standards</u>            9-10.RL.6 Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts.            9-10.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.            9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.            9-10.RI.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).  <u>Supporting Standards</u>            9-10.RI.1</p>	<p>Intro to Time Period--EOL pg. 346            Bhagavad-Gita--EOL pg. 370            Person of the Century: Mohandas Gandhi--EOL pg. 379</p>	<ul style="list-style-type: none"> <li>- How does literature shape or express cultural ideas/beliefs?</li> <li>- How was Gandhi influenced by the writings in the Bhagavad- Gita?</li> <li>- How does McGeary view Gandhi and his work? Explain using examples from the text.</li> </ul>	<ul style="list-style-type: none"> <li>- Feel free to choose additional poems from this chapter to discuss.</li> <li>- Coach Digital -- Online ELA 10 Lesson 32: Word Choice Style Tone and Clarity</li> </ul>

Asian Literature & Poetry	Week 13	<p><u>Focus Standards</u>                      9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.                      9-10.RI.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.                      9-10.L.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.                      9-10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings                      a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.                      b. Analyze nuances in the meaning of words with similar denotations  <u>Supporting Standards</u>                      9-10.RI.8                      9-10.RL.2                      9-10.W.9                      9-10.W.10</p>	<p>EOL -- 402                      Song 103: O Oriole, Yellow Bird -- EOL pg. 404                      Song 130: What Plant Is Not Faded? -- EOL pg. 405                      Haiku -- EOL pg. 449-450                      Versed in Traffic Control -- EOL pg. 452</p>	<p>- What is the purpose of these poems? Explain using textual evidence                      - How is rhythm and repetition used within the poems? Explain using textual evidence                      - Although quite brief Haiku authors use numerous literary devices from imagery, to metaphor, etc. Compare and contrast the ways in which three Haiku authors use literary devices to communicate/connect with the reader.                      - Is Haiku still relevant? Explain using textual evidence</p>	<p>- Feel free to choose additional poems from this chapter to discuss.</p>
	WEEKS 14 & 15	<p><u>Focus Standards</u>                      9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.                      9-10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings                      a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.                      9-10.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  <u>Supporting Standards</u>                      9-10.SL.1                      9-10.RL.2</p>	<p>Poetry Out Loud -- Optional                      - Resources found in drive                      - Online resources (<a href="http://www.poetryoutloud.org/about">http://www.poetryoutloud.org/about</a>)                      ** As this is optional you can extend content from the prior week or start content from week 16 early.</p>		<p>- Coach Digital -- Online ELA 10 Lesson 2: Reading Poetry                      - Coach Digital -- Online ELA 10 Lesson 1: The Writing Process</p>

Asian Literature & Research Skills & Writing	Week 16	<p><b>Focus Standards</b>                      9-10.RI.9 Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.                      9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.                      9-10.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.                      9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.  <u>Supporting Standards</u>                      9-10.L.3                      9-10.L.4                      9-10.L.5</p>	<p>EOL -- pg. 407                      from the Analects -- EOL pg. 409                      EOL -- pg. 412                      Tao Te Ching -- EOL pg. 413                      Peonies -- EOL pg. 436-437                      Tanka--EOL pg. 440-445</p> <p><b>Begin the Q2 Essay</b>                      - <b>How is poetry used as a means to express/explain cultural ideas and beliefs? Research a song and explain how the artist uses lyrics and poetic structure to express culture. Possible topics: word choice, tone, rhyme scheme, religion, societal expectations, gender, government, oppression &amp; justice. The song must be approved by the instructor prior to beginning the essay. (No explicit lyrics or ideas)</b></p>	<p>How are both the Analects and Tao Te Ching teaching texts? Explain using textual evidence                      How is imagery used in Tanka to convey deeper/inferential meanings? Explain using textual evidence</p>	<p>- Have students write Tanka's in teams --&gt; Use extended activity example under Writing -- EOL pg. 445                      - Compare and contrast an example of Chinese and Japanese poetry. (word choice, structure, mood, etc.)                      - Coach Digital -- Online ELA 10 Lesson 4: Writing Informative Texts</p>
	Week 17	<p><b>Focus Standards</b>                      9-10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.                      a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.                      b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.                      c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.                      d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.                      e. Establish and maintain a formal style and an appropriate tone while attending to the norms and conventions of the discipline in</p>	<p>Research Essay</p> <p><b>Quarter 2 Assessment</b>                      -Essay (paper &amp; pencil)                      -- standards based</p>		
	Week 18		<p>Teacher Choice</p>		

	Week 19	Tested Standards All Q1 Standards plus RL.4, RI.3,RI.4, RI.8, RI.9,L.3, L.4, L.5	Quarter 2 Assessment - Galileo - Multiple choice		
Quarter 2 Informative Research Essay Prompt: How is poetry used as a means to express/explain cultural ideas and beliefs? Research a song and explain how the artist uses lyrics and poetic structure to express culture. Possible topics.					
<b>Quarter 3</b>					
African & Southwest Asian Literature & Articles	Week 20	<p><u>Focus Standards</u> 9-10.RI.3 Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. 9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. 9-10.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. <u>Supporting Standards</u> 9-10.L.3</p>	<p><b>Poetry Out Loud Practice</b> - focus on tone, inflection, and pacing</p> <p><b>Poetry Out Loud- Class Competitions</b> <b>Intro to Time Period--EOL pg. 488</b></p>	- How have African Kingdoms and Arab Empires shaped both the history and culture of the world?	
	Week 21	<p><u>Focus Standards</u> 9-10.RL.6 Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts. 9-10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 9-10.L.5b. Analyze nuances in the meaning of words with similar denotations. 9-10.L.6 Acquire and use accurately 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. <u>Supporting Standards</u> 9-10.W.9 9-10.W.10 9-10.L.2</p>	<p>Elephant Hunter, Take your Bow -- EOL pg. 506 Why We Tell Stories About Spider -- EOL pg. 508 The Fisherman and the Jinnee -- EOL pg. 547</p> <p><b>*Poetry Out Loud-- Class Finalists Competition (after school)</b></p>	- What literary techniques stand out in these works, why do you think these techniques were used? Explain using textual evidence - How do each of these works reflect the culture of the writer? Explain using textual evidence	- Coach Digital -- Online ELA 10 Lesson 1: Reading Fiction ( <a href="https://www.coachdigital.com/teacher/viewInstructionResource.html?resourceID=152371&amp;productID=248&amp;productIDStr=&amp;resourceDesc=1&amp;keyword=fiction&amp;searchType=1">https://www.coachdigital.com/teacher/viewInstructionResource.html?resourceID=152371&amp;productID=248&amp;productIDStr=&amp;resourceDesc=1&amp;keyword=fiction&amp;searchType=1</a> )
	Week 22	<p><u>Focus Standards</u> 9-10.RI.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). 9-10.RI.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. <u>Supporting Standards</u> 9-10.RI.2 9-10.RI.3 9-10.RL.4</p>	<p>Keeping the Tradition of African Storytelling Alive - Article (found in Things Fall Apart (TFA) folder in drive) The Scramble for Africa - Article (found in TFA folder in drive)</p>	- Why was African literary tradition initially oral rather than written? How does this tradition influence literature? - Why did Mike Kubic write the article "Scramble for Africa?" Explain	

Novel & Argumentative Writing	Week 23	<p><u>Focus Standards</u>                      9-10.RL.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).                      9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.  <u>Supporting Standards</u>                      9-10.RL.1                      9-10.RL.5</p>	<p>Things Fall Apart                      Animal Trickster Tales - Article (found in TFA folder in drive)</p> <p><b>*Poetry Out Loud-- School Wide Competition, held individually at each high school</b></p>	<p>- How does Achebe use the first few chapters to set the tone of the novel?</p>	
	Week 24	<p><u>Focus Standards</u>                      9-10.RL.9 Analyze how an author draws on and transforms source material in a specific work.                      9-10.RL.6 Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts.  <u>Supporting Standards</u>                      9-10.RL.2                      9-10.RL.4</p>	<p>Things Fall Apart</p>	<p>- How does nature play an integral role in the life of the Ibo villagers?                      - How do gender roles and social stratification play a part in Ibo culture?                      - Proverbs and storytelling are a major aspect of Ibo culture, what is Achebe's purpose in using them throughout the novel? Explain.</p>	<p>- Coach Digital -- Online ELA 10 Lesson 15: Reason &amp; Argument</p>
	Week 25	<p><u>Focus Standards</u>                      9-10.RL.9 Analyze how an author draws on and transforms source material in a specific work.                      9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.                      9-10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.                      a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.                      b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.                      c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>	<p>Things Fall Apart                      The Second Coming - Yeats Poem (found in TFA folder in drive)</p> <p><b>Begin the Q3 Essay</b>                      - <b>Were Europeans justified in promoting imperialism and encouraging the Ibo people to embrace European culture and religion? Why or why not?</b></p>	<p>- What is the role of the drums throughout the novel? Explain.                      - How does Okonkwo's biggest fear lead to the mistakes he makes as a leader and a father?                      - How does Achebe compare and contrast the Ibo and European cultures? What is his purpose for doing this?                      - Why does Achebe draw the title for this novel from the poem "The Second Coming"?</p>	<p>- Coach Digital -- Online ELA 10 Lesson 5: Writing Arguments</p>

	Week 26	<p><u>Focus Standards</u>                      9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.                      9-10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.                      9-10.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.                      9-10.L.3 a. Write and edit work so that it conforms to the guidelines in a style manual.  <u>Supporting Standards</u>                      9-10.W.5                      9-10.W.6                      9-10.L.1                      9-10.L.2</p>	<p>Things Fall Apart  <b>Q3 Essay</b></p>	<p>- Is Okonkwo a villain, victim, or tragic hero? Explain</p>	
	Week 27		<p><b>Quarter 3 Assessment</b>                      -Essay (paper &amp; pencil)                      -- standards based</p>		
	Week 28	<p><u>Tested Standards</u>                      All Q1 &amp; Q2 Standards plus RL.6,RL.9,RI.5, RI.6, W.1, W.4, L.6</p>	<p><b>Quarter 3 Assessment - Galileo</b>                      - Multiple choice</p>		
<p><b>Quarter 3 Argumentative Essay Prompt: Were Europeans justified in promoting imperialism and encouraging the Ibo people to embrace European culture and religion? Why or why not?</b></p>					
<p><b>Quarter 4</b></p>					
AzMerit Prep & Introduction to 1940s	Week 29	All Standards	AZMerit Review		
	Week 30	<p><b>AzMerit Prep &amp;</b>                      9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                      9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p>	<p>AZ Merit Review                      Night</p>	<p>- How does religion/faith shape the beginning of the story and the characterization of both the Beadle and Eliezer?                      - How does Wiesel use imagery to connect the reader to his experiences?                      - How does Elie's relationship with his father influence his time in the concentration camp?</p>	<p>Narrative Quick Write: Describe a time (or times) when you witnessed or experienced injustice because of age, gender, or ethnicity. What, if anything, could have been done to prevent or change the situation?</p>
Memoir	Week 31	<p><u>Focus Standards</u>                      9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.                      9-10.RI.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).                      9-10.RI.9 Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.                      9-10.RI.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.  <u>Supporting Standards</u>                      9-10.SL.1                      9-10.L.4                      9-10.L.5</p>	<p>Night                      Wiesel Interview -- start at 1:45-3:40 &amp; 4:58-5:15 (<a href="https://www.youtube.com/watch?v=uOXqTJ3nqCU&amp;has_verified=1">https://www.youtube.com/watch?v=uOXqTJ3nqCU&amp;has_verified=1</a>)</p>	<p>- How did Elie's loss of identity and freedom contribute to his desensitization of other?                      - How did the will to live contribute to Elie's determination to appear strong?</p>	

	<p><b>Week 32</b></p>	<p><u>Focus Standards</u>            9-10.RI.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.            9-10. W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.            9-10.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.            9-10.L.3 a. Write and edit work so that it conforms to the guidelines in a style manual.  <u>Supporting Standards</u>            9-10.W.5            9-10.W.6            9-10.L.1            9-10.L.2</p>	<p>Night   <b>Begin the Q4 Essay</b>  <b>- Holocaust Writings: How Does One Say [express] the Unspeakable? (DBQ)</b></p>	<p>- In the introduction Wiesel reflects on his reasons for writing Night, when he says "Did I write it so as to not go mad or, on the contrary, to go mad in order to understand the nature of madness?... Was it to leave behind a legacy of words, of memories, to help prevent history from repeating itself? Or was it simply to preserve a record of the ordeals I endured." Which statement do you think is true, why?</p>	
	<p><b>Week 33</b></p>	<p><u>Focus Standards</u>            9-10.RI.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).            9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.            9-10.RL.9 Analyze how an author draws on and transforms source material in a specific work.            9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.  <u>Supporting Standards</u>            9-10.RL.1            9-10.L.5            9-10.RI.2</p>	<p>Someone might be watching- an introduction to Dystopian Literature- Article (found in 1984 folder in drive)             1984</p>	<p>- How does Orwell use imagery to create his dystopian world?            - What is truth to Winston, to the party, to you?            - Why is Winston really writing the journal?            - How are the party slogans unique? Explain, Is this a result of doublespeak? Explain</p>	
<p>Novel</p>	<p><b>Week 34</b></p>	<p><u>Focus Standards</u>            9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.            9-10.RL.6 Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts.            9-10.RL.5 Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.  <u>Supporting Standards</u>            9-10.W.10            9-10.W.9            9-10.L.1            9-10.L.2</p>	<p>1984</p>	<p>- What is the purpose of Goldstein and Big Brother?            - How is language and the written word used to influence/ shape one's ideas?            - Do individuals have the power to change society?            - Can a society based on hate survive?</p>	

	<b>Week 35</b>	<p><u>Focus Standards</u>                      9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.                      9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.                      9-10.RI.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.                      9-10.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.  <u>Supporting Standards</u>                      9-10.RL.1</p>	1984  Why Do People Follow the Crowd- Article (found in 1984 folder located in the drive)	<ul style="list-style-type: none"> <li>- How does Winston's relationship with Julia lead to his own growth and awareness regarding life and the Party?</li> <li>- Are the citizens at fault for the corruption of their society?</li> <li>- Does war really lead to peace as explained by Goldstein, or is it a paradox?</li> <li>- Is it right for the government to control through fear?</li> </ul>	
	<b>Week 36</b>	<p><u>Focus Standards</u>                      9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.                      9-10.RL.5 Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.  <u>Supporting Standards</u>                      9-10.W.10                      9-10.W.9                      9-10.L.1                      9-10.L.2</p>	1984	<ul style="list-style-type: none"> <li>- During a torture session O'Brien describes Winston as the human spirit and then asks him to look in a mirror?</li> <li>- What is the purpose of this scene?</li> <li>- What is Orwell saying about the human spirit in this system?</li> <li>- Is Winston a heroic character?</li> <li>- Why does Orwell end the novel with Winston proclaiming his love of Big Brother?</li> </ul>	
	<b>Week 37</b>		Teacher Choice		
	<b>Week 38</b>	<p><u>Tested Standards</u>                      All Standards</p>	Post Assessment- Galileo		
<p>Quarter 4 Essay Prompt: Holocaust Writings: How Does One Say [express] the Unspeakable? (DBQ Project)</p>					

ELA 10 Honors Curriculum Map 2018-19					
Unit	Week	Standards	Approved ALA Text	Focus Questions These represent the weekly focus. Daily Clear Learning Objectives should lead to mastery of focus question.	Optional
<b>Quarter 1</b>					
Literature Foundations (Origins, Biblical, Historical)	Week 1	<p><u>Focus Standards</u></p> <p>9-10.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>9-10.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>Intro to Time Period -- EOL pg.4-9, 19-20</p> <p>Literature is the Mirror of Society- Article (found in ELA 10 articles drive folder)</p> <p>Sumerian Tablets -- EOL 34</p> <p>Epic of Gilgamesh -- EOL pg. 20</p> <p>Writing Sample</p> <p>- Question: Is literature the mirror of society?</p>	<ul style="list-style-type: none"> <li>- How does culture shape literature and visa versa?</li> <li>- How are we shaped by literature? Is it the mirror of society?</li> </ul>	<ul style="list-style-type: none"> <li>- Watch and discuss the brief clip on cuneiform (<a href="https://www.youtube.com/watch?v=HbZ2asfyHcA">https://www.youtube.com/watch?v=HbZ2asfyHcA</a>)</li> </ul>
	Week 2	<p><u>Focus Standards</u></p> <p>9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>9-10.L.2b. Use a colon to introduce a list or quotation.</p>	<p><b>Pretest - Galileo</b></p> <p>Noah and the Flood -- EOL pg. 59</p> <p>Evidence Noah's Biblical Flood Happened- Article (found in ELA 10 articles drive folder)</p>	<ul style="list-style-type: none"> <li>- How does the characterization of the Lord shift throughout "Noah and the Flood"? Explain using textual evidence.</li> <li>- How is the theme developed through Noah and the Flood? What do you think is the purpose of this theme? Explain using textual evidence.</li> <li>- Compare and contrast the theme development in both flood stories.</li> </ul>	<ul style="list-style-type: none"> <li>- Noah's Ark Found in Turkey? - article (<a href="https://news.nationalgeographic.com/news/2010/04/100428-noahs-ark-found-in-turkey-science-religion-culture/">https://news.nationalgeographic.com/news/2010/04/100428-noahs-ark-found-in-turkey-science-religion-culture/</a>)</li> <li>- Coach Digital -- Online Lesson 8:Reading Scientific and Technical Texts</li> </ul>
	Week 3	<p><u>Focus Standards</u></p> <p>9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>9-10.L.1b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations</p> <p><u>Supporting Standards</u></p> <p>9-10.RL.1</p> <p>9-10.RI.2</p>	<p>Intro to Time Period--EOL pg. EOL pg. 102, 104-105</p> <p>About the Play: Julius Caesar- Article (found in Julius Caesar drive folder)</p> <p>Julius Caesar -- Act 1</p>	<ul style="list-style-type: none"> <li>- What is the significance of the statement "beware the ides of March"? Explain using textual evidence.</li> <li>- Analyze why Cassius tries to influence Brutus to oppose Caesar?</li> <li>- Compare and contrast Caesar's description/view of Cassius compared to Cassius' view/description of Caesar.</li> <li>- How does Shakespeare use weather in the play? Explain using textual evidence.</li> </ul>	<ul style="list-style-type: none"> <li>- Ambiguity in Iambic Pentameter- Lesson (found in Julius Caesar drive folder)</li> <li>- Julius Caesar - audio (<a href="https://www.youtube.com/watch?v=hUEu0U9OGU">https://www.youtube.com/watch?v=hUEu0U9OGU</a>)</li> </ul>

	<p><b>Week 4</b></p> <p><u>Focus Standards</u>            9-10.RL.5 Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.            9-10.L.2a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.            9-10.RI.3 Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.  <u>Supporting Standards</u>            9-10.RL.4</p>	<p>Julius Caesar -- Act 2            Concerning Rhetoric- Article (found in Julius Caesar drive folder)</p>	<ul style="list-style-type: none"> <li>- What do we learn about Brutus and his co-conspirators when they are discussing the possible assassination of Mark Antony? Explain using textual evidence.</li> <li>- How does Shakespeare use this dialogue to shape your view of the co-conspirators? Explain in detail using examples from the play.</li> <li>- What aspect of Caesar's character is illustrated by his decision to ignore the advice of both Calpurnia and the Augers, ego or bravery? Explain using textual evidence.</li> </ul>	<ul style="list-style-type: none"> <li>- Primary Source Spotlight: Plutarch's Lives of Noble Grecians and Romans- Lesson (found in Julius Caesar drive folder)</li> <li>- Coach Digital -- Online ELA 10 Lesson 3: Drama</li> </ul>
	<p><b>Week 5</b></p> <p><u>Focus Standards</u>            9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.            9-10.L.5a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.            b. Analyze nuances in the meaning of words with similar denotations.            9-10.SL.1a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas            c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.            d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections based on the evidence and reasoning presented.            9-10.SL.3 Evaluate a speaker's point of view, reasoning, use of evidence, and use of rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>Julius Caesar -- Act 3            The Assassination of Julius Caesar- Article (found in Julius Caesar drive folder)</p> <p>Caesar Assassination Debate:            - To Assassinate or Not? Students will debate from the perspective of the Roman Senate whether the assassination of Julius Caesar was justified.</p>	<ul style="list-style-type: none"> <li>- Was Caesar's assassination an act to promote justice, why or why not? Explain using textual evidence.</li> <li>- Why does Mark Antony repeat the phrase "honorable men" numerous times during his address to the crowd? Explain using textual evidence.</li> <li>- Compare and contrast Brutus and Antony's speeches identifying and analyzing their appeal (ethos, pathos, and logos)?</li> </ul>	<ul style="list-style-type: none"> <li>- Cutting Antony's Speeches- Lesson (found in Julius Caesar drive folder)</li> <li>- Coach Digital -- Online ELA 5 Lesson 8: Reading Articles</li> <li>- Marc Antony's address to the crowd - video (<a href="https://www.youtube.com/watch?v=7X9C55TkUP8">https://www.youtube.com/watch?v=7X9C55TkUP8</a>)</li> </ul>

&Narrative Writing	<p><b>Week 6</b></p> <p><u>Focus Standards</u>                      9-10.L.1a. Use parallel structure.                      9-10. W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.                      a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.                      b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.                      c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.                      d. Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.  <u>Supporting Standards</u>                      9-10.L.1b.                      9-10.L.2 c.</p>	<p><b>Begin the Q1 Essay</b>                      - <b>The tragic hero is a common literary character developed and explored in both literature and film. Write a narrative portraying the experiences of a contemporary tragic hero. You can take a chapter from your life or write your own unique narrative.</b></p>		- Coach Digital -- Online ELA 10 Lesson 6: Writing Narratives
	<p><b>Week 7</b></p> <p><u>Focus Standards</u>                      9-10.RL.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.                      9-10.RL.5 Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.                      9-10.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.                      9-10.W.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  <u>Supporting Standards</u>                      9-10.L.1                      9-10.L.2</p>	<p>Julius Caesar -- Act 4                      Watch clips from Act 4 after you have read Act 4                      - <a href="https://www.youtube.com/watch?v=mQQh115qAME">https://www.youtube.com/watch?v=mQQh115qAME</a> (1:19-1:26)                      Essay Editing &amp; Revising</p>	<p>- With the death of Caesar what happens to the relationship between the conspirators, why does Shakespeare focus on this shift in character development? Explain using textual evidence.                      - Compare and contrast the written and theatrical versions of Julius Caesar, focusing on why the film adaptation opted to omit or change Shakespeare's scenes and dialogue.</p>	- Coach Digital -- Online ELA 10 Lesson 34: Revising & Editing
	<p><b>Week 8</b></p> <p><u>Focus Standards</u>                      9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  <u>Supporting Standards</u>                      9-10.RL.1                      9-10.W.9</p>	<p>Julius Caesar -- Act 5  <b>Quarter 1 Assessment</b>                      - Optional Essay (paper &amp; pencil)                      -- standards based</p>	<p>- How does Brutus fit the role of Tragic Hero? Explain using textual evidence.                      - Is he the only Tragic Hero? Explain using textual evidence.                      - Fate is one of the many themes explored throughout the Play, are all the conspirators deserving of their fate? Why or why not? Explain using textual evidence.</p>	
	<p><b>Week 9</b></p> <p><u>Tested Standards</u>                      RL.1 &amp; RI.1, RL.2 &amp; RI.2, RL.3, RL.5, W.3, SL.1, SL.3, L.1, L.2</p>	<p><b>Quarter 1 Assessment -Galileo</b>                      - Multiple Choice</p>		
<p><b>Quarter 1 Narrative Essay Prompt: The tragic hero is a common literary character developed and explored in both literature and film. Write a narrative portraying the experiences of a contemporary tragic hero. You can take a</b></p>				
<p><b>Quarter 2</b></p>				

<b>Leadership Text</b>	<b>Week 10</b>	<p><u>Focus Standards</u>                      9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                      9-10.RI.3 Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.                      9-10.L.4a. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).                      b. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                      d. Verify the preliminary determination of the meaning of a word or phrase.  <u>Supporting Standards</u>                      9-10.W.9                      9-10.W.10</p>	Leadership and Self Deception	<ul style="list-style-type: none"> <li>- Analyze how we can deceive ourselves?</li> <li>- How does one define loyalty and honor?</li> <li>- Why is it important to understand how we perceive leadership on a personal level?</li> <li>- What part does self deception play in our daily lives?</li> </ul>	
	<b>Week 11</b>	<p><u>Focus Standards</u>                      9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.                      9-10.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.  <u>Supporting Standards</u>                      9-10.L.4                      9-10.SL.1</p>	Leadership and Self Deception	<ul style="list-style-type: none"> <li>- What role do excuses play in our ability to be a successful leader?</li> <li>- Are you an "in" or "out" of the box thinker? How can we get out of a box we are in?</li> <li>- How can you use the qualities of strong leadership in the real world?</li> </ul>	
<b>Narrative Poetry</b>	<b>Week 12</b>	<p><u>Focus Standards</u>                      9-10.RI.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.                      9-10.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.                      9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p>	Dante Overview - EOL pg. 645-647 - <a href="https://www.poets.org/poetsorg/poet/dante-alighieri">https://www.poets.org/poetsorg/poet/dante-alighieri</a> - <a href="https://www.poetryfoundation.org/poets/dante-alighieri">https://www.poetryfoundation.org/poets/dante-alighieri</a> What's the Best Way to Read the Divine Comedy If You Don't Know Italian?- Article (found in the ELA 10 articles drive folder)	<ul style="list-style-type: none"> <li>- How does the time period shape Dante's writing?</li> </ul>	<ul style="list-style-type: none"> <li>- Dante Resources (<a href="http://etcweb.princeton.edu/dante/pdp/">http://etcweb.princeton.edu/dante/pdp/</a>)</li> <li>- Coach Digital -- Online ELA 10 Lesson 2: Reading Poetry</li> </ul>
	<b>Week 13</b>	<p><u>Focus Standards</u>                      9-10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings                      a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.                      9-10.RL.6 Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts.  <u>Supporting Standards</u>                      9-10.RL.1</p>	The Divine Comedy--EOL pg. 649	<ul style="list-style-type: none"> <li>- Analyze how Dante uses symbolism and allusion to develop his allegory?</li> <li>- Analyze how Virgil represents the definition of human reason.</li> </ul>	

	<p><b>Week 14</b></p> <p><b>Focus Standards</b>            9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone..            9-10.RL.9 Analyze how an author draws on and transforms source material in a specific work.</p> <p><b>Supporting Standards</b>            9-10.RL.1            9-10.L.1            9-10.W.10            9-10.W.9</p>	<p>The Divine Comedy--EOL pg. 649</p>	<ul style="list-style-type: none"> <li>- What does the number three represent and how is it used throughout the text?</li> <li>- What importance does Dante place on reason? What generalization can you make about Dante's view of reason?</li> <li>- Analyze why Dante chose betrayal as the greatest sin one could commit? (Relate back to Julius Caesar)</li> <li>- Explain how Judas's sin differs from that of Brutus and Cassius?</li> </ul>	
	<p><b>Week 15</b></p> <p><b>Focus Standards</b>            9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone..            9-10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings            a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>	<p>Introduce Poetry Out Loud- resources found in drive -- Optional</p>		
	<p><b>Week 16</b></p> <p><b>Focus Standards</b>            9-10.RL.5 Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.            9-10.RL.9 Analyze how an author draws on and transforms source material in a specific work.            9-10.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.            9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><b>Supporting Standards</b>            9-10.RL.4            9-10.L.4            9-10.L.5</p>	<p>The Divine Comedy--EOL pg. 649</p> <p>Introduce Informative Research Essay            - How is literature used as a means to express culture? You can focus on the following: government, religion, social status, history, etc. Use the texts from the quarter as well as outside resources to develop and support your thesis.</p>	<ul style="list-style-type: none"> <li>- Analyze how Satan's three faces are used symbolically in the Divine Comedy.</li> <li>- How does Dante use setting and tone to develop the mood?</li> <li>- How does the mood change from one Canto to the next? Infer what Dante's purpose was in this change?</li> <li>- Analyze the title chosen by Dante, why is it called the Divine Comedy?</li> </ul>	<ul style="list-style-type: none"> <li>- Coach Digital -- Online ELA 10 Lesson 1:The Writing Process</li> <li>- Coach Digital -- Online ELA 10 Lesson 4: Writing Informative Texts</li> </ul>

<p><b>Narrative Poetry &amp; Research Skills &amp; Writing</b></p>	<p><b>Week 17</b></p>	<p><b>Focus Standards</b>                  9-10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.                  a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.                  b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.                  c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.                  d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.                  e. Establish and maintain a formal style and an appropriate tone while attending to the norms and conventions of the discipline in which they are writing.                  f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).  <b>Supporting Standards</b></p>	<p>Informative Research Essay</p>		<p>- Coach Digital -- Online ELA 10 Lesson 32: Word Choice Style Tone and Clarity</p>
	<p><b>Week 18</b></p>	<p><b>Focus Standards</b>                  9-10.W.2 d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.                  e. Establish and maintain a formal style and an appropriate tone while attending to the norms and conventions of the discipline in which they are writing.                  9-10.L.3 a. Write and edit work so that it conforms to the guidelines in a style manual.                  9-10.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  <b>Supporting Standards</b>                  9-10.W.5                  9-10.W.6                  9-10.L.1                  9-10.L.2</p>	<p>Informative Research Essay                   Work on Poetry out Loud                  - tone, inflection, and pacing   <b>Quarter 2 Assessment</b>                  -Essay (paper &amp; pencil)                  -- standards based</p>		
	<p><b>Week 19</b></p>	<p><b>Tested Standards</b>                  All Q1 Standards plus RL.4, RL.9, RI.3, RI.8, L.3, L.4, L.5</p>	<p><b>Quarter 2 Assessment -Galileo</b>                  - Multiple Choice</p>		
<p><b>Quarter 2 Informative Research Essay Prompt- How is literature used as a means to express culture? You can focus on the following: government, religion, social status, history, etc. Use the texts from the quarter as well as</b></p>					
<p style="text-align: center;"><b>Quarter 3</b></p>					

Novel & Argumentative Writing	Week 20	<p><b>Focus Standards</b>                      9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.                      9-10.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  <b>Supporting Standards</b>                      9-10.L.3</p>	<p><b>Work on Poetry out Loud</b>                      - recitation practice, tone, inflection, and pacing</p> <p><b>Poetry Out Loud- Class Competitions</b></p>		
	Week 21	<p><b>Focus Standards</b>                      9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.                      9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.                      9-10.RI.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).  <b>Supporting Standards</b>                      9-10.L.4                      9-10.W.10                      9-10.W.9                      9-10.L.1                      9-10.L.2</p>	<p>Intro to Time Period--EOL pg. 744                      It's Alive! The Birth of Frankenstein- Article (found in Frankenstein drive folder)                      The Real Electric Frankenstein                      Experiments of the 1800s (found in Frankenstein drive folder)</p>	<ul style="list-style-type: none"> <li>- How does one's experience affect their perspective on humanity/life?</li> <li>- How does Frankenstein exemplify the literary focus of the period: Romanticism, Naturalism, Realism? Explain</li> </ul>	<ul style="list-style-type: none"> <li>- Romanticism (<a href="https://penlighten.com/romanticism-in-literature">https://penlighten.com/romanticism-in-literature</a>)</li> <li>- Coach Digital -- Online ELA 10 Lesson 1: Reading Fiction</li> </ul>
	Week 22	<p><b>Focus Standards</b>                      9-10.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                      9-10.RI.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.                      9-10.RL.5 Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.  <b>Supporting Standards</b>                      9-10.RI.1                      9-10.RI.4                      9-10.RI.5</p>	<p>Frankenstein                      What Does it Mean to Be Human- Article (found in Frankenstein drive folder)  <b>*Poetry Out Loud-- Class Finalists Competition (after school)</b></p>	<ul style="list-style-type: none"> <li>- Analyze what it means to be human?</li> <li>- What function does the frame story of Walton, the explorer, have on the novel? Explain</li> </ul>	
	Week 23	<p><b>Focus Standards</b>                      9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.                      9-10.RL.6 Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts.  <b>Supporting Standards</b>                      9-10.RL.1                      9-10.W.10                      9-10.W.9                      9-10.L.1                      9-10.L.2</p>	<p>Frankenstein</p>	<ul style="list-style-type: none"> <li>- Does Frankenstein have an obligation to the monster to fulfill his request of making him a bride? Why or why not?</li> <li>- Analyze whether or not the monster is to blame for his actions, or does the blame fall on Frankenstein for creating the monster that committed the murderous acts. Explain</li> </ul>	

	<p><b>Week 24</b></p> <p><b>Focus Standards</b></p> <p>9-10.RL.6 Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts.</p> <p>9-10.RL.5 Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.</p> <p>9-10.L.6 Acquire and use accurately 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>Frankenstein</p>	<p>- Frankenstein and the creature both have narratives. What effect does the switch between narrators have on the reader?</p>	<p>- Coach Digital -- Online ELA 10 Lesson 15: Reason &amp; Argument</p>
	<p><b>Week 25</b></p> <p><b>Focus Standards</b></p> <p>9-10.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>9-10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p>Frankenstein</p> <p><b>Begin argumentative essay</b></p> <p>- Who internalizes aspects of humanity Frankenstein or the creature?</p>	<p>- Why are Frankenstein and his monster both miserable at the end and obsessed with revenge?</p> <p>- Who is the actual victim, Frankenstein or the monster?</p>	<p>- Coach Digital -- Online ELA 10 Lesson 5: Writing Arguments</p>

African & Southwest Asian Literature & Articles	Week 26	<p><b>Focus Standards</b>                      9-10.RL.6 Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts.                      9-10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                      9-10.L.5b. Analyze nuances in the meaning of words with similar denotations.                      9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.  <b>Supporting Standards</b>                      9-10.W.4                      9-10.W.9                      9-10.W.10                      9-10.L.2</p>	Intro to Time Period--EOL pg. 492-496 How word, symbol and song shaped history- Article (found in ELA 10 articles folder in drive) Elephant Hunter, Take your Bow -- EOL pg. 505 Talk -- EOL pg. 511 The Fisherman and the Jinnee -- EOL pg. 547	<ul style="list-style-type: none"> <li>- What significant impacts can oral tradition have versus written literature?</li> <li>- Elephant Hunter, Take your Bow was originally used as oral tradition, how does it affect the interpretation of the purpose?</li> <li>- How do the poetic techniques, such as, refrain and rhythm, impact the tone of the subject matter?</li> <li>- How do each of these works reflect the culture of the writer? Explain</li> </ul>	Quick Write: - Think about one of your family stories/ traditions, what would you pass down to your children? Convert your oral tradition/narrative into written form.
	Week 27		Teacher Choice  <b>Quarter 3 Assessment</b> -Essay (paper & pencil) -- standards based		- Short Story (Romanticism)
	Week 28	<p><b>Tested Standards</b>                      All Q1 &amp; Q2 Standards plus RL.6, RI.4,RI.5, RI.6, W.1, W.4. L.6</p>	<b>Quarter 3 Assessment -Galileo</b> - Multiple choice		
<p><b>Quarter 3 Argumentative Essay Prompt: Who internalizes aspects of humanity, Frankenstein or the creature?</b></p>					
<p><b>Quarter 4</b></p>					
AzMerit Prep & Intro. to Dystopian Literature	Week 29	All Standards	AZMerit Review	Coach Digital practice test, then go over misconceptions.	
	Week 30	<p><b>AzMerit Prep &amp;</b>                      9-10.RI.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).                      9-10.RL.6 Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts.</p>	AZ Merit Review  Someone might be watching- an introduction to Dystopian Literature- Article (found in 1984 folder located in the drive)  1984	<ul style="list-style-type: none"> <li>- Do individuals have the power to change society? Why or why not?</li> <li>- Why does Orwell represent the society of 1984 as being in a state of perpetual war with no decisive victory? What purpose does this serve?</li> </ul>	- Have students write their own questions that they want answered from the novel? --> Choose a few of these questions to discuss in addition to the focus questions.
	Week 31	<p><b>Focus Standards</b>                      9-10.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                      9-10.RL.5 Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.  <b>Supporting Standards</b>                      9-10.L.5</p>	1984	<ul style="list-style-type: none"> <li>- What is the significance of Winston's dreams?</li> <li>- Why does the author devote as much time as he does to Winston's dreams?</li> <li>- Are the citizens at fault for the corruption of their society?</li> </ul>	
	Week 32	<p><b>Focus Standards</b>                      9-10.RL.6 Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts.                      9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p>	1984	<ul style="list-style-type: none"> <li>- Think about your own life who is in control: you, social media, your parents, or society? Explain why you think this?</li> <li>- What methods do governments use to control citizens? (fear, emotions, etc.)</li> </ul>	

Novel & Informative Writing	Week 33	<p><b>Focus Standards</b></p> <p>9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>9-10.RL.5 Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.</p>	1984	<ul style="list-style-type: none"> <li>- Are Winston's acts of rebellion (or lack of actions) after discovering the truth of his society cowardly? Why or Why not?</li> <li>- What is the purpose of the romantic relationship between Winston and Julia? Follow up: How does the Party use these relationships?</li> <li>- Is Winston a heroic character? Why or why not?</li> </ul>	
	Week 34	<p><b>Focus Standards</b></p> <p>9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>9-10. W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>9-10.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>9-10.L.3 a. Write and edit work so that it conforms to the guidelines in a style manual.</p> <p><b>Supporting Standards</b></p> <p>9-10.W.5 9-10.W.6 9-10.L.1 9-10.L.2</p>	<p>1984</p> <p><b>Begin the essay:</b></p> <ul style="list-style-type: none"> <li>- The three party slogans are "War is Peace," "Freedom is Slavery," and "Ignorance is Strength." Explain how one of these make sense for Big Brother and how is this manifested today?</li> </ul>	<ul style="list-style-type: none"> <li>- Were the party members wrong to love Big Brother? Explain your answer using evidence.</li> <li>- What do you think Orwell's purpose was in writing 1984? Explain.</li> </ul>	The Message for Today in Orwell's 1984 - Article (found in 1984 folder located in the drive)
Memoir	Week 35	<p><b>Focus Standards</b></p> <p>9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>9-10.RI.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>9-10.RI.9 Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.</p> <p><b>Supporting Standards</b></p> <p>9-10.RI.4</p>	<p>Night</p> <p>Elie Wiesel - Nobel Peace Prize Speech (<a href="https://www.nobelprize.org/nobel_prizes/peace/laureates/1986/wiesel-acceptance.html">https://www.nobelprize.org/nobel_prizes/peace/laureates/1986/wiesel-acceptance.html</a>)</p> <p>Wiesel Interview -- start at 1:45-3:40 &amp; 4:58 5:15 (<a href="https://www.youtube.com/watch?v=uOXqTJ3nqCU&amp;has_verified=1">https://www.youtube.com/watch?v=uOXqTJ3nqCU&amp;has_verified=1</a>)</p>	<ul style="list-style-type: none"> <li>- How does Elie use religion to define his identity? What might this suggest about his character? Explain</li> </ul>	
	Week 36	<p><b>Focus Standards</b></p> <p>9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>9-10.RI.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p><b>Supporting Standards</b></p> <p>9-10.RI.1 9-10.L.4 9-10.L.5</p>	<p>Night</p> <p>The Holocaust- videoclip (<a href="https://www.ushmm.org/wlc/en/media_nm.php?MediaId=3372&amp;ModuleId=10005143">https://www.ushmm.org/wlc/en/media_nm.php?MediaId=3372&amp;ModuleId=10005143</a>)</p>	<ul style="list-style-type: none"> <li>- How does Elie's relationship with his father influence his time in the concentration camp?</li> <li>- What does Elie mean when he refers to his father as "his weak-point"? Why has he come to view love as a weakness?</li> <li>- How did Elie's loss of identity and freedom contribute to his desensitization of others?</li> </ul>	

	<p><b>Week 37</b></p>	<p><u>Focus Standards</u>                      9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.                      9-10.RI.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).                      9-10.RI.3 Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.  <u>Supporting Standards</u>                      9-10.RI.1</p>	<p>Night</p>	<ul style="list-style-type: none"> <li>- How did the will to live contribute to Elie's determination to appear strong?</li> <li>- Why does Elie end his memoir looking in the mirror, contemplating his emaciated body?</li> <li>- What lesson/lessons do you think Wiesel wants his readers to take away? Explain</li> </ul>	
	<p><b>Week 38</b></p>	<p><u>Tested Standards</u>                      All Standards</p>	<p>Post Assessment- Galileo- multiple choice</p>		
<p><b>Quarter 4 Essay Prompt: The three party slogans are "War is Peace," "Freedom is Slavery," and "Ignorance is Strength." Explain how one of these make sense for Big Brother and how is this manifested today?</b></p>					

English 11 On Level Curriculum Map 2018-19					
Unit	Week	Standards	ALA Approved Text	Focus Questions These represent the unit focus. Daily Clear Learning Objectives should lead to mastery of focus question.	Optional
<b>Quarter 1</b>					
Early American Literature (Fiction & Nonfiction)	Week 18/6-8/10	<p><b>Focus Standards</b></p> <p>11-12.RL.4 Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone</p> <p>11-12.RL.6 Using a variety of genres, analyze how the narrative point of view impacts the implicit and explicit meanings in a text.</p> <p>11-12.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (Continue with these throughout the year!)</p> <p>11-12.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (Continue with these throughout the year!)</p>	<p>EOL pg. 5,15-18</p> <p>The Sky Tree -- EOL pg. 19</p> <p>Coyote Finishes His Work -- EOL pg. 22</p> <p>The World on Turtle's Back -- (found in Col. 1 folder)</p>	<ul style="list-style-type: none"> <li>- Compare and contrast the written story to the Native American use of oral tradition?</li> <li>- Why are myths used to explain the unknown? Explain</li> </ul>	- Coach Digital -- Online ELA 11 Lesson 3: Writing Responses to Literature
	78/15 - Early Rele	<p><b>Focus Standards</b></p> <p>11-12.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.</p> <p>11-12.RI.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.</p> <p>11-12.L.6 Acquire and use accurately 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>Pretest- Galileo</b></p> <p>EOL pg. 6-9, 51-52, 100</p> <p>Sinners in the Hands of an Angry God -- EOL pg. 105</p> <p>Of Plymouth Plantation -- EOL pg. 54</p>	<ul style="list-style-type: none"> <li>- How does Jonathan Edwards use fear to get his congregation to "repent"? Explain using textual evidence</li> <li>- Why did William Bradford use "plain-style" language for his journals instead of fancy, descriptive language? Explain</li> </ul>	- Coach Digital -- Online ELA 11 Lesson 15: Reason and Argument

Narrative & Persuasive Texts & Narrative Writing	Week 38/20-8/24	<p><b>Focus Standards</b></p> <p>11-12.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>11-12.RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>11-12.RI.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.</p> <p>11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in print in order to address a question or solve a problem.</p> <p>11-12.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and particular tone and outcome.</p> <p>d. Use precise words and phrases, relevant descriptive</p>	<p>The Interesting Narrative of the Life of Olaudah Equiano -- EOL pg. 82 Slavery &amp; Middle Passage - film clip (<a href="https://www.youtube.com/watch?v=D3AT5_LwW0">https://www.youtube.com/watch?v=D3AT5_LwW0</a>)</p> <p>Begin the Q1 Narrative Essay - Throughout history belief systems have had major influences on civilizations as a way to explain/express the unknown or unexplainable. Reflecting on the stories, speech, and essays you have read the last few weeks write your own narrative dealing with the unknown or unexplainable.</p>	<p>- How was Olaudah Equiano's narrative used to influence colonial America and begin the abolitionist movement? Explain</p> <p>- Why does Equiano end with an appeal to the colonists? Explain</p>	<p>Atlantic Slave Trade (Causes &amp; Effects) - Ted Video (<a href="https://www.youtube.com/watch?v=3NXC4Q_4JVg">https://www.youtube.com/watch?v=3NXC4Q_4JVg</a>)</p> <p>- Coach Digital -- Online ELA 11 Lesson 6: Writing Narratives</p> <p>- Coach Digital -- Online ELA 11 Lesson 34: Editing and Revising</p>
	18/29 - Early Rele	<p><b>Focus Standards</b></p> <p>11-12.RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>11-12.RI.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.</p> <p>11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases</p> <p>11-12.L.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>11-12.L.2a. Use hyphenation conventions.</p>	<p>Speech to the Virginia Convention -- EOL pg. 120, &amp; 122-126</p> <p>The Crisis, No. 1 -- EOL pg. 130, &amp; 132-135</p>	<p>- How did Patrick Henry use logical and emotional appeals to persuade his audience to go to battle against Britain? Explain</p> <p>- Compare and contrast Henry's and Paine's arguments regarding revolution.</p>	<p>- Coach Digital -- Online ELA 11 Lesson 6: Reading Persuasive Texts</p>

	<p>4-9/79/3 - No scho</p>	<p><b>Focus Standards</b>                      11-12.RI.9 Analyze foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.                      11-12.RI.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.                      11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases                      11-12.L.6 Acquire and use accurately 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>Mini review lesson- Rhetorical Devices -- EOL pg. 440-441                      Aint I A Woman -- EOL pg. 442                      Declaration of Sentiments -- EOL pg. 158                      Letter from Birmingham City Jail -- EOL pg. 280</p>	<p>- What rhetorical devices do both Martin L. King and Elizabeth C. Stanton both use to support their arguments for civil rights? Explain</p>	<p>- EOL pg. 204-209                      - Coach Digital -- Online ELA 11 Lesson 6:Author's Purpose                      -The Autobiography of Benjamin Franklin - EOL pg. 166</p>
	<p>Early Release PT</p>	<p><b>Focus Standards</b>                      11-12.RI.9 Analyze foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.                      11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases                      a. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g. conceive, conception, conceivable).                      b. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                      11-12.L.2a. Use hyphenation conventions.                      11-12.L.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p>	<p>The Autobiography of the Declaration of Independence -- EOL pg.138-148</p>	<p>- What rhetorical devices does Thomas Jefferson use to build his argument against King George and the unfair treatment of the colonists? Explain</p>	<p>- Coach Digital -- Online ELA 11 Lesson 7:Reading Historical Documents</p>
	<p>Week 79/17-9/21</p>	<p><b>Focus Standards</b>                      11-12.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.                      11-12.RL.4 Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone                      11-12.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>Tuesdays With Morrie</p>	<p>- What importance does Morrie place on relationships? Explain.                      - How can aphorisms motivate someone to be a strong leader? Explain</p>	

Leadership Text	89/26 - Early Release	<p><b>Focus Standards</b></p> <p>11-12.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>11-12.RL.4 Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone</p> <p>11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>11-12.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>11-12.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>	<p>Tuesdays With Morrie</p> <p><b>Quarter 1 Assessment</b></p> <p>- Optional Practice Essay (paper &amp; pencil)</p> <p>-- standards based</p>	<p>- What qualities make Morrie a strong leader? Explain</p>	
/1-10/410/4 - Early release PD10/5-1		<p><b>Tested Standards</b></p> <p>RL.4, RI.3, RI.4, RI.6, RI.9, L.1, L.2, L.4</p>	<p><b>Quarter 1 Assessment - Galileo</b></p> <p>- Multiple choice</p>		
<p><b>Quarter 1 Narrative Essay Prompt: Throughout history belief systems have had major influences on civilizations as a way to explain/express the unknown or unexplainable. Reflecting on the stories, speech, and art, explain how these influences have shaped our world.</b></p> <p style="text-align: center;"><b>Quarter 2</b></p>					
Stories & African Spirit	Week 1010/15-10/15	<p><b>Focus Standards</b></p> <p>11-12.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>11-12.RL.4 Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone</p> <p>11-12.RL.6 Using a variety of genres, analyze how the narrative point of view impacts the implicit and explicit meanings in a text.</p> <p>11-12.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>Supporting Standards</b></p> <p>11-12.W.10</p> <p>11-12.W.9</p>	<p>The Devil and Tom Walker -- EOL pg. 289</p> <p>The Fall of the House of Usher -- EOL pg. 320</p>	<p>- How do both Washington Irving and Edgar Allan Poe create mood to set up the plot? Explain using textual evidence.</p> <p>- What romantic characteristics are used in both stories? Explain</p>	<p>- Coach Digital -- Online ELA 11 Lesson 1: Reading Fiction</p>

	<p>2610/24 - Early R</p>	<p><b>Focus Standards</b>                      11-12.RL.6 Using a variety of genres, analyze how the narrative point of view impacts the implicit and explicit meanings in a text.                      11-12.RL.3 Analyze the impact of the author's choices regarding how to develop and connect elements of a story or drama.                      11-12.L.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.                      11-12.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  <b>Supporting Standards</b>                      11-12.RL.1                      11-12.L.2a.                      11-12.L.4b.                      11-12.L.4d</p>	<p>EOL pg. 432                      Go Down Moses -- EOL pg. 434                      Swing Low, Sweet Chariot -- EOL pg. 436                      Follow the Drinking Gourd -- EOL pg. 437                      Introduction to Mark Twain -- EOL pg. 636                      The Lowest Animal -- EOL pg. 646</p>	<p>- Why is the use of refrains important to the spirituals and the people who sang them? Explain                      - How does setting influence the characters and plot? Explain</p>	<p>- EOL pg. 411-413                      - Writing Focus Think as a Reader and Writer Question-- EOL pg. 650</p>
	<p>Week 1210/29-11/2</p>	<p><b>Focus Standards</b>                      11-12.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.                      11-12.RL.3 Analyze the impact of the author's choices regarding how to develop and connect elements of a story or drama.                      11-12.L.5a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.  <b>Supporting Standards</b>                      11-12.W.10                      11-12.W.9</p>	<p>Huck Finn</p>	<p>- How does Huck view Jim? Explain                      - How does Twain's use of satire change the view of the characters in the story? Explain</p>	
<p>Novel, Narrative &amp;</p>	<p>Week 1311/5-11/9</p>	<p><b>Focus Standards</b>                      11-12.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.                      11-12.RI.2 Determine and analyze the development and interaction of two or more central ideas over the course of a text to provide a complex analysis or objective summary.                      11-12.RI.8 Delineate and evaluate the rhetorical effectiveness of the authors' reasoning, premises, purpose, and argument in seminal U.S. and world texts.                      11-12.L.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.  <b>Supporting Standards</b>                      11-12.L.4b.                      11-12.L.4d</p>	<p>Huck Finn                      Narrative of the Life of Frederick Douglass -- EOL pg. 415</p>	<p>- How does Frederick Douglass' Narrative relate to the character Jim? Explain                      - How does Douglass use diction to provide a strong account of his interaction with Mr. Covey? Explain</p>	<p>- Coach Digital -- Online ELA 11 Lesson 1: The Writing Process</p>

<p>Writing</p>	<p>o school11/14- Ea</p>	<p><b>Focus Standards</b>                  11-12.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.                  11-12.RL.3 Analyze the impact of the author's choices regarding how to develop and connect elements of a story or drama.                  11-12.RL.5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning, as well as its aesthetic impact.                  11-12.L.5a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.                  11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.                  a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.                  b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.                  c. Use words, phrases, and clauses as well as varied</p>	<p>Huck Finn  <b>Begin quarter 2 Essay</b></p>	<ul style="list-style-type: none"> <li>- How does Huck's view of Jim change throughout the story? Explain</li> <li>- Who is Twain's intended audience?</li> <li>- What themes does Twain explore in the novel? Explain</li> </ul>	<ul style="list-style-type: none"> <li>- Coach Digital -- Online ELA 11 Lesson 5: Writing Arguments</li> <li>- Coach Digital -- Online ELA 11 Lesson 32: Word Choice Style Tone and Clarity</li> </ul>
	<p>1/2011/21-11/23 - N</p>	<p><b>Focus Standards</b>                  11-12.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.                  11-12.RI.2 Determine and analyze the development and interaction of two or more central ideas over the course of a text to provide a complex analysis or objective summary.                  11-12.RI.8 Delineate and evaluate the rhetorical effectiveness of the authors' reasoning, premises, purpose, and argument in seminal U.S. and world texts.                  11-12.L.5b. Analyze nuances in the meaning of words with similar denotations.</p>	<p><b>Letter to His Son -- EOL pg. 496</b>  <b>A Diary from Dixie--EOL pg. 500</b>  <b>The Gettysburg Address-- EOL pg. 503</b></p>	<ul style="list-style-type: none"> <li>- How do the views between the union and confederate sides differ? Why? Explain using evidence from the texts.</li> <li>- Although brief, Lincoln's Gettysburg Address has had a lasting impact, why do you think this is the case? Explain</li> </ul>	<ul style="list-style-type: none"> <li>- EOL pg. 401-405</li> <li>- Gettysburg Address Analysis -Video Clip (<a href="https://www.civilwar.org/learn/videos/gettysburg-address">https://www.civilwar.org/learn/videos/gettysburg-address</a>)</li> </ul>

19th Century Historical Texts & Poetry	Week 1611/26-11/30	<p><b>Focus Standards</b>                      11-12.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.                      11-12.RL.4 Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone                      11-12.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                      11-12.RL.6 Using a variety of genres, analyze how the narrative point of view impacts the implicit and explicit meanings in a text.                      11-12.L.3a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.  <b>Supporting Standards</b>                      11-12.L.1a.                      11-12.W.5</p>	<p>Poetry Out Loud (resources found in drive) -- Optional                      EOL pg. 507-509                      I Hear America Singing -- EOL pg. 513                      I understand the large hearts of heroes -- EOL pg. 520                      Fully Empowered -- EOL pg. 542 &amp; 545</p>	<p>- What does this poem express about Whitman's belief in America's potential? Explain                      - How do Whitman and Naruda express their love of life through poetry? Explain                      - Whitman uses some disturbing images to express the extremes of human experience. Do you think his imagery is effective? Why or why not?</p>	- Coach Digital -- Online ELA 11 Lesson 2: Reading Poetry
	Week 1712/3-12/7	<p><b>Focus Standards</b>                      11-12.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.                      11-12.RL.5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning, as well as its aesthetic impact                      11-12.L.6 Acquire and use accurately 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>EOL pgs. 681                      The Story of An Hour -- EOL pg. 682, &amp; 684-686</p>	<p>- Why do you think Chopin wrote the Story of an Hour? Explain                      - How do you think this story was received during the late 1800 to early 1900s? Explain</p>	
Week 1812/10-12/14	<p><b>Focus Standards</b>                      11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                      11-12.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.                      11-12.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>	<p>Teacher's Choice  <b>Quarter 2 Assessment</b>                      - Essay (paper &amp; pencil)                      -- standards based</p>			
<p>Week 19                      12/17-12/21                      12/19 &amp; 12/21 - Early Release PD                      12/24-1/4 - Winter Break</p>	<p><b>Tested Standards</b>                      All Q1 Standards plus RL.1 &amp; RI.1 , RL.2 &amp; RI.2, RL.3, RL.5, RL.6, RI.8, W.1, W.9, L.3, L.5</p>	<p><b>Quarter 2 Assessment - Galileo</b>                      - Multiple choice</p>			
<p><b>Quarter 2 Argumentative Writing Prompt: Should the <i>Adventures of Huckleberry Finn</i> be banned or included in school curriculums? OR</b></p>					
<p><b>Quarter 3</b></p>					

	<p><b>Week 2017/7-1/11</b></p>	<p><b>Focus Standards</b>                  11-12.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.                  11-12.RL.9 Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.                  11-12.RI.5 Analyze and evaluate the effectiveness of the author's choice of structural elements and text features.                  11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in print in order to address a question or solve a problem.                  Supporting Standards</p>	<p><b>Poetry out Loud- Class Competition</b>   <b>EOL -- pg. 746-749</b>  <b>Progressive Era: The Roaring Twenties -Article (found in Gatsby drive folder)</b>  <b>The Great Gatsby</b></p>	<p>- How is the reality of the 1920s an influence on Fitzgerald's writing? Explain</p>	<p>- Provide students with one day to practice their poem in class prior to the competition.                  - 1920s Resources -- <a href="http://www.loc.gov/teachers/classroommaterials/lessons/gatsby/">http://www.loc.gov/teachers/classroommaterials/lessons/gatsby/</a>                  - Coach Digital -- Online ELA 11 Lesson - Lesson 10:Comparing Informational Texts</p>
	<p><b>Week 21</b>  <b>1/14-1/18</b>   <b>1/16 -</b>  <b>Early Release</b>  <b>PD</b></p>	<p><b>Focus Standards</b>                  11-12.RL.3 Analyze the impact of the author's choices regarding how to develop and connect elements of a story or drama.                  11-12.RL.4 Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone                  11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in print in order to address a question or solve a problem.                  11-12.L.6 Acquire and use accurately 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.  <b>Supporting Standards</b>                  11-12.RL.1                  11-12.L.3 &amp; 4</p>	<p>The Great Gatsby                  Gatsby --Film Clip (<a href="https://www.youtube.com/watch?v=QNI XVJIDBb4">https://www.youtube.com/watch?v=QNI XVJIDBb4</a> OR <a href="http://www.no-ads-youtube.com/video/davidbray170/the-great-gatsby-party-scene?v=nMsacoc9DnQ">http://www.no-ads-youtube.com/video/davidbray170/the-great-gatsby-party-scene?v=nMsacoc9DnQ</a>)                   *Poetry Out Loud-- Class Finalists Competition (after school)</p>	<p>- How does Fitzgerald use symbolism in the novel (glasses, train &amp; valley of ashes, books)                  - What is ironic about Jordan's statement about hating "careless people"? Explain                  - What is the deeper meaning behind Fitzgerald's unflattering description of the husbands and wives and the drunk man who crashed the car at the end of the party? Explain                  - How does the setting of East Egg vs. West Egg influence both the characters and plot?</p>	<p>- Maps of Long Island &amp; New York City (found in Gatsby Folder)</p>

<p>Novel &amp; Informative Writing &amp; Debate</p>	<p>2-1/251/21- No sch</p>	<p><b>Focus Standards</b>                  11-12.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.                  11-12.RL.4 Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone                  11-12.RI.2 Determine and analyze the development and interaction of two or more central ideas over the course of a text to provide a complex analysis or objective summary.                  11-12. W2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.                  a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful for comprehension.                  b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.                  c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among</p>	<p>The Great Gatsby                  A Brief Life of Fitzgerald- Article (found in Gatsby drive folder)                   Start the quarter three DBQ</p>	<p>- How does Gatsby represent America in the 1920's? Explain                  - What does the green light represent? Explain                  - What is symbolic of the color green? Explain                  - Compare and contrast: Daisy, Jordan, and Myrtle.</p>	<p>- Coach Digital -- Online ELA 11 Lesson - Lesson 5:Reading Articles</p>
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	<p>Week 23 1/28-2/1</p>	<p><b>Focus Standards</b>                  11-12.RL.3 Analyze the impact of the author's choices regarding how to develop and connect elements of a story or drama.                  11-12.RL.9 Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.                  11-12.SL.1a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas.                  11-12.SL.1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.                  11-12.SL.1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.                  11-12.SL.1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.                  11-12.SL.3 Evaluate a speaker's point of view, reasoning, use of evidence, and use of rhetoric, assessing the stance, premises, links among ideas, word</p>	<p>The Great Gatsby                  Harlem -- EOL pg. 986</p> <p>Gatsby Debate:                  - Is Nick a credible narrator?</p> <p><b>*Poetry Out Loud-- School Wide Competition, held individually at each high school</b></p>	<p>- What makes Gatsby a tragic hero?                  Explain                  - How are the hardships described in Langston Hughes' poem "Harlem" represented in The Great Gatsby?                  Explain</p>	
<p>Early 20th Century Literature &amp; Scientific Articles</p>	<p>1/82/6- Early releases</p>	<p><b>Focus Standards</b>                  11-12.RI.5 Analyze and evaluate the effectiveness of the author's choice of structural elements and text features.                  11-12.RI.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.                  1-12.RL.4 Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone  <b>Supporting Standards</b>                  11-12.RL.9 Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.</p>	<p>Farming &amp; The Dust Bowl- Article (found in article folder)                  The Grapes of Wrath excerpt -- EOL pg. 892 &amp; 894-899                  Are We Headed for Another Dust Bowl- Article (found in Gatsby drive folder)</p>	<p>- How does this excerpt from GOW use tone to convey the hardships experienced during the dust bowl?                  Explain                  - Are the arguments made regarding another possible dust bowl convincing?                  Explain why or why not.</p>	<p>- Dust Bowl - Images (<a href="http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/depwvii/dustbowl/dbphotos.html">http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/depwvii/dustbowl/dbphotos.html</a>)                  - Grapes of Wrath &amp; the Dust Bowl - article (found in articles folder)                  - Great Depression - article (found in articles folder)                  - Coach Digital -- Online ELA 11 Lesson 8:Reading Scientific and Technical Texts</p>
	<p>2/152/13 - Early R</p>	<p><b>Focus Standards</b>                  11-12.RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.                  11-12.RI.5 Analyze and evaluate the effectiveness of the author's choice of structural elements and text features.                  11-12.L.6 Acquire and use accurately 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>from Dust Tracks on a Road -- EOL pg. 956                  Harlem Renaissance -- EOL pg. 951-953</p>	<p>- How does Hurston's diction add to the liveliness of the story? Explain                  - How does Hurston's writing style allow her to express a child's perspective without sounding childish?                  - Why do you think Hurton chose the title "Dust Tracks on a Road"?</p>	

	19-2/222/18- No sc	<p><b>Focus Standards</b>                      11-12.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.                      11-12.RL.4 Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone                      11-12.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>Supporting Standards</b>                      11-12.RL.9 Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.</p>	<p>A Black Man Talk of Reaping -- EOL pg. 968                      The Negro Speak of Rivers -- 984                      Heyday in Harlem -- EOL pg. 991</p>	<p>- What is the tone of these poem? Explain                      - What is the common theme in both poems? Explain                      - How does Hughes use satire to discuss race during the Harlem Renaissance? Explain                      - How does Hughes feel about people? Explain</p>	
	Week 27/25-3/1	<p><b>Focus Standards</b>                      11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                      11-12.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.                      11-12.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>	<p>Teacher Choice</p> <p><b>Quarter 3 Assessment</b>                      - Essay (paper &amp; pencil)                      -- standards based</p>		
	283/4-3/73/7- Early Release3/8-3/15	<p><b>Tested Standards</b>                      All Q1 &amp; Q2 Standards plus RL.9, RI.5, RI.7,SL.1, SL.3,L6</p>	<p><b>Review</b></p> <p><b>Quarter 3 Assessment - Galileo</b>                      - Multiple choice (Galileo)</p>		
Quarter 3 Informative Writing Prompt: How does Gatsby represent America in the 1920's (DBQ)					
<b>Quarter 4</b>					
AzMerit Prep	Week 29 3/18-3/22	All Standards	AzMerit Prep--Coach Digital Resources		
	Week 30/3/25-3/29	All Standards	AzMerit Prep--Coach Digital Resources EOL pg. 1026-1031 & 1089-1093		
	Week 31 4/1-4/6  AzMerit	<p><b>Focus Standards</b>                      11-12.RI.2 Determine and analyze the development and interaction of two or more central ideas over the course of a text to provide a complex analysis or objective summary.                      11-12.RI.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.</p> <p><b>Supporting Standards</b>                      11-12.RI.1</p>	<p>On Nonviolent Resistance -- EOL pg. 277                      Why I wrote the Crucible -- EOL pg. 1095                      Crucible--EOL pg. 1098</p>	<p>- How do Gandhi and Miller compare in their different approaches to the problems they faced? Explain</p>	<p>A Brief History on the Salem Witch Trials - Article (found in Crucible folder)</p>

Drama & Informative Writing	Merit4/10- Early Release	<p><b>Focus Standards</b>                      11-12.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.                      11-12.RL.3 Analyze the impact of the author's choices regarding how to develop and connect elements of a story or drama.                      11-12.RL.4 Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone</p>	Crucible--EOL pg. 1098	- What elements existed in the Salem community that allowed Abigail and the girls to gain power? Explain	- 9 Reasons You Might Have Been Suspected of Witchcraft in 1692- Article (found in Crucible folder)
	Early Release PD4/	<p><b>Focus Standards</b>                      11-12.RL.5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning, as well as its aesthetic impact.                      11-12.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.                      11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  <b>Supporting Standards</b>                      11-12.RL.4                      11-12.L.1                      11-12.L.2</p>	Crucible -- EOL pg. 1098  Begin the Crucible DBQ	- What elements are found within The Crucible that are representative of the "red hunts" and McCarthyism? Explain	- McCarthyism: Witch Hunting and Blacklisting in 1950s America - article (found in Crucible folder)
	Week 34 4/22-4/26	<p><b>Focus Standards</b>                      11-12.RL.3 Analyze the impact of the author's choices regarding how to develop and connect elements of a story or drama.                      11-12.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.  <b>Supporting Standards</b>                      11-12.RL.4                      11-12.L.5</p>	Crucible -- EOL pg. 1098	-How does the setting of Colonial New England contribute to the story? Explain -What do you think was Miller's purpose in writing the Crucible? Explain	
	Week 354/29-5/3	<p><b>Focus Standards</b>                      11-12.RL.3 Analyze the impact of the author's choices regarding how to develop and connect elements of a story or drama.                      11-12.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.  <b>Supporting Standards</b>                      11-12.RL.4                      11-12.L.5</p>	Crucible or Teacher Choice	- Continue with focus questions from the prior week. (If you are finishing the Crucible)	

Public Speaking	105/8 - Early relea	<p><b>Focus Standards</b>                      11-12.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.                      11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.                      11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)                      11-12.W.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p><b>Supporting Standards</b>                      11-12.W.5                      11-12.L.1                      11-12.L.2</p>	Informative speech - Research and prep	- While watching the TED talks think about the feedback you would give the speaker? Why - What did they do well, what could they do differently? (eye contact, speaking pace, use of technology, movement etc.)	- Secrets to A Great Speech - Ted Talk ( <a href="https://www.ted.com/talks/nancy_duarte_the_secret_structure_of_great_talks">https://www.ted.com/talks/nancy_duarte_the_secret_structure_of_great_talks</a> ) - How to Use A Paper Towel - Ted Talk ( <a href="https://www.ted.com/talks/joe_smith_how_to_use_a_paper_towel/discussion?_">https://www.ted.com/talks/joe_smith_how_to_use_a_paper_towel/discussion?_</a> ) - The Technology of Storytelling - Ted Talk ( <a href="https://www.ted.com/talks/joe_sabia_the_technology_of_storytelling">https://www.ted.com/talks/joe_sabia_the_technology_of_storytelling</a> )
	Week 37/5-13-5/17	<p><b>Focus Standards</b>                      11-12.SL.4 Present information, findings, and supporting evidence in an organized, developed style appropriate to purpose, audience, and task, allowing listeners to follow the speaker's line of reasoning, message, and any alternative perspectives.                      11-12.SL.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence to keep the audience engaged.                      11-12.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or</p>	Informative speech - Presentations		
	Week 38 5/20-5/24  5/24- Early Release Last day of school	<p><b>Tested Standards</b>                      All Standards</p>	Post Assessment- Galileo - Multiple choice		
<p><b>Quarter 4 Writing Prompt: The Crucible and McCarthyism: What Are the Parallels?(DBQ)</b></p>					

English 11 Honors Curriculum Map 2018-19					
Unit	Week	Standards	ALA Approved Text	Focus Questions These represent the unit focus. Daily Clear Learning Objectives should lead to mastery of focus question.	Optional
<b>Quarter 1</b>					
Early American Literature (Fiction & Nonfiction)	Week 18/6-8/10	<p><b>Focus Standards</b></p> <p>11-12.RL.4 Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone</p> <p>11-12.RL.6 Using a variety of genres, analyze how the narrative point of view impacts the implicit and explicit meanings in a text.</p> <p>11-12.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (Continue with these throughout the year!)</p> <p>11-12.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (Continue with these throughout the year!)</p>	<p>EOL pg. 5, 15-18</p> <p>The Sky Tree -- EOL pg. 19</p> <p>Coyote Finishes His Work -- EOL pg. 22</p> <p>The Blackfeet Genesis -- EOL pg. 24</p>	<ul style="list-style-type: none"> <li>- Compare and contrast the written story to the Native American use of oral tradition?</li> <li>- Why are myths used to explain the unknown? Explain</li> <li>- How are archetypes used in these myths? Explain using textual evidence?</li> <li>- Do these myths share any commonalities with other creation or folk stories? Explain</li> </ul>	- Coach Digital -- Online ELA 11 Lesson 3: Writing Responses to Literature
	78/15 - Early Rele	<p><b>Focus Standards</b></p> <p>11-12.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.</p> <p>11-12.RI.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.</p>	<p><b>Pretest- Galileo</b></p> <p>Sinners in the Hands of an Angry God -- EOL pg. 105</p> <p>Of Plymouth Plantation -- EOL pg. 54</p>	<ul style="list-style-type: none"> <li>- How does Edwards view humanity? Explain using textual evidence</li> <li>- Is Edwards' sermon effectively persuasive? Why or why not?</li> <li>- Why did William Bradford use "plain-style" language in his journals? Explain</li> <li>- Why does Bradford include Biblical allusions in his writing? What purpose does it serve? Explain</li> </ul>	- EOL pg. 6-9, 51-52, 100 - Coach Digital -- Online ELA 11 Lesson 15: Reason and Argument
	Week 38/20-8/24	<p><b>Focus Standards</b></p> <p>11-12.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>11-12.RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>11-12.RI.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.</p> <p>11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in print in order to address a question or solve a problem.</p>	<p>The Interesting Narrative of the Life of Olaudah Equiano -- EOL pg. 82</p> <p>Slavery &amp; Middle Passage - film clip (<a href="https://www.youtube.com/watch?v=D3A-T5_LwW0">https://www.youtube.com/watch?v=D3A-T5_LwW0</a>)</p>	<ul style="list-style-type: none"> <li>- How does writing in first person contribute to the storylike quality of the text? Is this effective? Why or why not?</li> <li>- How does Equiano's word choice contribute to the tone of the text? Explain</li> <li>- Why does Equiano end with an appeal to the colonists? Explain</li> </ul>	<p>Atlantic Slave Trade (Causes &amp; Effects) - Ted Video (<a href="https://www.youtube.com/watch?v=3NXC4Q_4JVg">https://www.youtube.com/watch?v=3NXC4Q_4JVg</a>)</p> <p>- Coach Digital -- Online ELA 11 Lesson 6: Author's Purpose</p>

Slavery Narratives & Narrative Writing	18/29 - Early Release	<p><b>Focus Standards</b>                  11-12.RI.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.                  11-12.RI.5 Analyze and evaluate the effectiveness of the author's choice of structural elements and text features.                  11-12.L.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.  <b>Supporting Standards</b>                  11-12.RI.1                  11-12.RI.3</p>	EOL pgs. 413-414 The Narrative Of The Life of Frederick Douglass	<ul style="list-style-type: none"> <li>- How do Equiano and Douglass both portray the inhumane conditions of slavery in their narratives?</li> <li>- How are both Equiano's and Douglass' narratives used to influence the colonial American abolitionist movement? Explain</li> <li>- How does Douglass' writing style compare with the topic(s)/event(s) he is discussing? Explain (good opportunity to use a grammar lesson)</li> <li>- One of the writers is American born while the other is from Africa, is there a difference in their ability to communicate? Justify your answer with textual evidence.</li> </ul>	- Coach Digital -- Online ELA 11 Lesson 6: Writing Narratives
	14-9/79/3 - No school	<p><b>Focus Standards</b>                  11-12.RI.2 Determine and analyze the development and interaction of two or more central ideas over the course of a text to provide a complex analysis or objective summary.                  11-12.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.                  a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.                  b. Use narrative techniques to develop experiences, events, and/or characters.                  c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and particular tone and outcome.                  d. Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.                  e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.                  11-12.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	The Narrative Of The Life of Frederick Douglass  <b>Begin the Narrative Essay</b>	<ul style="list-style-type: none"> <li>- Explain why Douglass references the interconnected ideas of violence and power throughout the Narrative? Is it effective? Why or why not?</li> <li>- How does Douglass' struggle against injustice influence the reader's perspective of the period? Explain</li> </ul>	- Coach Digital -- Online ELA 11 Lesson 34:Editing and Revising

Literature of a Changing America	Early Release PT	<p><b>Focus Standards</b>                  11-12.RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.                  11-12.RI.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.                  11-12.RI.9 Analyze foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.                  11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases                  11-12.L.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.                  11-12.L.2a. Use hyphenation conventions.</p>	<p>Speech to the Virginia Convention -- EOL pg. 120, &amp; 122-126                  The Crisis, No. 1 -- EOL pg. 130, &amp; 132-135                  As NAFTA talks continue, your hamburger hangs in the balance - article (found in articles drive folder) <b>OR</b>                  find a current article about trade</p>	<p>- How did Patrick Henry use logical and emotional appeals as a persuasive technique? Was it effective? Why or why not?                  - In Paine's essay he writes "Not a place upon earth might be so happy as America. Her situation is remote from all the wrangling world, she has nothing to do but trade with them." Does this statement still reflect America today? Why or why not?                  - Compare and contrast Henry's and Paine's arguments regarding revolution.</p>	<p>- Coach Digital -- Online ELA 11 Lesson 15: Reason and Argument</p>
	Week 79/17-9/21	<p><b>Focus Standards</b>                  11-12.RI.8 Delineate and evaluate the rhetorical effectiveness of the authors' reasoning, premises, purpose, and argument in seminal U.S. and world texts.                  11-12.RI.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.                  11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases</p>	<p>Mini review lesson- Rhetorical Devices -- EOL pg. 440-441                  Aint I A Woman -- EOL pg. 442                  Declaration of Sentiments -- EOL pg. 158                  Letter from Birmingham City Jail -- EOL pg. 280</p>	<p>- What rhetorical devices do both Martin L. King and Elizabeth C. Stanton both use to support their arguments for civil rights? Explain                  - Are these devices effective? Why or why not?</p>	<p>EOL pg. 204-209                  - Teacher Supplement  <a href="https://craftx.org/sites/all/themes/craft_blue/pdf/Readers_Analysis_Color%20Coded%20Rhetorical_Analysis_of_Letter_from_Birmingham_Jail_p8.pdf">https://craftx.org/sites/all/themes/craft_blue/pdf/Readers_Analysis_Color%20Coded%20Rhetorical_Analysis_of_Letter_from_Birmingham_Jail_p8.pdf</a>                  -- do not hand this out to students                  The Autobiography of Benjamin Franklin -- EOL pg. 166</p>

	<p>89/26 - Early Release</p>	<p><b>Focus Standards</b>                  11-12.RI.9 Analyze foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.                  11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases                  a. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g. conceive, conception, conceivable).                  b. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                  11-12.L.2a. Use hyphenation conventions.                  11-12.L.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.                  11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                  11-12.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.                  11-12.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>	<p>The Autobiography of the Declaration of Independence -- EOL pg.138-148                  Declaration of Independence -- <a href="https://www.archives.gov/founding-docs/declaration-transcript">https://www.archives.gov/founding-docs/declaration-transcript</a>   <b>Quarter 1 Assessment</b>                  - Optional Practice Essay (paper &amp; pencil)                  -- standards based</p>	<p>- What rhetorical devices does Thomas Jefferson use to build his argument against King George and the unfair treatment of the colonists? Explain                  - How does the Declaration of Independence use rhetorical devices but stay essentially a non-persuasive document? Explain</p>	<p>- Coach Digital -- Online ELA 11 Lesson 7: Reading Historical Documents</p>
<p>/1-10/410/4 - Early release PD10/5-10</p>	<p><b>Tested Standards</b>                  RL.4, RI.3, RI.4, RI.6, RI.9.L.1, L.2, L.4</p>	<p><b>Review</b>   <b>Quarter 1 Assessment - Galileo</b>                  - Multiple choice</p>			
<p><b>Quarter 1 Narrative Essay Prompt: Frederick Douglass shares his life story through narrative as have many other great thinkers and leaders. Using Douglass' narrative as an example, write your own</b></p>					
<p><b>Quarter 2</b></p>					

<p>ories &amp; African Spir</p>	<p>Week 10/10/15-10/19</p>	<p><b>Focus Standards</b>                      11-12.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.                      11-12.RL.4 Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone                      11-12.RL.5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning, as well as its aesthetic impact.                      11-12.RL.6 Using a variety of genres, analyze how the narrative point of view impacts the implicit and explicit meanings in a text.                      11-12.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  <b>Supporting Standards</b>                      11-12.W.10                      11-12.W.9</p>	<p>The Devil and Tom Walker -- EOL pg. 289                      The Fall of the House of Usher -- EOL pg. 320  <b>OR</b>                      The Masque of the Red Death (not in EOL)</p>	<p>- How do both Irving and Poe create mood to set up the plot? Explain using textual evidence.                      - How does the physical setting of "The Devil and Tom Walker," reflect the moral decay of the characters? Explain                      - How might this story be read as an allegory of a journey into the human mind? Explain                      - What romantic characteristics are used in both stories? Why</p>	<p>- Coach Digital -- Online ELA 11 Lesson 1: Reading Fiction</p>
	<p>/2610/24 - Early R</p>	<p><b>Focus Standards</b>                      11-12.RL.6 Using a variety of genres, analyze how the narrative point of view impacts the implicit and explicit meanings in a text.                      11-12.RL.3 Analyze the impact of the author's choices regarding how to develop and connect elements of a story or drama.                      11-12.L.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.                      11-12.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  <b>Supporting Standards</b>                      11-12.RL.1                      11-12.L.2a.                      11-12.L.4b.                      11-12.L.4d</p>	<p>EOL pg. 432                      Go Down Moses -- EOL pg. 434                      Swing Low, Sweet Chariot -- EOL pg. 436                      Follow the Drinking Gourd -- EOL pg. 437                      Introduction to Mark Twain -- EOL pg. 636                      The Lowest Animal -- EOL pg. 646</p>	<p>- Why is the use of refrains important to the spirituals and the people who sang them? Explain                      - Do the refrains in these spirituals convey a sense of suffering and struggle or hope and relief? Explain                      - How does setting influence the characters and plot? Explain                      - How does Twain's views on humanity influence his writing? Explain</p>	<p>EOL pg. 411-413</p>

Novel & Argumentative Writing	week 1210/29-11/2	<p><b>Focus Standards</b>                      11-12.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.                      11-12.RL.3 Analyze the impact of the author's choices regarding how to develop and connect elements of a story or drama.                      11-12.RL.4 Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone                      11-12.L.5a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.  <b>Supporting Standards</b>                      11-12.W.10                      11-12.W.9</p>	Huck Finn	<ul style="list-style-type: none"> <li>- How does Huck view Jim? Explain</li> <li>- Why does Twain use dialect for Jim and Huck compared to the other characters?</li> <li>- How does Twain's use of satire change the view of the characters in the story? Explain</li> </ul>	
	Week 1311/5-11/9	<p><b>Focus Standards</b>                      11-12.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.                      11-12.RI.2 Determine and analyze the development and interaction of two or more central ideas over the course of a text to provide a complex analysis or objective summary.                      11-12.L.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.  <b>Supporting Standards</b>                      11-12.L.4b.                      11-12.L.4d</p>	Huck Finn	<ul style="list-style-type: none"> <li>- How does Huck's view of Jim change throughout the story? Explain</li> <li>- Analyze the changes between Huck and Jim's relationship on the river and on land.</li> <li>- What is the difference between morality and law? Explain</li> </ul>	- Coach Digital -- Online ELA 11 Lesson 1: The Writing Process

	<p>o school11/14- Ea</p>	<p>Focus Standards                      11-12.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.                      11-12.RL.3 Analyze the impact of the author's choices regarding how to develop and connect elements of a story or drama.                      11-12.RL.5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning, as well as its aesthetic impact.                      11-12.L.5a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.                      11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.                      a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.                      b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.                      c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>	<p>Huck Finn   <b>Begin quarter 2 Essay</b></p>	<ul style="list-style-type: none"> <li>- How is the river representative of freedom compared to the civilized shore?</li> <li>- Is civilization really that civilized?</li> <li>- What themes does Twain explore in the novel? Explain</li> <li>- How does Twain address aspects of regionalism, romanticism, or realism in Huck Finn? Explain</li> </ul>	<ul style="list-style-type: none"> <li>- Coach Digital -- Online ELA 11 Lesson 5: Writing Arguments</li> <li>- Coach Digital -- Online ELA 11 Lesson 32: Word Choice Style Tone and Clarity</li> </ul>
<p>19th Century                      Historical Texts</p>	<p>1/2011/21-11/23 - N</p>	<p><b>Focus Standards</b>                      11-12.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.                      11-12.RI.2 Determine and analyze the development and interaction of two or more central ideas over the course of a text to provide a complex analysis or objective summary.                      11-12.RI.8 Delineate and evaluate the rhetorical effectiveness of the authors' reasoning, premises, purpose, and argument in seminal U.S. and world texts.                      11-12.L.5b. Analyze nuances in the meaning of words with similar denotations.</p>	<p>A Diary from Dixie--EOL pg. 500                      Black Soldier's Civil War Diary-- (found articles folder)                      The Gettysburg Address-- EOL pg. 503</p>	<ul style="list-style-type: none"> <li>- How do the views between the union and confederate sides differ? Why? Explain using evidence from the texts.</li> <li>- Although brief, Lincoln's Gettysburg Address has had a lasting impact, why do you think this is the case? Explain</li> </ul>	<ul style="list-style-type: none"> <li>- EOL pg. 401-405</li> <li>- Gettysburg Address Analysis -Video Clip (<a href="https://www.civilwar.org/learn/videos/gettysburg-address">https://www.civilwar.org/learn/videos/gettysburg-address</a>)</li> </ul>
	<p>week 1611/26-11/30</p>		<p>Poetry Out Loud - Optional                      - Resources found in drive &amp; <a href="http://www.poetryoutloud.org/">http://www.poetryoutloud.org/</a>                      ** Because this is optional feel free to extend content from the week prior or begin content from week 17.</p>		<ul style="list-style-type: none"> <li>- Coach Digital -- Online ELA 11 Lesson 2: Reading Poetry</li> </ul>

<p>Poetry</p>	<p>Week 17 12/3-12/7</p>	<p><b>Focus Standards</b>                      11-12.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.                      11-12.RL.4 Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone                      11-12.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                      11-12.RL.6 Using a variety of genres, analyze how the narrative point of view impacts the implicit and explicit meanings in a text.                      11-12.L.3a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.  <b>Supporting Standards</b>                      11-12.L.1a.</p>	<p>EOL pg. 507-509                      I Hear America Singing -- EOL pg. 513                      I understand the large hearts of heroes -- EOL pg. 520                      Fully Empowered -- EOL pg. 542 &amp; 545</p>	<p>- How does Whitman's use of catalog and free verse techniques contribute to the both the style and meaning of his poetry?                      Explain                      - What do Whitman's poems suggest about the character and diversity of Americans?                      - How do Whitman and Naruda celebrate life/the world around them through their poetry?</p>	
	<p>Week 18 12/10-12/14</p>	<p><b>Focus Standards</b>                      11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                      11-12.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.                      11-12.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>	<p>Teacher's Choice  <b>Quarter 2 Assessment</b>                      - Essay (paper &amp; pencil)                      -- standards based</p>		
	<p>Week 19                      12/17-12/21                      12/19 &amp; 12/21 -                      Early Release                      PD                      12/24-1/4 -                      Winter Break</p>	<p><b>Tested Standards</b>                      All Q1 Standards plus RL.1 &amp; RI.1 , RL.2 &amp; RI.2, RL.3, RL.5, RL.6, RI.8, L.3, L.5</p>	<p><b>Quarter 2 Assessment - Galileo</b>                      - Multiple choice</p>		
<p><b>Quarter 2 Argumentative Writing Prompt: Should the <i>Adventures of Huckleberry Finn</i> be banned or included in school curriculums? OR</b></p>					
<p><b>Quarter 3</b></p>					

	<p><b>Week 2017-1/11</b></p> <p><b>Focus Standards</b>                  11-12.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.                  11-12.RL.9 Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.                  11-12.RI.5 Analyze and evaluate the effectiveness of the author's choice of structural elements and text features.                  11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in print in order to address a question or solve a problem.  <b>Supporting Standards</b>                  11-12.RI.1/RL.1</p>	<p><b>Poetry out Loud- Class Competition</b></p> <p><b>EOL -- pg. 746-749</b>  <b>Progressive Era: The Roaring Twenties - Article (found in Gatsby drive folder)</b>  <b>Prohibition Era in the US- Article (found in artices drive folder)</b></p> <p><b>The Great Gatsby</b></p>	<p>- How is the reality of the 1920s an influence on Fitzgerald's writing? Explain</p>	<p>- Provide students with one day to practice their poem in class prior to the competition.                  - 1920s Resources -- <a href="http://www.loc.gov/teachers/classroommaterials/lessons/gatsby/">http://www.loc.gov/teachers/classroommaterials/lessons/gatsby/</a>                  - Coach Digital -- Online ELA 11 Lesson - Lesson 5:Reading Articles</p>
<p><b>Week 21</b>  <b>1/14-1/18</b></p> <p><b>1/16 - Early Release PD</b></p>	<p><b>Focus Standards</b>                  11-12.RL.3 Analyze the impact of the author's choices regarding how to develop and connect elements of a story or drama.                  11-12.RL.4 Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone                  11-12.RL.6 Using a variety of genres, analyze how the narrative point of view impacts the implicit and explicit meanings in a text.                  11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in print in order to address a question or solve a problem.                  11-12.L.6 Acquire and use accurately 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.  <b>Supporting Standards</b>                  11-12.RL.1                  11-12.L.3 &amp; 4</p>	<p>The Great Gatsby                  Gatsby --Film Clip (<a href="https://www.youtube.com/watch?v=QNIXVJIDBb4">https://www.youtube.com/watch?v=QNIXVJIDBb4</a> OR <a href="http://www.no-ads-youtube.com/video/davidbray170/the-great-gatsby-party-scene?v=nMsacoc9DnQ">http://www.no-ads-youtube.com/video/davidbray170/the-great-gatsby-party-scene?v=nMsacoc9DnQ</a>)</p> <p><b>*Poetry Out Loud-- Class Finalists Competition (after school)</b></p>	<p>- What is ironic about Jordan's statement about hating "careless people"?                  - How do the settings of East Egg, West Egg and Valley of Ashes influence both the characters and plot?                  - How is the impact of prohibition reflected in Gatsby? What are the potential societal consequences? (For example: drunk man who crashes the car, parties &amp; get together, careless husbands and wives)                  - Why does Fitzgerald employ the use of a narrator? Explain</p>	

<p>Novel &amp; Informative Writing</p>	<p>2-1/251/21- No sch</p>	<p><b>Focus Standards</b>                  11-12.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.                  11-12.RL.4 Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone                  11-12.RI.2 Determine and analyze the development and interaction of two or more central ideas over the course of a text to provide a complex analysis or objective summary.                  11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.                  a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful for comprehension.                  b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.                  c. Use appropriate and varied transitions and syntax</p>	<p>The Great Gatsby                  A Brief Life of Fitzgerald- Article (found in Gatsby drive folder)  <b>Start the quarter three DBQ</b>                  - How does Gatsby represent America in the 1920's?</p>	<p>- Fitzgerald uses symbolism quite heavily throughout the book, especially through the use of color and sound. Find at least three examples and explain how they are used to deepen the readers understanding of the story and historical period.                  - What do both Gatsby and Daisy represent in terms of 1920s America? Explain (money, moral compass, gender roles)                  - Compare and contrast: Daisy, Jordan, and Myrtle.                  - Is there an echo of Fitzgerald's life and experiences in Gatsby? Explain</p>	
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	<p><b>Week 23 1/28-2/1</b></p>	<p><b>Focus Standards</b>                  11-12.RL.3 Analyze the impact of the author's choices regarding how to develop and connect elements of a story or drama.                  11-12.RL.5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning, as well as its aesthetic impact.                  11-12.RL.9 Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.                  11-12.SL.1a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas.                  11-12.SL.1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.                  11-12.SL.1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.                  11-12.SL.1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what</p>	<p>The Great Gatsby                  Harlem -- EOL pg. 986</p> <p>Gatsby Debate:                  - Is Nick a credible narrator?</p> <p><b>*Poetry Out Loud-- School Wide Competition, held individually at each high school</b></p>	<p>- Is Gatsby a tragic hero? Why or why not                  - How does the El Greco painting Nick describes represent the East?                  - Why does Fitzgerald begin and end the novel with a green light? Explain                  - How are the hardships described in Langston Hughes' poem "Harlem" represented in The Great Gatsby? (focus on race and social stratification)</p>	
	<p><b>/82/6- Early release</b></p>	<p><b>Focus Standards</b>                  11-12.RI.5 Analyze and evaluate the effectiveness of the author's choice of structural elements and text features.                  11-12.RI.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.                  1-12.RL.4 Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone  <b>Supporting Standards</b>                  11-12.RL.9 Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.</p>	<p>"Grapes of Wrath" &amp; Dust Bowl -Article (found in article folder)                  The Grapes of Wrath (GOW) excerpt -- EOL pg. 892 &amp; 894-899                  Are We Headed for Another Dust Bowl- Article (found in Gatsby drive folder)                  U.S. drought at worst level in nearly 4 years- Article (found in Gatsby drive folder)</p>	<p>- How does this excerpt from GOW use tone to convey the hardships experienced during the dust bowl?                  - Compare and contrast the arguments made regarding drought in the US? Are their arguments convincing? Explain why or why not.</p>	<p>- Dust Bowl - Images (<a href="http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/depwwii/dustbowl/dbphotos.html">http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/depwwii/dustbowl/dbphotos.html</a>)                  - Great Depression - article (found in articles folder)                  - Coach Digital -- Online ELA 11 Lesson 8:Reading Scientific and Technical Texts                  - Coach Digital -- Online ELA 11 Lesson 10:Comparing Informational Texts</p>

Early 20th Century Literature & Scientific Articles	-2/152/13 - Early R	<p><b>Focus Standards</b></p> <p>11-12.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>11-12.L.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>11-12.RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>11-12.L.6 Acquire and use accurately 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>	A Worn Path -- EOL pg. 904 Harlem Renaissance -- EOL pg. 951-953	<p>- How does the author use dialect and description to create imagery for the reader? Explain</p> <p>- Do you think Phoenix's grandson alive? Why or why not?</p> <p>- Why might the author have chosen the name Phoenix for the main character? Explain</p>	
	19-2/222/18- No sc	<p><b>Focus Standards</b></p> <p>11-12.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>11-12.RL.4 Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone</p> <p>11-12.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>Supporting Standards</b></p> <p>11-12.RL.9 Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.</p>	A Black Man Talk of Reaping -- EOL pg. 968 Tableau-- EOL pg. 972 The Negro Speak of Rivers -- 984 Heyday in Harlem -- EOL pg. 991	<p>- What is the tone of these poem? Explain</p> <p>- Why does Cullen's metaphors for the boys shift from the poem's beginning to end?</p> <p>- How does Hughes use satire to discuss race during the Harlem Renaissance? Explain</p> <p>- What is the theme in "Heyday in Harlem"? What do you think Hughes was trying to express? Explain</p>	
Week 272/25-3/1	<p><b>Focus Standards</b></p> <p>11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>11-12.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>11-12.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>	Teacher Choice	<p><b>Quarter 3 Assessment</b></p> <p>- Essay (paper &amp; pencil)</p> <p>-- standards based</p>		
283/4-3/73/7- Early Release3/8-3/15 -	<p><b>Tested Standards</b></p> <p>All Q1 &amp; Q2 Standards plus RL.9, RI.5, RI.7,SL.1, SL.3.L.6</p>	Quarter 3 Assessment - Galileo	- Multiple choice		
<b>Quarter 3 Informative Writing Prompt: How does Gatsby represent America in the 1920's? (DBQ)</b>					
<b>Quarter 4</b>					

AzMerit Prep & Intro. to Protest Writing	Week 29 3/18-3/22	<p><b>AzMerit Prep &amp; 11-12.RI.2 Determine and analyze the development and interaction of two or more central ideas over the course of a text to provide a complex analysis or objective summary.</b></p> <p><b>11-12.RI.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.</b></p>	<p>Gandhi's WWII Letter to President Roosevelt and Reply - letters (found in articles folder)</p> <p>On Nonviolent Resistance -- EOL pg. 277</p> <p>Why I wrote the Crucible -- EOL pg. 1095</p> <p>Az Merit Prep</p>	<p>- How do Gandhi and Miller compare in their different approaches to the problems they faced? Explain</p>	<p>A Brief History on the Salem Witch Trials - Article (found in Crucible folder)</p>
	Week 30 3/25-3/29	All Standards	AzMerit Prep--Coach Digital Resources EOL pg. 1026-1031 & 1089-1093		
AzMerit	Week 31 4/1-4/6	<p><b>Focus Standards</b></p> <p>11-12.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>11-12.RL.3 Analyze the impact of the author's choices regarding how to develop and connect elements of a story or drama.</p> <p>11-12.RL.4 Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone</p>	Crucible--EOL pg. 1098	<p>- What do you think Miller is saying about the beliefs of the characters in the Play? Explain</p> <p>- What elements existed in the Salem community that allowed Abigail and the girls to gain power? Explain</p> <p>- How does the juxtaposition of Miller's beliefs about the McCarthy hearings with the introduction of Reverend Hale influence your view of the minister?</p>	- 9 Reasons You Might Have Been Suspected of Witchcraft in 1692- Article (found in Crucible folder)
	Merit4/10- Early Re	<p><b>Focus Standards</b></p> <p>11-12.RL.5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning, as well as its aesthetic impact.</p> <p>11-12.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p><b>Supporting Standards</b></p> <p>11-12.RL.4</p> <p>11-12.L.5</p>	Crucible--EOL pg. 1098	<p>- Why would those who confess to witchcraft be pardoned while those who profess to love God be hanged? Explain? Is this fair? Why or why not?</p> <p>- Describe Proctor's internal conflict. How could it relate to a broader conflict in the play between public and private selves?</p> <p>- What elements are found within The Crucible that are representative of the "red hunts"?</p>	-Salem Witchcraft Trial Transcripts ( <a href="http://cdm15928.contentdm.oclc.org/cdm/search/collection/p15928coll7">http://cdm15928.contentdm.oclc.org/cdm/search/collection/p15928coll7</a> ) - McCarthyism: Witch Hunting and Blacklisting in 1950s America - article (found in Crucible folder)

<p>Drama &amp; Informative Writing</p>	<p>Early Release PD4/</p>	<p><b>Focus Standards</b>                      11-12.RL.3 Analyze the impact of the author's choices regarding how to develop and connect elements of a story or drama.                      11-12.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.                      11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  <b>Supporting Standards</b>                      11-12.L.1                      11-12.L.2</p>	<p>Crucible -- EOL pg. 1098   <b>Begin the Crucible DBQ</b></p>	<p>- Why do you think Miller set the crucible in the Colonial Era?</p>	
	<p>Week 34 4/22-4/26</p>	<p><b>Focus Standards</b>                      11-12.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.                      11-12.RL.3 Analyze the impact of the author's choices regarding how to develop and connect elements of a story or drama.  <b>Supporting Standards</b>                      11-12.RL.4                      11-12.L.5</p>	<p>Crucible -- EOL pg. 1098</p>	<p>- What do you think was Miller's purpose in writing the Crucible?</p>	
	<p>Week 35 4/29-5/3</p>	<p><b>Focus Standards</b>                      11-12.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.                      11-12.RL.4 Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone</p>	<p>Tuesdays with Morrie</p>	<p>- What importance does Morrie place on relationships? Explain.                      - How can aphorisms motivate someone to be a strong leader? Explain</p>	

Leadership Text & Public Speaking	105/8 - Early relea	<p><b>Focus Standards</b></p> <p>11-12.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>11-12.RL.4 Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone</p> <p>11-12.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.</p> <p>11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>Tuesdays with Morrie</p> <p>Informative speech</p> <p>- Research &amp; Presentations</p> <p>Secrets to A Great Speech - Ted Talk (<a href="https://www.ted.com/talks/nancy_duarte_the_secret_structure_of_great_talks">https://www.ted.com/talks/nancy_duarte_the_secret_structure_of_great_talks</a>)</p>	<p>- What qualities make Morrie a strong leader? Explain</p>	<p>- How to Use A Paper Towel - Ted Talk (<a href="https://www.ted.com/talks/joe_smith_how_to_use_a_paper_towel/discussion?_">https://www.ted.com/talks/joe_smith_how_to_use_a_paper_towel/discussion?_</a>)</p> <p>- The Technology of Storytelling - Ted Talk (<a href="https://www.ted.com/talks/joe_sabia_the_technology_of_storytelling">https://www.ted.com/talks/joe_sabia_the_technology_of_storytelling</a>)</p>
	Week 375/13-5/17	<p><b>Focus Standards</b></p> <p>11-12.SL.4 Present information, findings, and supporting evidence in an organized, developed style appropriate to purpose, audience, and task, allowing listeners to follow the speaker's line of reasoning, message, and any alternative perspectives.</p> <p>11-12.SL.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence to keep the audience engaged.</p> <p>11-12.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>Informative speech</p> <p>- Wrap Up &amp; Presentations (grade while students are presenting)</p>		
	<p>week 38 5/20-5/24</p> <p>5/24- Early Release Last day of school</p>	<p><b>Tested Standards</b></p> <p>All Standards</p>	<p>Post Assessment- Galileo</p> <p>- Multiple choice</p>		
<p><b>Quarter 4 Essay Prompt: The Crucible and McCarthyism: What Are the Parallels?(DBQ)</b></p>					

English 12 Curriculum Map 2018-19					
Unit	Week	Standards	ALA Approved Text	Focus Questions These represent the unit focus. Daily Clear Learning Objectives should lead to mastery of focus question.	Optional
<b>Quarter 1</b>					
	<b>WEEKS 1 &amp; 2</b>	<p><b>Focus Standards</b></p> <p>11-12.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>11-12.RL.3 Analyze the impact of the author's choices regarding how to develop and connect elements of a story or drama</p> <p>11-12.L.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>a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> <p>11-12.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. <i>(Continue with this throughout the year!)</i></p> <p>11-12.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. <i>(Continue with this throughout the year!)</i></p>	<p>Intro. to Time Period -- EOL pg. 4 Norse &amp; Anglo Saxon Culture (<a href="https://www.historyextra.com/period/anglo-saxon/10-things-you-probably-didnt-know-about-the-anglo-saxons/">https://www.historyextra.com/period/anglo-saxon/10-things-you-probably-didnt-know-about-the-anglo-saxons/</a>) Beowulf -- EOL pg. 21 Beowulf -- Audio version</p> <p><b>Week 2 - Galileo Pre Assessment</b></p>	<ul style="list-style-type: none"> <li>- How is imagery used throughout Beowulf to shape the mood and setting?</li> <li>- How does the author's description of the monsters as demonic compared to the Danes and Geats being referred to as Holy create bias?</li> <li>- What impact does Anglo-saxon culture have on modern literature and culture?</li> </ul>	<ul style="list-style-type: none"> <li>- Excerpt from Grendel</li> <li>- Have students create a flip chart using the following topics: character development [Beowulf, Grendel], rhetorical devices, heroic qualities, setting, and imagery</li> <li>- Anglo Saxon History &amp; Culture (<a href="http://www.bbc.co.uk/history/ancient/anglo_saxons/">http://www.bbc.co.uk/history/ancient/anglo_saxons/</a>) -- teacher resource</li> </ul>

<p>Early European Literature (Norse &amp; Anglo Saxon)</p>	<p>Week 3</p>	<p><b>Focus Standards</b>                  11-12.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.                  11-12.RL.4 Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone                  11-12.L.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.                  11-12.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                  11-12.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (Continue with this throughout the year)                  11-12.SL.3 Evaluate a speaker's point of view, reasoning, use of evidence, and use of rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.(Continue with this throughout the year)</p>	<p>The Seafarer -- EOL pg.61                  The Wife's Lament -- EOL pg. 66                  The Wanderer -- EOL pg. 68</p>	<ul style="list-style-type: none"> <li>- In the three Elegies, what are the authors' purpose in reflecting on both life and loss?</li> <li>- How is irony an effective literary device?</li> <li>- How does an author use tone through a work to influence the reader's connection to the character(s)?</li> </ul>	
	<p>Week 4</p>	<p><b>Focus Standards</b>                  11-12.RL.6 Using a variety of genres, analyze how the narrative point of view impacts the implicit and explicit meanings in a text.                  11-12.RL.9 Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.                  11-12.L.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.                  11-12.L.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.                  a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.                  11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies. (Continue with this throughout the year)</p>	<p>EOL 116-119                  Canterbury Tales, Prologue -- EOL pg. 121</p>	<ul style="list-style-type: none"> <li>- How does the time period influence Chaucer's Canterbury Tales?</li> <li>- How does Chaucer use irony as an effective literary device in the Canterbury Tales?</li> <li>- How does the character of the narrator help shape the narrative?</li> <li>- How has English language and literature changed from early works such as "Beowulf," compared to later works like the Canterbury Tales?</li> </ul>	

<p>Short Story Collections &amp; Narrative Writing</p>	<p><b>WEEKS 5 &amp; 6</b></p>	<p><b>Focus Standards</b>                  11-12.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.                  11-12.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.                  11-12.RL.6 Using a variety of genres, analyze how the narrative point of view impacts the implicit and explicit meanings in a text.                  11-12.RI.5 Analyze and evaluate the effectiveness of the author's choice of structural elements and text features.                  11-12.RI.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.                  11-12.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.                  a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or</p>	<p>Canterbury Tales; The Pardoner's Tale -- EOL pg. 149 (if time permits feel free to read more tales)                  Walking to Canterbury -- EOL pg. 178                   Begin the quarter 1 narrative (start during week 5)</p>	<p>- How does Chaucer use irony as an effective literary device in the Canterbury Tales?                  - Does the bias of the narrator change the viewpoint of the narrative?                  - Who is Geoffrey Chaucer and how did he contribute to the development of the modern English language and literature?</p>	<p>- Have students summarize each step in small groups.</p>
	<p><b>Week 7</b></p>	<p><b>Focus Standards</b>                  11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.                  11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                  11-12.L.1b. Resolve issues of complex or contested usage                  11-12.L.2b. Use correct spelling.</p>	<p>Review   <b>Quarter 1 Assessment</b>                  - Short Answer Questions                   Quarter 1 Assessment                  - Optional Practice Essay (paper &amp; pencil)                  -- standards based</p>		

<p>Leadership Text</p>	<p><b>WEEKS 8 &amp; 9</b></p>	<p><b>Focus Standards</b>                  11-12.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.                  11-12.RI.2 Determine and analyze the development and interaction of two or more central ideas over the course of a text to provide a complex analysis or objective summary.                  11-12.RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.                  11-12.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.                  11-12.L.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.                  a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.                  11-12.L.5b. Analyze nuances in the meaning of words with similar denotations.</p>	<p>Crucial Conversations   <b>Quarter 1 Assessment - Galileo</b>                  - Multiple Choice</p>	<ul style="list-style-type: none"> <li>- Identify and explain some of the RAISE values found in Crucial Conversations?</li> <li>- How are crucial conversations the basis for effective communication?</li> <li>- How will you be able to tell/know if you are having a crucial conversation?</li> <li>- Why might a crucial conversation fail/be derailed?</li> <li>- How can you prevent this? How does mutual respect play a role in crucial conversations?</li> <li>- Do you really think respect is necessary, why or why not?</li> <li>- Explain the validity of this excerpt from page 104, "You make you mad. You make you scared, annoyed, or insulted. You and only you create your emotions."</li> <li>- What is one crucial conversation you need to have now but have put off?</li> <li>- How might you use the tools of persuasion and listening to ensure you are not entering into an abrasive one sided conversation?</li> </ul>	<ul style="list-style-type: none"> <li>- Have students summarize each step in small groups.</li> </ul>
<p><b>Quarter 1 Narrative Essay Prompt: Historical and modern day heroes abound from Beowulf to Marvel &amp; DC Comics; reflecting on heroic traits depicted in Beowulf, do you think these are only true of</b></p>					
<p><b>Quarter 2</b></p>					
	<p><b>Week 10</b></p>	<p><b>Focus Standards</b>                  11-12.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.                  11-12.RL.4 Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone                  11-12.L.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.                  11-12.SL.3 Evaluate a speaker's point of view, reasoning, use of evidence, and use of rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.(Continue with this throughout the year)</p>	<p>Intro to Time Period -- EOL pg. 254                  William Shakespeare -- EOL pg. 388                  Sonnets -- EOL pg. 390 (choose 2-3)</p>	<ul style="list-style-type: none"> <li>- How did 16th century ethics, politics, and society shape Shakespeare and his writing?</li> <li>- How does Shakespeare use imagery and figurative language to communicate with the reader?</li> </ul>	

Drama	Week 11	<p><b>Focus Standards</b>                      11-12.RL.3 Analyze the impact of the author's choices regarding how to develop and connect elements of a story or drama.                      11-12.RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.                      11-12.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.                      11-12.RI.5 Analyze and evaluate the effectiveness of the author's choice of structural elements and text features.                      11-12.L.2a. Use hyphenation conventions.</p>	<p>Macbeth Act I -- EOL pg. 402                      Shakespeare's Witches                      (<a href="https://www.bl.uk/shakespeare/article/s/witchcraft-in-shakespeares-england">https://www.bl.uk/shakespeare/article/s/witchcraft-in-shakespeares-england</a>)</p>	<ul style="list-style-type: none"> <li>- Why does Shakespeare open the play with the Witches?</li> <li>- How does prophecy influence Macbeth and Banquo?</li> </ul>	<p>Narrative Quick Write: Choice is a major idea explored in Act I. Think about the choices you have made in your life, how would things be different if you had made different choices. Write a narrative focusing on this idea.</p> <p>Ghosts, Witches, &amp; Shakespeare - Article (<a href="https://www.bard.org/study-guides/ghosts-witches-and-shakespeare">https://www.bard.org/study-guides/ghosts-witches-and-shakespeare</a>)</p>
	Week 12	<p><b>Focus Standards</b>                      11-12.RL.4 Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone                      11-12.RL.5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning, as well as its aesthetic impact.                      11-12.L.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.                      11-12.L.2a. Use hyphenation conventions.  <b>Supporting Standards</b>                      11-12.RL.3</p>	<p>Macbeth Act II -- EOL pg. 426</p>	<ul style="list-style-type: none"> <li>- How does Shakespeare use soliloquies to develop and explore the motivations and machinations of Macbeth?</li> <li>- Compare Lady Macbeth and Macbeth's reaction to Duncan's murder? What does this inform you about each character?</li> <li>- Does Shakespeare resist or enforce the role of women/patriarchal values in 16th century culture?</li> </ul>	
	Week 13	<p><b>Focus Standards</b>                      11-12.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.                      11-12.RL.3 Analyze the impact of the author's choices regarding how to develop and connect elements of a story or drama.                      11-12.L.5a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p>	<p>Macbeth Act III -- EOL pg. 440</p>	<ul style="list-style-type: none"> <li>- How is blood symbolic? Explain</li> <li>- Who do you believe is the tragic hero in this play? Why?</li> <li>- How does Shakespeare depict the themes of guilt and ambition?</li> </ul>	

& Informative Essay	Week 14	<p><b>Focus Standards</b>                      11-12.RL.5 Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning, as well as its aesthetic impact.                      11-12.RL.6 Using a variety of genres, analyze how the narrative point of view impacts the implicit and explicit meanings in a text.                      11-12.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  <b>Supporting Standards</b>                      11-12.RL.1                      11-12. RL.5</p>	<p>Macbeth Act IV -- EOL pg. 458</p>	<p>- Why do you think Shakespeare uses multiple soliloquies in this play compared to his other works (those that you have read during the course of the last few years)?                      -How does Shakespeare use motifs(eg. sleep and death) throughout the play to develop the mood and shape the characters?                      -Lady Macduff and her son converse about the role of a traitor in lines 44-60, who is the traitor that each character is discussing, and why is this significant?</p>	
	Week 15	<p><b>Focus Standards</b>                      11-12.RL.4 Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone                      11-12.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                      11-12.RL.6 Using a variety of genres, analyze how the narrative point of view impacts the implicit and explicit meanings in a text.</p>	<p>Introduce Poetry out Loud- resources found in drive</p>		
	Week 16	<p><b>Focus Standards</b>                      11-12.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.                      11-12.RL.6 Using a variety of genres, analyze how the narrative point of view impacts the implicit and explicit meanings in a text.                      11-12.RL.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.                      11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.                      a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful for comprehension.                      b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.                      c. Use appropriate and varied transitions and syntax to link the major sections of the text, create</p>	<p>Macbeth Act V -- EOL pg. 478                      Macbeth - Video Clip (<a href="https://www.youtube.com/watch?v=d1KAhaochP8">https://www.youtube.com/watch?v=d1KAhaochP8</a>)                      Begin the Q2 Essay</p>	<p>-How does Shakespeare’s Macbeth exemplify the characteristics of a tragedy?</p>	

	<b>Week 17</b>	11-12.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. 11-12.RI.8 Delineate and evaluate the rhetorical effectiveness of the authors' reasoning, premises, purpose, and argument in seminal U.S. and world texts. 11-12.RI.9 Analyze foundational U.S. and world documents of historical and literary significance for their themes,	Of Studies -- EOL pg 375 Tilbury Speech -- EOL pg. 380	- What assumptions does Bacon make regarding learning and its impact? Explain. - Are Bacon's and Elizabeth's arguments persuasive? Explain.	
	<b>Week 18</b>	<b>Focus Standards</b> 11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 11-12.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. 11-12.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	<b>Quarter 2 Assessment</b> <b>- Essay (paper &amp; pencil)</b> <b>-- standards based</b>		
	<b>Week 19</b>		<b>Quarter 2 Assessment - Galileo</b> - Multiple Choice  Teacher Choice OR Poetry Out Loud prep and practice -- optional		
<b>Quarter 2 Informative Essay: Who could be a modern day Macbeth and why? OR</b>					
<b>Quarter 3</b>					
	<b>Week 20</b>	<b>Focus Standards</b> 11-12.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. 11-12.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	<b>Poetry out Loud- Class Competition</b>  <b>Intro to Time Period -- EOL pg. 530</b>	Is literature influenced by the time in which it is written or does it shape the time period?	- Provide time in class to practice
	<b>Week 21</b>	<b>Focus Standards</b> 11-12.RI.5 Analyze and evaluate the effectiveness of the author's choice of structural elements and text features. 11-12.RI.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text. 11-12.RI.9 Analyze foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.	A Dictionary of the English Language - EOL pg. 634 The Meaning of Everything -- EOL pg. 640 The Life of Samuel Johnson -- EOL pg. 647  <b>*Poetry Out Loud-- Class Finalists Competition (after school)</b>	- How does Johnson use diction to express his personal sentiments in the Dictionary of the English Language? - How have modern dictionaries changed compared to Johnson's edition? - How does Winchester describe English as an ever evolving language in comparison to other languages? Is this a good thing, why or why not? - How is Johnson perceived by other literary figures?	

Romanticism	Week 22	<p><b>Focus Standards</b>                      11-12.RL.4 Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone                      11-12.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                      11-12.RL.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</p>	<p>Intro to Time Period -- EOL pg. 704 and 717-718                      The Rime of the Ancient Mariner -- EOL pg. 775-798                      The Rime of the Ancient Mariner - Audio (<a href="https://www.youtube.com/watch?v=1raSUYAr0s0">https://www.youtube.com/watch?v=1raSUYAr0s0</a> or video <a href="https://www.youtube.com/watch?v=0RGnoFf2cZQ">https://www.youtube.com/watch?v=0RGnoFf2cZQ</a>)</p>	<ul style="list-style-type: none"> <li>- How did the poets of the Romantic period use imagination to discover truth in self, society, nature, etc.?</li> <li>- How does Coleridge use rhyme scheme, repetition, and imagery, to engage and interest the reader?</li> </ul>	<p>Teacher Resource (<a href="https://www.litcharts.com/lit/rime-of-the-ancient-mariner/themes/christian-allegory">https://www.litcharts.com/lit/rime-of-the-ancient-mariner/themes/christian-allegory</a>) AND (<a href="https://prezi.com/cx6gqvqsls8/social-historical-and-religious-context-of-the-rime-of-the-ancient-mariner/">https://prezi.com/cx6gqvqsls8/social-historical-and-religious-context-of-the-rime-of-the-ancient-mariner/</a>) do not hand out to students</p>
	Week 23	<p><b>Focus Standards</b>                      11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.                      11-12.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                      11-12.RL.9 Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.</p>	<p>The Rime of the Ancient Mariner -- EOL pg. 775-798                      The Rime of the Ancient Mariner - Audio (<a href="https://www.youtube.com/watch?v=1raSUYAr0s0">https://www.youtube.com/watch?v=1raSUYAr0s0</a> or video <a href="https://www.youtube.com/watch?v=0RGnoFf2cZQ">https://www.youtube.com/watch?v=0RGnoFf2cZQ</a>)                      The Tyger -- EOL pg.731                      The Chimney Sweeper -- EOL pg. 740                      *Poetry Out Loud-- School Wide Competition, held at each individual high school</p>	<ul style="list-style-type: none"> <li>- How does Coleridge use rhyme scheme, repetition, and imagery, to engage and interest the reader?</li> <li>- How does Coleridge's lyrical ballad compare/contrast to the writings of other Romantic poets?</li> </ul>	
	Week 24	<p><b>Focus Standards</b>                      11-12.RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.                      11-12.RI.5 Analyze and evaluate the effectiveness of the author's choice of structural elements and text features.                      11-12.RL.3 Analyze the impact of the author's choices regarding how to develop and connect elements of a story or drama.                      11-12.RL.4 Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone  <b>Supporting Standards</b>                      11-12.RL.1</p>	<p>Jane Austen Bio - Article (found in the Pride and Prejudice drive folder)                      Pride and Prejudice (P&amp;P)</p>	<ul style="list-style-type: none"> <li>- How does Austen introduce the reader to the many different characters in the novel?</li> <li>- How does Austen's writing (setting, character development, use of dialogue, etc.) in the first six chapters set the tone for the novel?</li> <li>- Does Austen's portrayal of the female characters conform to or differ from the role of women during the time period in which she is writing? Explain.</li> <li>- Justify the title <i>Pride and Prejudice</i>, is this better than Austen's first working title <i>First Impressions</i>?</li> </ul>	<p>Teacher support for Justifying the title of Pride and Prejudice: <a href="https://www.teachitenglish.co.uk/attachments/6069/quotation-search-teacher-s-copy.pdf">https://www.teachitenglish.co.uk/attachments/6069/quotation-search-teacher-s-copy.pdf</a></p>

Novel	<b>Week 25</b>	<p><b>Focus Standards</b></p> <p>11-12.RL.5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning, as well as its aesthetic impact.</p> <p>11-12.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>11-12.L.5b. Analyze nuances in the meaning of words with similar denotations.</p> <p>11-12 W.3 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons</p>	<p>Pride and Prejudice</p> <p>Jane Austen and Social Judgment- Article (found in the P&amp;P drive folder)</p> <p>Begin the quarter 3 Essay</p>	<ul style="list-style-type: none"> <li>- Why does Austen include narrative letters within the novel? How does this technique allow the reader to participate in the story?</li> <li>- Is the proposal in chapter 11 a contrived scene or a major turning point for the the characters and the plot? Explain</li> <li>- Throughout the novel the themes of prejudice and pride are repeated, how do these themes shape both the development of the characters and plot?</li> </ul>	
	<b>Week 26</b>	<p>11-12.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>11-12.RI.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.</p> <p>11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in print in order to address a question or solve a problem.</p> <p>Supporting Standards</p> <p>11-12.RI.5</p>	<p>Pride and Prejudice</p> <p>Austen's Diction - Article (found in the P&amp;P drive folder)</p>	<ul style="list-style-type: none"> <li>- How is Pride and Prejudice, a reflection of Austen's life and experiences?</li> <li>- Volume three depicts a metamorphosis for most of the main characters, why didn't Austen allude to or hint at some of these traits prior to the beginning of the third volume?</li> <li>- Considering that Pride and Prejudice was written over 200 years ago should it still be read?</li> </ul>	

	<b>Week 27</b>	<p><b>Focus Standards</b></p> <p>11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>11-12.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>11-12.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>	<p>Review</p> <p><b>Quarter 3 Assessment</b></p> <p>-Essay (paper &amp; pencil)</p> <p>-- standards based</p>		
	<b>Week 28</b>		<p><b>Quarter 3 Assessment - Galileo</b></p> <p>- Multiple Choice</p> <p>Teacher Choice <b>OR</b></p> <p>Start background for Tale of Two Cities</p>		
<p><b>Quarter 3 Argumentative Essay - Is Pride and Prejudice a satirical reflection on 19th century British society? Why or why not?</b></p>					
<p><b>Quarter 4</b></p>					
	<b>Week 29</b>	<p><b>Focus Standards</b></p> <p>11-12.RI.2 Determine and analyze the development and interaction of two or more central ideas over the course of a text to provide a complex analysis or objective summary.</p> <p>11-12.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>Background (French Rev. &amp; Industrialization in Britain) - <a href="https://omf.ucsc.edu/london-1865/index.html">https://omf.ucsc.edu/london-1865/index.html</a></p> <p>A Tale of Two Cities</p>	<ul style="list-style-type: none"> <li>- How did British literature begin to shift from the Romantic to the Victorian period, was this a direct result of social and political change?</li> <li>- What is the conflict between the different French estates during the 18th century?</li> <li>- What were the causes and effects of the French Revolution?</li> <li>- Is 18th century British social structure all that different compared to 18th century France?</li> </ul>	
	<b>Week 30</b>	<p><b>Focus Standards</b></p> <p>11-12.RL.3 Analyze the impact of the author's choices regarding how to develop and connect elements of a story or drama.</p> <p>11-12.RL.4 Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone</p>	<p>A Tale of Two Cities</p>	<ul style="list-style-type: none"> <li>- Dickens starts the novel with some of the most quoted lines in literature, "It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity..." how does this introduction set the tone of the novel? What do you believe is Dickens purpose for beginning this way? Explain</li> <li>- How does this opening make you reflect on your own life?</li> <li>- How does Dickens use the setting to inform the reader of the time and characters?</li> </ul>	

Revolutionary Literature	<p><b>Week 31</b></p> <p><b>Focus Standards</b>                      11-12.RL.3 Analyze the impact of the author's choices regarding how to develop and connect elements of a story or drama.                      11-12.RL.4 Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone</p>	A Tale of Two Cities	<ul style="list-style-type: none"> <li>- How does Dickens develop his characters? What does he do to distinguish the differences between the protagonist(s) and antagonist(s)?</li> <li>- How does Dickens use of imagery develop the setting, plot, tone, etc. Provide some examples and how they enrich/develop the novel?</li> <li>- Compare and contrast Dickens depictions of France and England, what traits does he emphasize? Why?</li> </ul>
	<p><b>Week 32</b></p> <p><b>Focus Standards</b>                      11-12.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.                      11-12.RL.9 Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.</p>	A Tale of Two Cities	<ul style="list-style-type: none"> <li>- What is the conflict between the different French estates during the 18th century?</li> <li>- What were the causes and effects of the French Revolution?</li> <li>- Is 18th century British social structure all that different compared to 18th century France?</li> </ul>
	<p><b>Week 33</b></p> <p><b>Focus Standards</b>                      11-12.RL.3 Analyze the impact of the author's choices regarding how to develop and connect elements of a story or drama.                      11-12.RL.6 Using a variety of genres, analyze how the narrative point of view impacts the implicit and explicit meanings in a text.</p>	A Tale of Two Cities	<ul style="list-style-type: none"> <li>- What is the purpose of Madame Defarge's character? Support and explain your answer using textual evidence.</li> <li>- How is Dickens' writing an example of the move away from Romanticism?</li> <li>- How do the characters and their interactions with one another drive the plot?</li> </ul>

Senior Project	Week 34	<p><b>Focus Standards</b>                      11-12.RL.5 Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning, as well as its aesthetic impact.                      11-12.RL.6 Using a variety of genres, analyze how the narrative point of view impacts the implicit and explicit meanings in a text.                      11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in print in order to address a question or solve a problem.                      11-12.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.                      11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.</p>	<p>Finish Tale of Two Cities</p> <p><b>Galileo- Post Assessment</b></p> <p><b>Introduce Final Assessment --</b>                      Literary Analysis Research Paper &amp; Presentation                      -- by Friday of this week students have inform instructors of their two literary pieces and their research focus</p>	<p>- Are the themes in the novel universal?                      Explain</p>	
	Week 35	<p><b>Focus Standards</b>                      11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade- specific expectations for writing types are defined in standards 1–3 above.)                      11-12.W.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p><b>Supporting Standards</b>                      11-12.W.5                      11-12.L.1                      11-12.L.2</p>	<p>Literary Analysis Research Paper &amp; Presentation</p> <p>Provide time in class for students to work on the project                      -- Research &amp; writing time                      -- Essay is due by the end of the week.</p>		
	Week 36	<p><b>Focus Standards</b>                      11-12.SL.4 Present information, findings, and supporting evidence in an organized, developed style appropriate to purpose, audience, and task, allowing listeners to follow the speaker’s line of reasoning, message, and any alternative perspectives.                      11-12.SL.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence to keep the audience engaged.                      11-12.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>Final Presentations-- in class</p>		

	<p><b>Week 37</b></p>	<p><b>Focus Standards</b>                      11-12.SL.4 Present information, findings, and supporting evidence in an organized, developed style appropriate to purpose, audience, and task, allowing listeners to follow the speaker's line of reasoning, message, and any alternative perspectives.                      11-12.SL.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence to keep the audience engaged.                      11-12.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>Final Presentations-- in class                      ** grades due by the ??</p> <p><b>Post Assessment - Galileo</b></p>		
	<p><b>Week 38</b></p>		<p>Graduation week</p>		
<p><b>Quarter 4 Essay - Literary Analysis Research Paper &amp; Presentation</b></p>					

DRAFT

JULY 2023						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Qtr 1-Ends Oct 13th  
 Qtr 2-Ends Dec 22nd  
 Qtr 3-Ends Apr 5th  
 Qtr 4-Ends Jun 7th

8 School Resumes  
 15 School Holiday-MLK Day  
 16 Teacher Workday PD

JANUARY 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST 2023						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1-4, 7-11 Teacher Workdays PD  
 14 First Day of School

16 Teacher Workday PD  
 19 School Holiday- President's Day

FEBRUARY 2024						
S	M	T	W	Th	F	S
				1	1	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

SEPTEMBER 2023						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

4 School Holiday-Labor Day  
 5 Teacher Workday PD

5

MARCH 2024						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER 2023						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

13 End of Q1-Half Day for Students (PD for Teachers)

5 End of Q3-Half Day for Students (PD for Teachers)

APRIL 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

15-19 No School-Spring Break  
 22 Teacher Workday PD

NOVEMBER 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

10 School Holiday-Veterans Day  
 22-25 No School- Thanksgiving Break

27 School Holiday-Memorial Day

MAY 2024						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

DECEMBER 2023						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Dec 23-Jan 5 No School-Winter Break  
 22 End of Q2-Half Day for Students (PD for Teachers)

7 Last Day of School , End of Q4

JUNE 2024						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

10-11 Teacher Workdays PD

Bell Schedules -  
DRAFT ALA - Monroe

LUNCH A		
Regular Day -Lunch A		
	Start	End
Zero	7:20	8:11
1st	8:15	9:06
2nd	9:10	9:59
3rd	10:03	10:52
Lunch A	10:56	11:24
4th	11:28	12:17
5th	12:21	1:09
6th	1:13	2:01
7th	2:05	2:55

LUNCH B		
Regular Day - Lunch B		
	Start	End
Zero	7:20	8:11
1st	8:15	9:06
2nd	9:10	9:59
3rd	10:03	10:52
4th	10:56	11:45
Lunch B	11:49	12:17
5th	12:21	1:09
6th	1:13	2:01
7th	2:05	2:55

LUNCH C		
Regular Day - Lunch C		
	Start	End
Zero	7:20	8:11
1st	8:15	9:06
2nd	9:10	9:59
3rd	10:03	10:52
4th	10:56	11:45
5th	11:49	12:37
Lunch C	12:41	1:09
6th	1:13	2:01
7th	2:05	2:55

## Home Room Day

Lunch A		
	Start	End
Zero	7:20	8:11
1st	8:15	9:03
2nd	9:07	10:11
3rd	10:15	11:01
Lunch A	11:05	11:33
4th	11:37	12:23
5th	12:27	1:13
6th	1:17	2:03
7th	2:07	2:55

Lunch B		
	Start	End
Zero	7:20	8:11
1st	8:15	9:03
2nd	9:07	10:11
3rd	10:15	11:01
4th	11:05	11:51
Lunch B	11:55	12:23
5th	12:27	1:13
6th	1:17	2:03
7th	2:07	2:55

Lunch C		
	Start	End
Zero	7:20	8:11
1st	8:15	9:03
2nd	9:07	10:11
3rd	10:15	11:01
4th	11:05	11:51
5th	11:55	12:41
Lunch C	12:45	1:13
6th	1:17	2:03
7th	2:07	2:55

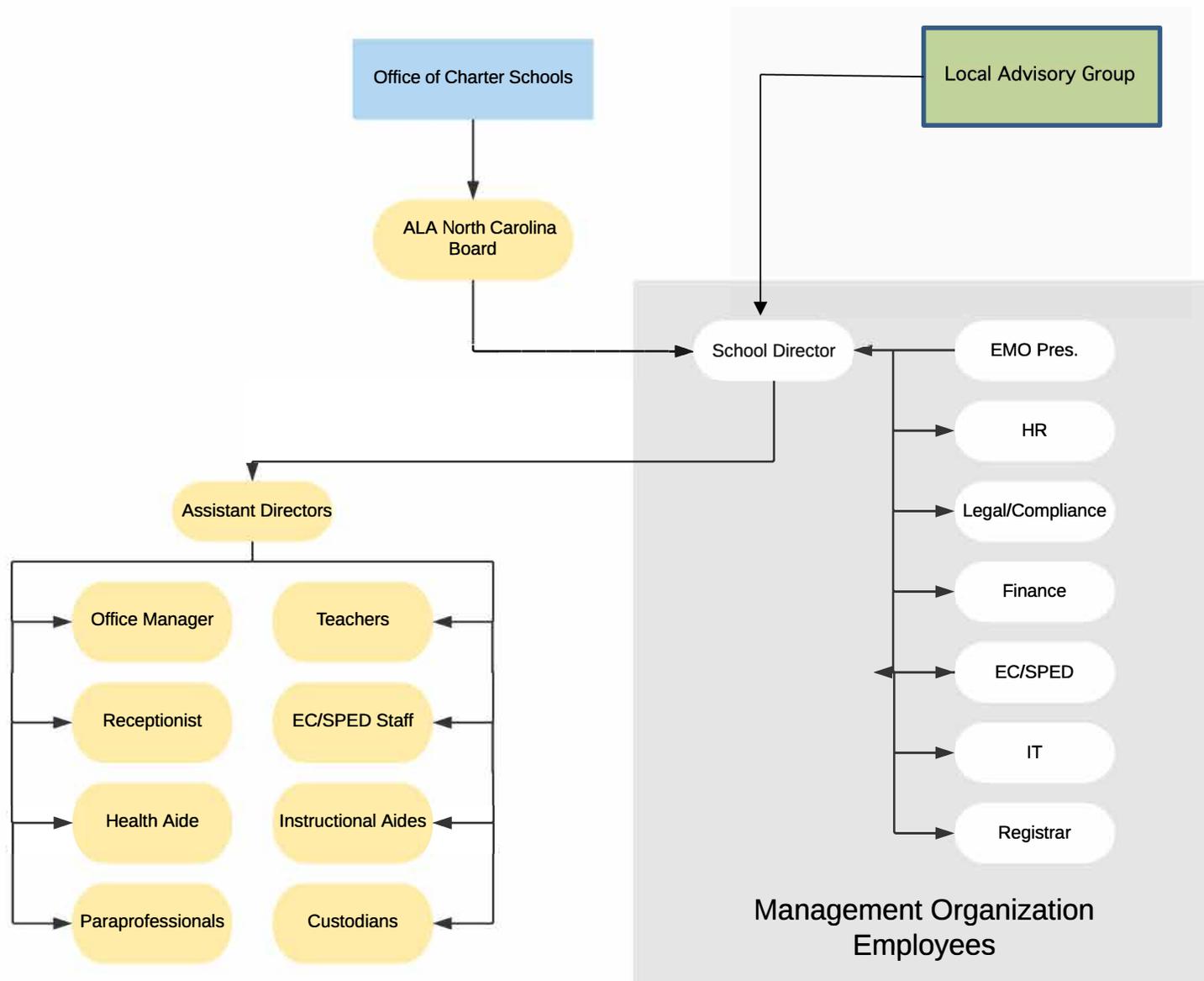
## Early Release Bell Schedule

LUNCH A		
Regular Day -Lunch A		
	Start	End
Zero	7:20	8:11
1st	8:15	8:51
2nd	8:55	9:31
3rd	9:35	10:11
Lunch A	10:15	10:51
4th	10:55	11:30
5th	11:34	12:10
6th	12:14	12:50
7th	12:54	1:30

LUNCH B		
Regular Day - Lunch B		
	Start	End
Zero	7:20	8:11
1st	8:15	8:51
2nd	8:55	9:31
3rd	9:35	10:11
4th	10:15	10:51
Lunch B	10:55	11:30
5th	11:34	12:10
6th	12:14	12:50
7th	12:54	1:30

LUNCH C		
Regular Day - Lunch C		
	Start	End
Zero	7:20	8:11
1st	8:15	8:51
2nd	8:55	9:31
3rd	9:35	10:11
4th	10:15	10:51
5th	10:55	11:30
Lunch C	11:34	12:10
6th	12:14	12:50
7th	12:54	1:30

# Organizational Chart



## Charter School Board Member Information Form

*Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

### Background

1. Name of charter school on whose Board of Directors you intend to serve: **American Leadership Academy – North Carolina**
2. Full name: **Christopher Wayne Millis**

Home Address: **139 Belleforte Park Circle, Garner NC 27529**

Business Name and Address: **North Carolina Home Builders Association - 5580 Centerview Drive, Suite 415 Raleigh, NC 27606**

Telephone No.: **910-352-1740**

E-mail address: **chriswmillis@gmail.com**

3. Brief educational and employment history.  
**[See attached resume]: Summary - College of Engineering at North Carolina State University Raleigh, NC-Graduated Valedictorian with a Bachelor of Science in Civil Engineering. / 2021-Present North Carolina Home Builders Association, Raleigh, NC. / 2006-2021 Paramounte Engineering, Inc., Wilmington, NC. / 2002-2006 McKim & Creed Engineering, PA, Wilmington, NC**
4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No:

Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

**Based on past experience serving on a charter school board of directors, Charter One requested my service. I desire to serve in this volunteer position to help direct and provide oversight based upon my past experience to see that American Leadership Academies are a successful school choice for the parents and students that desire to attend.**

6. What is your understanding of the appropriate role of a public charter school board member?

**A public charter school board member serves as the responsible party to ensure that the school is operating according to the charter agreement granted by the State of North Carolina. Specifically, the Board provides academic, regulatory conformance, and fiscal oversight of the school according to the charter while upholding the school's vision and mission.**

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

**I have had the privilege to serve six years on the board of directors of Coastal Preparatory Academy in New Hanover County, including years as the board chair. This has given me the first-hand experience of traversing the RTO process, the charter renewal process, providing continued oversight to ensure charter compliance, and managing an EMO for school that came all the way from initial conception to a successful charter now in its seventh year of operation.**

8. Describe the specific knowledge and experience that you would bring to the board.

**My previous charter experience included overseeing the preparation of school budgets, policy documents, hiring personnel, securing bond funding for school construction, managing school construction projects, compliance with state and federal regulations, compliance with local building and fire codes, procurement of school technology, equipment, and curriculum among other duties.**

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?

**To provide the best educational experience to as many students as possible in a moral and wholesome environment.**

2. What is your understanding of the school's proposed educational program?

**The school will provide a classical education program which will include Core Knowledge and Singapore Math among other potential curriculums to achieve a classical product for the students and families who school American Leadership Academy schools.**

3. What do you believe to be the characteristics of a successful school?  
**A high level of academic growth for each student regardless of the individual circumstances, strong professional development for staff, consistent parent and community involvement, and consistently striving to be the best school choice product for North Carolina families.**
4. How will you know that the school is succeeding (or not) in its mission?  
**Demonstrated growth of each student by way of consistent academic assessment tools, including state required testing, and student retention year after year.**

### Governance

1. Describe the role that the board will play in the school's operation.  
**The board serves as the responsible party to ensure that the school is operating according to the charter agreement granted by the State of North Carolina. Specifically, the board provides academic, regulatory conformance, and fiscal oversight of the school according to the charter while upholding the school's vision and mission.**
2. How will you know if the school is successful at the end of the first year of operation?  
**Achieved academic growth, retention of students, and a staff that is prepared and excited to start the next school year.**
3. How will you know at the end of five years of the schools is successful?  
**Continued academic growth is being achieved for each student, strong parent/community support, and a maximum charter renewal issued by the State.**
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
**Consistent oversight of academic growth with high expectations of achievement. Deliberate involvement to ensure fiscal accountability that provides that the necessary resources are leveraged to deliver the best educational product to each student.**
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?  
**Without hesitation, convey the facts to the entire board in order that the policies and procedures to handle such a situation were carried out in full. If a majority of the board became ethically compromised, I would report directly to the NC Office of Charter Schools.**

\*Please include the following with your Information Form

- a one page resume

\*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. [Click or tap here to enter text.](#)

**Certification**

I, Christopher Millis, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for \_\_\_\_\_ Charter School is true and correct in every respect.

*Christopher Millis*

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Signature \_\_\_\_\_

Date **Apr 27, 2022**

# Christopher Millis

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139 Belleforte Park Circle  
Garner, North Carolina 27529  
Phone / Cell: (910) 352-1740  
Email: ChrisWMillis@gmail.com

## **EDUCATION:**

2001-2005      College of Engineering at North Carolina State University  
*Raleigh, North Carolina*

- *Graduated Valedictorian with a Bachelor of Science in Civil Engineering*

## **CAREER:**

2021-Current      North Carolina Home Builders Association, *Raleigh, NC*

- *Director of Regulatory Affairs*

2006-2021      Paramounte Engineering, Inc., *Wilmington, NC*

- *Project Engineer for various residential and commercial developments across North Carolina and parts of the southeastern United States.*

2002-2006      McKim & Creed Engineering, PA, *Wilmington, NC*

- *Performed various land development-related civil engineering tasks.*

## **CIVICS:**

2013-2017      North Carolina General Assembly

- *Served in three terms in the State Legislature as the 16<sup>th</sup> District House Representative (Pender & western Onslow Counties).*

## **COMMUNITY:**

2022-Present      American Leadership Academy - Johnston, *Clayton, NC*

- *Serving my first term on the Board of Directors.*

2015-2021      Coastal Preparatory Academy, *Wilmington, NC*

- *Served six years on the Board of Directors for the charter school, including time as board chair. CPA is operating as a successful K-8 campus with Charter One as its EMO.*

2008-Present      Freedom Baptist Church, *Wilmington, NC*

- *After becoming official members in 2008, my wife and I had the privilege to teach youth Sunday school for a period before service in the legislature and continue to be active members.*

## **ACHIEVEMENTS:**

- Top Civil Engineering Student: Awarded by the College of Engineering at NC State / Professional Engineers of North Carolina Award / North Carolina State University Chancellor's Leadership Scholarship Award

## **FAMILY:**

- Blessed by my wife, Tonya, and our four children: Luke, Alexa, Olivia, & Noah.

## Charter School Board Member Information Form

*Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

### Background

1. Name of charter school on whose Board of Directors you intend to serve: ALA - Monroe & ALA - Garner

2. Full name: Heather Logan Whillier

Home Address: 1009 Marlebone Ct. Indian Trail, NC 28079

Business Name and Address: The Whillier Group, 1009 Marlebone Ct, Indian Trail, NC 28079

Telephone No.: 828-284-2858

E-mail address: heather@whillier.com

3. Brief educational and employment history. See Resume

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No:                      Yes: **UnionPrepAcademy**

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

Gregg Sindors asked me to join. I believe families should have a choice with their children's education.

6. What is your understanding of the appropriate role of a public charter school board member?

To make sure that the school carries out its mission. To make sure the school is providing a good education for students.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I've served on a Charter School Board previously. Have also served on my church's personnel board.

8. Describe the specific knowledge and experience that you would bring to the board.

Knowledge of charter schools and knowledge of school systems as I have 3 boys in elementary school.

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?

To provide a great education for students with a moral focus. To prepare students to be successful in college and in the workforce.

2. What is your understanding of the school's proposed educational program?

Project based learning techniques, RAISE leadership - teaching kids to have integrity and respect for others as well as the value of serving others.

3. What do you believe to be the characteristics of a successful school?

A successful school will have happy students and parents, an engaged community and teachers who stick around.

4. How will you know that the school is succeeding (or not) in its mission?

We will know when we have a long wait list of students wanting to attend and very little turnover with teachers.

## **Governance**

1. Describe the role that the board will play in the school's operation.

We will manage the school and make sure the school is abiding by state law. We will decide on hiring of staff, disciplinary actions, school calendar/events, etc.

2. How will you know if the school is successful at the end of the first year of operation?

If the students are performing well in testing and if parents are happy.

3. How will you know at the end of five years of the schools is successful?

If the students are continuing to perform well in testing, if parents are happy, and if enrollment numbers (waitlist) increases.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Provide a superior education for students, have discipline in the classroom, hire good teachers.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Talk with the chairman and Charter One Staff.;

\*Please include the following with your Information Form

- a ***one page*** resume

\*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. [Click or tap here to enter text.](#)

### **Certification**

I, Heather Logan Whillier, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member American Leadership Academy-Garner and American Leadership Academy-Monroe Charter School is true and correct in every respect.

*Heather Logan Whillier*

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Signature

Date **Apr 27, 2022**

# HEATHER LOGAN WHILLIER

1009 Marlebone Ct. Indian Trail, NC 28079  
Cell (828) 284-2858 • heather@whillier.com

## Professional Summary:

Accomplished North Carolina fundraiser with experience raising money for candidate committees, super PACs and non-profits. Started The Whillier Group in 2015 to take on multiple clients. Clients include: The Committee to Elect Dan Forest, Republican Governors Association (RGA), Truth & Prosperity, The Better Hour Foundation and The NC Republican Council of State Committee.

## Employment:

### The Whillier Group - Charlotte, NC

*President: September 2015 - Present*

- Raised \$19.7 Million for Dan Forest's race for Governor
- Developed a statewide network of donors for Dan Forest for Governor Campaign
- Held 250+ fundraisers in-person and on zoom, including events with Tucker Carlson, Ambassador Nikki Haley and Governor Kristi Noem
- Managed a staff of 4

### Committee to Elect Dan Forest - Charlotte, NC

*Finance Director: May 2013 - September 2015*

- Raised \$3.6 Million for Dan Forest's race for Lt. Governor
- Created network of donors across North Carolina to fund Dan Forest's Lt. Governor re-election campaign
- Cultivated donor relationships and planned 60+ fundraisers per year across the state

### NC Heroes Fund - Charlotte, NC

*Executive Director: February 2013 - October 2019*

- Led a 501c3 military non-profit, which helped 100+ NC veterans and their families with short-term financial hardships
- Raised money to fund the organization, conducted outreach among veteran groups and elected officials, led board of directors meetings, cultivated relationships

### Office of United States Representative Sue Myrick - Charlotte, NC

*Deputy District Director/Scheduler: June 2007 - January 2013*

- Operational responsibility for the office, 4 employees and interns
- Accompanied Congresswoman to all events in district and ensured follow up actions were completed
- Represented Congresswoman at meetings/functions, updated groups on congressional activity and stances on issues
- Served on boards for Congresswoman (NC Conference for Women, NC/SC Terrorism Conference)
- Managed district schedule, decided what meetings Congresswoman took, planned and organized events

## Education:

### Bob Jones University – Greenville, SC

*B.A. History, minor in Rhetorical and Public Address*

## Charter School Board Member Information Form

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Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

### Background

1. Name of charter school on whose Board of Directors you intend to serve: **American Leadership Academy – North Carolina (ALA-Garner and ALA-Monroe)**
2. Full name: **John Kanayochukwu Amanchukwu**

Home Address: **1201 Mackinaw Drive, Wake Forest, NC 27587**

Business Name and Address: **Upper Room Church of God in Christ**

Telephone No.: **919-410-1150**

E-mail address: **johnamanchukwu@gmail.com**

3. Brief educational and employment history.  
**Resume attached. Summary – BS from NC State University in Parks, Recreation and Tourism Management; MA in Christian Ministry from Liberty University; former Upper Room Christian Academy Executive Director; First Assistant to Pastor and Youth Pastor at Upper Room Church of God in Christ**

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No:  Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I believe all forms of school choice – traditional public, private, public charter, home school, etc. Gregg Sindors and I have had discussions over the years around school choice given our mutual work in this area. He told me that he was helping to form a statewide board to offer school choice to as many students as possible. He asked me if I would consider joining the board.

6. What is your understanding of the appropriate role of a public charter school board member?  
**The non-profit board holds the charter from the State of North Carolina. It is responsible for governance and oversight of academics, finances, and operations of the school.**
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
**I own and operate my own business. I also have worked with private school boards and church boards. There are a lot of similarities. My experience operating a private school is directly related.**
8. Describe the specific knowledge and experience that you would bring to the board.  
**Business, education, marketing and finance.**

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?  
**To provide the best educational experience to as many students as possible in a moral and wholesome environment.**
2. What is your understanding of the school's proposed educational program?  
**The schools will utilize Core Knowledge, Eureka Math and have a strong focus on the RAISE values curriculum. The school will be K-12 and offer a full high school experience that includes leadership, entrepreneurship, fine arts, and athletics.**
3. What do you believe to be the characteristics of a successful school?  
**A school that is a great school for every student. A school that helps every student be the best they can be and can help them achieve their dreams. A successful school has high academic achievement and high student growth.**
4. How will you know that the school is succeeding (or not) in its mission?  
**We will know the school is successful if we have a culture where students love to learn and how they perform on state assessments.**

### **Governance**

1. Describe the role that the board will play in the school's operation.  
**The charter is issued by the State of North Carolina to the board. The board is responsible for governance and overseeing the operations in accordance with state**

**law and the charter. The board is responsible for governance and oversight of academics, finances and operations of the school.**

2. How will you know if the school is successful at the end of the first year of operation?  
**We will measure success by academic achievement, academic growth, positive cash balance, teacher retention, student retention and compliance with our charter and state law.**
3. How will you know at the end of five years of the schools is successful?  
**We will measure success by a steady enrollment and a large waitlist, strong academic achievement, clean financial audits and the schools are a destination of choice by our students and teachers.**
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
**The board will have to hold the Education Management Organization, Charter One, accountable for the operations of the school. We will have to develop a strategic board calendar to ensure academic and financial performance.**
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?  
**I would communicate with the board chair about the issue. If the issue involves the board chair, I would talk with the board vice-chair. If the issue is not addressed, I would not hesitate communicating with the board's legal counsel.**

\*Please include the following with your Information Form

- a **one page** resume

\*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. [Click or tap here to enter text.](#)

**Certification**

I, John Amanchukwu, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for ALA-Garner and ALA-Monroe is true and correct in every respect.



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Signature

Date

Apr 28, 2022

# JOHN K. AMANCHUKWU, SR.

Wake Forest, NC • (919) 410-1150 • [johnamanchukwu@gmail.com](mailto:johnamanchukwu@gmail.com) • [LinkedIn Profile](#)

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## MINISTRY PROFILE

Spirit-led Leader and Ordained Elder with 15 years of ministry experience and a passion for reaching all generations with the enduring truth of the gospel of Jesus Christ, possessing ministerial success in the preaching, programming, operational, relational, and fiscal affairs of the church. Ministry accomplishments include:

- Provided leadership and direction for the church and church staff in the areas of vision, mission, and programming, which included implementing an additional morning service in response to COVID-19 social distancing requirements.
  - Planned, coordinated, and evaluated the church's worship services, which included oversight of the church's ordinances, ensuring adequate pulpit supply, and training ministers on protocol and pulpit etiquette and decorum.
  - Coordinated pastoral care to the entire congregation, including hospital visitation, counseling to those in need (adults and students), coordinating funerals, and providing leadership for the administration of the total church program.
  - Mentored young ministers and students on how to lead campus ministries, evangelize and disciple their peers, meet with the families to set up the program for funerals, counsel the bereft, and pray with congregants.
  - Restructured a youth Bible study programming and moved the meeting time to the same night as adult Bible study, resulting in a 30% increase in participation.
  - A trendsetter, strategic partner, and avid thinker who skillfully merges deep tradition with innovative approaches to expand kingdom initiatives in the church and secular world.
- 

## EDUCATION

**B.S. – Parks, Recreation, and Tourism Management**  
*North Carolina State University*, Raleigh, NC – May 2007

- Scholar-Athlete/Main speaker at 2007 Wolfpack Rally
- Varsity Football – Defensive Tackle and End/Guard
- 2006 Body Index Award Winner

**M.A. – Christian Ministry** – March 2022  
*Liberty University*, Lynchburg, VA

**Acquired hours towards a Communications Degree**  
*St. Augustine College*, Raleigh, NC – 2002 – 2004

- Varsity Football – Tight End position

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## MINISTRY PROFILE

**Upper Room Church of God in Christ**, Raleigh, NC

**Aug 2005 – Present**

**First Assistant to Pastor** (*Nov 2016 – Present*)

- Serve as the lead assistant overseeing the ministerial operations of the church, which includes evening operations after 6:00 pm, Sunday mornings and evenings, and other designated times.
- Substitute for the Pastor, legally and spiritually, in his absence, and serve as Pastor's Aide President and Pastor's Anniversary Chair, ensuring that ministry operations are properly carried out, the flow of services run smoothly, and the needs of the Pastor and Bishop are met effectively, including the planning and promotion of special events.
- Preached and taught on behalf of the Pastor and communicate with members, staff, leaders, visitors, and others.
- Met regularly with the Pastor to keep him well informed of the ministerial operations, hear his heart, give an account, receive instructions, and discuss concerns.
- Planned and assisted with feet washing, baptisms, baby christenings, and communion, and perform and attend funerals, weddings, housewarmings, civic, ecumenical, and ministerial events.
- Discreetly and thoroughly investigated matters and handled conflict or disagreements within the church, determining the appropriate course of action, referral, or response by the Pastor.

**Youth Pastor** (*October 2013 – Present*)

- Host a weekly Bible study and children's church and activities for over 80 youth in the church and the community.
- Oversee a staff of 30+ volunteers for the annual youth day-camp that serves over 200 youth from various churches and community organizations.
- Created and implemented an evangelism strategy that met the biblical, academic, and social needs of youth.
- Founded the GENERATION N.O.W. youth ministry and implemented a branding and marketing strategy.
- Created events for parents to equip, enhance, and encourage them in their parental role.
- Partnered with School Resource Officers to provide mentoring to youth at North Garner Middle School.
- Conducted professional development and on-going training to youth workers and volunteers.

**College Pastor** (*Aug 2005 – Jul 2016*)

- Maintained a pastoral presence and direct involvement in campus ministry by recruiting and collaborating with college students from local colleges and universities to established weekly bible study and young adult events.
- Mentored and counseled students on spiritual and practical matters.

**MINISTRY PROFILE (Continued)****Love Life, Raleigh, NC****Jul 2018 – Present****City Ambassador**

- Recruited Pastors to attend and led the 40-week prayer walk at local abortion clinics.
- Managed and provided leadership to Chapel Hill and Durham ambassadors.
- Led Love Life's weekly broadcast.

**International Youth Department of the Church of God in Christ****Sep 2015 – Present****Executive Board Member & President, Youth Adult Ministry**

- Collaborate with local and national church leaders to develop and host events pertaining to the needs of young adults throughout the international Church of God in Christ.
- Presented annually at the Auxiliary in Ministry Conference and the Holy Convocation.

**Upper Room Christian Academy, Raleigh, NC****Mar 2010 – Jul 2016****Executive Director & Chaplain (Mar 2010 – Jul 2016)**

- Provided spiritual development and mentoring for students in preschool, Kindergarten, and 1st through 12th graders.
- Coordinated and directed engaging, age-appropriate weekly worship services and spiritual outreach.
- Led the \$7M acquisition of the Upper Room Christian Academy, delivering a positive return on investment.
- Raised over \$1.1M over a span of four years through strategic giving events and the implementation of an annual fund for scholarships and operations support.
- Increased student enrollment by more than 10% during the 2011-2015 academic years.
- Led legal and contract reviews pertaining to the acquisition, participated in financial negotiations, and conducted internal due-diligence process.
- Implemented strategic goals, objectives, policies, and procedures developed by our Board of Directors.
- Revamped our longstanding food program, resulting in profitability and annual savings of \$180,000 a year.
- Designed a successful marketing strategy, using direct mail campaigns, cold calling, and social media advertising.
- Provided direction and leadership to students, teachers, staff, and contractors and provided counseling to parents, staff, and students.
- Oversaw daily operations, student enrollment activities, and customer/family retention plans.
- Oversaw funding activities, including planning, implementation, and revenue forecast.
- Authored, in conjunction with URCA's Business Manager, our 36-month business plan; consulted with the advisory committee and study and research groups and communicated the recommendations and conclusions to the Board.
- Led annual and on-going training sessions/orientation for teachers and staff members that qualified for CEUs.
- Taught Bible-LIFE courses to 6th to 12<sup>th</sup>-grade students.

**SECULAR PROFESSIONAL PROFILE****Novartis Animal Health, Greensboro, NC****Jan 2009 – Mar 2010****Territory Specialist**

- Identified sales opportunities in accounts and maximized quarterly promotions, which increased product penetrations and exceeded quarterly sales goals by 25%.
- Penetrated five existing accounts by performing in-clinic seminars and detailing decision-makers, resulting in 15% growth in the hospital over a 2-month period.
- Increased Receptionists, Practice Managers, and Doctors overall proficiency on active products they purchased.
- Top Sales Rep in the country for Deramaxx orders/dollars during August and September 2009.
- Sold the second-highest number of Ethicon/Suture orders in the country in October and November 2009.

**Carmax Auto Superstore, Raleigh, NC****Jun 2007 – Jan 2009****Senior Sales Consultant**

- Top performer at Carmax Auto Superstore in the first full month by establishing customer's automobile needs.
- Executed marketing strategies to generate repeat business and generated call cycles to manage customer traffic.
- Processed and delivered loan applications to multiple lenders, which drove the purchasing process.

**ORGANIZATIONS**

- Ordained Elder, Church of God in Christ – 2009
- EA Morris Fellowship – 2013
- Association of Fundraising Professionals Honoree – 2013
- Early Childhood Advisory Council – Appointed by Governor McCrory

## Charter School Board Member Information Form

*Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

### Background

1. Name of charter school on whose Board of Directors you intend to serve:

**American Leadership Academy North Carolina; American Leadership Academy-Garner and American Leadership Academy-Monroe**

2. Full name:

**Yolanda Dechelle Hill**

Home Address: **5664 Marblehead Dr. Colfax, NC 27235**

Business Name and Address: **Balanced Nutrition, Inc. 122 N. Elm St. Ste. 504 Greensboro, NC 27401**

Telephone No.: **336-508-9827**

E-mail address: **yolanrob@aol.com**

3. Brief educational and employment history. **See attached resume**

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: **X**                      Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

**I was recruited to serve on this Board of Directors because of my interest in school choice. I was asked to join the board by Charter One and I personally know two of the other board members. I wish to serve on the board because I care about children, not just my children or my grandchildren, nieces and nephews, but ALL children. And, I believe that all children deserve a great education. My dream is that every parent would have options when it comes to school choice. By**

**-serving on this board, I can be part of the team that turns that dream into reality for a lot of parents.**

6. What is your understanding of the appropriate role of a public charter school board member?  
**The Board's role is to provide academic, fiscal, and fundraising oversight as it upholds the school's mission and vision.**
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
**Although I do not have previous experience serving as a board member, I believe that my educational background and work experience in accounting, will be a valuable asset to the board. I also owned and operated an early childhood center for over six years and currently serve as chief financial officer of a nonprofit organization.**
8. Describe the specific knowledge and experience that you would bring to the board.  
**I have many years of experience in finance/accounting and early childhood education. I also founded and currently operate a nonprofit organization.**

#### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?  
**"To provide the best educational experience, to as many students as possible, in a moral and wholesome environment."**
2. What is your understanding of the school's proposed educational program?  
**The school will provide a classical education focused on teaching children through cognitive learning techniques.**
3. What do you believe to be the characteristics of a successful school?  
**I believe a successful school will have a clear focus and set high expectations and standards for all students. It will also provide professional development for its staff and promote parental involvement.**
4. How will you know that the school is succeeding (or not) in its mission?  
**I believe the school will be successful if it prepares students to be successful in post secondary education and/or in their future careers.**

#### **Governance**

1. Describe the role that the board will play in the school's operation.  
**The Board of Directors is responsible for ensuring the mission, vision, and values of the school are being carried out. They are also responsible for developing appropriate policies to ensure these fundamentals are maintained.**
2. How will you know if the school is successful at the end of the first year of operation?

**If at the end of the first year, the school has stayed true to its mission and vision and garnered the support of the community it will have been a success. This will show in the enrollment numbers, academic success of students and overall retention of students and staff.**

3. How will you know at the end of five years of the schools is successful?  
**At the end of five years, the charter school will have been successful if it has been able to add additional grade levels to meet the needs/demands of the community. Also, if it has been able to increase enrollment and academic performance of students and maintain its mission and vision.**
  
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
**To be successful, I believe the charter school board will need to foster community engagement, assist in the recruitment and retention of top talented staff and administrators, and be flexible and able to adapt to an ever changing environment.**
  
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?  
**I believe the board must have transparency and hold board members to a high ethical standard. If I believed that a board member acted unethically, I would immediately bring it to the attention of the entire board. The board will then be required to follow its own polices and procedures concerning such matters.**

\*Please include the following with your Information Form

- a one page resume

\*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Click or tap here to enter text.

#### **Certification**

I, Yolanda D Hill, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for \_\_\_\_\_ Charter School is true and correct in every respect

Signature

Yolanda D Hill

Date

4/20/2020

# Yolanda Hill-Robinson

Chief Financial Officer

**Address** Colfax, NC, 27235

**Phone** (336) 508-9827

**E-mail** yolanrob@aol.com

Self-motivated professional successful in seizing viable opportunities for expansion and innovation in business. Background in increasing profits, reducing costs and transforming customer service standards. Experienced in leading and managing successful teams.

## Skills

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Accounting principles  
Contract Management  
Budgeting  
Staff Management

## Work History

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**2015-10 - Current**

### **Founder, Chief Financial Officer**

*Balanced Nutrition, Inc., Greensboro, NC*

- Completed in-depth analyses of risks to control company profile, enhance systems and track board concerns.
- Oversaw deployment of strategic business plans to accomplish accounting, compliance and revenue targets.
- Identified business development challenges and facilities concerns for proactive resolution.
- Set and monitored effective financial policies to analyze company financial strengths and weaknesses and propose corrective actions.
- Oversaw accounts payable and receivable to track income and expenditures, drive statutory compliance and provide quantitative financial information.
- Prepared annual budgets with controls to prevent overages.

**2007-08 - 2015-08**

### **Risk Management Specialist**

*American Express, Greensboro, NC*

- Developed short-term goals and long-term strategic plans to improve risk control and mitigation.
- Maintained current team documentation, validated codes and tracked invoices to keep accounts and records current.

- Kept operations in line with government regulations by carefully checking documentation.
- Employed strong program management skills to successfully define and manage ongoing initiatives designed to control financial risks.
- Produced timely reports on internal processes, highlighting control programs' strengths and weaknesses in detail.

2001-07 - 2007-06

### **Owner/Director**

*Precious Beginnings Child Development Center, Greensboro, NC*

- Planned and monitored curriculum and program activities and liaised with teachers to create fun and engaging learning experiences.
- Recruited, selected and retained high-quality staff to reduce turnover and foster stability.
- Strengthened community engagement strategies to boost program outreach across Guilford County.
- Collaborated on strategies to enhance student learning and behavior alongside parents and teaching staff.
- Stayed current on regulations and guidelines to maintain compliant program operations in North Carolina.
- Engaged with parents and families to build positive relationships for children to thrive.
- Furnished facility with supplies, equipment, food and materials to foster social and cognitive development.

## **Education**

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2014-08 - 2015-12

### **Master of Science: Accounting**

*University of North Carolina At Greensboro - Greensboro, NC*

- Dean's List
- Beta Alpha Psi Accounting Honor Society (Inducted Fall 2012)

2011-08 - 2013-08

### **Bachelor of Science: Accounting**

*University of North Carolina At Greensboro - Greensboro, NC*

## Charter School Board Member Background Check Form

### Certification Statement:

*Note: To be completed individually by each proposed founding charter school board member. Form must be signed by hand.*

*If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.*

I, Christopher Millis, certify that I ***have not*** been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature Christopher Millis Date Apr 27, 2022

I, \_\_\_\_\_, certify that I ***have*** been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature \_\_\_\_\_ Date \_\_\_\_\_

### Board Member Background Check

**Each member of the founding board must submit a completed background check that meets the following parameters:**

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

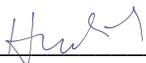
**Charter School Board Member Background Check Form**

**Certification Statement:**

*Note: To be completed individually by each proposed founding charter school board member. Form must be signed by hand.*

*If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.*

I, Heather Logan Whillier, certify that I ***have not*** been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature  Date Apr 27, 2022

I, \_\_\_\_\_, certify that I ***have*** been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature \_\_\_\_\_ Date \_\_\_\_\_

**Board Member Background Check**

**Each member of the founding board must submit a completed background check that meets the following parameters:**

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

**Charter School Board Member Background Check Form**

**Certification Statement:**

*Note: To be completed individually by each proposed founding charter school board member. Form must be signed by hand.*

*If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.*

I, John Amanchukwu, certify that I ***have not*** been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature  Date Apr 27, 2022

I, \_\_\_\_\_, certify that I ***have*** been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature \_\_\_\_\_ Date \_\_\_\_\_

**Board Member Background Check**

**Each member of the founding board must submit a completed background check that meets the following parameters:**

- 1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).**
- 2) Background check must include any additional aliases that have been used by the individual.**
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.**
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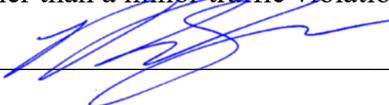
## Charter School Board Member Background Check Form

### Certification Statement:

*Note: To be completed individually by each proposed founding charter school board member. Form must be signed by hand.*

*If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.*

I, Mitchell Schwab, certify that I ***have not*** been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature  Date April 21, 2022

I, \_\_\_\_\_, certify that I ***have*** been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature \_\_\_\_\_ Date \_\_\_\_\_

### Board Member Background Check

**Each member of the founding board must submit a completed background check that meets the following parameters:**

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

**Charter School Board Member Background Check Form**

**Certification Statement:**

*Note: To be completed individually by each proposed founding charter school board member. Form must be signed by hand.*

*If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.*

I, Yolanda D Hill, certify that I ***have not*** been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature  Date Apr 27, 2022

I, \_\_\_\_\_, certify that I ***have*** been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature \_\_\_\_\_ Date \_\_\_\_\_

**Board Member Background Check**

**Each member of the founding board must submit a completed background check that meets the following parameters:**

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

## **Bylaws**

# **American Leadership Academy - NC A Non-Profit Corporation**

## **Article 1 Offices**

### **Section 1.01 Principal Office**

The nonprofit corporation's principal office in the State of North Carolina is:

14111 Capital Blvd

Wake Forest, North Carolina 27587

The Board of Directors may change the principal office in the State of North Carolina from time to time.

### **Section 1.02 Other Offices**

The Board of Directors may establish branch offices where the nonprofit corporation is qualified to conduct its activities.

## **Article 2 Members**

The nonprofit corporation will not have stock or members. Approval by the Board of Directors is sufficient for any action that would otherwise require approval by a majority or all members. All rights that would otherwise vest in the members will instead vest in the Directors.

## **Article 3 Directors**

### **Section 3.01 General Power**

The Board of Directors will manage the nonprofit corporation's property and business affairs including the operation of a charter school pursuant to North Carolina Law. The Board of Directors must act consistently with federal law, state law, these Articles of Incorporation, and the Bylaws.

### **Section 3.02 Number**

The nonprofit corporation's authorized number of Directors is at least 5 but not more than 7 Directors until changed by an amendment to these Bylaws by the Board of Directors.

The Board of Directors will fix the number of directors; this number will comprise the entire Board of Directors.

### **Section 3.03 Selection and Term of Office**

The Board of Directors will elect its Directors during the annual meeting of the Board of Directors at the conclusion of a Director's term. If no election is held at the annual meeting, the election will be held as soon as conveniently possible after the scheduled meeting date. When a Director is elected, the director shall serve a two-year term. The Board may establish an alternating term schedule to minimize Board turnover. Each Director will serve until his or her successor has been elected or until his or her death, resignation, or removal.

### **Section 3.04 Filling of Vacancies**

Subject to the provisions of Section 3.03, if any vacancy is caused by death, resignation, or removal of a Director, the remaining Directors, by majority vote, will elect a successor to hold office for the remaining term of the Director whose place is vacant. The successor will serve as a Director until the next regular election of Directors.

If the number of Directors is increased as provided in the Bylaws, the current Directors, by majority vote, will elect the appropriate number of additional Directors to hold office until the next regular election of Directors.

No reduction in the authorized number of Directors will have the effect of removing any Director before the expiration of his or her term.

### **Section 3.05 Resignation**

Subject to the provisions of North Carolina law, any Director may resign by giving written notice to the nonprofit corporation's Secretary. The resignation will be effective when the Secretary receives the notice unless the notice specifies that the resignation will be effective on a later date.

If the resignation is effective at a later date, a successor may be elected before that date but he or she will not take office until the resignation becomes effective.

### **Section 3.06 Removal**

A Director may be removed for cause by two-thirds vote of all Directors then in office. The action will be taken at a regular meeting of the Board of Directors or at a special meeting called for that purpose. The proposed removal must be announced in the notice and sent to the Directors at least 48 hours before the meeting.

### **Section 3.07 Compensation of Directors**

No stated salaries will be paid to the Directors for their services, but each Director may receive reimbursement from the nonprofit corporation for reasonable expenses incurred on behalf of the Corporation.

Nothing in this Section precludes any Director from serving the nonprofit corporation in any other capacity and receiving compensation for his or her service in that capacity so long as the Directors adhere to the Corporation's Conflict of Interest Policy.

## **Article 4 Meetings**

### **Section 4.01 Place of Meeting**

The Board of Directors will hold its meetings at the nonprofit corporation's principal office or at any place the Board of Directors may from time to time select.

### **Section 4.02 Annual Meeting**

The Board of Directors will hold its annual meeting during the month of May at the usual meeting time as established by the Board of Directors for electing Directors for the ensuing year and to transact other business that may be brought properly before the Board of Directors.

### **Section 4.03 Regular Meetings**

The Board of Directors may hold regular meetings as determined by majority resolution of the Board of Directors. The resolution may authorize the chair to fix the specific date and place of each regular meeting, in which case notice of the meeting date and place must be given in the manner provided in these Bylaws. The notice need not specify the business to be transacted, nor the purpose of the meeting unless specifically required by North Carolina law or these Bylaws.

**Section 4.04 Special Meetings**

Special meetings of the Board of Directors may be called by the chair or called by the chair at the direction of not less than a majority of the Board of Directors, or as otherwise provided by law. The Board of Directors may only transact the specific corporate business announced in the notice for the special meeting.

**Section 4.05 Public Notice of Meetings**

Except as may be otherwise specifically provided in these Bylaws, the Board will post public notice to the official website of each meeting pursuant to North Carolina Law.

The attendance of any person at any meeting constitutes a waiver of notice, except if a Director attends a meeting for the express purpose of objecting to the transaction of business at the meeting because the meeting is not lawfully called or convened.

**Section 4.06 Quorum**

The presence of a majority of the Directors then in office constitutes a quorum to transact business at all meetings of the Board of Directors. But if at any meeting less than a quorum is present, a majority of those present may adjourn the meeting to a different place and time.

**Section 4.07 Meetings by Telephone or Video Conference**

Any annual, regular, or special meeting may be held by conference telephone or video communication equipment, if all Directors participating in the meeting can hear one another. All participating Directors will be considered present in person at the meeting for all purposes.

**Section 4.08 Required Vote**

Except as may be provided otherwise in these Bylaws or the Articles of Incorporation, the action of a majority of the Directors at a meeting at which a quorum is present is the action of the Board of Directors.

**Article 5  
Officers**

**Section 5.01 Election, Tenure, and Compensation**

The officers of the nonprofit corporation are the Chair, the Vice Chair, the Secretary, and the Treasurer. The office of Secretary and Treasurer may be combined into one position.

The Board of Directors will elect the officers at each annual meeting of the Board of Directors. If no election is held at the annual meeting, the election will be held as soon as conveniently possible

after the scheduled meeting date. Each officer will serve until his or her successor has been elected or until his or her death, resignation or removal.

The Officers must be Directors. No officer may sign, acknowledge or verify any instrument in more than one capacity if the law or these Bylaws require the instrument be signed, acknowledged or verified by any two or more officers.

If any office (other than an office required by law) is not filled by the Board of Directors, or, once filled, later becomes vacant, the office and all references to the office in these Bylaws will be treated as inoperative until the office is filled as provided in these Bylaws.

All corporate officers and agents are subject to removal at any time by the majority vote of the Board of Directors.

### **Section 5.02 Powers and Duties of the chair**

The chair may execute all authorized bonds, contracts or other obligations in the name of the nonprofit corporation after approval by the board of directors. Unless otherwise specifically limited by the Articles of Incorporation and these Bylaws, the chair has all powers and authority otherwise permitted by the chair of a nonprofit corporation under North Carolina law. The chair is an *ex-officio* member of all the standing committees and will perform any other duties assigned from time to time by the Board of Directors. The Chair or the Chair's designee shall be the presiding officer at each Board Meeting.

### **Section 5.03 Powers and Duties of the Vice chair**

The Vice chair has all powers and authority otherwise permitted by the Vice chair of a nonprofit corporation under North Carolina law. The Vice chair will perform any other duties assigned from time to time by the Board of Directors or by the chair. In the absence of the Chair, the Vice Chair shall perform the duties of the Chair.

### **Section 5.04 Powers and Duties of the Secretary**

The Secretary shall:

- give notice of all meetings of the Board of Directors and all other notices required by law, the Articles of Incorporation or by these Bylaws;
- keep minutes of the meetings of the Board of Directors;
- perform all other duties that may be assigned to him or her from time to time by the Directors or the chair.

Unless otherwise specifically limited by the Articles of Incorporation or these Bylaws, the Secretary has all powers and authority otherwise permitted by the secretary of a nonprofit corporation under North Carolina law. The duties of the secretary may be assigned to a third party by contract or by corporate resolution.

### **Section 5.05 Powers and Duties of the Treasurer**

The Treasurer shall:

- have custody of all the funds and securities of the nonprofit corporation;
- keep full and accurate account of receipts and disbursements in books belonging to the nonprofit corporation;
- deposit all moneys and other valuables in the nonprofit corporation's name and credit in those depositories as the Board of Directors may designate from time to time;
- disburse the funds of the nonprofit corporation as ordered by the Board of Directors after taking proper vouchers for such disbursements;
- furnish to the chair and the Board of Directors an annual budget;
- furnish to the chair and the Board of Directors, whenever either of them requests, an account of transactions as Treasurer and of the nonprofit corporation's financial condition; and
- furnish to the Board of Directors and to the donors of the nonprofit corporation within 60 days from the date that the nonprofit corporation's 990-PF is filed a written report of the nonprofit corporation's activities, receipts and disbursements during the tax year for which the 990-PF was filed.

Unless otherwise specifically limited by the Articles of Incorporation and these Bylaws, the Treasurer has all powers and authority otherwise permitted by the treasurer of a nonprofit corporation under North Carolina law. The duties of the Treasurer may be assigned to a third party by contract or by corporate resolution.

### **Section 5.06 Agents**

The Board of Directors may designate agents of the nonprofit corporation as it considers necessary or advisable.

## **Article 6 Committees**

### **Section 6.01 Committees of the Board of Directors**

The Board of Directors may, by majority vote, designate one or more committees. Each committee must consist of at least two Directors. Non Board Members may be appointed to serve on Board Committees. The number of members of a committee shall be no less than two and no more than half the total number of the Board of Directors.

The designation of committees and delegation of authority to the committees will not operate to relieve the Board of Directors, or any individual Director of any responsibility imposed on the Board of Directors or any individual members by law.

### **Section 6.02 Term of Office**

Each committee member will serve until his or her successor is appointed unless the committee is terminated sooner by the Board of Directors, or the member is removed or resigns from the committee. Unless otherwise provided in the resolution of the Board of Directors designating a committee, each committee member will serve at the pleasure of the Board of Directors.

### **Section 6.03 Chair**

Unless otherwise provided in the resolution of the Board of Directors designating a committee, each committee shall appoint a chairperson by majority vote of the committee.

### **Section 6.04 Vacancies**

Vacancies in the membership of any committee may be filled by appointments in the same manner as the original appointments were made.

## **Article 7 Liability and Indemnification**

No Director or officer of the nonprofit corporation will be personally liable for the payment of the nonprofit corporation's debts and liabilities except as any Director or officer may be liable by reason of his or her own conduct or acts. However, relief from liability for the nonprofit corporation's debts will not apply in any instance where that relief is inconsistent with any provisions of the Internal Revenue Code applicable to organizations described in Section 501(c)(3).

Subject to the previous paragraph, the nonprofit corporation shall indemnify every Director or officer and his or her heirs, executors, and administrators, against expenses actually and reasonably incurred by him or her—as well as any amount paid upon judgment—in connection with any civil or criminal action, suit, or proceeding to which he or she may be made a party because of his or her role as a Director or officer of the nonprofit corporation.

This indemnification is being given since the Directors will be requested to act by the nonprofit corporation for the nonprofit corporation's benefit.

This indemnification is exclusive of all other rights to which a Director may be entitled.

## **Article 8 Corporate Seal**

The nonprofit corporation will not have a seal. If a seal is required for any corporate transactions, the words *Corporate Seal* followed by the signature of one or more officers on behalf of the nonprofit corporation shall constitute a proper affixing of the seal.

## **Article 9 Financial Matters**

### **Section 9.01 Delegation by the Board of Directors**

The Board of Directors may authorize any officer, employee or agent to enter into any contracts or to sign and deliver any instruments in the name of the nonprofit corporation. The authority granted by the Board of Directors may be general or confined to specific instances.

### **Section 9.02 Authority over Certain Funds**

If at any time the nonprofit corporation is a beneficiary of a charitable lead trust, a charitable remainder trust, or other similar trust (**Charitable Trust**), and the Charitable Trust was established by a Director, an officer, or a substantial contributor to the nonprofit corporation, the Director, officer, or substantial contributor who established the Charitable Trust is prohibited from acting on matters concerning funds coming to nonprofit corporation from the Charitable Trust.

The Director who establishes a Charitable Trust must adhere to the Conflict of Interest Policy.

Any funds received from a Charitable Trust must be segregated into a separate accounting line item in the nonprofit corporation's financial records as provided in Section 9.07.

For all purposes concerning any funds received from a Charitable Trust described above, the term *substantial contributor* has the same meaning as provided in Internal Revenue Code Section 507(d)(2)(A).

### **Section 9.03 Deposits**

All nonprofit corporation funds will be deposited to the credit of the nonprofit corporation at those banks, trust companies or other depositories selected by the Board of Directors. But the Board of Directors may authorize any officer, employee or agent to select the banks, trust companies or other depositories into which the funds of the nonprofit corporation will be deposited.

**Section 9.04 Checks and Drafts**

All checks, drafts and other orders for payments of money, notes, or other evidences of indebtedness by the nonprofit corporation must be signed by those officers, agents or employees selected by the Board of Directors, and in the manner determined by majority resolution of the Board of Directors.

**Section 9.05 Loans**

The nonprofit corporation is prohibited from making any loans or borrowing any funds unless specifically authorized by a resolution of the Board of Directors. The authority granted by the Board of Directors may be general or confined to specific instances. The nonprofit corporation will not make any loans to its Directors or officers.

**Section 9.06 Investments**

The nonprofit corporation's funds may be invested in any investments selected by the Board of Directors or any investment manager appointed by the Board of Directors for that purpose. In making any investments, the Board of Directors or investment manager (as the case may be) should give due regard to balancing the need to preserve principal, to produce income and capital gains, and to achieve long-term growth of the nonprofit corporation's assets.

**Section 9.07 Separate Account**

The nonprofit corporation must segregate any funds received from a Charitable Trust into a separate accounting line item in the nonprofit corporation's financial records. The nonprofit corporation shall administer the separate account in such a manner as to allow tracing of the funds into and out of that account. The separate account must be administered and distributed by a separate fund committee, and the Director, the officer, or the substantial contributor who established the Charitable Trust from which the nonprofit corporation received the funds may not possess any power over this account or this separate fund committee.

**Section 9.08 Expenses**

The Board of Directors will pay all expenses of the nonprofit corporation including, but not limited to, custodian, management fees, legal fees, and accounting fees and charges first from revenue and then from the principal assets of the nonprofit corporation.

**Section 9.09 Third Party Contracts**

All third-party contracts must include the following language:

*No indebtedness of any kind incurred or created by the charter school shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the charter school shall involve or be secured by the faith, credit, or taxing power of the State or its political subdivisions.*

## **Article 10**

### **Miscellaneous Provisions**

#### **Section 10.01 Fiscal Year**

The fiscal year of the nonprofit corporation shall end on the last day of June.

#### **Section 10.02 Singular and Plural; Gender**

Unless the context requires otherwise, words denoting the singular may be construed as plural and words of the plural may be construed as denoting the singular. Words of one gender may be construed as denoting another gender as is appropriate within the context. The word *or* when used in a list of more than two items may function as both a conjunction and a disjunction as the context requires or permits.

#### **Section 10.03 Headings of Articles, Sections, and Subsections**

The headings of Articles, Sections, and Subsections used within these Bylaws are included solely for the reader's convenience and reference. They have no significance in the interpretation or construction of these Bylaws.

#### **Section 10.04 Reference to Laws**

All general or specific references to the Internal Revenue Code are to the Internal Revenue Code of 1986 as now in force or later amended, or the corresponding provision of any future United States revenue law. Similarly, any general or specific references to the laws of the State of North Carolina are to the laws of the State of North Carolina as now in force or later amended.

## **Article 11**

### **Amendments**

The Board of Directors may amend, alter, or repeal the Bylaws or any specific provision of the Bylaws, and may from time to time make additional Bylaws. Amendments may only be implemented after approval by the North Carolina Office of Charter Schools pursuant to NCAC 06G.0510.

## CERTIFICATE OF SECRETARY

KNOW ALL MEN BY THESE PRESENTS:

That the undersigned does hereby certify that the undersigned is the Secretary of American Leadership Academy – North Carolina, a nonprofit corporation duly organized and existing under and by virtue of the laws of the State of North Carolina; that the above and foregoing Bylaws of said nonprofit corporation were duly and regularly adopted as such by the Board of Directors of said nonprofit corporation; and that the above and foregoing Bylaws are now in full force and effect.

DATED: Apr 27, 2022



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Yolanda Hill, Secretary

State of North Carolina  
Department of the Secretary of State

ARTICLES OF INCORPORATION  
NONPROFIT CORPORATION

Pursuant to §55A-2-02 of the General Statutes of North Carolina, the undersigned corporation does hereby submit these Articles of Incorporation for the purpose of forming a nonprofit corporation.

1. The name of the nonprofit corporation is: American Leadership Academy North Carolina.

2.  (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).

3. The name of the initial registered agent is: Jordan Way.

4. The street address and county of the initial registered agent's office of the corporation is:

Number and Street: 14111 Capital Blvd.

City: Wake Forest State: NC Zip Code: 27587 County: Wake

The mailing address *if different from the street address* of the initial registered agent's office is:

Number and Street or PO Box: \_\_\_\_\_

City: \_\_\_\_\_ State: NC Zip Code: \_\_\_\_\_ County: \_\_\_\_\_

5. The name and address of each incorporator is as follows:

Name	Address
<u>Mitchell Schwab</u>	<u>224 E Holding Ave, #580, Wake Forest, NC 27587</u>
_____	_____
_____	_____

6. (Check either "a" or "b" below.)

a.  The corporation will have members.

b.  The corporation will not have members.

7. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.

8. Any other provisions which the corporation elects to include are attached.

9. The street address and county of the principal office of the corporation is:

Principal Office Telephone Number: 480.420.2101

Number and Street: 14111 Capital Blvd.

City: Wake Forest State: NC Zip Code: 27586 County: Wake

The mailing address *if different from the street address* of the principal office is:

Number and Street or PO Box: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_ County: \_\_\_\_\_

10. **(Optional):** Listing of Officers (See instructions for why this is important)

Name	Address	Title

11. **(Optional):** Please provide a business e-mail address \_\_\_\_\_.

**Privacy Redaction**

The Secretary of State's Office will e-mail the business when a document is filed. The e-mail provided will not be viewable on the website. For more information on why this service is being offered, please see the instructions for this document.

12. These articles will be effective upon filing, unless a future time and/or date is specified: \_\_\_\_\_

This is the 7 day of April, 2021.

Incorporator Business Entity Name



Digitally signed by Mitchell Schwab  
DN: cn=Mitchell Schwab,  
email=mdschwab24@gmail.com, c=US  
Date: 2022.04.07 16:51:01 -06'00'

*Signature of Incorporator*

**Mitchell Schwab, Incorporator**

*Type or print Incorporator's name and title, if any*

NOTES:

1. Filing fee is \$60. This document must be filed with the Secretary of State.

Attachment to Articles of Incorporation Original Filing  
American Leadership Academy North Carolina

1. **Name.** The name of the corporation is: American Leadership Academy North Carolina
2. **Purpose.** The purposes for which the corporation is organized is: to be operated as a non-profit corporation exclusively for charitable, scientific, literary or educational purposes as a tax-exempt organization under sections 501(c)(3) of the Internal Revenue Code (or the corresponding provision of any future United States Internal Revenue Law). In furtherance of its exempt purpose, the Corporation will:
  - a. Administer property donated to the Corporation for charitable, scientific, literary, or educational purposes.
  - b. Distribute such property and the income therefrom to qualified organizations and persons for charitable, scientific, literary, or educational purposes.
  - c. Do and perform such as may be necessary or appropriate in carrying out the foregoing purposes of the corporation.
3. **Character of Affairs.** The character of affairs of the corporation will be:
  - a. To operate charter schools within North Carolina.
  - b. To develop leaders through education and services.
4. **No benefit to private persons.** No part of the net-earning of the corporation shall inure to the benefit of, or be distributable to its members, 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 Article 2. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of 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 United States Internal Revenue Code (or the corresponding provision of any future United States Internal Revenue Law) or: (b) by a corporation, contributions to which are deductible under Sections 170(c)(2), 2055(a)(2), and 2522 (a)(2) of the United States Internal Revenue Code (or the corresponding provisions of any future United States Internal Revenue Laws).
5. **Plan of Dissolution.** Dissolution shall be pursuant to G.S. § 55A-14-03(a)(2). Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provisions for the payment of all of the liabilities of the corporation, dispose of all its assets exclusively for the purposes of the corporation in such a manner, or to such organizations organized and operated exclusively for charitable, educational, religious or scientific purpose shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the United States Internal Revenue Code (or the corresponding provision of any future United States Internal Revenue Laws) as the Board of Directors shall determine. Any such assets not disposed of shall be disposed of by the Superior Court of the county in which the principal office of the corporation is then located, exclusively for such purpose or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

## Commercial Insurance Indication

**Date:** 4/26/2022  
**Charter School Name:** American Leadership Academy – Monroe  
**Effective:** To be Determined  
**School Open Date:** 2023  
**Grades:** K-8  
**Location:** Monroe, NC

To whom it may concern,

The estimated insurance premium for American Leadership Academy – Garner, a new charter school to be built, is indicated as follows:

Coverage	Limit	Estimated Premium	Rating Basis
<b>General Liability</b> (Incl. employee Benefits Liability)	\$1,000,000 Occurrence \$3,000,000 Aggregate	\$3,053	450 Students 35 Faculty Members
<b>Abuse/Molestation</b>	\$1,000,000 Occurrence \$3,000,000 Aggregate	\$1,798	450 Students
<b>Property</b> (Buildings, Business Personal Property & Business Income)	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>
<b>Crime (Employee Theft)</b>	\$250,000	\$350	50 Employees
<b>Non-Owned &amp; Hired Auto Liability</b>	\$1,000,000	\$900	
<b>Educators Legal Liability</b>	\$1,000,000 Occurrence \$3,000,000 Aggregate	\$2,856	35 Faculty Members
<b>Student Accident</b>	\$25,000	\$701	450 Students
<b>Umbrella</b>	\$5,000,000	\$3,418	450 Students 35 Faculty Members
<b>Workers Compensation</b>	\$1,000,000 / \$1,000,000 / \$1,000,000	\$4,848	35 Faculty Members Total Payroll \$1,795,500
<b>Total Estimated Premium</b>		<b>\$13,073.00</b>	

Please note that this is a rough estimate subject to change and/or adjustments once the details of the school are developed.

Should you have any questions or need anything else, please let us know.

Sincerely,



Micah Rogers  
President

School Start-up Plan

<b>Milestone #</b>	<b>Milestone Name</b>	<b>Category</b>	<b>Task</b>
1	Local Legal Landscape	LEGAL	Review legal landscape and climate relative to charter school law, decisions, etc. and make recommendation.
1	Local Legal Landscape	TECHNOLOGY	Ensure compliance with data security laws
4	Key Personnel	CORPORATE AND ADMINISTRATIVE TASKS	Create SAMS Account
4	Key Personnel	CORPORATE AND ADMINISTRATIVE TASKS	File IRS Form 1023 to obtain 501(c)3 Non-Profit tax status
4	Key Personnel	CORPORATE AND ADMINISTRATIVE TASKS	File Articles of Incorporation with the Secretary of State
4	Key Personnel	CORPORATE AND ADMINISTRATIVE TASKS	Obtain business license if goods are to be sold
4	Key Personnel	TRAINING	Measuring school and Administrator effectiveness
5	Financial Projections	FINANCE	Create/Refine Start-Up Budget
5	Financial Projections	FINANCE	Create/Refine 5-Year Budget
5	Financial Projections	FINANCE	Establish accounts payable process
5	Financial Projections	FINANCE	Develop purchase order template or purchase online requisition software
5	Financial Projections	FINANCE	Establish accounts receivable process
5	Financial Projections	FINANCE	Create forms for reimbursement, donations, receipts, etc.
5	Financial Projections	FURNITURE, FIXTURES, & EQUIPMENT/ PURCHASING	Specify school furniture (Classroom, Office, Common-area)
5	Financial Projections	TECHNOLOGY	Draft technology plan with qualified personnel, include costs in appropriate budgets.
6	Campus Size	HUMAN RESOURCES	Create staffing plan
6	Campus Size	HUMAN RESOURCES	Write Position Descriptions
6	Campus Size	HUMAN RESOURCES	Create draft employee contract

School Start-up Plan

6	Campus Size	HUMAN RESOURCES	Staff Evaluations
6	Campus Size	HUMAN RESOURCES	Employee Contract
6	Campus Size	MARKETING	Create marketing collateral (videos, fliers, website, business cards, signs, postcards, shirts, emails, etc.)
7	Organize Board	TECHNOLOGY	Secure domain name
7	Organize Board	TECHNOLOGY	Design & develop school website
7	Organize Board	TRAINING	Provide BOD Training
7	Organize Board	TRAINING	Roles & Responsibilities of Board Members
7	Organize Board	TRAINING	Board Member authority & administrator relations
7	Organize Board	TRAINING	Fiduciary Responsibility
7	Organize Board	TRAINING	Education Law 101
8	Board Actions	CORPORATE AND ADMINISTRATIVE TASKS	Develop Teacher Handbook, obtain Board approval
8	Board Actions	CORPORATE AND ADMINISTRATIVE TASKS	Develop Parent Handbook, obtain Board approval
8	Board Actions	CORPORATE AND ADMINISTRATIVE TASKS	Develop Emergency Response Plan
8	Board Actions	FINANCE	Create Bank Account with authorized banking institution
8	Board Actions	FOOD SERVICES	Create lunch schedule
8	Board Actions	TRAINING	School Culture, policies & procedures
9	Begin Application	MARKETING	Complete demographics study for target market
9	Begin Application	MARKETING	Create a marketing plan based on demographics
13	Charter Approval	CORPORATE AND ADMINISTRATIVE TASKS	Establish Infinite Campus Account
13	Charter Approval	FINANCE	Secure Start-Up funding
13	Charter Approval	FINANCE	Apply for grants
13	Charter Approval	FINANCE	Loans, including NV state charter loan.
13	Charter Approval	FINANCE	Donations
13	Charter Approval	TECHNOLOGY	Apply for eRate grant, if applicable
13	Charter Approval	FACILITIES	Review transportation plan (if applicable)

School Start-up Plan

14	Intesify Marketing	ENROLLMENT	Collect student enrollments, establish system for organizing applications
14	Intesify Marketing	HUMAN RESOURCES	Attend education job fairs
14	Intesify Marketing	HUMAN RESOURCES	Post positions to online recruitment boards
14	Intesify Marketing	HUMAN RESOURCES	Purchase software/Create Database for Employee Documentation (DL, W4, Teach. Lic., SS, I-9, Job App., Fngprnt, etc.)
14	Intesify Marketing	MARKETING	Engage in community outreach efforts (Chamber, politicians, open houses, press releases, businesses, cottage mtgs, etc.)
14	Intesify Marketing	MARKETING	Informational meetings
15	Construction Site & Permits	FACILITIES	Obtain land
15	Construction Site & Permits	FACILITIES	Draft contract with facility developer or landlord.
15	Construction Site & Permits	FACILITIES	Get lease contact reviewed by Authority
15	Construction Site & Permits	FACILITIES	Submit plans to the local Health District for permit application and review of construction plans.
15	Construction Site & Permits	FACILITIES	Obtain adequate insurance and submit proof to the Authority
15	Construction Site & Permits	FACILITIES	Ensure compliance with ADA
15	Construction Site & Permits	FACILITIES	Obtain education occupancy from appropriate authority
15	Construction Site & Permits	FACILITIES	Facility access plan (eg keys, FOB, or other), purchase, & distribution
15	Construction Site & Permits	FOOD SERVICES	Purchase any necessary kitchen equipment
15	Construction Site & Permits	FURNITURE, FIXTURES, & EQUIPMENT/ PURCHASING	Specify & purchase playground(s), install playgrounds

School Start-up Plan

15	Construction Site & Permits	MARKETING	Groundbreaking Ceremony
15	Construction Site & Permits	TECHNOLOGY	Purchase sound system(s), install – if applicable
15	Construction Site & Permits	TECHNOLOGY	Procure & install school security system, including cameras
15	Construction Site & Permits	TECHNOLOGY	Procure instructional technology (e.g. SMART Boards, document cameras, sound reinforcement, projection screens, etc)
16	Staffing, HR, Payroll, Grants, etc.	ENROLLMENT	Create enrollment form (paper and online)
16	Staffing, HR, Payroll, Grants, etc.	ENROLLMENT	Publish enrollment policy
16	Staffing, HR, Payroll, Grants, etc.	ENROLLMENT	Publish enrollment window, lottery date
16	Staffing, HR, Payroll, Grants, etc.	ENROLLMENT	Establish lottery procedure/ procure software, if necessary
16	Staffing, HR, Payroll, Grants, etc.	ENROLLMENT	Run lottery
16	Staffing, HR, Payroll, Grants, etc.	ENROLLMENT	Publish lottery results
16	Staffing, HR, Payroll, Grants, etc.	ENROLLMENT	Collect additional student information, request student records
16	Staffing, HR, Payroll, Grants, etc.	ENROLLMENT	Input student information into SIS (Infinite Campus)
16	Staffing, HR, Payroll, Grants, etc.	ENROLLMENT	Assign students to teachers/courses – create master schedule
16	Staffing, HR, Payroll, Grants, etc.	FINANCE	Obtain business credit/debit cards for authorized individuals
16	Staffing, HR, Payroll, Grants, etc.	FINANCE	Obtain check stock

School Start-up Plan

16	Staffing, HR, Payroll, Grants, etc.	FINANCE	Procure Accounting Software
16	Staffing, HR, Payroll, Grants, etc.	FINANCE	School lunch payment portal
16	Staffing, HR, Payroll, Grants, etc.	FINANCE	Point of Sale system
16	Staffing, HR, Payroll, Grants, etc.	FOOD SERVICES	Hire third-party vendor, if applicable
16	Staffing, HR, Payroll, Grants, etc.	FOOD SERVICES	Ensure staff has proper food handlers cards
16	Staffing, HR, Payroll, Grants, etc.	FURNITURE, FIXTURES, & EQUIPMENT/ PURCHASING	Establish vendor relationships as required (SPED, Custodial, Maintenance, Foodservices, IT Support, HR/Payroll, etc.)
16	Staffing, HR, Payroll, Grants, etc.	FURNITURE, FIXTURES, & EQUIPMENT/ PURCHASING	City services (trash, sewer, water, power)
16	Staffing, HR, Payroll, Grants, etc.	FURNITURE, FIXTURES, & EQUIPMENT/ PURCHASING	Telephone, cell phone
16	Staffing, HR, Payroll, Grants, etc.	FURNITURE, FIXTURES, & EQUIPMENT/ PURCHASING	Internet
16	Staffing, HR, Payroll, Grants, etc.	HUMAN RESOURCES	Establish Payroll relationship with third-party vendor
16	Staffing, HR, Payroll, Grants, etc.	HUMAN RESOURCES	Establish State Retirement Account (if required)
16	Staffing, HR, Payroll, Grants, etc.	HUMAN RESOURCES	Establish Fingerprint Account with State Authority
16	Staffing, HR, Payroll, Grants, etc.	HUMAN RESOURCES	Create Employee Recruitment System
16	Staffing, HR, Payroll, Grants, etc.	HUMAN RESOURCES	Post online applications
16	Staffing, HR, Payroll, Grants, etc.	HUMAN RESOURCES	Interview applicants

School Start-up Plan

16	Staffing, HR, Payroll, Grants, etc.	HUMAN RESOURCES	Hire qualified applicants
16	Staffing, HR, Payroll, Grants, etc.	HUMAN RESOURCES	Establish substitute teacher list
16	Staffing, HR, Payroll, Grants, etc.	HUMAN RESOURCES	Secure benefits providers (Health, Dental, Vision, Life Insurance, etc)
16	Staffing, HR, Payroll, Grants, etc.	HUMAN RESOURCES	Schedule benefits enrollment meeting
16	Staffing, HR, Payroll, Grants, etc.	HUMAN RESOURCES	Develop State Retirement System enrollment process
16	Staffing, HR, Payroll, Grants, etc.	SPECIAL POPULATIONS	Screen applications for homeless, IEP, 504, ELL, FRL students
16	Staffing, HR, Payroll, Grants, etc.	TECHNOLOGY	Setup SIS (Infinite Campus) account with all associated requirements, etc.
16	Staffing, HR, Payroll, Grants, etc.	TECHNOLOGY	Setup school assessment accounts, import students/courses/teachers, schedule assessments
16	Staffing, HR, Payroll, Grants, etc.	TECHNOLOGY	Establish any state reporting accounts, as necessary
16	Staffing, HR, Payroll, Grants, etc.	TECHNOLOGY	Establish school email accounts
16	Staffing, HR, Payroll, Grants, etc.	TRAINING	Technology training
16	Staffing, HR, Payroll, Grants, etc.	TRAINING	Infinite Campus training
16	Staffing, HR, Payroll, Grants, etc.	TRAINING	Google Docs or other email, document storage solution
16	Staffing, HR, Payroll, Grants, etc.	TRAINING	Assessment software
16	Staffing, HR, Payroll, Grants, etc.	TRAINING	Hardware training (eg Mac basics, Chromebook basics, etc)

School Start-up Plan

16	Staffing, HR, Payroll, Grants, etc.	TRAINING	Curriculum-Specific Training
16	Staffing, HR, Payroll, Grants, etc.	TRAINING	Instructional Practices Training
16	Staffing, HR, Payroll, Grants, etc.	FACILITIES	Curriculum Delivery Plan
16	Staffing, HR, Payroll, Grants, etc.	HUMAN RESOURCES	Verify/Confirm staffing levels are appropriate for enrollment
16	Staffing, HR, Payroll, Grants, etc.	HUMAN RESOURCES	Arrange for Student Health Staff training
16	Staffing, HR, Payroll, Grants, etc.	FINANCE	Campus Credit Cards
17	Facilities, Supplies, Equip.	FOOD SERVICES	Establish vendor relationships for necessary food items
17	Facilities, Supplies, Equip.	FOOD SERVICES	Get Health Department Inspection
17	Facilities, Supplies, Equip.	FURNITURE, FIXTURES, & EQUIPMENT/ PURCHASING	Purchase school furniture
17	Facilities, Supplies, Equip.	FURNITURE, FIXTURES, & EQUIPMENT/ PURCHASING	Setup school furniture
17	Facilities, Supplies, Equip.	FURNITURE, FIXTURES, & EQUIPMENT/ PURCHASING	Purchase IT equipment (outlined in IT section)
17	Facilities, Supplies, Equip.	FURNITURE, FIXTURES, & EQUIPMENT/ PURCHASING	Purchase curriculum
17	Facilities, Supplies, Equip.	FURNITURE, FIXTURES, & EQUIPMENT/ PURCHASING	Purchase instructional supplies (Copy paper, pens, pencils, white erase markers, art supplies, etc)
17	Facilities, Supplies, Equip.	FURNITURE, FIXTURES, & EQUIPMENT/ PURCHASING	Purchase Custodial supplies (toilet paper, liners, soaps, solvents, vacuums, mops, brooms, etc) or hire third-party custodial provider
17	Facilities, Supplies, Equip.	FURNITURE, FIXTURES, & EQUIPMENT/ PURCHASING	Purchase maintenance supplies (lawn care, tools, ladders, etc) or hire third-party provider

School Start-up Plan

17	Facilities, Supplies, Equip.	FURNITURE, FIXTURES, & EQUIPMENT/ PURCHASING	Purchase PE & recess equipment
17	Facilities, Supplies, Equip.	FURNITURE, FIXTURES, & EQUIPMENT/ PURCHASING	Purchase office supplies (copiers, files, pens, pencils, labels, sticky-notes, etc)
17	Facilities, Supplies, Equip.	FURNITURE, FIXTURES, & EQUIPMENT/ PURCHASING	Purchase American flags for each classroom
17	Facilities, Supplies, Equip.	FURNITURE, FIXTURES, & EQUIPMENT/ PURCHASING	Purchase flags for flag-pole and common areas
17	Facilities, Supplies, Equip.	FURNITURE, FIXTURES, & EQUIPMENT/ PURCHASING	Purchase items for organization and décor (filing cabinets, pictures, plants, etc.)
17	Facilities, Supplies, Equip.	FURNITURE, FIXTURES, & EQUIPMENT/ PURCHASING	Purchase safety items
17	Facilities, Supplies, Equip.	FURNITURE, FIXTURES, & EQUIPMENT/ PURCHASING	Nursing supplies
17	Facilities, Supplies, Equip.	FURNITURE, FIXTURES, & EQUIPMENT/ PURCHASING	Bullhorns, reflective vests, hand-held stop signs
17	Facilities, Supplies, Equip.	FURNITURE, FIXTURES, & EQUIPMENT/ PURCHASING	Traffic cones
17	Facilities, Supplies, Equip.	MARKETING	Meet the teacher
17	Facilities, Supplies, Equip.	MARKETING	Ribbon-cutting ceremony
17	Facilities, Supplies, Equip.	TECHNOLOGY	Install school network
17	Facilities, Supplies, Equip.	TECHNOLOGY	Install and program school telephonics system
17	Facilities, Supplies, Equip.	TECHNOLOGY	Purchase technology hardware & software
17	Facilities, Supplies, Equip.	TECHNOLOGY	Image school computers

School Start-up Plan

17	Facilities, Supplies, Equip.	TECHNOLOGY	Distribute technology assets, provide training (see below)
17	Facilities, Supplies, Equip.	TECHNOLOGY	Purchase/lease school multi-purpose copiers
17	Facilities, Supplies, Equip.	TECHNOLOGY	Connect copiers to network, computers to copiers
17	Facilities, Supplies, Equip.	TECHNOLOGY	Purchase & Install Projectors
17	Facilities, Supplies, Equip.	TECHNOLOGY	Program bell schedule
17	Facilities, Supplies, Equip.	TECHNOLOGY	Procure school visitor management system, setup
17	Facilities, Supplies, Equip.	TECHNOLOGY	Procure AV cables & extension cords
17	Facilities, Supplies, Equip.	TECHNOLOGY	Procure assistive technology, as applicable
17	Facilities, Supplies, Equip.	TECHNOLOGY	Purchase email backup system
17	Facilities, Supplies, Equip.	TECHNOLOGY	Establish secure school intranet, document management system
17	Facilities, Supplies, Equip.	TRAINING	Safety & emergency response
17	Facilities, Supplies, Equip.	TRAINING	Compliance (FERPA, IDEA, ESSA, ADA, etc)
17	Facilities, Supplies, Equip.	MARKETING	Back to School events
17	Facilities, Supplies, Equip.	FACILITIES	Create list of individuals who need building keys, and distribute
17	Facilities, Supplies, Equip.	FACILITIES	Formalize, train and assign lockup procedures

School Start-up Plan

17	Facilities, Supplies, Equip.	FACILITIES	Layout and insert PVC sleeves for flags
17	Facilities, Supplies, Equip.	FACILITIES	TCO & CofO on Facilities
17	Facilities, Supplies, Equip.	FACILITIES	Review and train staff regarding school traffic plan
17	Facilities, Supplies, Equip.	FACILITIES	Arrange for site security for ongoing construction (if applicable)
17	Facilities, Supplies, Equip.	FOOD SERVICES	Review facilities, equipment, etc. with Food Services
17	Facilities, Supplies, Equip.	TRAINING	Review and implement Leadership Program w/Binders
17	Facilities, Supplies, Equip.	TECHNOLOGY	Arrange for installation of copiers
POST	After Day One	MARKETING	Host community events
POST	After Day One	REPORTING	Submit >30 Days before first apportionment, pupil enrollment form: Name, Address, Phone, DOB, Student ID, Grade, P/G Name, Signature
POST	After Day One	REPORTING	Before Dec 31 of each school year, Immunization Report to the Division of Public and Behavioral Health
POST	After Day One	SPECIAL POPULATIONS	Conduct Child Find activities during first 45 days of school to identify any additional needs
POST	After Day One	SPECIAL POPULATIONS	Perform Gifted and Talented screening per established schedule
POST	After Day One	SPECIAL POPULATIONS	Adjust staffing plan to ensure necessary staff are in place to meet special needs
POST	After Day One	SPECIAL POPULATIONS	Purchase additional resources to meet special needs, as necessary.
POST	After Day One	SPECIAL POPULATIONS	Conduct transition IEP meetings, as necessary
POST	After Day One	SPECIAL POPULATIONS	Input IEPs, 504s, PLPs, and any other applicable documents into the SIS to ensure accessibility to applicable teachers

School Start-up Plan

POST	After Day One	TECHNOLOGY	Inventory technology hardware & software
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### 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: Steven Walker

- Date of Review: April 21, 2022

- Signature of Board Members Present (Add Signature Lines as Needed):

- Mitchell Schwab
    - [Signature]
    - Christopher Mulla
    - [Signature]
    - [Signature]
    - Heather Logan Whittier
    - \_\_\_\_\_

- ❖ 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: Darrel Keller

- Date of Review: April 21, 2022

- Signature of Board Members Present (Add Signature Lines as Needed):

- Mitchell Schwab
    - [Signature]
    - Christopher Mulla
    - [Signature]
    - [Signature]
    - Heather Logan Whittier
    - \_\_\_\_\_

- ❖ 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:

Charter One

- Date of Review:

April 21, 2022

- Signature of Board Members Present (Add Signature Lines as Needed):

- *Mitchell Schwab*  
\_\_\_\_\_
-   
\_\_\_\_\_
- \_\_\_\_\_
- *Christopher Milla*  
\_\_\_\_\_
-   
\_\_\_\_\_
- \_\_\_\_\_
- *Heather Egan Whittier*  
\_\_\_\_\_

- ❖ 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:

Gregg Sindors

- Name of the Selected Financial Service Provider:

Charter One

- Date of Review:

April 21, 2022

- Signature of Board Members Present (Add Signature Lines as Needed):

- *Mitchell Schwab*  
\_\_\_\_\_
-   
\_\_\_\_\_
- \_\_\_\_\_
- *Christopher Milla*  
\_\_\_\_\_
-   
\_\_\_\_\_
- \_\_\_\_\_
- *Heather Egan Whittier*  
\_\_\_\_\_

- ❖ 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:

Gregg Sindors

- Name of the Selected PowerSchool Service Provider:

Charter One

- Date of Review:

April 21, 2022

- Signature of Board Members Present (Add Signature Lines as Needed):

- *Mitchell Schwab*  
\_\_\_\_\_
-   
\_\_\_\_\_
- \_\_\_\_\_
- *Christopher Milla*  
\_\_\_\_\_
-   
\_\_\_\_\_
- \_\_\_\_\_
- *Heather Egan Whittier*  
\_\_\_\_\_

I, Mitchell Schwab, 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 ALA-Garner and ALA-Monroe Charter School is true and correct in every respect.

Signature *Mitchell Schwab*

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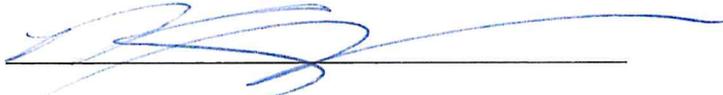
Date **Apr 20, 2022**

## Signature Page

The foregoing application is submitted on behalf of American Leadership Academy North Carolina. The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy "Planning Year for New and Preliminary Charter Schools – CHTR 013, all new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: Mitchell Schwab

Board Position: Chairperson

Signature: 

Date: April 27, 2022

Sworn to and subscribed before me, this 27 day of April, 2022.

Notary Public: 

Official Seal:

My commission expires: November 11, 2024.

ERICA MARTINEZ NOTARY PUBLIC Franklin County North Carolina My Commission Expires Nov. 11, 2024
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